Emotional Intelligence and Learning Motivation on Understanding of Management Subject of STIE APRIN Students Indonesia

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Abstract. This study aims to empirically examine the effect of emotional intelligence and learning motivation on the management subject understanding of STIE Aprin Palembang students.Emotional Intelligence (EI) is the ability to recognize, understand, manage, and effectively utilize one's own and others' emotions. The research method used in this study is quantitative research. In this study, the population used is management students of the STIE Aprin Palembang, Indonesia. The population is a total about of 88 students. Sampling technical used is purposive sampling with a sample of 88 respondents so that the entire population is used as respondents. The analysis method used is descriptive analysis, data quality test, classical assumption test, multiple linear regression analysis, t test and coefficient of determination. The results of the study found that emotional intelligence has no significant effect on the level of understanding of work, learning motivation has a positive and significant effect on the level of understanding of management material for STIE Aprin Palembang students.

Keywords: Emotional, Intelligence, Learning, Motivation, Management.

1. INTRODUCTION

Emotional Intelligence (EI) is the ability to recognize, understand, manage, and effectively utilize one's own and others' emotions. This concept is becoming increasingly important in various aspects of life, including in the workplace, as it affects one's ability to work in teams, handle pressure, and build positive relationships. The ability to recognize one's own emotions and understand how they affect thoughts, behavior and performance. In this context, a natural environment provides a variety of stimuli to develop skills for direct observation and simple research for early childhood (Hasmawaty et al., 2023).

People with good self-awareness are able to identify their emotions, such as anger, fear, or happiness, and realize what triggers these emotions. emotional intelligence to describe the human ability to recognize and manage one's own emotions, as well as understand the emotions of others so that he can take appropriate actions in interacting with others (Anugrawati, 2014). Scientists are working on systems that cater to the theory of mind and self-awareness of the emotion and intelligent systems (Verma et al., 2021). Individuals are more likely to act on their behavioral intentions, and report intentions aligned with their attitudes and subjective norm, when their perceived behavioral control (PBC) is high(Hagger et al., 2022).

The development of skills and creativity is done by applying and developing a balanced emotional quotient, spiritual quotient, creative quotient, adversity quotient, and transcendental quotient. The lack of synchronization between IQ, EQ, SQ, CQ, AQ, and TQ will result in human resource development not achieving maximum results(Tahar et al., 2022). In that arrangements with the help of a simplified application of the learning history method (Nordberg et al., 2020). The character ethic taught that there are basic principles of effective living, and that people can only experience true success and enduring happiness as they learn and integrate these principles into their basic character(Covey, 2004). Empirical evidence suggests that such efforts are typically complementary to the traditional approach(Ancona & Caldwell, 2015). For now when the technology has been growing up rapidly, and can be increased skill and creativity, cyber-based learning activities need to be integrated to the teaching and learning process(Wulandari & Aryati, 2019).

Emotional intelligence is the ability to feel, understand and selectively apply emotional power and sensitivity as a source of energy and human influence from a student where the existence of high emotional intelligence from students can require students to recognize, appreciate feelings in themselves and others and respond appropriately, apply effectively emotional energy in everyday life, especially in their school. A person who has poor emotions even though his IQ is large, he will fail in his life because he is unable to control himself when facing a problem(Siti Rohma, Miftahus Suru, 2018).

In addition to emotional intelligence, one of the factors that is thought to affect the level of management understanding is learning motivation. Motivation is the ability to use desire so that at any time it can arouse enthusiasm and energy to achieve better conditions, and be able to take initiative and act effectively. Finally, psycho-emotional wellbeing and on their academic success would be meaningful(Reyes et al., 2022).In the learning process motivation is a very important factor. The higher a person's motivation, the intensity of effort and effort he makes to get maximum results. Conversely, if someone has low motivation in learning, it will weaken one's activities, making it possible that the level of understanding in students is also low. Psychological factors include perception, motivation, learning, attitude and personality(Astari Sekarwati & Suparto, 2020).But

for nowing, the hybrid intelligent techniques (e.g., ensemble learning) are more suitable(Masum et al., 2018).

The motivation to learn that a student has in learning activities plays a very important role in increasing a student's understanding. Many universities are unable to make their students master the knowledge provided well, this is because students are accustomed to memorizing learning patterns but do not understand these lessons, so students will tend to easily forget what they have learned or have difficulty understanding the lessons taught, this is one of the causes of the lack of level of understanding of management in students(Dini Haryati & Ayu Feranika, 2020).

The vast majority of motivation research samples very, very few states during a task and charts a very punctuated flow across states(Alexander et al., 2020). The theoretical framework for conceptualizing student motivation is an adaptation of a general expectancy-value model of motivation. The value component of student motivation involves students' goals for the task and their beliefs about the importance and interest of the task. Although this component has been conceptualized in a variety of ways (Pintrich & Groot, 1990).

Motivation is a driving force in a person in the form of real activities to carry out a goal, learning motivation is needed in learning students who lack learning motivation can have a negative impact on the learning process. Motivation determines the success or failure of student learning activities, by providing rewards and punishments for students can be expected to increase student motivation(Indardi, 2017).

Motivation in the sense that develops in society is often equated with 'enthusiasm', and learning outcomes are the results achieved by an individual in developing his abilities through a process carried out with effort with his cognitive, affective, psychomotor and mixed abilities to gain an experience in a relatively long period of time so that an individual experiences a change and knowledge from what is observed either directly or indirectly that will stick to him permanently, learning outcomes can be seen from the evaluation scores obtained by students (Yuhan Liu, 2023).

Motivation is the basis for students to be able to obtain maximum learning outcomes, where further learning outcomes will be used as the basis for determining the achievement of expected competencies. Intelligence is something that owned by every student (Setyawan & Simbolon, 2018). Here it can be seen that the principal seems to be an achievement oriented individual and he does not bother about his rude behavior with his teachers.

His drive for achievement has made his image as a discourteous and merciless boss among the school fraternity. Only a few students had implemented the learning both theory and practice that they had acquired during course(Meliani & Panduwinata, 2022). The people who possess achievement motive take moderate risk in their profession. They avoid Low risk and high risk. They avoid low risk because there are few chances of getting acknowledgement for their efforts. And in high risk, they see major part of the outcome is 'chance' than their efforts(Mclelland, 2016).

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT
2.1. Emotional Intelligence
2.1.1. Definition of Emotional Intelligence
Individuals have different levels of emotional awareness and they do not always know what they feel (Ginting-Szczesny, 2022). In Salovey and Mayer's view, emotional intelligence is a subset of social intelligence that involves the ability to monitor social feelings involving the ability in others, sort through them and use this information to guide thoughts and actions. According to them, cited by Shapiro, EQ skills are not the opposite of IQ skills or cognitive skills, but they interact dynamically, both at the conceptual level and in the real world. In addition, EQ is less influenced by heredity. Self-awareness is knowing what we are feeling in a moment and using it to make our own decisions; having a reality check on our abilities and a strong sense of self (Daud, 2012).

2.1.2. Emotional Intelligence Indicators
Emotional intelligence is a subset of social intelligence that involves the ability to monitor social feelings in others, sort through them and use this information to guide thoughts and actions(Lukman, 2018).There are five dimensions or components of emotional intelligence(Daud, 2012). The components are:
a) Self-recognition (self awareness)
1.Knowing one's own condition, preferences, resources and intuition.
2.Emotional awareness: recognizing one's own emotions and their effects.
3.Thorough self-assessment: knowing one's own strengths and limits.
4.Self-confidence: belief in one's own self-worth and abilities.
b) Self-control (self regulation)
1.Managing one's own conditions, impulses and resources.
2.Self-control: managing destructive emotions and impulses.
3.Trustworthiness: maintaining norms of honesty and integrity.
4.Vigilance: taking responsibility for personal performance.
5.Adaptability: flexibility in dealing with change.
6.Innovation: receptive and open to new ideas, approaches and information.
c) Motivation

1.Emotional tendencies that lead to or facilitate goal shifting.
2.Achievement drive: the drive to be better or meet standards of success.
3.Commitment: conforming to the goals of the group or company
4.Initiative: loneliness to take advantage of opportunities.
5.Optimism: persistence in pursuing goals despite obstacles and failures.
d) Empathy
1.Awareness of other people's needs and interests.
2.Understanding others: sensing the feelings and perspectives of others and showing an active interest in their interests.
3.Service orientation: anticipating, recognizing and attempting to meet
4.customer needs. developing others: sensing needs
5.development of others and seek to foster their abilities.
6.Overcoming uniformity: fostering opportunities through association with various people.
e) Social skills
1.Cleverness in evoking desired responses in others.
2.Influence: having tactics to persuade.
3.Communication: sending clear and convincing messages.
4.Leadership: inspires and guides groups & others.
5.Change catalyst: initiating and managing change.
6.Conflict management: negotiating and resolving disagreements.
7.Networker: cultivating relationships as a tool.
8.Collaboration and cooperation: working with others for a common goal.
9.Group in pursuit of goals Skills

2.2. Learning Motivation
2.2.1. Definition of Learning Motivation
Evaluation of learning is an activity that is routinely carried out in the lecture process (Sihombing, 2022). In Idham Cholid's view, motivation is the term most often used to explain the success or failure of almost any complex task. Almost all experts also agree that a theory of motivation is concerned with the factors that drive behavior and give direction to that behavior, it is also generally accepted that a person's motive to engage in a particular activity is based on underlying needs. Learning motivation directs students to be of making learning efforts (Mularsih & Hartini, 2020). The matching of the results where done using machine learning models for predicting the performance of employees (Cabrera et al., 2022).

Some motivation theories include (1). Hope Theory and (2) Justice Theory. Expectancy theory states that the power that motivates a person to learn hard in carrying out tasks depends on the reciprocal relationship between what he wants and the needs of the learning outcomes, while justice theory emphasizes that the human ego always craves justice in giving rewards and punishments for each behavior that is relatively the same. The principle announced and analyze the feedback on the results of instructional supervision effectively and steadily (Habibi et al., 2020). How students' behavior is judged by teachers will affect their learning spirit. justice is the driving force that motivates a person's learning spirit. So, teachers must act fairly towards all their students, and further, budget in the point of view of the management plays other managerial roles such as planning, controlling, communication, and motivation (Francisco, 2022).

Motivation also depend- on environment. Environmental education is important for learners at all educational levels. Several studies have shown that students' environmental literacy is still low due to a lack of intention to know and learn about environmental problems and an environment in schools that can provide direct learning experiences by interacting with the environment (Fakhriyah et al., 2024). Similarly, the stimulus provided must be in ways that are in accordance with the characteristics and nature of the individual (Azizah et al., 2019). Motivations should be important considerations in selecting hedge fund managers and for the students, it can be positioned as very soft factors (Berisha Qehaja & Kutllovci, 2015).

The teachers need to be encouraged and ready to enhance students in having life-long knowledge and skill in the learning environment. The teachers need to transfer the knowledge of utilizing gadgets wisely for learning purpose (Wulandari & Aryati, 2019). Assessment and recognition of student behavior must be done objectively, not on the basis of likes or dislikes. Over the first semester suggesting the need for universities to offer programs to help all students maintain healthy motivational profiles (Huie et al., 2014). The indicators of learning motivation are:
1.The existence of desire and desire to succeed
2.The existence of encouragement and needs in learning
3.The existence of future hopes and aspirations
4.The existence of appreciation in learning
5.The existence of interesting activities in learning
6.The existence of a conducive learning environment, thus enabling a student to learn well.

2.3. Hypothesis Development

Based on the framework above, the research hypothesis is formulated as follows:

The Effect of Emotional Intelligence on the Level of Understanding of Management Materials

Students who have high emotional intelligence will be more skilled in calming themselves and focusing their attention on understanding subject matter, have better relationships with others, are more capable of understanding people, have good friendships with others, and have better learning outcomes. Thus, the higher the emotional intelligence of students, the more learning outcomes will improve (Setyawan & Simbolon, 2018). From the explanation above, the hypothesis that can be formulated is as follows:

H_1: *emotional intelligence has a positive and significant effect on the level of understanding of management material.*

The Effect of Motivation on the Level of Understanding of Management Materials According to learning motivation is a factor that affects interest in learning. The importance of motivation for learning is because motivation is the force that drives a person to achieve certain goals. motivation is very necessary in learning, because basically a student will be motivated in learning to achieve his desires. Without motivation a child or student will not feel comfortable in learning, and the child also usually does not want to follow the learning process.

Therefore, in order to increase student interest in learning, learning motivation is needed so that the learning process runs smoothly. This learning process involved undertaking critically important reflection on their experiences in interaction with local communities as well as the ability to adjust their practices according to what they have learned through those experiences and their reflection (Koehne et al., 2022). From the explanation above, the hypothesis that can be formulated is as follows:

H_2: *Learning Motivation has a positive and significant effect on the level of understanding of management material*

3. RESEARCH METHODS

3.1. Research Design

Research is basically an activity to obtain data / information that is very useful to know something, to solve problems or to develop science. This research uses a quantitative approach in the form of descriptive research to describe phenomena in accordance with the formulation of the problem. The quantitative method is called the traditional method, because this method has been used long enough to become a method for research. Quantitative methods as concrete / empirical, objective, measurable rational and systematic methods. In this study, the independent variables are emotional intelligence, learning motivation and learning interest, the dependent variable is the level of management understanding. Scientific research is a research activity carried out to study or solve a problem based on empirical data and in a systematic way or procedure. These tools can be utilized in all fields where the case study method is prominent(Cresswell, 2012).

3.2. Population and Sample

3.2.1. Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. So the population is not only people, but also objects and other natural objects. Population is not just the number of objects or subjects studied, but includes all the characteristics or properties possessed by these objects and subjects. The population in this study were students majoring in management at STIE APRIN Palembang.

3.2.2. Samples and Sampling Techniques

The sample is part of the number and characteristics possessed by the population. The sampling method is a non-probabilistic sample selection method with the sample selection technique used in this study is purposive sampling. Purposive sampling is a sampling technique based on certain determinations. Selection of a group of subjects based on previously known population characteristics and determining with certain criteria that are applied based on the objectives or problems of this study.

3.3. Types and Sources of Data

The data used in this study are primary and secondary data types. However, the title of the research carried by the researcher after entering the field changed completely. Defines primary data as data obtained by researchers by direct observation, interviews, questionnaires, or other direct data collection techniques. In this study, primary data was obtained by survey method through distributing questionnaires to respondents (Wijaya, 2018). The purpose of distributing questionnaires is to obtain respondents' personal data, emotional intelligence, learning motivation and learning interest in the level of management understanding. Secondary data is data that comes from existing sources and is collected by other people for certain purposes, then the data is reprocessed by researchers for the research being conducted.

3.3.1. Data Collection Technique

The data collection technique used in this research is a questionnaire. The questionnaire is a data collection

technique that is done by giving a set or questions written to respondents to answer. In this study using a questionnaire, where respondents only chose the answers available. The measurement scale used in this study is a Likert scale. The Likert scale is a measurement scale that was first developed by Rensis Likert and is often referred to as the Method of sumated ratings, which means that the rating value of each answer or response is summed up to reach a total value. The Likert scale generally uses a 5-point rating (Joshi & Pal, 2015), namely:

1. Strongly disagree
2. Disagree
3. neutral
4. Agree
5. Strongly agree

3.4. Research Variables

There are 2 variables used in this study, namely the independent / free variable expressed as (X) and the dependent / dependent variable expressed as (Y). operationally, these variables are defined as follows:

3.4.1. Independent Variable (X)

Independent variables are often referred to as stimulus, predictor, antecedent variables. In Indonesian, it is often called the free variable. Independent variables are variables that affect or cause changes or the emergence of dependent variables (bound). In this study, the independent variables are: Emotional Intelligence, Learning Motivation and Learning Interest.

3.4.2. Related / Dependent Variable (Y)

The dependent variable or commonly called the criteria variable, which is the most important concern and at the same time the main target in a study. The dependent variable in this study is: Management Comprehension Level.

3.4.3. Operational Research Variables

Operational variables are variables consisting of independent and dependent variables in which there are indicators to measure the variables concerned. Included in the independent variables are emotional intelligence, learning motivation and learning interest. Meanwhile, the dependent variable is management understanding as measured by management course grades. The operational variables in this study are described in the following table:

Table 1: Variable Operations.

Variables	Operational definition	Indicator
Management Comprehension Level (Y)	The level of Management understanding that makes the average - the grade of courses related to management as a measure of the level of management understanding.	1. Introduction to management 1 2. introduction to management 2
Emotional Intelligence (X1) in everyday life.	Emotional intelligence is a person's ability to be able to demand himself to learn to recognize and appreciate his own feelings, understand his strengths and weaknesses, the ability to control emotions so as to motivate himself to bring up an attitude of confidence, enthusiasm, not easily discouraged and apply it.	1. Self-awareness 2. Self-regulation 3. Motivation 4. Empathy 5. Social skills
Learning Motivation (X2)	Motivation to learn is something within oneself that encourages consciously or unconsciously to do something to achieve a goal, where one of the goals of students is to better understand and master the knowledge that has been learned.	1. The desire and desire to succeed. 2. Encouragement and needs in learning. 3. There are hopes and aspirations for the future. 4. The existence of appreciation in learning. 5. The existence of interesting activities in learning 6. The existence of a conducive learning environment, thus enabling a student to learn well. (Lukman, 2018)

3.5. Analysis Methods
3.5.1. Data Quality Test

The questionnaire made by the researcher will be tested for validity and reliability by measuring the answers of each respondent with the following tests:

3.5.1.1. Validity Test

According to Arikunto, validity is a measure that shows the level of validity of an instrument. An instrument said to be valid has high validity, but an instrument that is less valid has low validity. An instrument is said to be valid if it is able to measure what is desired. An instrument is said to be valid if it can reveal data from the

variables studied precisely. The high and low validity of the instrument shows that the data collected does not deviate from the description of the intended validity. To measure the level of validity of a questionnaire is to use α = 0.05 (5%) with known if r count> r table the questionnaire is invalid / invalid.

3.5.1.2. Reliability Test

Reabilittas is an understanding that an instrument can be trusted to be used as a data collection tool because the instrument is good. A good instrument will not tend to direct respondents to choose certain answers. a trusted instrument that is realible will produce reliable data. If the data does not match the actual situation then how much data is taken will still be the same. Realible shows the level of reliability of data. Realible means trustworthy, so it can be relied on (Arikunto, 2014). The reliability test is carried out by statistical tests, variables that are realible if they provide a Croanbach Alpha value> 0.60.

3.5.2. Classical Assumption Test

In this study, several classical assumption tests will also be carried out on the regression model that has been processed using the SPSS 29 program, including:

3.5.2.1. Normality Test

The normality test aims to test whether in the regression model, the interfering variables or residuals have a normal distribution. To test whether the data distribution is normal or not, it can be done by looking at the Kolmogorov Smirnov value where the sig value> 0.50 can be said to be normal.

3.5.2.2. Multicollinearity Test

aims to test whether the regression model finds a correlation between independent variables. A good regression model should not have a correlation between independent variables. To detect the presence or absence of multicollinearity in the regression model, namely by looking at (1) the tolerance value and its opposite, (2) the Variance Inflation Factor (VIF). The cut off value commonly used to indicate multicollinearity is the Tolerance value <0.10 or equal to the VIF value> 10. In this study, the level of collinearity that can still be tolerated is the Tolerance value = 0.10 which is the same as the collinearity level of 0.95.

3.5.3. Heteroscedasticity Test

The Heteroscedasticity Test aims to test whether in the regression model there is inequality of variance from the residuals of one observation to another. In this study, to detect the presence or absence of Heteroscedasticity is by looking at the P-Plot Graph with the criteria of random distribution of points, then there is no heteroscedasticity.

3.5.4. Hypothesis Testing
3.5.4.1. Multiple Linear Regression Analysis

According to Sugiyono, multiple linear regression analysis is an analytical tool for forecasting the value of the influence of two or more independent variables on the dependent variable to prove whether or not there is a functional relationship between two or more independent variables with one dependent variable. The independent variables in this study are: Emotional intelligence (X1), Learning motivation (X2). The dependent variable is the level of management understanding (Y). The regression equation for the four predictors (variables) used according to Sugiyono and described as below(Sugiyono, 2010):

$Y = a + b1.X1 + b2. X2+ e$

Description:

Y = Level of management understanding

a = Constant

b1, b2 = Regression coefficient of independent variables

X1 = Emotional intelligence

X2 = Learning motivation

e = Interfering variable

2. t-test

The t-statistic test basically shows how far the influence of one explanatory or independent variable individually in explaining the variation of the dependent variable with the Test Criteria:

a.t count > t table Then Ho is rejected and Ha is accepted, which means there is a real and positive relationship between the independent variables and the dependent variable.

b.t count more ≤ t table Then Ho is accepted and Ha is rejected, which means there is an unreal relationship between the independent variables tested and the dependent variable.

3.5.5. Coefficient of Determination (R2)

The coefficient of determination, according to Sugiyono, aims to measure how much the independent variable

contributes to the dependent variable (Sugiyono, 2010). A coefficient of determination approaching one indicates that the independent variables provide almost all the information needed to predict the dependent variable. This means that if the R2 value is closer to zero, then the independent variables can be said to not provide much information that can be used to predict the dependent variable. However, if the R2 value is closer to "1" then it can be said that the independent variables provide almost all the information needed to predict the dependent variable.

4. RESULTS
4.1. Descriptive Statistical Test

The measurements used in descriptive include: frequency, central tendency (mean, median, mode), dispersion (standard deviation and variance), and correlation coefficient between research variables. The following are the results of the SPSS output of the descriptive statistical test:

Table 2: Results of the output of descriptive statistical analysis.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL_X1	88	42	81	55.33	7.754
TOTAL_X2	88	29	50	39.09	4.214
TOTAL_Y	88	22	34	30.17	2.511
Valid N (listwise)	88				

From the statistical test table above, it is known that the highest number of answers from respondents for the emotional intelligence variable is 81 and the lowest is 42, for the learning motivation variable the highest value is 50 and the lowest is 29, while the learning interest variable the highest value is 40 and the lowest value is 20. In the management understanding level variable, the highest value is 34 and the lowest is 22. Overall, these four variables are filled in by respondents with the answer choice strongly agree.

4.2. Hypothesis Test
4.2.1. Multiple Linear Regression Analysis

Regression is an analysis tool used to measure how far the independent variable influences the dependent variable. The results of the regression equation processed using SPSS version 29 are as follows:

Table 3: Results of the output of the multiple linear regression test.

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	40.708	5.929	
	TOTAL_X1	0.010	0.035	0.032
	TOTAL_X2	0.719	0.676	0.733

From the statistical test table above, it is known that the highest number of answers from respondents for the emotional intelligence variable is 81 and the lowest is 42, for the learning motivation variable the highest value is 50 and the lowest is 29, while the learning interest variable the highest value is 40 and the lowest value is 20. In the management understanding level variable, the highest value is 34 and the lowest is 22. Overall, these four variables are filled in by respondents with the answer choice strongly agree.

4.3. Hypothesis Test
4.3.1. Multiple Linear Regression Analysis

Regression is an analysis tool used to measure how far the independent variable influences the dependent variable. The results of the regression equation processed using SPSS version 29 are as follows:

Table 4: Results of the output of the multiple linear regression test.

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	40.708	5.929	
	TOTAL_X1	0.010	0.035	0.032
	TOTAL_X2	0.719	0.676	0.733

Based on the results of data processing seen in table 4.8 in the Unstandardized Coefficients column section B, the following regression equation model is obtained: $Y = a + b1. X1 + b2. X2$
Level of management understanding = 40.708 + 0.010 + 0.719
From this equation, it can be explained that the Constant of 40.708 can be interpreted that if there is no

Emotional Intelligence, learning motivation, then the Level of management understanding is 40.708.

4.3.2. t-Test

The t-test is used to test the level of significance of the influence of the independent variable partially on the dependent variable. The test is carried out by comparing the calculated t with the t table. With the provision that if the calculated t> t table 1.66 and the significant value <0.05 (α: 5%), then the independent variable partially has a significant effect on the dependent variable. The results of the t-test can be seen in the table below:

Table 5: T-test output results.

Variables	T Count	P Value	Information
Emotional intelligence >> level of management understanding	0.296	0.768	Hypothesis Rejected
Learning motivation >> level of management understanding	2.181	0.041	Hypothesis Accepted

From the results of the hypothesis testing above, it can be explained that:

1. In the results of the first hypothesis test, emotional intelligence on the level of management understanding is known to have a T value of 0.296 <1.66 and a p value of 0.768> 0.05, so that the first hypothesis stating that emotional intelligence has a positive and significant effect on the level of management understanding is not proven, the hypothesis is rejected.
2. In the results of the second hypothesis test related to the effect of learning motivation on the level of management understanding, a t value of 2.181> 1.66 and a p value of 0.041 <0.05 are obtained, so it can be concluded that the first hypothesis stating that learning motivation has a positive and significant effect on the level of management understanding is proven, the hypothesis is accepted.

4.3.3. Coefficient of determination (R²)

This coefficient of determination is used to measure how far the model's ability to explain the variation of the dependent variable is indicated by the adjusted R Square (R²) value. Adjusted R Square is shown so that the data is not biased towards the number of independent variables entered into the model. The output results of the determination coefficient values processed with SPSS Version 29 can be seen in the table below:

Table 6: Output Results of Determination Coefficient.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.512ᵃ	0.577	0.65	2.428

Note: a. Predictors: (Constant), TOTAL_X2, TOTAL_X1,

Based on the Adjusted R² value of 0.65, which means that 65% of the level of management understanding can be explained by the three independent variables (Emotional Intelligence, learning motivation and Learning Interest) while the remaining 35% is explained by other variables not examined in this study.

5. DISCUSSION

5.1. The Effect of Emotional Intelligence on the Management Understanding

Based on the results of data processing with SPSS version 29, the t-count value was 0.296 <t table 1.66 with a significance level of 0.768> α 0.05, because partially t-count <t table, then Ha is rejected and H0 is accepted, meaning that Emotional Intelligence (X1) does not affect the Level of Management Understanding (Y). Based on the results of this study, it can be seen that management students of the STIE APRIN who are the objects of research on Emotional Intelligence do not have a significant relationship with the Level of management Understanding. This means that high or low Emotional Intelligence will not affect changes in the level of management understanding. The questionnaire results show that the self-control statement item about having many close friends with diverse backgrounds, gets the highest score. This shows that even though a student has many friends with diverse backgrounds, it cannot affect the student's management understanding.

Emotional intelligence is the ability to feel, understand effectively in the application of emotional power and sensitivity as a source of energy, information, connections and humane influences, with this ability students will be able to know who they are, control themselves, motivate themselves, empathize with their surroundings and have social skills based on the student's own abilities. Many students are impatient in dealing with situations and cannot motivate themselves so that they do not support their level of understanding. This is because emotional intelligence will not encourage students to increase their level of understanding without being supported by other factors such as the learning environment, learning facilities.

Emotional intelligence is more about the development of the student himself, not from the many friends with diverse backgrounds that the student has. Emotional intelligence related to the environment, for example, can be developed with an ethnomathematics approach that can increase student active involvement in the learning process (Talhah et al., 2020).This also successfully supports the research conducted where in their research they also found that there was no significant influence between Emotional Intelligence and the Level of management

Understanding.

5.2. The Influence of Learning Motivation on the Level of management Understanding

From the results of statistical testing, the t-value is 2.181> 1.66 and the p-value is 0.041 <α 0.05 because partially the t-value> t-table, so Ha is accepted and H0 is rejected, meaning that learning motivation (X2) has a positive and significant effect on the Level of management Understanding (Y). This shows that the higher the learning motivation, the higher the level of management students' understanding, and vice versa. Students who try to improve themselves show a fighting spirit for self-improvement which is the heart of motivation to achieve. When students regularly study to find ways to improve themselves, they realize a collective desire to achieve. Those who are driven by the need to achieve something are always looking for ways to achieve success in studying management. influences the level of understanding in learning because it can encourage students not to give up easily when studying management, so that the goal is to understand management well and to get course grades with a high - performance index. Motivation can influence whatever is studied, study time, and learning methods. So, the motivation to learn management is best sourced from within or from outside motivation that will affect learning achievement. The results of this study support the results of research from Firdaus Daud where this learning motivation is based on the desire for performance needs, awards, challenges, responsibilities, involvement and opportunities.

6. DISCUSSION

Based on the results of data analysis and discussion that have been described, it can be concluded:

1. Emotional intelligence does not affect the level of management understanding of STIE APRIN students with a t-value of 0.296 <t table 1.66 and a significance level of 0.768> α 0.05. This shows that whether learning motivation is low or high, it will not affect the level of management understanding of students.

2. Learning motivation has a positive and significant effect on the level of management understanding of STIE APRIN students with a t-value of 2.181> 1.66 and a p-value of 0.041 <α 0.05. This means that the higher the learning motivation, the higher the level of management understanding.

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