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The Correlation of Self-Efficacy and Emotional Intelligence with Learning Interest among Elementary School Students

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Abstract

This study is motivated by the limited research on the simultaneous influence of self-efficacy and emotional intelligence on elementary students' learning interest, despite their significant impact on academic engagement and holistic development. The study aims to examine the partial and simultaneous relationships between self-efficacy, emotional intelligence, and learning interest among upper-grade elementary students. Adopting a quantitative correlational design, the research involved a total sample of 63 students from Grades IV–VI selected through total sampling. Data were collected using Likert-scale questionnaires and analyzed using correlation, multiple regression, and first-order partial correlation techniques. The findings reveal significant positive relationships between self-efficacy and learning interest ($r = 0.573$, $p < 0.05$) and between emotional intelligence and learning interest ($r = 0.565$, $p < 0.05$), with both variables jointly explaining 39.6% of the variance in learning interest. These results indicate that self-efficacy and emotional intelligence play a synergistic role in fostering students' learning interest. The implications encompass theoretical contributions to understanding cognitive and emotional determinants of student engagement and practical recommendations for teachers, schools, and parents to strengthen students' self-confidence and emotional competencies. Future research is recommended to broaden sample diversity, include additional influencing factors, and employ longitudinal or mixed-method approaches to further elucidate the mechanisms shaping learning interest.

Keywords: Learning Interest; Self-Efficacy; Emotional Intelligence; Elementary School Students; Student Engagement

INTRODUCTION

Elementary education constitutes a crucial foundation for the holistic development of individual potential. The importance of elementary education cannot be overstated, as it encompasses a wide scope of cognitive, emotional, and social development. By creating environments that stimulate learning and address individual needs, educators can lay a strong foundation that supports both academic success and holistic personal development. Various studies illustrate that the iterative process of education through methodologies, curricula, and teacher development plays a critical role in shaping the next generation of learners (Rasmitadila et al., 2022). However, one of the major challenges that continues to emerge in the Indonesian education system is the fluctuation of students' learning interest. This issue has become increasingly relevant in the post-pandemic era, where drastic changes in learning methods have significantly affected students' psychological aspects. A decline in learning interest not only hinders academic achievement but also has the potential to limit the development of non-academic skills that are essential for the future. Recent studies highlight that internal student factors, such as psychological conditions and self-beliefs, play a significant role in determining their level of participation and enthusiasm in the classroom. Students' psychological conditions encompass a broad spectrum of mental and emotional states that influence how they process information, interact, and respond to the learning environment. Psychological strategies in learning involve the application of knowledge about human behavior, cognitive processes, motivation, emotions, and other psychological factors to achieve instructional objectives (Rosfiani et al., 2025).

Emotional intelligence (EQ) is defined as the capacity to perceive and understand emotions in both oneself and others. Additionally, it encompasses the skills required for self-motivation and the effective regulation of emotional states, both intrapersonally and during social interactions (Pristiwanti & Jamaludin, 2023). Within the educational landscape, emotional intelligence serves as a pivotal determinant of success, underpinning critical student competencies such as self-regulation, empathetic understanding, academic

motivation, and social proficiency (Zaitun et al., 2024). Meanwhile, Self-efficacy is conceptually defined as an individual's conviction in their capability to execute necessary actions and effectuate life changes. It signifies a cognitive appraisal of one's potential to surmount obstacles and deliver beneficial outcomes for others (Dinata et al., 2024). Students with low levels of self-efficacy and heightened anxiety, particularly those who have experienced bullying, tend to exhibit reluctance in asking questions, expressing opinions, and actively participating in classroom discussions. They may feel uncomfortable when responding to teachers' questions, demonstrate low academic motivation, and perceive themselves as incapable, as reflected in behaviors such as avoiding tasks and withdrawing from social or academic support (Mardiah, 2023). Research has consistently identified an inverse correlation between self-efficacy and academic stress. This suggests that elevated levels of self-efficacy serve as a protective factor, significantly attenuating the stress experienced in educational settings. Students' levels of self-efficacy also influence the way they complete tasks, cope with challenges, and participate in the learning process (Rintaka & Yunita, 2025). This phenomenon indicates the urgency of understanding internal factors that can sustainably support students' learning interest.

Based on these challenges, the researchers argue that two internal factors play a vital role in shaping students' learning interest, namely self-efficacy and emotional intelligence. Self-efficacy, defined as an individual's belief in their ability to succeed in specific tasks, serves as a central driving force of motivation. According to Albert Bandura's social cognitive theory, students with high self-efficacy tend to be more persistent, resilient in facing difficulties, and demonstrate greater interest in academic tasks. Within social cognitive theory, self-efficacy dictates learning and regulation, high-efficacy individuals set more challenging goals and show greater resilience, premised on the belief that they exercise direct control over outcomes (Schunk & DiBenedetto, 2022). Conversely, emotional intelligence, defined as the capacity to perceive, regulate, and utilize emotions effectively, underpins students' ability to establish healthy social relationships and to manage learning-related stress (Farhan & Alfin, 2019). Consistent with Goleman's view, students with high emotional intelligence are capable of regulating their emotional states, which in turn positively influences their learning focus and motivation (Aziz et al., 2020). Emotional intelligence enables students to manage emotional challenges encountered during the learning process, which in turn enhances their learning interest and motivation (Nilawati, 2024). Accordingly, this study aims to examine more deeply the interaction

between self-efficacy and emotional intelligence in shaping elementary school students' learning interest. A clear understanding of the relationship between these two internal factors is expected to enable educators to develop more effective interventions to foster students' learning interest in elementary education.

A number of studies have examined the relationships among these variables separately. A study conducted by Sandi (2017) demonstrated a highly significant relationship between self-efficacy and students' learning interest. Subsequently, a study by (Dewi et al., 2023) revealed a statistically significant relationship between self-efficacy and students' learning interest. Furthermore, other research has shown that self-efficacy serves as a mediating variable between teachers' emotional support and students' interactive engagement in English as a Foreign Language (EFL) learning (Zhou et al., 2023). Likewise, self-efficacy has been shown to mediate the relationship between teachers' emotional support and students' mathematics achievement through students' behavioral engagement in mathematics at the elementary and secondary education levels (Yang et al., 2021). Moreover, within the context of online learning, self-efficacy has been identified as a mediating variable between student cohesiveness and their engagement as well as emotional satisfaction, highlighting the critical importance of strengthening self-efficacy in diverse learning settings (Han et al., 2021). Furthermore, emotional intelligence has been shown to significantly influence both academic achievement and student engagement. A study conducted by Banjarnahor et al. (2020) reported a significant association between emotional intelligence and students' learning interest. Other research has also indicated that emotional intelligence positively affects academic performance; however, its direct impact may be contingent upon intervening psychological factors in specific contexts (Hameli et al., 2023).

This study offers novelty by analyzing the combined relationship between self-efficacy and emotional intelligence in relation to elementary school students' learning interest. This study fills an existing research gap by integrating two major theoretical frameworks: Bandura's Social Cognitive Theory to explain the role of self-efficacy, and Goleman's Emotional Intelligence Model to understand the emotional dimension. Albert Bandura's Social Cognitive Theory (SCT) emphasizes the critical role of self-efficacy, which refers to an individual's belief in their capability to perform the actions required to manage future situations. Bandura's theory posits that self-efficacy is a key factor influencing human motivation, behavior, and psychological conditions, and is closely related to the

concept of personal agency, namely individuals' control over their own actions and the outcomes of those actions. The sources of self-efficacy may vary depending on the social context in which individuals operate. Bandura identified four primary sources of self-efficacy: mastery experiences, social modeling, social persuasion, and physiological and emotional states. For example, mastery experiences provide direct evidence to individuals of their own effectiveness. In contrast, social modeling involves observing others succeed in performing tasks, which can enhance observers' beliefs in their own capabilities (Gebauer et al., 2021). Daniel Goleman's model of emotional intelligence represents a leading theoretical framework that highlights the critical role of emotional competencies in personal and professional contexts. The model delineates five core dimensions: self-awareness, self-regulation, motivation, empathy, and social skills (Mrisho & Mseti, 2024). Goleman's model underscores the dynamic interaction between these dimensions, indicating that higher levels of emotional intelligence contribute to improved work performance, greater leadership effectiveness, and enhanced personal well-being. Through the development of emotional intelligence, individuals are better equipped to navigate social complexities and cultivate positive interpersonal relationships (Filice & Weese, 2024). By synthesizing these two perspectives, this study aims to offer a more comprehensive understanding of how self-beliefs in personal capabilities and emotional regulation skills jointly contribute to the formation and maintenance of students' learning interest in elementary education.

Drawing on the foregoing background, this study aims to investigate the relationships between self-efficacy, emotional intelligence, and elementary school students' learning interest. More specifically, it examines whether significant partial and simultaneous relationships exist among these variables in the context of elementary education in Indonesia.

METHODS

This study adopted a quantitative approach using a correlational research design. The quantitative method was chosen to identify the relationships among variables measured through structured instruments and analyzed using statistical procedures (Creswell & Creswell, 2018). In quantitative educational research, studies are systematically designed with specific research questions and data are collected using unbiased procedures.

his study employs a correlational research design to delineate the phenomena in question and assess the strength and trajectory of associations between variables. Specifically, it investigates the link between the independent variables self-efficacy and emotional intelligence and the dependent variable, student learning interest. Data collection occurs within a naturalistic setting, devoid of experimental manipulation, to preserve the ecological validity of the observed relationships (Sugiyono, 2021).

The research was conducted over a three-month period, from September to November 2025, at SDN Sungai Raya 1. This location was selected based on the relevance of the student characteristics to the research objectives. The population consisted of upper-grade elementary students in Grades IV, V, and VI, as students at this level are assumed to possess sufficient reading and comprehension skills to respond to the research instruments. A total sampling technique was applied, resulting in a sample of 63 students.

Data were collected using a Likert-scale questionnaire, which is commonly applied to measure attitudes, opinions, and perceptions of individuals or groups toward a specific phenomenon. The response categories included "strongly agree," "agree," "disagree," and "strongly disagree," with scores ranging from 1 (strongly disagree) to 4 (strongly agree). The resulting scores quantitatively reflect the respondents' attitudes toward the constructs being measured (Abdullah et al., 2022). The data obtained from the questionnaire in this study may be categorized into different measurement scales with specific characteristics, depending on the hierarchical nature of each variable. These measurement scales include four fundamental levels that are essential for assessing research variables, namely nominal, ordinal, interval, and ratio scales (Creswell & Creswell, 2018).

Data processing in this study utilized inferential statistical techniques, under the assumption that the data met the requirements of normal distribution and were measured at the interval or ratio level (Field, 2018). The entire statistical analysis process was conducted using the IBM SPSS version 25 software. This study applied three main statistical analysis techniques, namely :

1. First, intervariable correlation analysis was employed to test the hypothesis regarding the strength (magnitude) and direction (orientation) of the individual associations between (1) self-efficacy and students' learning interest, and (2) emotional intelligence and students' learning interest.

2. Second, multiple (simultaneous) regression analysis was used to test the hypothesis concerning the collective correlation of the two independent variables (self-efficacy and emotional intelligence) with the dependent variable (students' learning interest) simultaneously. This test also served to determine the statistical significance of the resulting regression model.
3. Third, first-order partial correlation analysis was applied as a follow-up analysis. In accordance with the view of Nurgiyantoro et al. (2019), this analysis aims to examine the pure correlation between two variables by controlling the influence of another variable. In this study, first-order partial correlation was used to analyze the significance of the partial relationship between self-efficacy and students' learning interest after controlling for emotional intelligence, as well as to analyze the significance of the partial relationship between emotional intelligence and students' learning interest after controlling for self-efficacy.

RESULTS

The questionnaire data collected from the research sample were analyzed through a two-stage procedure, beginning with prerequisite testing and followed by hypothesis testing. The prerequisite tests comprised normality, linearity, and multicollinearity tests, which were conducted prior to the main hypothesis testing.

Normality Test

The fulfillment of the normality assumption is an essential requirement for the application of parametric analysis and hypothesis testing. To verify this assumption, this study conducted a normality test on the collected data. The assumption of normality was verified utilizing the Shapiro-Wilk test, processed through IBM SPSS Statistics (Version 25). The outcomes of this analysis are summarized below:

Table 1. Results of the Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-Efficacy (X1)	.072	63	.200*	.970	63	.133
Emotional Intelligence (X2)	.077	63	.200*	.971	63	.144
Interest in Learning (Y)	.075	63	.200*	.977	63	.280
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the Shapiro-Wilk normality test results presented in Table 1 Results of the Normality Test, all variables Self-Efficacy (X1), Emotional Intelligence (X2), and Learning Interest (Y) exhibited significance values exceeding 0.05. The obtained p-values were 0.133 for Self-Efficacy, 0.144 for Emotional Intelligence, and 0.280 for Learning Interest. These findings confirm that the distributions of all variables meet the assumption of normality.

Linearity Test

The linearity test aims to assess whether the relationship between the independent variable (X) and the dependent variable (Y) follows a linear pattern.

Table 2. Results of the Linearity Test between Self-Efficacy and Students' Learning Interest

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Interest in Learning (Y) * Self-Efficacy (X1)	Between Groups	(Combined)	13201.690	42	314.326	2.338	.022
		Linearity	5218.251	1	5218.251	38.809	.000
		Deviation from Linearity	7983.440	41	194.718	1.448	.188
	Within Groups		2689.167	20	134.458		
	Total		15890.857	62			

The linearity analysis summarized in Table 2 Results of the Linearity Test between Self-Efficacy and Students' Learning Interest, indicates that the Deviation from Linearity significance value for the relationship between self-efficacy and students' learning interest is 0.188. Because this value is greater than the 0.05 criterion, the relationship between the two variables can be considered linear.

Table 3. Results of the Linearity Test between Emotional Intelligence and Students' Learning Interest

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Interest in Learning (Y) * Emotional Intelligence (X2)	Between Groups	(Combined)	12700.190	41	309.761	2.039	.041
		Linearity	5070.843	1	5070.843	33.375	.000
		Deviation from Linearity	7629.347	40	190.734	1.255	.293
	Within Groups		3190.667	21	151.937		
	Total		15890.857	62			

The linearity analysis summarized in Table 3 Results of the Linearity Test between Emotional Intelligence and Students' Learning Interest, indicates that the Deviation from Linearity significance value for the relationship between emotional intelligence and students' learning interest is 0.293. Because this value is greater than the 0.05 criterion, the relationship between the two variables can be considered linear.

Multicollinearity Test

The multicollinearity test is conducted to verify that the independent variables are not excessively correlated, as such correlations could mask their distinct effects on the dependent variable. A regression model is deemed free from multicollinearity when the Tolerance value exceeds 0.10 and the Variance Inflation Factor (VIF) remains below 10.

Table 4. Results of the Multicollinearity Test of the Independent Variables

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	23.423	7.644		3.064	.003		
	Self-Efficacy (X1)	.360	.130	.359	2.768	.007	.598	1.674
	Emotional Intelligence (X2)	.351	.135	.337	2.597	.012	.598	1.674
a. Dependent Variable: Interest in Learning (Y)								

The multicollinearity analysis summarized in Table 4 Results of the Multicollinearity Test of the Independent Variables, demonstrates that the regression model satisfies the assumption of no multicollinearity. Both independent variables students' self-efficacy (X1) and emotional intelligence (X2) show Tolerance values of 0.598, which are well above the minimum criterion of 0.10. Correspondingly, their Variance Inflation Factor (VIF) values are 1.674, far below the upper limit of 10. These results indicate that the independent variables are not significantly correlated. With the multicollinearity assumption confirmed, along with the previously verified normality and linearity assumptions, the model is suitable for conducting inferential statistical tests for the research hypotheses.

Hypothesis Testing

The testing of the research hypotheses was conducted using bivariate correlation analysis. The statistical calculations to assess the relationships among the variables were performed with the assistance of IBM SPSS Statistics version 25.

Table 5. Results of the Correlation Analysis Between Self-Efficacy and Learning Interest

Correlations			
		Self-Efficacy (X1)	Interest in Learning (Y)
Self-Efficacy (X1)	Pearson Correlation	1	.573**
	Sig. (2-tailed)		.000
	N	63	63
Interest in Learning (Y)	Pearson Correlation	.573**	1
	Sig. (2-tailed)	.000	
	N	63	63
**. Correlation is significant at the 0.01 level (2-tailed).			

The evaluation of the first hypothesis (H1), as shown in Table 5 Results of the Correlation Analysis Between Self-Efficacy and Learning Interest, regarding the relationship between self-efficacy and learning interest, indicates that the Pearson correlation analysis produced a correlation coefficient (r) of 0.573 with a significance level of $p = 0.000$. Because the p-value is below 0.05, H_0 is rejected and H_1 is supported. These results demonstrate a significant, positive, and moderate association between the two variables, with the coefficient falling within the 0.400-0.599 range.

Table 6. Results of the Correlation Analysis Between Emotional Intelligence and Learning Interest

Correlations			
		Emotional Intelligence (X2)	Interest in Learning (Y)
Emotional Intelligence (X2)	Pearson Correlation	1	.565**
	Sig. (2-tailed)		.000
	N	63	63
Interest in Learning (Y)	Pearson Correlation	.565**	1
	Sig. (2-tailed)	.000	
	N	63	63
**. Correlation is significant at the 0.01 level (2-tailed).			

The analysis of the second hypothesis (H2), as summarized in Table 6 Results of the Correlation Analysis Between Emotional Intelligence and Learning Interest, regarding the relationship between emotional intelligence and learning interest, reveals that the Pearson correlation test produced a correlation coefficient (r) of 0.565 with a significance value of p = 0.000. Since the p-value is less than 0.05, H_0 is rejected and H_1 is accepted. These results indicate a significant, positive, and moderate association between the two variables, as the correlation coefficient lies within the 0.400–0.599 range.

The subsequent hypothesis test assessing the combined influence of the independent variables self-efficacy and emotional intelligence on the dependent variable, learning interest, was carried out using multiple linear regression analysis. This procedure was conducted with the aid of IBM SPSS Statistics version 25.

Table 7. Model Summary of the Multiple Correlation Analysis

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.629[a]	.396	.376	12.645	.396	19.687	2	60	.000
a. Predictors: (Constant), Emotional Intelligence (X2), Self-Efficacy (X1)									

Multiple linear regression analysis as summarized in Table 7 Model Summary of the Multiple Correlation Analysis, was employed to evaluate the simultaneous hypothesis of this study using data from 63 respondents (N = 63), which presents the Model Summary of the Multiple Correlation Analysis. The initial step involved assessing the model's goodness of fit through the Coefficient of Determination (R^2). The analysis produced an R^2 value of 0.396, indicating that the independent variables Self-Efficacy (X1) and Emotional Intelligence (X2) jointly account for 39.6% of the variance in the dependent variable, Students' Learning Interest (Y). This proportion reflects a moderate level of explanatory power. Additionally, the results suggest that the remaining 60.4% of the variance (100% - 39.6%) is attributable to other factors not included in this study.

The subsequent stage involved assessing the overall significance of the regression model through the F-test. This procedure is essential for determining whether H_0, which posits the absence of a simultaneous relationship among the variables, can be rejected. The decision criterion was based on comparing the F-test significance value (Sig. F) with the

predefined alpha level ($\alpha = 0.05$). The analysis produced a Sig. F value of 0.000. Because this probability value is far below the 0.05 threshold ($0.000 < 0.05$), the regression model is statistically significant at the 95% confidence level. Consequently, the null hypothesis (H_0) stating that "There is no significant simultaneous relationship between Self-Efficacy and Emotional Intelligence and Students' Learning Interest" is rejected. The alternative hypothesis (H_1), which affirms the presence of a significant simultaneous relationship among these variables, is therefore accepted.

Table 8. Results of the First-Order Partial Correlation Between Self-Efficacy and Students' Learning Interest After Controlling for Emotional Intelligence

Correlations					
Control Variables			Self-Efficacy (X1)	Interest in Learning (Y)	Emotional Intelligence (X2)
-none-[a]	Self-Efficacy (X1)	Correlation	1.000	.573	.634
		Significance (2-tailed)	.	.000	.000
		df	0	61	61
	Interest in Learning (Y)	Correlation	.573	1.000	.565
		Significance (2-tailed)	.000	.	.000
		df	61	0	61
	Emotional Intelligence (X2)	Correlation	.634	.565	1.000
		Significance (2-tailed)	.000	.000	.
		df	61	61	0
Emotional Intelligence (X2)	Self-Efficacy (X1)	Correlation	1.000	.337	
		Significance (2-tailed)	.	.007	
		df	0	60	
	Interest in Learning (Y)	Correlation	.337	1.000	
		Significance (2-tailed)	.007	.	
		df	60	0	
a. Cells contain zero-order (Pearson) correlations.					

The first-order partial correlation analysis, which controlled for Emotional Intelligence (X2), as shown in Table 8 Results of the First-Order Partial Correlation Between Self-Efficacy and Students' Learning Interest After Controlling for Emotional Intelligence, yielded a correlation coefficient (r) of 0.337 between Self-Efficacy (X1) and

Learning Interest (Y). This relationship was found to be statistically significant ($p = 0.007$; $p < 0.05$). Accordingly, H_0 is rejected and H_1 is accepted, indicating that a significant positive association between X1 and Y persists even after controlling for the effects of X2.

Table 9. Results of the First-Order Partial Correlation Between Emotional Intelligence and Students' Learning Interest After Controlling for Self-Efficacy

Correlations					
Control Variables			Emotional Intelligence (X2)	Interest in Learning (Y)	Self-Efficacy (X1)
-none-[a]	Emotional Intelligence (X2)	Correlation	1.000	.565	.634
		Significance (2-tailed)	.	.000	.000
		df	0	61	61
	Interest in Learning (Y)	Correlation	.565	1.000	.573
		Significance (2-tailed)	.000	.	.000
		df	61	0	61
	Self-Efficacy (X1)	Correlation	.634	.573	1.000
		Significance (2-tailed)	.000	.000	.
		df	61	61	0
Self-Efficacy (X1)	Emotional Intelligence (X2)	Correlation	1.000	.318	
		Significance (2-tailed)	.	.012	
		df	0	60	
	Interest in Learning (Y)	Correlation	.318	1.000	
		Significance (2-tailed)	.012	.	
		df	60	0	
a. Cells contain zero-order (Pearson) correlations.					

The first-order partial correlation analysis controlling for Self-Efficacy (X1), as reported in Table 9 Results of the First-Order Partial Correlation Between Emotional Intelligence and Students' Learning Interest After Controlling for Self-Efficacy, shows that the correlation coefficient (r) between Emotional Intelligence (X2) and Learning Interest (Y) is 0.318. This relationship is statistically significant ($p = 0.012$; $p < 0.05$). Consequently, H_0 is rejected and H_1 is accepted, demonstrating that a significant positive association between X2 and Y remains even after accounting for the influence of X1.

DISCUSSION

The findings of this study reveal a positive and significant association between self-efficacy and students' learning interest, as indicated by a correlation coefficient of $r = 0.573$ ($p < 0.05$). This suggests that students who possess stronger confidence in their own abilities tend to show greater enthusiasm and engagement in learning activities. From a psychological perspective, individuals with high self-efficacy are generally more assured when handling academic tasks, less prone to disengagement when facing obstacles, and more persistent in their learning efforts. These results align with Bandura's social cognitive theory, which posits that self-efficacy shapes one's choice of activities, the level of effort exerted, and persistence when confronting academic challenges.

Furthermore, emotional intelligence also shows a positive and significant relationship with students' learning interest, with a correlation coefficient of $r = 0.565$ ($p < 0.05$). This implies that students who can recognize and manage their emotions effectively tend to have higher learning interest. The ability to regulate emotions, self-motivate, and establish positive social relationships allows students to be in a psychologically conducive state for learning. With emotional stability, students are better able to concentrate, stay motivated, and enjoy the learning process.

Moreover, the results of multiple regression analysis reveal that self-efficacy and emotional intelligence together contribute 39.6% to the variance in students' learning interest ($R^2 = 0.396$; Sig. $F = 0.000$). This finding indicates that these two psychological variables jointly play a moderately strong role in shaping students' learning interest. However, 60.4% of the variance is still explained by other factors outside of the two independent variables studied, such as family environment, teaching methods, teacher support, learning facilities, and individual student characteristics not examined in this research.

The first-order partial correlation analysis reinforces these findings. Self-efficacy remains significantly related to learning interest after controlling for emotional intelligence ($r = 0.337$; $p < 0.05$), and emotional intelligence remains significantly related after controlling for self-efficacy ($r = 0.318$; $p < 0.05$). This indicates that each variable has a unique contribution to students' learning interest and does not completely substitute for the role of the other.

The results of this study concerning the association between self-efficacy and learning interest are in line with findings reported in previous research (Sandi, 2017) and (Dewi et al., 2023) which similarly found that self-efficacy plays a significant role in enhancing students' learning interest (Zhou et al., 2023) and (Yang et al., 2021) They also reinforce the view that self-efficacy functions as a key mediating factor between teacher support and student engagement, ultimately influencing academic performance. Similarly, the results concerning the link between emotional intelligence and learning interest are consistent with earlier empirical findings (Banjarnahor et al., 2020) and (Zaitun et al., 2024) These studies indicate that students with higher emotional intelligence are more capable of regulating learning-related stress, fostering positive interpersonal relationships, and exhibiting greater enthusiasm toward academic activities. (Hameli et al., 2023) also indicate that emotional intelligence affects individual engagement in academic activities through internal psychological aspects.

The distinct contribution of this study is its simultaneous investigation of the effects of self-efficacy and emotional intelligence on learning interest among elementary school students, which remains relatively limited in empirical research. By integrating Bandura's Social Cognitive Theory and Goleman's Emotional Intelligence Model, this study provides empirical evidence that cognitive aspects (self-belief) and emotional aspects (ability to manage emotions) work synergistically in shaping students' learning interest.

Theoretically, these findings reinforce the view that self-efficacy and emotional intelligence function as essential psychological factors shaping elementary students' learning interest. The integration of academic self-confidence and emotion management skills is proven to create optimal learning readiness among students. Practically, these findings have important implications for: Teachers, to focus not only on content mastery but also on building students' confidence through positive reinforcement, constructive feedback, and appropriately challenging tasks. Schools, to develop programs that enhance emotional intelligence through habituation activities, counseling, group work, and social-emotional learning. Parents, to support the development of children's self-efficacy and emotional skills through supportive parenting, avoiding pressure, and encouraging independent learning. Education policymakers, as a basis for designing curricula and teacher training that emphasize a balance between academic and psychosocial development of students.

This study has several limitations. First, the relatively small sample size, drawn from only one school, limits the generalizability of the findings to a broader population. Second, the use of self-report questionnaires may introduce subjective bias in respondents' answers. Third, the study examined only two independent variables, while many other factors potentially affecting learning interest such as teaching style, family environment, learning facilities, and socio-economic conditions were not included. Therefore, future research is recommended to involve larger and more diverse samples across multiple regions and to include additional variables to obtain a more comprehensive understanding of the factors influencing elementary students' learning interest.

CONCLUSION

This study demonstrates that self-efficacy has a positive and statistically significant association with elementary students' learning interest, as indicated by a correlation coefficient of $r = 0.573$ ($p < 0.05$), which falls within the moderate category. Students who possess stronger confidence in their abilities tend to exhibit greater interest and engagement in learning activities, suggesting that self-efficacy supports their willingness to confront academic challenges, sustain effort, and participate actively in classroom processes. Emotional intelligence likewise shows a positive and significant relationship with learning interest, with a correlation coefficient of $r = 0.565$ ($p < 0.05$), also in the moderate range. Students' capacity to identify, regulate, and utilize their emotions effectively contributes to a psychologically supportive learning environment that nurtures sustained interest in learning. When considered jointly, self-efficacy and emotional intelligence explain 39.6% of the variance in students' learning interest ($R^2 = 0.396$; Sig. $F = 0.000$), while the remaining 60.4% is attributable to factors outside the scope of this study. These findings indicate that elementary students' learning interest is shaped by the combined influence of cognitive and emotional components.

The study contributes empirically to the growing body of research on motivational and affective determinants of learning by confirming that both self-efficacy and emotional intelligence are significant and complementary predictors of learning interest at the elementary level. Conceptually, the results reinforce the view that students' readiness to engage in learning cannot be reduced to cognitive beliefs alone but also depends on their emotional competencies, which together help sustain interest and persistence in the face of

academic demands. Practically, the findings underscore the importance for teachers, school counsellors, and policymakers of designing classroom practices and school programs that simultaneously build students' self-belief in their academic capabilities and strengthen their emotional skills, for example through supportive feedback, cooperative learning, and structured opportunities for emotional regulation and reflection.

Nevertheless, several limitations must be acknowledged. The sample size was relatively small and drawn from a single school, which constrains the generalizability of the findings. The exclusive reliance on self-report questionnaires may also introduce subjective bias, as the data depend heavily on students' own perceptions of their self-efficacy, emotional intelligence, and learning interest. In light of these limitations, future studies are encouraged to involve larger and more diverse samples across multiple regions and school contexts to obtain more representative evidence. Subsequent research should also incorporate additional variables, such as parental support, teaching style, learning environment, and socio-economic conditions—and employ mixed-methods or causal research designs to clarify the mechanisms through which self-efficacy and emotional intelligence interact with contextual factors to shape elementary students' learning interest.

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