

## Emotional intelligence and school environment as predictors of vocational students' learning motivation

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### Abstrak

Lulusan Sekolah Menengah Kejuruan (SMK) di Indonesia masih menghadapi tantangan dalam memasuki dunia kerja, tercermin dari Tingkat Pengangguran Terbuka (TPT) sebesar 9,01% pada tahun 2024 (BPS, 2024). Kondisi ini menunjukkan pentingnya mengkaji faktor-faktor yang mendukung keberhasilan belajar siswa, khususnya motivasi belajar. Penelitian ini bertujuan mengetahui pengaruh kecerdasan emosional dan lingkungan belajar sekolah terhadap motivasi belajar siswa kelas XI MPLB SMK Negeri 3 Surakarta. Pendekatan kuantitatif asosiatif kausalitas digunakan dengan sampel 105 siswa melalui teknik sampling jenuh. Data dikumpulkan menggunakan kuesioner skala Likert 1–4 dan dianalisis dengan regresi linear berganda melalui IBM SPSS 26. Hasil penelitian menunjukkan bahwa: (1) kecerdasan emosional berpengaruh positif dan signifikan terhadap motivasi belajar ( $p = 0,000$ ;  $t_{hitung} 3,786 > t_{tabel} 1,98$ ); (2) lingkungan belajar sekolah berpengaruh positif dan signifikan terhadap motivasi belajar ( $p = 0,000$ ;  $t_{hitung} 4,547 > t_{tabel} 1,98$ ); dan (3) kedua variabel secara simultan berpengaruh positif dan signifikan terhadap motivasi belajar ( $p = 0,000$ ;  $F_{hitung} 38,666 > F_{tabel} 3,09$ ). Secara bersama-sama, kedua variabel menjelaskan 43,1% variansi motivasi belajar, dengan lingkungan belajar sekolah sebagai prediktor dominan ( $SR = 56,0\%$ ). Temuan ini menegaskan perlunya sekolah mengembangkan kompetensi emosional siswa dan menciptakan iklim kelas yang kondusif guna meningkatkan motivasi belajar.

Kata kunci: keterlibatan akademik; kuesioner Likert; pendidikan vokasi; regresi linear berganda; sumbangan efektif

### Abstract

Vocational high school (SMK) graduates in Indonesia face persistent workforce entry challenges, with an Open Unemployment Rate of 9.01% in 2024 (BPS, 2024). This underscores the importance of examining factors supporting academic success, particularly learning motivation. This study investigates the effects of emotional intelligence and the school learning environment on learning motivation among Grade XI MPLB students at SMK Negeri 3 Surakarta. A quantitative associative-causal

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design was employed with 105 students selected via saturation sampling. Data were collected using a 1–4 Likert-scale questionnaire and analyzed with multiple linear regression (IBM SPSS Statistics 26). Results indicate that: (1) emotional intelligence has a positive and significant effect on learning motivation ( $p = .000$ ;  $t = 3.786 > 1.98$ ); (2) the school learning environment has a positive and significant effect ( $p = .000$ ;  $t = 4.547 > 1.98$ ); and (3) both variables simultaneously exert a positive and significant effect ( $p = .000$ ;  $F = 38.666 > 3.09$ ). Together, they explain 43.1% of the variance in learning motivation, with the school learning environment as the dominant predictor ( $RC = 56.0\%$ ). These findings highlight the need for schools to cultivate students' emotional competencies and foster a conducive classroom climate to enhance motivation.

Keywords: academic engagement; effective contribution; likert scale questionnaire; multiple linear regression; vocational education

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## Introduction

Learning motivation is one of the most critical factors in supporting the success of students' learning processes. Sarnoto and Romli (2019) defined learning motivation as a condition that drives individuals through both intrinsic and extrinsic forces to initiate, direct, sustain, and enhance learning efforts consistently in order to achieve educational objectives. Consistent with this view, Halawa and Fensi (2020) affirmed that motivation significantly influences individuals' academic success. Students with high learning motivation tend to display greater engagement, persistence, and effort in the classroom, enabling them to maintain their commitment even when confronted with academic challenges. Conversely, students with low learning motivation are more likely to exert minimal effort, participate less actively, and abandon their pursuits when obstacles arise, ultimately resulting in suboptimal learning outcomes.

For students at vocational high schools (Sekolah Menengah Kejuruan, SMK), learning motivation is particularly salient given the dual demands of theoretical and practical competence required for workforce readiness. Research by Taufan et al. (2025) demonstrated that motivation plays a pivotal role in shaping vocational students' work readiness, with highly motivated students demonstrating greater diligence and preparedness for the demands of the contemporary labor market. Conversely, low learning motivation tends to impair competency mastery and diminish work readiness. Nevertheless, a number of studies have documented persistently low levels of student motivation. Arianti (2018) and Budiyan et al. (2021) found that students continue to struggle with low academic interest and difficulty maintaining focus during learning activities. Similarly, Sitorus and Sojanah (2018), in their study of SMK students in Cimahi, identified low motivation manifested through high absenteeism and elevated rates of remedial enrollment. Andriati et al. (2023) further reported that the majority of students at SMK Negeri 1 Babelan exhibited only moderate to low levels of learning motivation.

Challenges in vocational education extend beyond academic achievement to encompass graduates' readiness to enter the workforce. According to the Academic Competency Test (Tes Kemampuan Akademik, TKA) results for 2025 reported by the Ministry of Primary and Secondary Education and Culture (Kemendikdasmen), the national average scores for SMK students were 53.68 in Indonesian Language, 34.84 in Mathematics, and 22.69 in English. These figures suggest that SMK students' academic competencies particularly foundational skills that underpin the learning process require substantial reinforcement. Furthermore, the Indonesian Central Bureau of Statistics (Badan Pusat Statistik, BPS) recorded that the Open Unemployment Rate (Tingkat Pengangguran Terbuka, TPT) for SMK graduates reached 9.01% in 2024, surpassing the rate of

7.05% for senior high school (SMA) graduates. Although academic achievement scores and unemployment rates do not directly reflect students' motivation levels, both conditions underscore the urgency of enhancing the quality of vocational education particularly by attending to factors that support learning success. Among these factors, learning motivation occupies a central role, as it drives students to engage actively, persistently, and consistently in acquiring the knowledge and skills required during their educational journey.

Comparable challenges were identified among Grade XI MPLB students at SMK Negeri 3 Surakarta. Based on observations and interviews conducted during the Teaching Practice Program (*Program Latihan Profesi*, PLP), a classroom interview involving 35 students revealed that more than half frequently reported feeling lethargic and easily bored during learning sessions, submitting assignments late, and failing to take notes during lessons. Observational data further indicated that student engagement in classroom learning activities was minimal, with only 5 of 35 students (14.3%) demonstrating active participation. These preliminary findings suggest that learning motivation among this student cohort requires immediate and systematic attention.

Learning motivation is shaped by both internal and external factors. Djarwo (2020) identified internal factors as including psychological conditions, interest, aptitude, attitude, and emotion, while external factors encompass the family, school, and community environments. In the present study, the internal factor examined is emotional intelligence, and the external factor is the school learning environment. Dambean and Gabor (2021) defined emotional intelligence as an individual's capacity to recognize, understand, manage, and consciously direct emotions across diverse social situations. This capacity assists students in managing academic stress, sustaining motivation, and adapting effectively to the demands of the learning process. Research by Tortosa et al. (2023) demonstrated that emotional intelligence enables students to preserve their motivation in the face of academic obstacles. These findings are corroborated by Sarnoto and Romli (2019) and Sumayasa et al. (2025), who concluded that higher levels of emotional intelligence are associated with higher levels of learning motivation.

Beyond emotional intelligence, the school learning environment also exerts a meaningful influence on students' learning motivation. Drawing on Slameto's framework, the learning environment encompasses family, school, and community dimensions. Within the school context, the learning environment includes both the physical conditions and the social climate that support the learning process. Latief (2023) argued that a comfortable and conducive learning environment contributes directly to students' academic success. A positive learning environment fosters students' sense of comfort and belonging, enhances their sense of being valued, and encourages active engagement, whereas an unsupportive environment tends to erode enthusiasm and diminish motivation. Consistent with this, Disty et al. (2018) and Romlah et al. (2017) empirically confirmed that the school learning environment exerts a positive and significant influence on students' learning motivation.

Emotional intelligence and the school learning environment are jointly relevant to the formation of learning motivation, as student motivation is shaped not only by internal emotional regulation capacities but also by the external conditions that support learning. Students who are proficient in recognizing and managing their emotions are better equipped to sustain motivation when confronted with academic pressure or setbacks. Simultaneously, a conducive school learning environment provides the comfort, support, and opportunities necessary for active learning engagement. The interplay between these internal and external factors in fostering motivation is affirmed by Law et al. (2025, p. 37), who argued that the ability to regulate emotions, combined with adequate facility support and a conducive learning environment, constitutes a complementary set of elements in optimizing students' learning motivation.

Based on the foregoing discussion, learning motivation among SMK students remains an important issue warranting further investigation, as it is closely tied to academic achievement, workforce readiness, and the overall quality of vocational education. While prior research has examined the individual effects of emotional intelligence and the school learning environment on learning motivation, studies simultaneously investigating both variables particularly within the vocational education context remain limited. This gap constitutes the central research problem of the present study. Sarnoto and Romli (2019), for instance, examined the influence of emotional

intelligence on learning motivation among senior high school (SMA) students, whereas the present study extends this inquiry to vocational school students by incorporating the school learning environment as a simultaneous predictor. The study also employs a more recent data collection period and utilizes multiple linear regression analysis supplemented by effective contribution (*sumbangan efektif*) and relative contribution (*sumbangan relatif*) analyses to quantify the individual contributions of each variable. Accordingly, the novelty of this study lies in its simultaneous examination of the effects of emotional intelligence and the school learning environment on SMK students' learning motivation, with particular attention to the relative and effective contributions of both variables within a vocational education context.

## Research Methods

This study was conducted at SMK Negeri 3 Surakarta, located at Jalan Brigjen Sudiarto No. 34, Danukusuman, Serengan, Surakarta, Central Java (Postal Code 57156). Data were collected from Grade XI students enrolled in the Office Management and Business Services (Manajemen Perkantoran dan Layanan Bisnis, MPLB) program during the 2025/2026 academic year. The research was implemented across four sequential phases: preparation, data collection, thesis writing, and thesis examination, spanning approximately nine months from September 2025 to May 2026.

This study employed a quantitative research design to test pre-specified hypotheses. The research type was associative-causal, which aims to identify cause-and-effect relationships between variables. Emotional intelligence ( $X_1$ ) and the school learning environment ( $X_2$ ) served as the independent variables, while learning motivation ( $Y$ ) served as the dependent variable.

The population comprised all 105 Grade XI MPLB students at SMK Negeri 3 Surakarta. Given the relatively small population size, a saturation sampling technique was applied, whereby all members of the population were included as research respondents. Data were collected through a structured questionnaire distributed via Google Forms, using a Likert scale with response options ranging from 1 to 4.

Learning motivation indicators were adopted from Uno (2023) and encompassed: the drive to achieve academic excellence, the desire for continuous learning, long-term goal orientation, responsiveness to recognition, and intrinsic interest in learning. Emotional intelligence indicators were based on Tarigan et al. (2025), comprising: the ability to recognize one's own emotions, to regulate and manage emotions, to empathize with others, and to cultivate social relationships. School learning environment indicators were adapted from Sari et al. (2021) and included: instructional methods and strategies, teacher-student interaction, peer social relationships, school discipline, and availability of instructional tools and resources.

The research instruments were constructed by the researchers based on relevant theoretical frameworks and prior empirical studies, rather than directly adopting pre-existing instruments. The instruments were pilot-tested with 30 Grade XI students outside the main sample. Item validity was assessed using the criterion  $r_{\text{calculated}} > r_{\text{table}}$  at a significance level of .05 ( $r_{\text{table}} = 0.361$ ), while internal consistency reliability was evaluated using Cronbach's Alpha with an acceptance threshold of  $\alpha > .60$ .

For the learning motivation variable, 19 of the initial 20 items were deemed valid, with  $r_{\text{calculated}}$  values ranging from 0.456 to 0.841. Item 19 was excluded due to an insufficient  $r_{\text{hitung}}$  value of 0.316. For the emotional intelligence variable, 14 of the 17 items were retained ( $r_{\text{calculated}}$  range: 0.462–0.832), while items 4, 8, and 16 were excluded ( $r_{\text{calculated}} = 0.068, 0.268, \text{ and } -0.312$ , respectively). For the school learning environment variable, 16 of the 19 items were retained ( $r_{\text{hitung}}$  range: 0.465–0.883), with items 4, 5, and 6 excluded ( $r_{\text{calculated}} = -0.299, -0.154, \text{ and } -0.637$ , respectively). Reliability analysis yielded Cronbach's Alpha values of 0.935 (learning motivation), 0.905 (emotional intelligence), and 0.923 (school learning environment), confirming that all instruments met the reliability criterion. The final questionnaire comprised 49 items: 19 items for learning motivation, 14 items for emotional intelligence, and 16 items for the school learning environment.

Data analysis was conducted using multiple linear regression with IBM SPSS Statistics Version 26. The analytical procedure proceeded through three stages: (1) data tabulation, (2)

classical assumption testing comprising normality testing, linearity testing, multicollinearity testing, and heteroscedasticity testing and (3) hypothesis testing including multiple linear regression analysis, partial significance testing (t-test), simultaneous significance testing (F-test), coefficient of determination ( $R^2$ ), and calculation of effective contribution (EC) and relative contribution (RC) of each independent variable.

## Results and Discussion

### Research Results

Descriptive analysis of the learning motivation variable revealed a minimum score of 49 and a maximum score of 75, with a mean of 61.92 and a standard deviation of 5.632. The modal interval was 57–60, with a frequency of 30 respondents (28.6%). For the emotional intelligence variable, scores ranged from a minimum of 34 to a maximum of 56, with a mean of 42.70 and a standard deviation of 4.549. The modal interval was 40–42, with a frequency of 52 respondents (49.5%). The school learning environment variable yielded a minimum score of 40 and a maximum of 64, with a mean of 49.19 and a standard deviation of 4.889. The modal interval was 46–48, with a frequency of 38 respondents (36.2%).

Classical assumption testing confirmed that the data met all required conditions for multiple linear regression. The normality test using the Kolmogorov–Smirnov procedure yielded a significance value of  $.200 > .05$ , indicating that the residuals were normally distributed. The linearity test produced deviation-from-linearity significance values of  $.205 > .05$  for emotional intelligence and  $.133 > .05$  for the school learning environment, confirming linear relationships between each predictor and the outcome variable. Multicollinearity was assessed through tolerance and Variance Inflation Factor (VIF) values; both independent variables produced tolerance values of  $0.698 > 0.10$  and VIF values of  $1.433 < 10$ , indicating no multicollinearity. Finally, the Glejser test for heteroscedasticity yielded significance values of  $.309$  for emotional intelligence and  $.596$  for the school learning environment, both exceeding  $.05$  and indicating homoscedastic residuals.

As presented in Table 1, the multiple linear regression analysis yielded the following equation:

$$\hat{Y} = 20.986 + 0.419X_1 + 0.468X_2$$

The constant value of 20.986 indicates that, in the hypothetical scenario where both emotional intelligence ( $X_1$ ) and the school learning environment ( $X_2$ ) equal zero, the predicted level of learning motivation ( $Y$ ) would be 20.986. The regression coefficient for emotional intelligence ( $X_1$ ) is 0.419, meaning that each one-unit increase in emotional intelligence is associated with a 0.419-unit increase in learning motivation, holding the school learning environment constant. Similarly, the regression coefficient for the school learning environment ( $X_2$ ) is 0.468, indicating that each one-unit increase in the school learning environment is associated with a 0.468-unit increase in learning motivation, holding emotional intelligence constant.

**Table 1**  
*Results of Multiple Linear Regression, t-Test, and F-Test Analyses*

|                             | B      | Std. Error | Beta | t     | Sig. | F      |
|-----------------------------|--------|------------|------|-------|------|--------|
| (Constant)                  | 20.986 | 4.675      |      | 4.489 | .000 |        |
| Emotional Intelligence      | .419   | .111       | .338 | 3.786 | .000 |        |
| School Learning Environment | .468   | .103       | .407 | 4.547 | .000 |        |
| Regression                  |        |            |      |       | .000 | 38.666 |

The partial significance test (t-test) results shown in Table 1 indicate that the significance value for emotional intelligence ( $X_1$ ) was  $.000 < .05$ , with a calculated t-value of 3.786 exceeding the critical t-value of 1.98. Accordingly,  $H_0$  was rejected and  $H_1$  was accepted, confirming that emotional intelligence has a positive and significant partial effect on learning motivation. For the

school learning environment ( $X_2$ ), the significance value was  $.000 < .05$ , with a calculated t-value of 4.547 exceeding the critical t-value of 1.98.  $H_0$  was therefore rejected and  $H_2$  was accepted, confirming that the school learning environment also has a positive and significant partial effect on learning motivation.

The simultaneous significance test (F-test) results, also presented in Table 1, yielded a significance value of  $.000 < .05$  and a calculated F-value of 38.666 > the critical F-value of 3.09. This result leads to the rejection of  $H_0$  and acceptance of  $H_3$ , confirming that emotional intelligence and the school learning environment, taken together, exert a positive and significant simultaneous effect on students' learning motivation.

**Table 2**  
*Results of the Coefficient of Determination ( $R^2$ ) Analysis*

| R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------------------|----------|-------------------|----------------------------|
| .657 <sup>a</sup> | .431     | .420              | 4.289                      |

As shown in Table 2, the  $R^2$  value of .431 indicates that emotional intelligence and the school learning environment jointly account for 43.1% of the variance in students' learning motivation. The remaining 56.9% is attributable to other variables not examined in the present study.

Analysis of effective contribution (EC) revealed that emotional intelligence ( $X_1$ ) contributed 19.0% and the school learning environment ( $X_2$ ) contributed 24.1% to the variance in learning motivation. Relative contribution (RC) analysis further indicated that emotional intelligence accounted for 44.1% and the school learning environment accounted for 56.0% of the explained variance. These results identify the school learning environment as the more dominant predictor in the present model.

## Discussion

### **Effect of Emotional Intelligence on Learning Motivation of Grade XI MPLB Students at SMK Negeri 3 Surakarta**

The analytical results indicate that emotional intelligence exerts a significant positive influence on the learning motivation of Grade XI MPLB students at SMK Negeri 3 Surakarta. As shown in Table 1, the regression coefficient for emotional intelligence ( $X_1$ ) was 0.419, reflecting a directionally consistent, positive relationship: as students' emotional intelligence increases, their learning motivation correspondingly increases, all else being equal. This conclusion is further supported by the partial t-test results, which yielded a significance value of  $.000 < .05$  and a t-calculated value of 3.786 > t-critical of 1.98.  $H_0$  was thus rejected and  $H_1$  accepted, confirming that emotional intelligence has a positive and statistically significant partial effect on learning motivation.

These findings are consistent with the results reported by Sarnoto and Romli (2019) and Sumayasa et al. (2025), both of which demonstrated a significant influence of emotional intelligence on students' learning motivation. The underlying mechanism can be understood through the role of emotional intelligence in enabling students to recognize and effectively manage the emotional states that arise during the learning process. Within the MPLB program context, students are exposed to learning demands that require interpersonal skills, collaborative work, professional communication, and the completion of competency-based vocational tasks. Students with higher emotional intelligence are better equipped to regulate academic stress, overcome motivational fatigue, and maintain positive dispositions when confronted with learning difficulties. This capacity allows students to persist through obstacles and sustain the internal drive necessary for task completion and goal attainment. Furthermore, the empathic and relational capacities associated with high emotional intelligence facilitate constructive interactions with teachers and peers during collaborative learning activities, thereby deepening student engagement and reinforcing motivation. In sum, the higher a student's emotional intelligence, the greater their capacity to navigate the emotional demands of the learning process, and the more robust their motivation, persistence, and active participation in achieving learning objectives.

### **Effect of School Learning Environment on Learning Motivation of Grade XI MPLB Students at SMK Negeri 3 Surakarta**

The results of the data analysis provide robust evidence that the school learning environment exerts a significant positive effect on the learning motivation of Grade XI MPLB students at SMK Negeri 3 Surakarta. Multiple linear regression analysis produced a regression coefficient of 0.468 for the school learning environment ( $X_2$ ) on learning motivation ( $Y$ ), indicating a positive and directionally consistent relationship: improvements in the quality of the school learning environment are systematically associated with increases in students' learning motivation, holding other variables constant. The partial t-test results further substantiate this conclusion, yielding a significance value of  $.000 < .05$  and a t-calculated value of  $4.547 > t\text{-critical of } 1.98$  (see Table 1).  $H_0$  was accordingly rejected and  $H_2$  accepted, confirming a positive and statistically significant partial effect of the school learning environment on learning motivation.

These findings converge with those of Disty et al. (2018) and Romlah et al. (2017), both of which affirmed that the school learning environment has a positive and significant influence on students' learning motivation. This suggests that students demonstrate heightened enthusiasm and academic perseverance when situated in a school environment that is orderly, well-organized, and actively responsive to their academic needs. A structured, supportive, and resource-rich school environment not only facilitates the learning process but also signals to students that their academic growth is valued, thereby sustaining their motivational engagement.

### **Simultaneous Effect of Emotional Intelligence and School Learning Environment on Learning Motivation of Grade XI MPLB Students at SMK Negeri 3 Surakarta**

Statistical analysis confirms that emotional intelligence and the school learning environment jointly exert a positive and significant effect on the learning motivation of Grade XI MPLB students at SMK Negeri 3 Surakarta. As indicated by the F-test results in Table 1, the significance value was  $.000 < .05$ , and the calculated F-value of 38.666 exceeded the critical F-value of 3.09. These results led to the rejection of  $H_0$  and the acceptance of  $H_3$ , confirming the simultaneous significance of both predictors. Accordingly, higher levels of emotional intelligence combined with a more conducive school learning environment are associated with greater levels of student learning motivation. This finding aligns with the position of Law et al. (2025), who maintained that the capacity for emotional regulation, in conjunction with adequate facility support and a conducive learning environment, constitutes a mutually reinforcing set of elements in optimizing student motivation.

Effective contribution analysis revealed that emotional intelligence ( $X_1$ ) contributed 19.0% and the school learning environment ( $X_2$ ) contributed 24.1% to the variance in learning motivation. Relative contribution analysis similarly identified the school learning environment as the more dominant predictor, accounting for 56.0% of the explained variance compared to 44.1% for emotional intelligence. The greater dominance of the school learning environment can be understood in light of the distinctive characteristics of MPLB vocational education, which demands students' engagement in competency-based learning, use of instructional tools and resources, interaction with teachers and peers, and participation in a classroom climate conducive to skill acquisition. Preliminary field observations also indicated a relatively unconducive classroom atmosphere and low student engagement at SMK Negeri 3 Surakarta. These contextual conditions suggest that variations in the school learning environment constitute a more powerful differentiator of motivation levels than the more internally-anchored factor of emotional intelligence. Thus, the findings not only confirm the significance of the school learning environment but also highlight its relatively greater practical importance in shaping student motivation within this specific educational context.

The  $R^2$  value of .431 (see Table 2) indicates that the two predictors jointly explain 43.1% of the variance in students' learning motivation, while the remaining 56.9% is attributable to other factors not captured by the present model. This underscores the multidimensional nature of learning motivation, which cannot be fully explained by emotional intelligence and the school learning environment alone. As Djarwo (2020) noted, internal motivational factors encompass psychological conditions, interests, aptitude, attitudes, and emotions, while external factors include the family, school, and community environments. Other theoretically plausible predictors of the unexplained variance include students' academic interest, psychological well-being, goal orientation, academic

achievement, family support, parenting style, peer influence, teachers' instructional approaches, and students' socioeconomic conditions. An  $R^2$  of 43.1% thus reflects a model with meaningful but partial explanatory power, signaling the importance of incorporating additional variables in future investigations.

The present findings also diverge from those of Baeruma et al. (2025), who studied students at SMK Negeri 4 Halmahera Utara and found that the school environment had a positive but non-significant effect on learning motivation, while student interest emerged as the most influential predictor. This divergence underscores the context-dependency of environmental influences on motivation: the significance and magnitude of the school learning environment's effect may vary across institutional contexts, program characteristics, facility conditions, social dynamics, and student profiles. Differences in program specialization, school resources, social interaction patterns, and student characteristics may explain the discrepant findings. These results reinforce the necessity of contextualizing findings within specific school environments when interpreting the factors that shape student motivation.

## Conclusion

The present study demonstrates that both emotional intelligence and the school learning environment exert positive and significant effects on the learning motivation of Grade XI MPLB students at SMK Negeri 3 Surakarta, whether examined individually or in combination. Students' capacity to recognize and regulate their emotions supports their academic drive and perseverance, while a conducive school learning environment creates the comfortable and supportive conditions necessary for sustained engagement. Together, both variables account for 43.1% of the variance in learning motivation, with the school learning environment emerging as the more dominant predictor. Several limitations should be acknowledged. First, the study examined only two predictors, which jointly explained 43.1% of the variance in learning motivation; the remaining 56.9% remains unaccounted for, suggesting that additional variables warrant investigation. Second, the study was confined to Grade XI MPLB students at a single school (SMK Negeri 3 Surakarta), limiting the generalizability of the findings to other institutional contexts or student populations. Third, the cross-sectional design precluded examination of temporal changes in students' motivation across the academic year. Based on these findings, schools and teachers are encouraged to foster a positive learning environment through the provision of adequate instructional resources, the cultivation of a conducive classroom atmosphere, the strengthening of harmonious teacher-student and peer relationships, and the adoption of empathic and communicative pedagogical approaches. Students are also encouraged to develop their emotional self-awareness and self-regulatory capacities to optimize their engagement in the learning process. For future researchers, subsequent studies might incorporate additional predictor variables such as mediating variables like self-efficacy or students' perceptions of their teachers to elucidate the mechanisms underlying the relationship between emotional intelligence and learning motivation. Future studies should also involve multiple SMK schools with diverse characteristics to assess whether the dominance of the school learning environment is specific to the context of SMK Negeri 3 Surakarta. Longitudinal research designs are further recommended to track changes in students' motivation over the course of the academic year, enabling a more comprehensive examination of the dynamic relationships among the study variables.

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