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EMOTIONAL AND SPIRITUAL INTELLIGENCE AS PREDICTORS OF STUDENT LEARNING MOTIVATION: A CROSS-SECTIONAL STUDY ON A SINGLE EDUCATIONAL SCIENCE CENTER

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ABSTRACT

Student motivation is essential for academic engagement and achievement in higher education; however, emotional and social factors are frequently neglected in course design. This study investigates the influence of emotional intelligence, spiritual intelligence, and lecturer communication patterns on student motivation, emphasizing the mediating role of communication. Data collected from 231 students using validated questionnaires indicate that all three factors significantly predict learning motivation. Lecturer communication patterns exert the strongest influence, while emotional and spiritual intelligence also have significant, albeit smaller, effects. These results highlight the primary role of communication in motivating students and emphasize the importance of emotional and social factors in enhancing motivation. The study recommends that lecturers develop both emotional and communication competencies to create a more motivating learning environment.

KEYWORDS: Emotional competence, spiritual intelligence, communication patterns, learning motivation

1. INTRODUCTION

Learning motivation is fundamental to students' academic success in higher education, functioning as both an internal and external driver. It encourages students to engage in learning activities, persist through challenges, and achieve educational objectives. Empirical studies demonstrate a strong association between learning motivation and academic achievement. Motivated students are more

engaged, develop effective learning strategies, and exhibit greater resilience when facing academic difficulties (Tang & He, 2023; Chang & Tsai, 2022).

Despite its recognized importance, student motivation in Indonesian higher education, particularly within the Faculty of Education Science at Gorontalo State University, remains inconsistent. Preliminary observations indicate irregular attendance, limited participation in discussions, and minimal engagement in independent study. These patterns underscore the necessity of investigating the factors influencing student motivation to more effectively support educational objectives.

Lecturers' emotional intelligence is a significant factor influencing learning motivation. Emotional intelligence encompasses the ability to recognize, understand, manage, and effectively utilize emotions. Recent research demonstrates that lecturers' emotional intelligence directly impacts students' learning motivation by enhancing self-efficacy and providing social support (Tang & He, 2023). Additional studies indicate that lecturers' emotional intelligence predicts learning motivation and improves academic achievement by fostering engagement and promoting effective learning strategies (Nieto-Carracedo et al., 2024).

Both lecturers' spiritual and emotional intelligence are predictors of student motivation, and enhancing these attributes can significantly improve motivation and academic achievement (Moosivand et al., 2024). Additional research demonstrates that lecturers' spiritual intelligence supports student engagement by fostering self-awareness and a sense of meaning in academic pursuits (Ma & Wang, 2022). This is consistent with findings by Devi et al. (2022), who reported that spiritual intelligence was positively associated with learning motivation at Makassar State University, accounting for 7.6% of the variance in motivation.

Lecturer communication patterns are also a critical determinant of student motivation. Effective communication between lecturers and students contributes to the development of a supportive learning environment. Positive communication facilitates not only the transmission of academic content but also provides emotional support, fosters relationships, and enhances motivation. Recent studies indicate that social support from lecturers, delivered through effective communication, shapes students' emotional responses to learning and increases their engagement (Xie & Chen, 2024). Further research confirms that warm, open, and constructive communication encourages intrinsic motivation and results in improved academic outcomes (He et al., 2025).

2. METHODS

This research was conducted in the Educational Management program at the Faculty of Education, Gorontalo State University, Indonesia. It analyzes how lecturer communication, emotional intelligence, and spiritual intelligence influence student motivation.

A quantitative, cross-sectional design was used. Data were collected through a questionnaire. The study population included all eligible students ($N = 546$). Using purposive sampling, 231 second-year students were selected to ensure they had experience with lecturers and the system.

Independent variables were lecturers' emotional intelligence, spiritual intelligence, and communication. The dependent variable was student motivation. In this study, X1 is emotional intelligence, X2 is spiritual intelligence, X3 is lecturer communication, and Y is student motivation. The framework shows how these factors influence motivation.

Variables: X1 (emotional intelligence)—self-awareness, motivation, empathy, social skills; X2 (spiritual intelligence)—awareness of Allah SWT, remembrance and prayer, good deeds, patience; Z (communication)—two-way communication, engaging learning, varied teaching, effective communication; Y (motivation)—desire for success, learning needs, goals, participation, support.

Data were collected using a Likert-scale questionnaire to measure opinions, attitudes, and perceptions as indicators for each variable. Instrument validity was assessed using a product-moment correlation, and reliability was assessed using Cronbach's alpha. The study also used descriptive analysis, normality tests, path analysis, and hypothesis testing.

3. RESULTS

This study involved 231 students from the Faculty of Education Science at Gorontalo State University, class of 2023, across six study programs. Data were collected using a questionnaire instrument to measure four variables: emotional intelligence (X_1), spiritual intelligence (X_2), learning motivation (Y), and communication patterns (Z).

To test the normality of the errors, the Lilliefors test was used. All regressions met the normality assumption ($L_{\text{calculated}} < L_{\text{table}} = 0.0619$; $\alpha = 0.05$). Testing results are as follows:

Table 1: Lilliefors test results

Variables	L value	L table	Regression
Emotional intelligence on student motivation	0.0363	0.0169	Normal
Spiritual intelligence on student learning motivation	0.0440	0.0169	Normal
Lecture communication patterns towards students learning motivation	0.0543	0.0169	Normal
Emotional intelligence towards lecturer communication patterns	0.0495	0.0619	Normal
Spiritual intelligence towards lecturer communication patterns	0.0504	0.0619	Normal

Model 1 testing shows emotional intelligence (X_1) and spiritual intelligence (X_2) significantly affect motivation (Y): $F = 16008.454$, $p < 0.001$, $R^2 = 0.993$. This means 99.3% of motivation variance is explained by these predictors, with 0.7% from other variables ($\epsilon_1 = 0.083$).

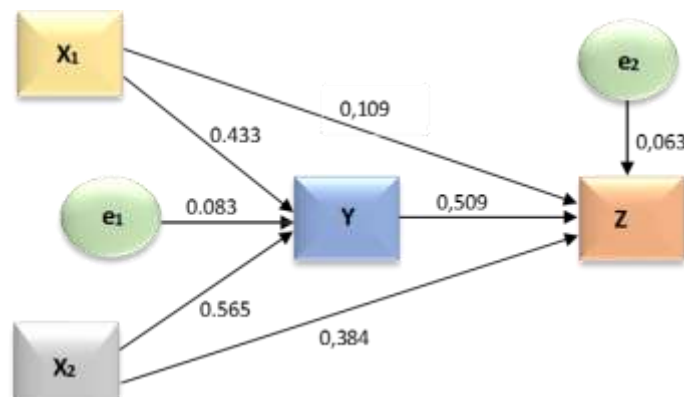
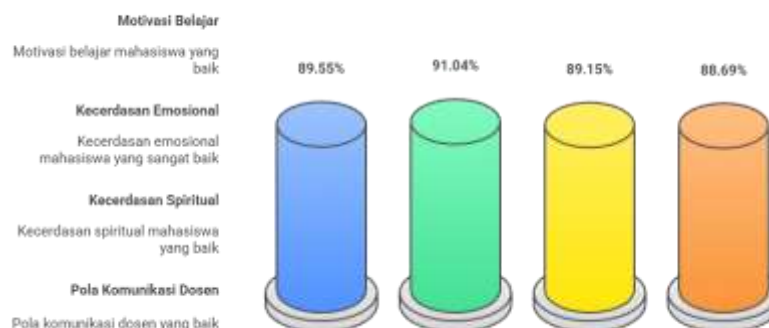


Figure 1: Structure model 1

Simultaneous testing of the 2 structural models shows that emotional intelligence (X_1), spiritual intelligence (X_2), and learning motivation (Y) together have a significant effect on communication patterns (Z), with $F = 16973.894$, $p < 0.001$, and $R^2 = 0.996$. The high coefficient of determination indicates that 99.6% of the variance in communication patterns can be explained by the three predictor variables, with the remaining 0.4% accounted for by other variables ($\epsilon_2 = 0.063$).

Testing the indirect effect of emotional intelligence on student learning motivation through lecturer communication patterns = $0.433 \times 0.509 = 0.220$. Total effect = $0.109 + 0.220 = 0.329$. This finding indicates that the direct effect of emotional intelligence on communication patterns is weaker than its indirect effect through learning motivation.

Testing the indirect effect of spiritual intelligence on student learning motivation through lecturer communication patterns = $0.565 \times 0.509 = 0.287$. Total effect = $0.384 + 0.287 = 0.671$. A similar pattern was found in spiritual intelligence, where learning motivation acts as a mediator, strengthening the influence of spiritual intelligence on communication patterns.



The histogram summarizes the scores for each variable. Student learning motivation achieved an 89.55% result, placing it in the good category. Emotional intelligence scored 91.04%, placing it in the very good category. Spiritual intelligence scored 89.15% in the good category. The lecturer's communication pattern scored 88.69%, also in the good category.

4. DISCUSSION

4.1 The influence of emotional intelligence on students' learning motivation

Research shows that lecturers' emotional intelligence positively and significantly influences students' learning motivation, as evidenced by the value $F = 21061.654$, with a significance of $0.000 (<0.05)$. Statistically, these results confirm a strong relationship. The large path coefficient indicates that lecturers' ability to recognize, understand, and manage emotions not only impacts the quality of learning interactions but also directly increases students' intrinsic and extrinsic motivation. This is consistent with research. Tam et al. (2021) showed that a one-point increase in emotional intelligence was associated with a 12% increase in learning motivation, especially in the dimensions of achievement motivation and intrinsic interest. Thus, the results of this study strengthen the argument that emotional intelligence is an important determinant of learning motivation at the higher education level.

Statistical analysis shows that the influence of lecturers' emotional intelligence is not merely a correlational relationship, but a causal one with practical implications. Lecturers who demonstrate empathy, stable emotional responses, and adaptive emotional regulation strategies can create a psychologically safe learning environment. This environment increases perceptions of support, reduces academic anxiety, and ultimately strengthens students' learning. self-The emotional climate fostered by educators. Students with strong emotional support tend to perceive academic difficulties as challenges rather than threats and thus are more persistent in their learning. This aligns with Janah and Faridah's (2021) recommendation that students with high emotional intelligence exhibit greater curiosity and improved problem-solving abilities. The findings of this study are relevant because they reveal that emotional support from lecturers significantly increases learning motivation, potentially addressing internal barriers students face that cannot be explained solely by academic factors.

Previous research has focused more on students' emotional intelligence as a predictor of academic success, while the role of lecturers' emotional intelligence as a central figure in learning has not been studied in depth. Even studies linking lecturers' emotional intelligence to student learning motivation are largely descriptive or observational, failing to comprehensively explain their causal effects and practical significance. This discussion demonstrates that lecturers' emotional intelligence is not only relevant but also statistically significant in determining learning motivation. Thus, this study fills the knowledge gap by providing stronger empirical evidence on how lecturers' affective factors impact learning outcomes.

Therefore, this research provides a foundation for integrating emotional intelligence into educational curricula, particularly for education study programs. Prospective educators need to be equipped not only with pedagogical understanding and academic content but also with emotional skills to address the psychological dynamics of future students. By incorporating emotional intelligence as a core element of learning, educational institutions can produce graduates who are not only intellectually superior but also emotionally mature and ready to perform professional duties more effectively. These findings confirm that emotional intelligence is a crucial foundation for building student motivation for learning and serves as a pillar for strengthening the long-term quality of education.

4.2 The influence of spiritual intelligence on students' learning motivation

The results of the study show that spiritual intelligence has a direct, positive, and significant influence on students' learning motivation, as indicated by an F-test value of 24,578.168 and a significance level of $0.000 < 0.05$. Statistically, FA's very large correlation indicates that variations in spiritual intelligence contribute significantly to explaining variations in student learning motivation. This finding strengthens the argument that spiritual intelligence is not merely an affective aspect, but rather a psychological construct with strong predictive power for learning behavior. In practice, these results confirm that students with high levels of spiritual intelligence tend to have a stable learning orientation, are grounded in values, and are less susceptible to external pressures. Their intrinsic drive to learn stems from a deep sense of meaning and purpose, thus impacting academic consistency, persistence, and resilience.

In terms of implementation in higher education, these findings reflect a gap between the needs of 21st-century learning and non-cognitive development approaches that have so far focused solely on emotional aspects or cognitive skills. Spiritual intelligence, encompassing self-awareness, meaning in life, and the ability to deeply regulate oneself, often receives insufficient development in the curriculum and learning activities. In some universities, particularly in areas with high psychosocial challenges, students face academic, financial, and social pressures that demand more complex self-regulation skills. However, available learning interventions often emphasize only managerial learning skills, without addressing the spiritual aspects that have been shown to play a role in motivational stability.

This research fills a knowledge gap by examining how lecturers' and students' spiritual intelligence contributes to the dynamics of learning motivation in higher education. Previous studies, such as those by Nurzaman & Amalia (2022), emphasized the role of intellectual intelligence as a supporting factor in lecturers' work motivation, which, in turn, indirectly affects students' learning motivation through teaching quality. Similarly, research by Haryo Basuki (2020) highlighted the role of spiritual intelligence in enhancing student learning motivation in primary and secondary education, but did not address the context of higher education, which has more complex self-regulation dynamics.

The findings suggest that spiritual intelligence functions as an internal regulatory mechanism that influences how lecturers understand academic obstacles, build meaning orientations, and develop a long-term perspective on the learning process. Students with high spiritual intelligence tend to view academic challenges as opportunities for self-improvement, rather than as threats or sources of stress. This aligns with the concept of spiritually-driven resilience, which explains that spiritual values can strengthen individual resilience in the face of learning pressures. In practice, students with high spiritual intelligence demonstrate more mature adaptive abilities, including calmness during exams, consistency in completing assignments, and the ability to think clearly in complex academic situations. Although this study proves a direct influence, it has not yet examined how cultural, religious, and social contexts moderate this relationship. Given that spirituality is closely linked to cultural values and beliefs, the relationship between spiritual intelligence and learning motivation may vary across regions and educational institutions.

These findings confirm that spiritual intelligence is a crucial determinant of learning motivation and deserves greater attention in learning design and higher education policy. By enriching learning through the integration of spiritual values, educational institutions can encourage students who are not only intellectually intelligent but also emotionally and spiritually mature, thus better prepared to face future academic, social, and professional challenges.

4.3 The influence of lecturer communication patterns on student learning motivation

The study's results show that lecturers' communication patterns directly influence students' learning motivation, as reflected in their grades. Fvery large ($F = 37,234.364$; $p < 0.05$). The largest path coefficient in the model shows that this variable plays a dominant role in explaining the dynamics of learning motivation. This finding provides practical meaning that the quality of lecturer communication is a key factor capable of driving motivation in the context of higher learning, regardless of differences in academic background or student characteristics. Thus, improving lecturers' communication competency can have a long-term impact on academic engagement, learning readiness, and student learning outcomes. This means that verbal and nonverbal interactions in the learning process are not merely tools for conveying material, but psychosocial instruments that shape students' perceptions, self-confidence, and goal orientation. This is evident in the tendency of motivated students to participate more actively, ask questions, discuss, and seek clarification. Conversely, students with low motivation tend to be trapped in a passive cycle triggered by less responsive communication. This

interpretation reinforces Bandura's (1986) theory, which explains that motivation is the primary driver of adaptive social behavior, including active and collaborative communication.

The findings of this study are also consistent with previous research. Hamdan & Attika (2024) showed that lecturers' interpersonal communication accounted for 62.7% of the increase in students' learning motivation. Similarly, Muhayyang, Sakkir & Andriyani (2023) found that eye contact and positive nonverbal communication increased motivation by 58.3%. This study confirmed that effective communication fosters psychological attachment, which in turn fuels academic engagement. Munawarah & Novianty (2020) also reported a similar pattern, with a 55% increase in motivation through empathetic, open communication. This consistency across studies confirms that communication patterns are not merely complementary factors, but rather structural elements in the dynamics of student learning motivation.

On the other hand, this study found that one-way communication, which has long been considered less interactive, still plays a strategic role in building motivation, especially in the early stages of lectures. When lecturers convey material clearly, inspiringly, and relevantly to students' lives, one-way communication still contributes positively to motivation. This provides a practical interpretation that the effectiveness of communication patterns depends not only on the two-way format but also on the lecturer's ability to adapt the delivery style to students' needs. However, the effectiveness of one-way communication appears to be limited to strengthening basic understanding and providing direction, while long-term motivational enhancement is more likely to be fostered through two-way communication.

Two-way communication has been shown to have a stronger psychological impact because it creates a space for interaction, participation, and respect for student opinions. When students feel heard, their intrinsic motivation increases, reflected in improved attendance, greater engagement in discussions, and better learning outcomes. These results confirm that learning motivation is influenced not only by emotional intelligence or understanding of the material, but also by the relational experiences built through open and friendly communication patterns. Therefore, strengthening two-way communication patterns should be positioned as a core pedagogical strategy to support student motivation for learning in higher education.

In higher education practice in many regions, including the context of this research, lecturers' communication skills often lack adequate training. The reality on the ground shows that some lecturers still predominantly employ one-way communication patterns, not because of pedagogical preferences but because of capacity, time, and institutional support limitations. Yet, the needs of 21st-century learning demand that lecturers develop communication patterns that are interactive, adaptive, and sensitive to students' psychological conditions. This highlights the gap between modern pedagogical needs and current practices, particularly in institutions that have not yet integrated interpersonal

communication training into their lecturer development. This research underscores the importance of such interventions with strong statistical evidence.

Although numerous studies have examined the relationship between lecturer communication and learning motivation, most have focused on correlational analyses without structural analysis, identifying only the most dominant variables in a model of student learning motivation. Furthermore, previous studies rarely place communication patterns within an interaction framework with other psychological variables, such as lecturer emotional intelligence. Therefore, this study fills an important gap by demonstrating that communication patterns have the largest direct effect among the model's variables. This discussion enriches the literature by demonstrating the practical significance, empirical context, and pedagogical consequences of the dominant communication channels on student learning motivation.

4.4 The influence of emotional intelligence on lecturers' communication patterns

The results of the study show that emotional intelligence has a direct, positive, and significant influence on lecturers' communication patterns, as indicated by a value of 16,558.233 and a significance of 0.000 (<0.05). Statistically, the emotional intelligence variable accounts for a substantial portion of the variation in communication patterns. This result not only confirms the significance of the relationship but also indicates the model's strength in predicting the quality of lecturer communication. Thus, an increase in one level of lecturer emotional intelligence consistently implies an improvement in communication patterns, particularly in message clarity, empathy, and the ability to build dialogic connections with students. Practically, this means that mature emotional management is the foundation of more stable, directed, and adaptive pedagogical interactions.

Although academic communication is often considered a technical skill, these findings demonstrate that affective factors significantly shape how lecturers convey information and respond to students. Lecturers who recognize their emotions tend to manage lecture pressure more calmly, maintain a balance between cognitive and emotional demands, and avoid a defensive or authoritarian communication style. Conversely, low emotional intelligence can lead to miscommunication, negative interpretations, and psychological distance between lecturers and students. These findings broaden understanding of the fact that effective communication in higher education is determined not only by academic competence but also by the lecturer's affective ability to organize, direct, and convey messages within the social context of learning.

Previous research consistently supports these findings. Arie Pratama (2022) emphasized that emotional intelligence significantly influences communication patterns, as understanding students' emotions helps create more constructive interactions. Martina & Yuliana (2025) also demonstrated that individuals with high emotional intelligence tend to demonstrate better communication skills, including in managing conflict and maintaining interpersonal relationships. A study by Nushur & Yusuf (2021) reinforced these findings by demonstrating that lecturers' application of emotional

intelligence through interpersonal communication increased student learning engagement by up to 65%, indicating that communication is not only a means of transmitting information but also a mediating pathway that facilitates learning motivation. Furthermore, research by Seneru, Dharma & Wati (2024) identified a strong correlation ($r = 0.71$) between emotional intelligence and interpersonal communication, confirming that the quality of academic interactions is largely determined by emotional awareness and self-regulation.

Empirically, the influence of emotional intelligence on communication patterns is clearly visible in the classroom. Lecturers with strong emotional control can maintain a conducive discussion atmosphere even when faced with critical questions, differences of opinion, or challenging classroom dynamics. They can listen actively, respond empathetically, and provide constructive feedback. This results in healthier two-way interactions and allows students to feel valued and safe to participate. Conversely, lecturers who struggle to regulate their emotions tend to use rigid, reactive, or defensive communication patterns, which ultimately hinder the learning process. Thus, these findings confirm that emotional intelligence is a key determinant of creating an effective learning communication ecosystem.

Although the influence of emotional intelligence on communication has been proven significant, the reality on the ground shows a gap between ideal needs and actual conditions. In various regions and institutions, lecturers' communication competency is still often hampered by high workloads, administrative pressures, and a lack of affective-based training. Higher education in many sectors still focuses on improving pedagogical and digital competencies, while strengthening emotional aspects has not received adequate attention. This gap is even more pronounced in regional institutions where access to training is limited, so improving emotional intelligence has not yet become an integral part of lecturer competency development.

Although previous research has demonstrated a relationship between emotional intelligence and communication, several gaps remain to be clarified. First, most studies focus on the student context, while research specifically examining how lecturers' emotional intelligence influences communication patterns within learning dynamics is limited. Second, some previous research has examined the relationship correlationally, while causal evidence and mediating mechanisms, such as the role of empathy, emotion regulation, or student perceptions of lecturer credibility, have not been adequately examined. Third, research incorporating contextual variables such as local academic culture, institutional pressures, or regional differences is also rare. The findings of this study clarify the direct influence of emotional intelligence on communication patterns, but further research is needed to unravel the mediating and moderating pathways that could enrich understanding of the theory and practice.

This confirms that strengthening emotional intelligence is a strategic necessity for improving the quality of lecturers' communication, ultimately with implications for creating more meaningful

learning experiences. Communication skills supported by emotional intelligence not only streamline the academic process but also strengthen interpersonal relationships, facilitate engagement, and increase student motivation to learn. These findings underscore the need for a more comprehensive approach to lecturer professional development, by placing emotional intelligence at the core of training design and learning practices.

4.5 The influence of spiritual intelligence on lecturers' communication patterns

The results indicate that lecturers' emotional intelligence has a positive and significant influence on the variables examined in the context of the learning process. Statistically, a p-value below 0.05 indicates that the relationship is not coincidental but reflects a consistent pattern. When combined with the influence coefficient, these results confirm that increasing lecturers' emotional intelligence has direct implications for strengthening the quality of academic interactions, responsiveness to student needs, and the effectiveness of instructional delivery. Practically, these findings validate the choice of educational institutions that place emotional aspects as a crucial component of lecturers' pedagogical competence. Lecturers with strong emotional regulation skills can create conducive classes, reduce student anxiety, and increase learning motivation through a more supportive and empathetic interpersonal presence.

The results of this study demonstrate a significant gap between the demands of the field and educators' actual capacity, particularly in many regions where pedagogical training quality is uneven. The current needs of higher education require lecturers who are not only academically competent but also skilled at managing the emotional dynamics of the classroom. However, most lecturer professional development programs still focus on enhancing academic capacity, while fostering emotional and social aspects has not been systematically integrated. This becomes even more relevant in the context of institutions outside large cities, where limited soft-skills-based training makes it difficult for lecturers to adapt their communication and teaching approaches to the needs of the new generation of students. Thus, the research findings provide a strong argument for institutional interventions that prioritize the development of emotional intelligence as part of lecturer competency standards.

However, there are important differences in the mechanisms of influence. Spiritual intelligence is more related to the dimensions of values, self-awareness, and morality, which refine communication patterns. Meanwhile, emotional intelligence operates through emotional regulation, empathy, and the ability to build interpersonal relationships. This difference in the pathways of influence provides an understanding that the quality of communication and interaction in learning stems not only from harmony of values (spiritual) but also from the ability to read and respond to emotional states. The combination of the two produces an academic environment that is not only harmonious but also adaptive and responsive.

From a perspective, these results have strategic implications for the development of higher education systems. Students tend to be more motivated when they receive guidance from lecturers who can

express empathy, provide constructive feedback, and maintain emotional stability in challenging classroom situations. Lecturers with high emotional intelligence are also better able to manage academic conflict, avoid aggressive communication, and maintain positive relationships with students. In the long term, this condition fosters a healthy, sustainable learning culture.

Although this research makes important contributions, first, most previous studies have emphasized the relationship between spiritual intelligence and communication patterns (e.g., Saad et al., 2020; Firda & Rika, 2025) and have not comprehensively linked lecturers' emotional intelligence to students' learning motivation through academic communication mechanisms. Second, previous studies generally used descriptive or correlational approaches, while experimental or longitudinal research is still limited. Consequently, understanding how emotional intelligence develops in educational practice and how its changes influence learning dynamics over time remains inadequate. Third, most of the literature focuses on the context of urban institutions, whereas the reality of implementing academic communication in remote areas or small campuses has different socio-cultural conditions and requires an in-depth study.

This research not only offers empirical findings but also provides direction for the development of educational theory and practice. Overall, the results confirm that lecturers' emotional intelligence is a crucial foundation for creating effective, humanistic, and relevant learning that meets the needs of modern higher education. These findings call for a more comprehensive policy for developing emotional intelligence in lecturer training curricula, thereby improving the quality of academic interactions across all levels of education.

4.6 The indirect influence of emotional intelligence on student learning motivation through lecturer communication patterns

The results of the study indicate that lecturers' emotional intelligence significantly contributes to increasing students' learning motivation, both directly and through the mediating effect of lecturer communication patterns. Statistical analysis revealed that the indirect effect of emotional intelligence through lecturer communication patterns (0.220) is greater than its direct effect (0.109), resulting in a total effect of 0.329. This difference in values confirms that the quality of lecturer communication is a central pathway that strengthens the impact of emotional intelligence on student learning motivation. In other words, lecturers who can manage their emotions, display empathy, and respond adaptively not only have a personal influence on students but also create a more supportive communication environment and encourage greater learning motivation.

Practically, these findings confirm that emotional intelligence does not operate automatically in higher education contexts without effective communication. In higher education institutions across Indonesia, limited interpersonal communication training and the lack of a standardized teaching model for communication are significant obstacles. Many lecturers possess high academic abilities but are not yet fully capable of managing classroom interactions effectively, particularly in situations that require

emotional regulation, such as academic conflict, declining student performance, or heterogeneous classroom dynamics.

From the perspective of theory and previous research, these results deepen our understanding that the relationship between emotional intelligence and learning motivation is not linear. Previous research has focused more on direct influences, while the mediating aspect of lecturer communication has rarely been explored in depth. Some studies argue that emotional intelligence directly enhances student motivation, while others find that the effect depends on the communication context. This research confirms the latter position by showing that, while the direct effect of emotional intelligence is significant, the indirect effect through communication patterns is even stronger.

The indirect effect in this study indicates that emotional intelligence creates internal conditions that enable lecturers to communicate more effectively. When the indirect pathway is greater than the direct pathway, this indicates that the impact of emotional intelligence primarily operates through the quality of social relationships and instructional dialogues formed during the learning process. The implication is that increasing emotional intelligence without improving communication skills will not result in significant changes in learning motivation. Therefore, educational institutions should not only provide emotional intelligence-based self-development training but also integrate it with instructional communication coaching to maximize student learning outcomes.

However, when analyzed separately, the indirect effect of emotional intelligence on learning motivation was smaller than its direct effect, so it was not fully significant in any particular pathway. However, when combined into a total effect, the resulting effect was quite strong and significant. This indicates that the communication process is not merely a passive intermediary, but rather a reinforcement (amplifier) that maximizes the benefits of emotional intelligence in a learning context. The practical implication is that unmanaged communication errors can undermine the positive impact of a lecturer's emotional intelligence, while clear, empathetic, and responsive communication can substantially improve the quality of learning motivation.

Pedagogically, these findings confirm that students are more easily motivated when they experience safe, supportive, non-judgmental communication that allows for expression. Lecturers who are less able to manage their emotions tend to create awkward, defensive, or even tense interactions, which directly impacts learning motivation. The long-term implications of this condition include difficulties solving academic problems, low class participation, and decreased overall learning outcomes. Conversely, good communication can be a catalyst that ensures students truly feel the potential of lecturers' emotional intelligence, resulting in a more meaningful learning experience.

This research emphasizes the importance of viewing emotional intelligence not simply as a personal attribute, but as a pedagogical resource that is only optimally channeled through effective communication. Further research should explore contextual variations, such as differences across study

programs, student characteristics, and the use of learning communication technologies, to strengthen our understanding of how these mediating mechanisms operate in different contexts. Furthermore, developing an emotional intelligence-based communication model could be a promising new direction for higher education research and practice in Indonesia.

1.7 The indirect influence of spiritual intelligence on students' learning motivation through lecturer communication patterns

The results of the study indicate that lecturers' spiritual intelligence has a significant relationship with students' learning motivation, both directly and through communication patterns as a mediating variable. The results of the statistical analysis show that the direct effect of spiritual intelligence on learning motivation is 0.384, while the indirect effect through communication patterns is 0.287, resulting in a total effect of 0.671. These values indicate that spiritual intelligence is a strong predictor of variations in students' learning motivation. In practice, this figure indicates that lecturers with the ability to manage spiritual values such as self-awareness, integrity, academic honesty, and compassion tend to foster a more meaningful learning atmosphere and consistently encourage students' learning enthusiasm.

Although the indirect effect is smaller than the direct effect, the presence of a mediating pathway indicates that communication patterns continue to play a functional role in strengthening or weakening the impact of spiritual intelligence on learning motivation. This implies that lecturers' spiritual values can be optimally internalized by students only when accompanied by clear, empathetic, open, and responsive communication. In other words, spiritual intelligence is the foundation, but communication determines its effectiveness in the context of learning interactions. The practical implication is that educational institutions need to encourage the development of lecturers' interpersonal communication competencies, as even if spiritual values are high, without adequate communication patterns, the influence on student motivation can be significantly reduced.

Higher education in various regions, particularly those with limited educational infrastructure or high faculty workloads, poses challenges to strengthening quality communication practices. Many institutions emphasize improving professional and administrative competencies, but the development of interpersonal communication and spiritual intelligence tends to receive less space.

The indirect effect, which was smaller than the direct effect in this study, suggests that communication patterns act as a complementary mechanism. This means that some of the impact of spiritual intelligence on learning motivation occurs through the transformation of lecturers' internal values into communication practices. When this mediation pathway is smaller, it suggests that lecturers' spiritual values are sufficiently strongly accepted by students, even though communication is not yet optimal, or that students perceive role models as more influential than verbal interactions. Nevertheless, the existence of the indirect pathway remains important, as it suggests that improving communication patterns can increase the overall impact of spiritual intelligence on learning motivation.

The implication is that lecturer development strategies need to be implemented in an integrated manner. Spiritual intelligence training cannot stand alone; it must be accompanied by pedagogical communication training that encompasses empathetic communication, the ability to provide constructive feedback, and skills for building positive interactions. When these two aspects are developed simultaneously, student learning motivation can increase significantly compared to strengthening either aspect alone.

This study enriches the body of knowledge by offering a causal model that integrates affective and interactional aspects in understanding student learning motivation in the context of higher education in Indonesia. The findings of this study emphasize the urgency of developing lecturer training programs that emphasize social-emotional competencies and effective communication skills. For future research, longitudinal designs, larger and more diverse sample sizes, and the examination of potential moderating variables, such as classroom climate and academic resilience, are recommended to deepen understanding of the mechanisms that influence student learning motivation in educational settings.

5. CONCLUSION

This study examines how emotional intelligence, spiritual intelligence, and lecturers' communication patterns shape students' learning motivation at a public education faculty in Indonesia, both directly and indirectly. The results of the study indicate that all three variables have a significant contribution to learning motivation. Lecturers' emotional intelligence proved to be a significant direct predictor; lecturers with high emotional sensitivity tend to create a psychologically safe learning environment and encourage students to be more actively involved. Correspondingly, spiritual intelligence also exerted a significant positive influence on both learning motivation and lecturers' communication patterns. The quality of communication between lecturers and students, as reflected in constructive feedback, active listening, and the effective use of non-verbal cues, showed a strong positive relationship with learning motivation. However, the indirect pathway of influence via communication patterns did not reach statistical significance, indicating that communication does not mediate the relationship between emotional intelligence, spiritual intelligence, and learning motivation.

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