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The Effect of Emotional Intelligence and Social Support on Student Learning Outcomes at SMK Negeri 1 Bukal

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Abstract

This study aims to determine the influence of emotional intelligence and social support on student learning outcomes at SMK Negeri 1 Bukal. In the context of vocational education, student learning outcomes are not only influenced by cognitive abilities, but also by psychosocial factors such as emotional intelligence and social support. The research method used is a quantitative approach with a correlational design. The research sample amounted to 53 students who were selected through proportional random sampling techniques. The research instruments include emotional intelligence and social support questionnaires as well as documentation of student learning outcomes. Data analysis was carried out using multiple linear regression. The results showed that emotional intelligence had a positive and significant effect on student learning outcomes ($p < 0.05$), while social support had a positive but not statistically significant effect ($p > 0.05$). These findings affirm the importance of strengthening emotional aspects in students to improve academic performance, as well as the need to pay attention to social support as a complement to a conducive learning environment. This research makes a theoretical and practical contribution to the development of holistic educational strategies that integrate cognitive, emotional, and social dimensions, especially in rural vocational schools.

Keywords: Emotional Intelligence, Social Support, Learning Outcomes.

Introduction

Education is essential for developing competitive human resources in the global era and for shaping students' character and adaptability (Wahyuningtyas & Muslikah, 2022). Vocational high schools (SMK) play a strategic role in preparing skilled graduates with both technical competence and strong work ethics (Astuti et al., 2023). Student learning outcomes indicate the effectiveness of curricula, educators, and technology-based learning facilities (Hafizh et al., 2023). Therefore, education reform that integrates technical and soft skills is crucial to producing ethical and globally competitive graduates (Lattke et al., 2022; Carvalho & Vilaça, n.d.).

Student achievement in many schools, including SMK Negeri 1 Bukal, remains below optimal levels. Students often experience learning difficulties, low motivation, and limited classroom participation. These problems are influenced by emotional intelligence and social support, not only cognitive ability. Emotional intelligence helps students manage stress and relationships, while social support increases motivation and confidence (Carvalho & Vilaça, n.d.; Wahyuningtyas & Muslikah, 2022). Therefore, strengthening these aspects is essential to improve vocational education quality.

Emotional intelligence is essential in education because it supports self-awareness, emotional control, empathy, and social skills. Students with high emotional intelligence are better at managing academic pressure, maintaining motivation, and building positive relationships (Estrada et al., 2021). Research shows that emotional intelligence has a significant effect on students' learning outcomes, including in mathematics (Sulastri et al., 2021). International studies also emphasize the role of mental and emotional health in achieving academic success (Carvalho & Vilaça, n.d.). Therefore, emotional intelligence is a key foundation for healthy and effective learning at all levels of education (Wahyuningtyas & Muslikah, 2022).

Social support plays a key role in creating a positive learning environment by strengthening students' security, confidence, and motivation. Emotional support from family, peers, and teachers positively influences students' learning outcomes and achievement motivation (Sarmiati et al., 2019; Toding et al., 2015). In contrast, limited social support can increase stress and reduce learning motivation. International studies show that social support mediates the relationship between academic stress and student engagement (Estrada et al., 2021). These findings align with Bandura's social-cognitive theory, which emphasizes the strong influence of social interactions on learning and academic success.

Although many studies discuss emotional intelligence and social support, research on rural vocational students such as those at SMK Negeri 1 Bukal is still limited. Most previous studies focus on urban schools with adequate facilities, while rural vocational schools face different infrastructural and socioeconomic challenges. Emotional intelligence in rural vocational students is linked to academic stress management but is often not supported by adaptive learning systems (Sulastri et al., 2021). International studies highlight the importance of social support and Social Emotional Learning (SEL) in inclusive and resource-limited educational settings (Carvalho & Vilaça, n.d.; Lattke et al., 2022). Therefore, further research is needed to examine the combined influence of emotional intelligence and social support on learning outcomes in rural vocational schools.

Although emotional intelligence and social support have been studied separately, research that examines both variables simultaneously among vocational students is still limited. Many previous studies use partial approaches that do not fully explain the interaction between psychological and social factors in learning outcomes. Research by Astuti et al. (2023) shows that emotional intelligence and social support contribute to vocational students' learning outcomes, but without simultaneous model testing. Other studies test emotional intelligence with different variables but exclude social support from the combined analysis (Mathematics & Outcomes, 2025). Therefore, further research is needed to examine the joint effect of emotional intelligence and social support on vocational students' learning outcomes in Indonesia.

The novelty of this study lies in integrating emotional intelligence and social support within a multiple regression model to examine vocational students' learning outcomes. This combination has rarely been tested simultaneously, particularly in rural vocational schools such as SMK Negeri 1 Bukal with limited resources and diverse student backgrounds. Using a quantitative multiple regression approach, this study provides a more comprehensive analysis of psychosocial factors and academic achievement. International studies support this approach, showing that integrating emotional intelligence and emotional support significantly improves student engagement and achievement (Abbas, 2025). Therefore, this study offers both theoretical contributions and practical implications for adaptive educational policies in rural vocational education.

Understanding factors influencing learning outcomes has shifted from a curriculum-centered approach to a more holistic perspective. Recent studies show that academic success is strongly influenced by psychosocial factors such as emotional intelligence and social support (Estrada et al., 2021; Firman et al., 2020). Emotional intelligence helps students manage stress, build relationships, and maintain learning motivation (Viberg et al., 2024). Social support from family, teachers, and peers strengthens students' confidence and resilience in learning (Herrera et al., 2020). Therefore, education that integrates emotional, social, and cognitive dimensions is essential for optimal student development (Mathematics & Outcomes, 2025).

Methodology

This study applies a quantitative correlational design to examine the relationship between emotional intelligence, social support, and student learning outcomes. The population consists of all grade XI students of SMK Negeri 1 Bukal in the 2024/2025 academic year, with 53 students selected through proportional random sampling to ensure representativeness.

The research instruments include emotional intelligence questionnaires, social support questionnaires, and documentation of students' learning outcome scores. Emotional intelligence is measured based on Goleman's five aspects, while social support refers to Sarafino's dimensions. Both questionnaires use a five-point Likert scale and were tested for validity and reliability before data collection.

Data were analyzed using multiple linear regression to determine the partial and simultaneous effects of emotional intelligence and social support on learning outcomes. Classical assumption tests were conducted to ensure the suitability of the regression model, and the coefficient of determination was used to measure the contribution of the independent variables to student learning outcomes.

Results

Table 1 presents the results of the multiple regression analysis showing the influence of emotional intelligence and social support on students' learning outcomes. The table includes unstandardized coefficients, standardized coefficients, t-values, and significance levels, which are used to assess both the strength and significance of each independent variable in the regression model.

Table 1. Coefficient

Models	Unstandardized Coefficients		Unstandardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	1.176	1.778		.661	.511
TOTAL	.364	.076	.550	4.763	.000
DSTOTAL	.179	.096	.215	1.859	.069

The intercept value of 1.176 indicates the predicted level of student learning outcomes when emotional intelligence and social support are set to zero. Statistically, this coefficient is not significant, as indicated by a probability value of $p = 0.511$ (> 0.05). This means the intercept does not provide meaningful explanatory power in the model. Therefore, it is not emphasized in the interpretation of the regression results.

Emotional intelligence shows a positive and statistically significant effect on student learning outcomes. The regression coefficient of 0.364 indicates that each one-unit increase in emotional intelligence is associated with an increase of 0.364 units in learning outcomes. The t-value of 4.763 with $p = 0.000$ (< 0.05) confirms that this effect is statistically significant. The standardized beta coefficient of 0.550 further indicates that emotional intelligence is the most dominant predictor in the model.

Social support also has a positive regression coefficient of 0.179, indicating a positive relationship with learning outcomes. However, the t-value of 1.859 with a significance level of $p = 0.069$ (> 0.05) shows that this effect is not statistically significant at the 5% level. Statistically, this means there is insufficient evidence to conclude a significant effect of social support on learning outcomes at $\alpha = 0.05$. Nevertheless, the p-value is close to the threshold and may be considered marginally significant at the 10% level.

Discussion

The regression results indicate that emotional intelligence has a positive and significant effect on the learning outcomes of students at SMK Negeri 1 Bukal. This finding shows that students' emotional abilities play an important role in supporting the learning process. Students who can manage stress and emotions tend to be more resilient when facing academic challenges (Martínez-Rodríguez & Ferreira, 2025). This result is consistent with

Goleman's theory, which emphasizes emotional intelligence as a key factor in effective learning.

Social support shows a positive relationship with learning outcomes but is not statistically significant in this model. This result does not mean that social support is unimportant in the learning process. The lack of significance may be influenced by differences in students' perceptions and the quality of social interactions. In rural contexts, socio-cultural conditions may also affect how support is given and received.

Overall, the findings highlight the importance of a holistic approach to improving student learning outcomes. Emotional intelligence emerges as a dominant factor that significantly enhances academic achievement. Social support remains relevant as a supporting element that strengthens students' motivation and engagement. Therefore, schools should integrate emotional and social development alongside academic instruction.

Conclusion

Based on the regression analysis, emotional intelligence has a positive and significant effect on student learning outcomes. This indicates that emotional regulation, self-awareness, empathy, and social skills strongly influence academic achievement. Students with good emotional control are better able to manage academic stress. They also tend to stay focused on their learning goals.

Social support shows a positive but statistically non-significant effect on learning outcomes. This result does not reduce the importance of social support in education. Social support remains essential in creating a comfortable and supportive learning environment. Overall, the findings highlight the need for a holistic approach that integrates cognitive, emotional, and social aspects.

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Declaration of interest statement

The authors declare that there is no conflict of interest regarding the publication of this article.

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