The Influence of Emotional Intelligence and Learning Environment On University Student Performance

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Abstract

The purpose of this study is to determine and analyze the influence of emotional intelligence (X1) and learning environment (X2), both simultaneously and partially, on the performance of students at the Faculty of Economics and Business, Tadulako University. This type of research is quantitative research. This research sample consists of 87 active students at Tadulako University's Faculty of Economics and Business. The analytical tool used is multiple linear regression analysis. Based on the results of the multiple linear regression analysis, it was found that the variables emotional intelligence (X1) and learning environment (X2) simultaneously have a significant effect on the performance of students at the Faculty of Economics and Business, Tadulako University, with a significant value of 0.000 below < 0.05. From the results of the partial testing (t-test), it was found that the emotional intelligence variable (X1) has a significant influence with a significance value of 0.008 > 0.05. The Learning Environment (X2) with a significance value of 0.000 < 0.05, which means there is a significant influence on student performance.

Keyword: Emotional Intelligence; Learning Environment; University Student Performance

1. Introduction

A key element of education is student performance, which is a representation of the academic achievements and outcomes of students in various learning situations (Muthmainnah et al., 2023). Measurement of student performance is necessary to take strategic steps to develop student performance (Amalia et al., 2022). One of the key elements affecting a higher education institution's ability to produce graduates of the finest quality is student performance. In higher education, student performance can boost student satisfaction and a university's reputation, which in turn can improve recruitment and retention rates (Akimov et al., 2024). The study of student performance is varied and influenced by a number of factors. Studies reveal that conventional assessment techniques, including grades, might not capture all factors impacting a student performance (Arifin et al., 2024). One of the factors that can influences student performance is emotional intelligence (Quílez-Robres et al., 2023).

Emotional intelligence is a developmental trait present in all individuals. Emotional intelligence is known as the ability to successfully recognize, analyze, control, and use emotions in ways that promote constructive communication and overcoming obstacles (Chan

et al., 2022). According to a study, Student performance of college students and emotional intelligence are significantly correlated (Surin & Surat, 2021). That study's conclusion makes it abundantly evident that emotional variables influence academic performance and that variables influencing undergraduate students' emotions should also be taken into consideration. Emotional intelligence positively impacts students' academic performance by fostering a conducive learning environment, enhancing their motivation, and facilitating goal attainment. It cultivates a resilient mindset, strengthens interpersonal relationships, and empowers students to overcome challenges, ultimately enhancing their overall learning experience and achievement (Daulay, 2022). Furthermore, academic research on emotional intelligence has changed during the past ten years. It is generally accepted to be a reliable indicator of academic success. Success in schools, colleges, and universities has been demonstrated to be correlated with emotional intelligence (Juyal et al., 2023). The literature is replete with proof that emotional intelligence has a real impact on managerial abilities and career success.

In addition to emotional intelligence, the learning environment can also influence student performance. As learning environment improves, student performance also improves (Munir et al., 2021). One factor that can be a problem in student performance is the learning environment (Adriansyah et al., 2023; Anggreani & Sumiati, 2023). That's why student learning environment is so important in terms of student performance. A conducive learning environment not only influences student motivation but also correlates positively with student performance (Bimaruci Hazrati Havidz & Mujakiah, 2023). When students are motivated to learn in an engaging environment, they are more likely to actively participate in class activities, leading to a deeper understanding of the subject matter. This heightened engagement often translates into improved academic performance, as motivated students are more inclined to invest time and effort into mastering the material, ultimately yielding higher levels of achievement. Moreover, an environment conducive to learning also directly impacts student concentration, enabling them to better focus on tasks and absorb information effectively.

It is critical to comprehend how emotional intelligence and the learning environment interact with regard to university student performance, especially in the context of Tadulako University's Faculty of Economics and Business. Examining the relationship between these attributes and how it impacts students' academic performance is the aim of this research. Focusing on a single faculty member can yield insights that could inform the development of inclusive learning programs and more effective teaching strategies, ultimately raising the bar for instruction in business and economics courses.

2. Literature Review
2.1 Student Performance
Student performance is the measure of an individual's academic success as it relates to achieving specified learning objectives and goals. (Saud, 2021) discovered that the primary external factors influencing student performance are family, friends, and society come first, then decision-making, willpower, aspiration, diligence, and persistence. Discouragement is the biggest obstacle to student performance, followed by carelessness, sloppiness, sloth, ineffective time management, failure, and dissatisfaction. Student performance acquired by

students is regarded the success of a student and the learning arrangement at the institution (Hadi et al., n.d.). Studying how well students perform academically is really important (Ida Ayu Maharani et al., 2022). Finding the variables that influence academic performance is important for colleges, teachers, and sometimes even students. This endeavor is essential to improving the caliber of instruction and improving instructional strategies. Student achievement depends on social and academic integration, and personal motivation and a desire to learn are important factors that affect performance levels, which in turn affect self-esteem and intrinsic motivation. Based on research, there are three things that can be a benchmark in measuring student performance in this study: learning strategies, teacher interactions and parental involvement. Gaining an understanding of and taking into account these diverse components can lead to a greater understanding of student performance (Arifin et al., 2024).

2.2 Emotional Intelligence

Students' Emotional Intelligence, which is a collection of abilities and talents, affects their ability to handle the multiple demands and stressors associated with academics. It is a set of abilities that helps one more easily accept and use emotional information to successfully guide action and thought (Naveed Ahmed Taseer et al., 2023). Emotions are mental reactions that are cognitive, affective, and behavioral that are brought on by a person's evaluation of their surroundings in this particular situation. It further explains that human emotions are in the subconscious realm so recognized emotional intelligence provides a deeper and more complete understanding of oneself and others (Liliani & Kornelius, 2023). Emotions It provides data about individuals and others, and contains critical components, which transmit data that activates behavior and activity in a particular setting (Santos et al., 2021). It's possible for students with high emotional intelligence to regulate their emotions. This suggests that since individuals are aware of the situation, they may be able to make wise choices and, as a result, be persuaded to act responsibly. Academic success depends on having a greater appreciation for people, or emotional intelligence, as this affects one's ability to collaborate, influence others, and work as a team in any academic environment (Naveed Ahmed Taseer et al., 2023). It makes sense that emotions would help students accomplish their goals as they have the ability to enhance academic learning cognition and attention. Among the most important variables affecting students' academic and personal success is their emotional intelligence (EI). For student to achieve success in both contexts, it is advised that they enhance their emotional competences (Santos et al., 2021). There are five dimensions associated with emotional intelligence (Bongsu & Bakar, n.d.) that can be measured in this study: self-awareness, self-control, self motivation, empathy, and social skills.

2.3 Learning Environment

Everything that surrounds a student and supports their learning activities is referred to as the student learning environment. The learning environment, which has an impact on teaching and learning activities in educational institutions, is one component of the learning process to attain goals for learning (Yunita et al., 2019). Three elements can be used to quantify the learning environment: 1) Individual social contact, 2) the relationship between educators and students, and 3) the intellectual environment (Nurtamara et al., n.d.). Learning interactions

are impacted by the individual traits and patterns of association of the individuals engaged in the contact, including parents, friends, educators, and learners (students). An application such as a system of educational programs, media, and learning materials are all part of the intellectual environment. A well-organized, cozy, welcoming, and well-lit study area is essential to creating a positive learning atmosphere, which greatly influences interactions within (Ramadani & Simamora, 2022). Students are more likely to concentrate and participate fully in their academics in such an environment. The well-kept and welcoming environment encourages student cooperation by promoting group projects, idea exchanges, and support to one another. In addition, enough illumination in the study space is necessary to reduce eye strain and sustain attention, which guarantees that students stay attentive and productive. In conclusion, a good learning environment is more than just a set of furniture or fixtures; it fosters constructive student interactions and facilitates efficient learning, which makes it essential for student performance.

3. Material and Method
3.1 Design Study

This research design uses quantitative research methods to statistically analyze the data (Apriyanti & Usman, 2021) and data gathering techniques via questionnaires given to Tadulako University students. The data collected in this research consists of primary data in the form of questionnaire results and secondary data sources from scientific research journals. The population in this research were active students at Tadulako University's Faculty of Economics and Business. The sample in this study is 87 students with purposive sampling method. Purposive sampling is the technique of taking samples by defining certain criteria (Lenaini, 2021). The criteria used in this research are active students of the Faculty of Economics and Business of the University of Tadulako who are in the class of 2021-2023.This study focuses to measure how much influence the Emotional Intelligence (X1) and Learning Environment (X2) can affect Student Performance (Y).

3.2 Data Analysis

Data analysis method that used in this research are descriptive statistical analysis method and Linear multiple regression using IBM SPSS Statistics 25 data processing application. Descriptive statistics, also known as deductive or simple statistics, involve processes such as averaging, composing, connecting, and presenting data in a concise and clear manner. These methods aim to provide a comprehensive understanding of a situation by analyzing organized numerical data and presenting it effectively (Nasir & Sukmawati, 2023), while Multiple Linear Regression can be used to predict the future and determine the effect between variables, with the capability of incorporating more than one independent variable (Theofani & Sediyono, 2022).

Figure 1. Research Model
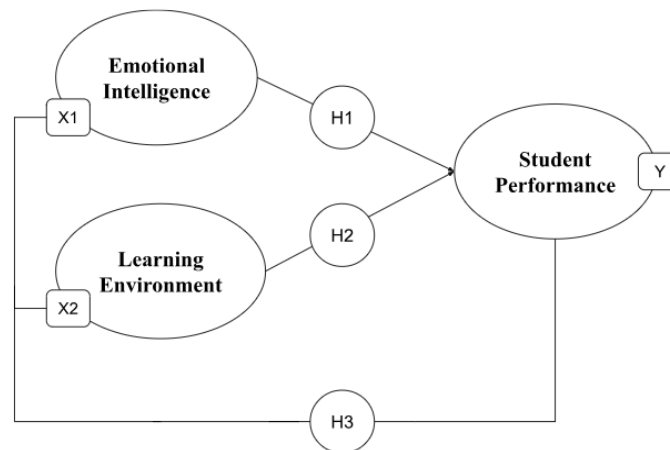
Source: Primer Data by Researcher, 2024

Based on the picture above, the hypothesis of this study is:

H1: Emotional Intelligence (X1) has a significant effect on Student Performance (Y).

H2: Learning Environment (X2) has a significant effect on Student Performance (Y).

H3: Emotional Intelligence (X1) and Learning Environment (X2) has a significant effect on Student Performance (Y).

4. Result
4.1 Descriptive Statistics Analysis

Table 1. Emotional Intelligence (X1)

	N	Mean	Std. Deviation
X1.1	87	4.05	.627
X1.2	87	4.15	.620
X1.3	87	4.14	.613
X1.4	87	3.84	.713
X1.5	87	3.69	.880
X1.6	87	3.57	.830
X1.7	87	3.98	.731
X1.8	87	3.94	.671
X1.9	87	3.85	.724
X1.10	87	3.76	.862
X1.11	87	3.75	.824
X1.12	87	4.08	.669
X1.13	87	3.52	.874
X1.14	87	4.07	.566
X1.15	87	3.79	.573
Valid N (listwise)	87		

Source: Output SPSS For Windows Release 25.0, 2024

Table 1 displays the results on the Emotional Intelligence (X1) variable, indicating that item X1.2 has the highest mean value, this indicating that the majority of students agree with their ability to recognize situations that often trigger certain emotions. Meanwhile, item X1.13 has the lowest mean value, indicating that there are still students who feel less capable of communicating their thoughts and feelings to others.

Table 2. Learning Environment (X2)

	N	Mean	Std. Deviation
X2.1	87	3.82	.656
X2.2	87	3.84	.663
X2.3	87	4.01	.600
X2.4	87	3.79	.649
X2.5	87	3.53	.696
X2.6	87	3.85	.656
X2.7	87	4.03	.738
X2.8	87	3.91	.757
Valid N (listwise)	87		

Source: Output SPSS For Windows Release 25.0, 2024

Table 2 shows the results regarding the Learning Environment (X2) variable. It indicates that statement item X2.7 has the highest mean value, which means that most students agree that the learning environment encourages them to think critically. Meanwhile, the statement element X2.5 has the lowest mean score which means there are still students who feel that they are less able to collaborate with lecturers in projects or activities outside the classroom.

Table 3. Student Performance (Y)

	N	Mean	Std. Deviation
Y.1	87	3.63	.733
Y.2	87	3.72	.726
Y.3	87	3.74	.754
Y.4	87	3.89	.689
Y.5	87	3.74	.769
Y.6	87	3.51	.776
Y.7	87	3.74	.994
Y.8	87	4.36	.628
Y.9	87	4.13	.887
Valid N (listwise)	87		

Source: Output SPSS For Windows Release 25.0, 2024

Table 3 shows the results on the Student Performance (Y) variable, it is evident that the highest average response frequency is observed in the indicator of parental involvement with the statement item Y.8, indicating that most students agree that their parents provide support and assistance (both financial and emotional) to facilitate the academic process. Meanwhile, the lowest response rate is found in the teacher interactions indicator with the statement item

Y.6, suggesting that there are still students who feel that their teachers are less willing to provide additional assistance when needed outside of class hours.

4.2 F-test (simultaneous)

Table 4. Results of F-test (simultaneous)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	836.591	2	418.295	41.889	.000[b]
	Residual	838.811	84	9.986		
	Total	1675.402	86			

a. Dependent Variable: STUDENT PERFORMANCE
b. Predictors: (Constant), LEARNING ENVIRONMENT, EMOTIONAL INTELLIGENCE
Source: Output SPSS For Windows Release 25.0, 2024

From the multiple regression analysis above, it can be explained that the results of the regression equation in this study for F-test obtained an F value of 41.889 (F-count), while the F-table value is 3.10. Comparing the F-count and F-table values indicates the independent variable's simultaneous influence on the dependent variable (Wirastuti & Buntuang, n.d.). The result shows that 41.889 (F-count) > 3.10 (F-table) with a significance level of 0.000 < 0.05. Thus, the results of this study indicate that Emotional Intelligence (X1) and Learning Environment (X2) variables simultaneously affect Student Performance (Y).

4.3 T-test (partial)

Table 5. Results of T-test (partial)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.695	3.472		1.352	.180
	EMOTIONAL INTELLIGENCE	.215	.079	.285	2.733	.008
	LEARNING ENVIRONMENT	.559	.121	.483	4.637	.000

a. Dependent Variable: STUDENT PERFORMANCE
Source: Output SPSS For Windows Release 25.0, 2024

Table 5 presents partial test results (T-test). From the results obtained, it can be seen Emotional Intelligence (X1) and Learning Environment (X2) contribute partially (independently) to Student Performance (Y). This can be observed from the significance value of each independent variable. The Emotional Intelligence (X1) variable has a significance level of 0.008, which is less than 0.05. Furthermore, the Emotional Intelligence variable's t value is 2.733 which is higher (>) than the t-table value (1.992). From this result, we can conclude that emotional intelligence is partially influenced by student performance.

The same result is also shown with the Learning Environment (X2) variable that has a significance level of 0.000, which is also smaller (<) than 0.05 and the t value for the Learning Environment is 4.637, which is also higher (>) than the t-table value of 1.992. Thus, it can be concluded that learning environment also contributes to student performance partially.

4.4 Linear Multiple Regression Analysis

In Table 5, the constant value (a) is observed to be 4.695 with regression coefficients (b1) of 0.215 and (b2) of 0.559. Thus, the multiple linear regression equation generated is: Y = 4.695 + 0.215 X1 + 0.559 X2 + e.

Based on these results, it can be interpreted that the constant value of 4.695 indicates that the student performance will be positive without being influenced by emotional intelligence and learning environment (X=0). With a regression coefficient of 0.215 from emotional intelligence variable, it means that if emotional intelligence (X1) increases by one unit, then student performance (Y) will increase by 0.215. Additionally, X1 also shows a significant value of 0.008, which is smaller than (<) 0.05, indicating a significant impact on student performance (Y). Furthermore, the regression coefficient for the learning environment (X2) indicates a value of 0.559, meaning that if the learning environment (X2) increases by one unit, then student performance (Y) will increase by 0.559. X2 also shows a significant value of 0.000, which is smaller than (<) 0.05, indicating a significant impact on student performance (Y).

4.5 The Coefficient of Determination (R2)

Table 6. Results of Coefficient of Determination (R2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707ᵃ	.499	.487	3.160

a. Predictors: (Constant), LEARNING ENVIRONMENT, EMOTIONAL INTELLIGENCE

Source: Output SPSS For Windows Release 25.0, 2024

Table 6 shows the coefficient of determination (R2) values. The Determination Coefficient Test (R2), as explained by (Ghozali,2016), evaluates the extent to which a model can account for variations in the dependent variable. In Table 6, the Adjusted R-squared value is 0.499, which is interpreted or converted into a percentage of 49.9%. This means that the variables investigated in this research, namely emotional intelligence and learning environment, only have an influence of 49.9% on student performance. The remaining 50.1% is influenced by many other factors and variables which were not examined in this research, because many variables influence student performance.

5. Discussion

The purpose of this study is to examine how emotional intelligence and learning environment can influence student performance, particularly at the university level. Based on

the results of this research, it can be seen that emotional intelligence and learning environment have a significant positive influence on student performance. From these research findings, it can be concluded that emotional intelligence can enhance student performance in the Faculty of Economics and Business at Tadulako University. Emotional intelligence also has a positive impact on improving student performance. This is consistent with previous research findings which indicate that studying emotional intelligence has become increasingly important, especially in relation to student performance (Naveed Ahmed Taseer et al., 2023).

Students with good emotional intelligence will have amotivation to continue learning, on the other hand, students with poor emotional intelligence will find it difficult to stay motivated to learn (Situmorang et al., 2021). Emotional intelligence also plays a significant role in enhancing students' performance as it helps them manage emotions effectively in facing academic challenges, strengthen self-awareness to set appropriate goals, enhance empathy and social awareness to collaborate and interact effectively with professors and classmates, and build the emotional resilience needed to cope with academic pressure and stress (Daulay, 2022). Thus, students with high levels of emotional intelligence tend to be more capable of maintaining motivation, optimizing academic potential, and achieving success in their studies and careers.

Based on replies from respondents, showing that they as students at the Faculty of Economics and Business of the University of Tadulako felt that their learning environment affected their performance, this was supported by several previous studies that had similar results (Munir et al., 2021; Ramadani & Simamora, 2022). Most students believe that the learning environment fosters critical thinking, which positively impacts their academic performance (Nurtamara et al., n.d., p. 2023). Descriptive statistical data also reveals that students from the Faculty of Economics and Business at Tadulako University possess proficiency in five facets of emotional intelligence: self-awareness, self-control, self-motivation, empathy, and social skills (Bongsu & Bakar, n.d.). Their capacity to determine their strengths and weaknesses identify emotional cues, and participate in introspection and stress reduction are demonstrated by their questionnaire answers. These skills are essential for both academic and social success because they allow students to learn with concentration and efficiency, complete tasks quickly, and engage with others in college environments where problem-solving and collaboration are valued. Similarly, students of the Faculty of Economics and Business at Tadulako University feel that their learning environment, which fosters positive social interactions and builds strong relationships among peers and professors, significantly impacts their academic performance (Bimaruci Hazrati Havidz & Mujakiah, 2023). Feeling accepted within friendship groups and being able to establish supportive networks motivates students and enhances their academic well-being. Interactions with peers and professors facilitate idea exchange, discussions, and collaborative learning, while strong relationships with professors create a supportive learning atmosphere. Additionally, access to supportive resources such as libraries and learning facilities improves their learning effectiveness. Furthermore, learning environment also encouragement to think critically and opportunities to pursue intellectual interests through extracurricular academic activities also positively impact students' academic performance.

6. Conclusion, Implication, and Recommendation

Based on the results, it can be concluded that both emotional intelligence and the learning environment have a significant influence on student performance in the Faculty of Economics and Business, Tadulako University. The emotional intelligence variable is proven to partially significantly influence student performance, and the learning environment variable is also proven to partially significantly influence student performance. Students with high emotional intelligence tend to have better academic performance, while a conducive learning environment, characterized by critical thinking opportunities, positive social interaction, strong relationships with peers and lecturers, and access to resources, also have a positive impact on student performance. Therefore, in order to improve student performance, emotional intelligence training, a better learning environment, and increased parental and educator involvement are all necessary.

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