



The Effect Of The Learning Environment And Emotional Intelligence On Academic Performance Of Management Students, Faculty Of Economics And Business Tadulako University

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ABSTRACT

This study aims to examine the effect of the learning environment and emotional intelligence on the academic performance of undergraduate Management students at the Faculty of Economics and Business, Tadulako University. A quantitative approach was employed using a survey method. The sample consisted of 82 students selected through purposive sampling based on the 2021–2023 cohorts. Data were collected using a Likert-scale questionnaire and analyzed with multiple linear regression using SPSS version 27. The results indicate that the learning environment has a positive and significant effect on students' academic performance. Emotional intelligence was also found to have a positive and significant effect on academic performance. Furthermore, both variables jointly contribute meaningfully to improving students' academic outcomes. These findings suggest that a supportive campus learning environment, together with students' ability to regulate their emotions and engage in positive interactions, plays an important role in helping them achieve optimal academic performance.

INTRODUCTION

Human resources (HR) represent one of the most essential components within an organization. Unlike other resources, HR possesses the capacity to think, innovate, and interact, positioning it as the primary driver of organizational activities in achieving set objectives (Bhayangkara et al., 2023). Beyond acting as the main force behind organizational operations, HR also determines the continuity of organizational functions (Ibrahim et al., 2024). The success of an organization including higher education institutions is not solely dependent on technology,

infrastructure, and systems, but is strongly influenced by the quality and performance of its human resources (Idris & Bahasoan, 2025). Within higher education, managing students as part of human resources presents its own challenges, particularly in creating a supportive learning environment and optimizing academic performance. Performance refers to the ability of individuals or groups within an organization to complete tasks effectively and efficiently in terms of quantity, quality, and timeliness (Fitriani & Munawaroh, 2025). Performance may also be interpreted as the outcome of tasks completed by an individual in accordance with their abilities and responsibilities (Adda, Buntuang, & D, 2022). Higher levels of performance generally make it easier for an organization to achieve its goals, while low performance tends to hinder goal attainment and often results in outcomes that fall short of expectations (Tondowala et al., 2025). This highlights that human resource performance is a key factor in determining the effectiveness and sustainability of an educational institution. As part of the human resources within higher education, students play an essential role in reflecting the quality of the institution. They are expected not only to excel academically but also to develop personal potential, social competencies, and readiness for the professional world. Higher education serves as an important platform for shaping a generation equipped with competitive skills at the global level (Kornelius et al., 2024). In today's era, marked by rapid economic and technological change, students are required to be adaptable in order to compete globally (Ibrahim et al., 2025). Such adaptability is crucial not only in business settings but also in personal development and efforts to enhance academic performance. Students must continuously improve their capabilities to keep pace with the changing demands of their environment. University graduates are expected not only to meet the needs of the workforce and industry but also to remain responsive to ongoing technological and societal developments (Adda, Buntuang, & Ardianto, 2022). Academic performance can be observed through students' academic abilities, discipline, creativity, and social skills. Strong performance reflects students' ability to manage themselves, complete academic tasks effectively, engage in learning activities, and participate in both academic and non-academic pursuits. Therefore, improving student performance is essential, and one step toward achieving this is by understanding the factors that influence it.

Students' academic performance can be influenced by various factors, one of which is the learning environment that supports an optimal learning process. The learning environment plays an important role in shaping students' academic experiences and learning outcomes (Maharani & Indriyani, 2024). A conducive campus environment can enhance comfort during learning activities, increase motivation, and facilitate the achievement of academic success. However, based on the researcher's observations, several issues were identified that disrupt learning comfort. For instance, some classrooms felt excessively warm due to malfunctioning fans, and certain projectors were difficult to operate, which occasionally slowed down the teaching and learning process. These conditions may reduce students' enthusiasm and affect their effectiveness in carrying out academic activities.

Another important factor is emotional intelligence. Emotional intelligence plays a crucial role in improving an individual's performance and overall success (Nasution et al., 2023). According to Daniel Goleman (2018), Intelligence Quotient (IQ) contributes only around 20% to a person's success, while the remaining 80% is influenced by other forms of intelligence, including Emotional Quotient (EQ) (Sarnoto & Romli, 2019). Emotional intelligence encompasses the ability to motivate oneself, cope with frustration, control impulses, regulate emotions, show empathy, and collaborate with others. It enables individuals to manage their emotions effectively, interact constructively, and maintain the quality of their performance (Febriansyah et al., 2020). Emotional intelligence also plays a significant role in managing emotions and enhancing individual performance (Sari & Finthariasari, 2022). Students with higher emotional intelligence tend to cope better with pressure, maintain motivation, and adapt to various circumstances, including limitations in learning facilities. Conversely, students with lower emotional intelligence are more vulnerable to stress, easily discouraged, and more likely to experience a decline in

performance when facing academic challenges. Considering these conditions, the researcher is interested in examining the effect of the learning environment and emotional intelligence on the academic performance of Management students at the Faculty of Economics and Business, Tadulako University.

LITERATURE REVIEW

Learning Environment

The learning environment refers to all elements surrounding an individual that can influence the way they learn and develop. According to Rahmilawati Ritonga (2025), the learning environment encompasses every aspect in a student's surroundings that may affect their learning process, either directly or indirectly. This environment includes physical conditions such as classroom layout, lighting, room temperature, and the availability of learning facilities, as well as non-physical aspects such as interpersonal relationships within the classroom, emotional climate, and social support from lecturers, teachers, or peers. In the context of higher education, the learning environment plays a crucial role in shaping students' academic performance. The campus learning environment involves several factors, including the adequacy of learning facilities, social interactions among students, lecturer support, and the overall quality of educational delivery (Munira et al., 2024). These elements can significantly contribute to improvements in students' academic outcomes. The campus environment is where students engage not only in the learning process but also in various supporting activities (Situmorang et al., 2021). For students, the campus becomes an important space where they interact, adapt, and participate in both academic and non-academic activities (Rahmah et al., 2025). A well-equipped campus can greatly enhance the learning experience. When facilities and infrastructure are provided in good condition, students are more likely to feel comfortable and focused during lectures (Subagio et al., 2023). The campus is not merely a place for acquiring knowledge; it also serves as a setting that shapes students' motivation and enthusiasm for learning. A conducive learning environment encompasses a wide range of components from physical facilities such as classrooms, libraries, and technological access, to social aspects involving interactions with lecturers, staff, and fellow students (Maharani & Indriyani, 2024). A supportive campus atmosphere encourages students to be more active, disciplined, and responsible, which ultimately contributes to better academic performance. In other words, a positive campus climate not only increases learning motivation but also plays an essential role in helping students achieve strong academic outcomes.

A number of previous studies have confirmed that the learning environment has a substantial impact on students' academic performance. Earlier research shows that adequate physical facilities, technological infrastructure, and social support within the campus environment contribute positively to student achievement (Maharani & Indriyani, 2024; Rahmah et al., 2025; Situmorang et al., 2021; Subagio et al., 2023). A well-designed learning environment can create a supportive atmosphere that encourages effective learning. Several factors may serve as indicators when evaluating the quality of the learning environment, including the adequacy of physical facilities, the teaching methods used, the availability of social support, and the integration of technology in learning activities (Mukitasari et al., 2023).

Emotional Intelligence

According to Daniel Goleman (2015), emotional intelligence refers to the ability to understand one's own feelings as well as the feelings of others, to motivate oneself, and to manage emotions effectively both individually and in interpersonal relationships (Suryaningsih et al., 2024). Based on the theory of Salovey and Mayer (2016), emotional intelligence is defined as an individual's capacity to regulate personal emotions, recognize and distinguish them, and use

this emotional information to guide thoughts and actions (Suryaningsih et al., 2024). Their model identifies four core components: emotional perception, which involves the ability to recognize emotions in oneself and others; emotional facilitation, or the use of emotions to support thinking processes; emotional understanding, which is the ability to connect emotions with thoughts; and emotional regulation, which refers to effectively managing both positive and negative emotions (Estrada et al., 2021). In line with this view, Mahardiana (2022), state that emotional intelligence is built through four essential skills, self-awareness, self-management, social awareness, and relationship management which together reflect an individual's ability to manage personal emotions while forming effective interactions with others.

Emotional intelligence helps students solve problems, collaborate with others, and serves as a key contributor to both academic and professional achievement. It also plays a substantial role in supporting overall life success and is considered a strong predictor of students' ability to adapt to their environment, including in developing innovative solutions for sustainable living. Moreover, emotional intelligence enables individuals to maintain balance between emotion and action, allowing them to think and behave rationally in various situations (Antolis et al., 2021). Students with strong emotional intelligence are more capable of maintaining mental well-being and enhancing academic achievement through effective emotional regulation (Rimala et al., 2024). High emotional intelligence has been shown to improve individual performance through better emotional management, responsibility, and social relationships in both academic and work settings (Dumai et al., 2025). Previous studies also confirm that emotional intelligence plays a significant role in boosting students' academic performance by fostering empathy, learning engagement, adaptability, and supporting sustainability in higher education (Chen, 2024; Estrada et al., 2021; Garner et al., 2025; Shrestha, 2025; Situmorang et al., 2021). Collectively, these findings underscore that emotional intelligence is a crucial factor influencing students' academic outcomes.

Goleman (2015) classifies emotional intelligence into five key dimensions: self-awareness, self-regulation, self-motivation, empathy, and social skills (Suryaningsih et al., 2024). These dimensions can be used to assess students' emotional intelligence based on Goleman's framework. Self-awareness refers to an individual's ability to recognize personal emotions, monitor them, and understand how these emotions influence decision-making. Self-regulation involves the capacity to manage and adjust emotional responses so that individuals remain steady when facing pressure or challenging conditions. Self-motivation reflects the ability to encourage oneself to stay focused, persistent, and productive in pursuing important goals. Empathy describes the ability to understand and sense the emotional states of others, helping individuals become more sensitive and socially responsive. Social skills encompass the ability to form and maintain positive interpersonal relationships through effective communication, awareness of social situations, and consideration for the needs and feelings of others (Bongsu & Bakar, 2023). These five dimensions are interconnected and collectively contribute to an individual's capacity to understand, manage, and apply emotions effectively, supporting students' academic performance and social development.

Students' Academic Performance

Referring to the study by Nauzeer & Jaunky (2019), academic performance is defined as a measure or criterion used to evaluate the extent to which students succeed in their educational process. Understanding the factors that effect, predict, or create variations in students' academic performance is therefore essential, as students play a key role as intellectual contributors to the development of science and technology (Erdiyansyah et al., 2023). According to Bordbar (2025), academic performance is assessed through a systematic evaluation of students' learning progress over a certain period. It also serves as an important indicator of how well an educational system achieves its learning objectives. Fitriani & Munawaroh (2025), explain that student performance encompasses both individual and group abilities within an academic

setting to complete academic and non-academic tasks effectively, in terms of quality, quantity, and timeliness. Strong student performance, therefore, assists educational institutions in achieving their goals. Good performance results from effective and efficient human resource management (Syamsuddin & Hasanuddin, 2022), since the quality of individuals plays a significant role in improving organizational performance, including within educational institutions. Student performance is crucial because it serves as one of the determinants of institutional success, particularly in achieving learning objectives in higher education. Saud (2021), notes that student performance reflects the degree of academic success in meeting learning goals and targets. Thus, students' performance not only represent individual success but also indicate the effectiveness of the learning process in higher education. As economic and technological developments continue to accelerate, students are increasingly required to be adaptive and continuously develop their competencies in order to face global challenges (Kornelius et al., 2020). Therefore, understanding the factors that influence academic performance is important for educators and universities, both to enhance the quality of learning and to help students develop more effective learning strategies.

Based on the research conducted by Al-Kindi & Al-Khanjari (2021), student performance can be evaluated through three main aspects: engagement, behavior, and personality. Engagement reflects students' ability to participate actively in the learning process, involving affective, behavioral, and cognitive components shaped by their past, present, and future learning experiences. Student behavior plays an essential role in the learning process, demonstrated through two-way interactions between students and their learning environment, with the aim of strengthening knowledge and skills. Meanwhile, personality refers to individual differences in thinking patterns, emotional responses, and actions, all of which may affect students' satisfaction and academic achievement (Al-Kindi & Al-Khanjari, 2021). Together, these three aspects provide a basis for assessing how effectively students demonstrate optimal performance in achieving learning objectives.

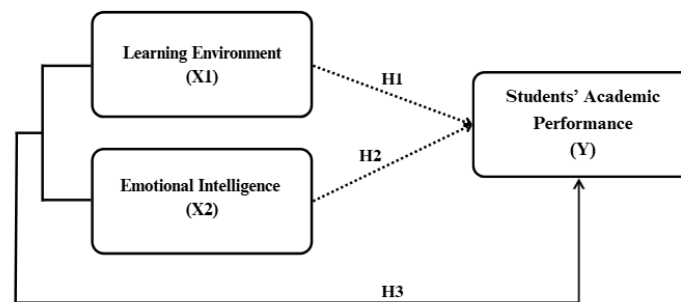
Research Hypotheses

Based on previous findings, the learning environment and emotional intelligence have both been shown to play an important role in improving students' academic performance. Prior studies indicate that a conducive learning environment supported by adequate facilities and strong social support can enhance the effectiveness of the learning process and positively influence academic outcomes (Maharani & Indriyani, 2024; Rahmah et al., 2025; Situmorang et al., 2021; Subagio et al., 2023). Emotional intelligence has also been proven to have a positive effect on academic performance, as it helps students regulate their emotions, adapt to new situations, and build constructive social relationships (Chen, 2024; Estrada et al., 2021; Garner et al., 2025; Shrestha, 2025). Based on these findings, the following hypotheses are proposed:

- H1: The learning environment has a significant effect on the academic performance of Management students at the Faculty of Economics and Business, Tadulako University.
- H2: Emotional intelligence has a significant effect on the academic performance of Management students at the Faculty of Economics and Business, Tadulako University.
- H3: The learning environment and emotional intelligence simultaneously have a significant effect on the academic performance of Management students at the Faculty of Economics and Business, Tadulako University.

Conceptual Framework

Based on the research hypotheses, the conceptual framework can be described as follows:

Figure 1. Conceptual Framework**Figure Description:**

Partial Effects: ----->

Simultaneous Effect: ----->

METHODS**Research Approach**

This study employs a quantitative approach with an associative research design aimed at analyzing the influence of the learning environment and emotional intelligence on students' academic performance. This approach is grounded in the positivist paradigm, in which numerical data are used to test hypotheses through statistical analysis (Sugiyono, 2020). The analysis was conducted using multiple linear regression with the assistance of SPSS version 27 to determine the magnitude of the effects among the variables.

Population, Sample, and Sampling Technique

The population in this study consists of undergraduate Management students at the Faculty of Economics and Business, Tadulako University. The sample comprises 82 students selected through purposive sampling. Purposive sampling is a non-probability sampling technique in which respondents are intentionally chosen based on specific criteria considered relevant to the research objectives (Thomas, 2022). The criteria used in this study include active undergraduate Management students from the 2021 to 2023 cohorts at the Faculty of Economics and Business, Tadulako University.

Data Collection Techniques

Data in this study were collected through questionnaires, direct observation, and literature review. The primary instrument was a questionnaire developed based on the dimensions and indicators of the learning environment (X_1), emotional intelligence (X_2), and students' academic performance (Y), using a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" to measure respondents' attitudes and perceptions (Sugiyono, 2020). Direct observation was conducted at the Faculty of Economics and Business, Tadulako University, to obtain a real picture of the learning environment and student interactions as supporting data for the questionnaire results. A literature review was also carried out by examining books, journals, and relevant previous research to strengthen the theoretical foundation and support the analysis of the effects of the learning environment and emotional intelligence on students' academic performance.

Data Analysis Technique

The data obtained from the questionnaire were analyzed quantitatively using SPSS version 27 through several stages. The first stage involved validity and reliability testing to

ensure that the research instrument was accurate and consistent in measuring the variables (Sugiyono, 2020). Descriptive statistical analysis was then used to present the respondents' data as they were, without drawing generalizations (Sugiyono, 2020). Partial tests (t-tests) and simultaneous tests (F-tests) were conducted to determine the effects of the independent variables, namely the learning environment (X_1) and emotional intelligence (X_2), on the dependent variable, which is students' academic performance (Y), both individually and jointly (Arikunto, 2020). The significance of these tests was assessed based on a Sig. value of 0.05 or lower, or by comparing the calculated t-value with the critical t-table value. Multiple linear regression analysis was then used to examine the direction and magnitude of the influence of the independent variables on the dependent variable, with the following equation: $Y = a + b_1X_1 + b_2X_2 + e$

Explanation:

Y = Dependent variable (Students' Academic Performance)

a = Constant

b_1, b_2 = Regression coefficients

X_1 = Independent variable 1 (Learning Environment)

X_2 = Independent variable 2 (Emotional Intelligence)

e = Error term (residual)

The coefficient of determination (R^2) was used to measure the extent to which the independent variables collectively explain the variation in the dependent variable. A higher R^2 value indicates a greater contribution of the learning environment and emotional intelligence to students' academic performance (Ghozali, 2021).

RESULTS

Table 1. Results of Validity and Reliability Testing

Variables	Items	Validity			Reliability	
		r-value	Sig.	Status	Cronbach Alpha	Status
Learning Environment (X_1)	X1.1	0.928	0.000	Valid	0.954	Reliable
	X1.2	0.916	0.000	Valid		
	X1.3	0.904	0.000	Valid		
	X1.4	0.898	0.000	Valid		
	X1.5	0.934	0.000	Valid		
	X1.6	0.889	0.000	Valid		
	X1.7	0.906	0.000	Valid		
	X1.8	0.923	0.000	Valid		
	X1.9	0.915	0.000	Valid		
	X1.10	0.522	0.000	Valid		
	X1.11	0.467	0.000	Valid		
	X1.12	0.412	0.000	Valid		
Emotional Intelligence (X_2)	X2.1	0.529	0.000	Valid	0.808	Reliable
	X2.2	0.544	0.000	Valid		
	X2.3	0.592	0.000	Valid		
	X2.4	0.663	0.000	Valid		
	X2.5	0.599	0.000	Valid		
	X2.6	0.548	0.000	Valid		
	X2.7	0.632	0.000	Valid		
	X2.8	0.586	0.000	Valid		

	X2.9	0.535	0.000	Valid		
	X2.10	0.549	0.000	Valid		
	X2.11	0.343	0.002	Valid		
	X2.12	0.436	0.000	Valid		
	X2.13	0.519	0.000	Valid		
	X2.14	0.344	0.002	Valid		
	X2.15	0.439	0.000	Valid		
Students' Academic Performance (Y)	Y.1	0.910	0.000	Valid	0.955	Reliable
	Y.2	0.845	0.000	Valid		
	Y.3	0.838	0.000	Valid		
	Y.4	0.874	0.000	Valid		
	Y.5	0.810	0.000	Valid		
	Y.6	0.810	0.000	Valid		
	Y.7	0.890	0.000	Valid		
	Y.8	0.904	0.000	Valid		
	Y.9	0.868	0.000	Valid		

Source: SPSS 27 Data Processing Results, 2025

Based on Table 1, the research instrument is declared valid because the calculated r -value is greater than the r -table value (0.2172), and the significance level is below 0.05. The validity test was conducted using the Pearson correlation method. The r -table value was determined using the formula for $r_{\alpha, n-2}$. With a total of 82 respondents, the degrees of freedom were calculated as $df = n - 2 = 80$. At the 5 percent significance level (0.05), the r -table value is 0.2172, which means that an item is considered valid when the calculated r -value exceeds the r -table value (Darma, 2021). In addition, the instrument is also considered reliable because the Cronbach's Alpha value is higher than 0.60. According to the reliability criteria, an instrument is considered reliable if α is greater than 0.60 and not reliable if α is less than 0.60 (Darma, 2021). Since the reliability test results showed a Cronbach's Alpha value above 0.60, the instrument is deemed appropriate for use in the subsequent stages of data analysis.

Table 2. Results of Descriptive Statistical Analysis

Variables and Statements	N	Mean	Std. Deviation	Description
X1.11 I am able to use digital platforms (such as e-learning, LMS, or online groups) to support the learning process.	82	4.13	.872	Highest
X1.2 Classroom facilities such as chairs, tables, projectors, and whiteboards support the learning process well.	82	2.84	.962	Lowest
X2.2 I am aware that my emotions affect the way I learn.	82	4.16	.638	Highest
X2.13 I can easily build good relationships with friends on campus.	82	3.48	.878	Lowest
Y.8 I feel confident when participating in academic activities.	82	4.56	.704	Highest
Y.7 I am responsible in completing academic assignments.	82	4.11	.903	Lowest

Source: SPSS 27 Data Processing Results, 2025

Table 2 presents the results of the descriptive statistical analysis for the three research variables, namely the Learning Environment (X_1), Emotional Intelligence (X_2), and Student Academic Performance (Y). For the Learning Environment variable, the highest mean score of 4.13 appears in item number 11, which states, "I am able to use digital platforms (such as e-learning, LMS, or online groups) to support the learning process." This finding indicates that most students are able to make effective use of digital technology as a tool to support academic activities. It also reflects that the learning environment on campus has adapted to technological developments in education, enabling students to access materials, participate in discussions, and complete assignments more flexibly through online platforms. The use of digital tools suggests that students possess a relatively strong level of digital literacy, which helps facilitate their learning process. Meanwhile, the lowest mean score of 2.84 is found in item number 2, which concerns physical facilities such as chairs, tables, projectors, and whiteboards. This result suggests that some students perceive classroom facilities as not fully adequate to create a comfortable and effective learning atmosphere. Limitations in physical facilities may reduce students' concentration and diminish the effectiveness of material delivery during lectures. Therefore, improving classroom infrastructure is necessary to ensure a more conducive learning environment for all students.

For the Emotional Intelligence variable, the highest mean score of 4.16 appears in item number 2, indicating that most students have strong self-awareness regarding the influence of emotions on their learning process. This demonstrates that students can recognize and understand the emotions they experience during learning and are aware of how these emotions may affect their concentration, motivation, and academic achievement. Such self-awareness reflects an important level of emotional maturity that contributes to effective learning. The lowest mean score for Emotional Intelligence is 3.48 in item number 13, which shows that some students still face challenges in social skills, particularly in establishing positive relationships with peers. This finding suggests that not all students are fully able to interact and collaborate effectively within the academic social environment. Limited social skills may hinder the development of positive and collaborative networks that are essential for emotional intelligence and academic success.

For the Student Academic Performance variable, the highest mean score of 4.56 appears in item number 8, indicating that most students feel confident in participating in academic activities. This suggests that students generally possess strong self-confidence, which encourages them to be more active during lectures, participate in discussions, and show enthusiasm when completing academic tasks. Confidence plays an important role in building self-motivation, which in turn influences improved academic performance. The lowest mean score of 4.11 appears in item number 7, showing that some students are still less responsible in completing academic assignments. This result illustrates that a portion of students have not fully developed strong time management, responsibility, and academic discipline. Greater self-awareness and improved time management strategies are needed to help students achieve optimal academic performance consistently.

Overall, the descriptive analysis in Table 2 indicates that students generally have a positive perception of the learning environment, possess a relatively high level of emotional intelligence, and demonstrate strong academic performance. However, several aspects still require attention, including the adequacy of classroom facilities, the strengthening of social skills, and the improvement of individual responsibility in completing academic tasks.

Table 3. Results of Partial Test (t-test) and Simultaneous Test (F-test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.497	3.475		1.294	.199
	Learning Environment (X ₁)	.603	.121	.523	4.985	.000
	Emotional Intelligence (X ₂)	.197	.079	.260	2.476	.015
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	847.271	2	423.635	43.577	.000 ^b
	Residual	768.010	79	9.722		
	Total	1615.280	81			

a. Dependent Variable: Students' Academic Performance (Y)

b. Predictors: (Constant), Emotional Intelligence (X₂), Learning Environment (X₁)

Source: SPSS 27 Data Processing Results, 2025

Based on the results presented in Table 3, the Learning Environment (X₁) and Emotional Intelligence (X₂) each contribute independently to Student Academic Performance (Y). This is indicated by the significance values of the two independent variables. The Learning Environment variable (X₁) has a significance value of 0.000, which is lower than 0.05. In addition, the calculated t-value for the Learning Environment is 4.985, which is greater than the t-table value of 1.994 (Darma, 2021). These results indicate that the Learning Environment (X₁) has a significant partial effect on Student Academic Performance (Y). A similar result is found for Emotional Intelligence (X₂), which has a significance value of 0.015, also lower than 0.05, and a calculated t-value of 2.476, which is higher than the t-table value of 1.994. This confirms that Emotional Intelligence (X₂) also has a significant partial effect on Student Academic Performance (Y).

Based on the F-test results, the calculated F-value is 43.577, while the F-table value is 3.11. This comparison shows that the independent variables jointly influence the dependent variable. Since 43.577 (F calculated) is greater than 3.11 (F table) and the significance value is 0.000, which is below 0.05 (Darma, 2021), it can be concluded that the Learning Environment (X₁) and Emotional Intelligence (X₂) have a significant simultaneous effect on Student Academic Performance (Y).

Multiple Linear Regression Analysis

Table 3 also shows that the constant (a) is 4.497, with regression coefficients (b₁) = 0.603 and (b₂) = 0.197. Based on these values, the multiple linear regression equation is:

$$Y = 4.497 + 0.603(X_1) + 0.197(X_2) + e$$

The constant value of 4.497 indicates that student academic performance (Y) remains at a positive level even when the Learning Environment (X₁) and Emotional Intelligence (X₂) do not change (X = 0). The regression coefficient of 0.603 for the Learning Environment (X₁) means that a one-unit increase in the learning environment increases student academic performance by 0.603. The significance value for this variable is 0.000, which is lower than 0.05 (Darma, 2021), confirming that the Learning Environment significantly affects student academic performance. The regression coefficient of 0.197 for Emotional Intelligence (X₂) indicates that a one-unit

increase in emotional intelligence increases academic performance by 0.197. The significance value of 0.015, which is lower than 0.05, shows that Emotional Intelligence also has a significant effect on student academic performance.

Table 4. Results of the Coefficient of Determination (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 ^a	.525	.512	3.11795
a. Predictors: (Constant), Emotional Intelligence (X ₂), Learning Environment (X ₁)				

Source: SPSS 27 Data Processing Results, 2025

Table 4 presents the coefficient of determination (R²). According to Ghozali (2021), this test is used to determine the extent to which the research model explains variations in the dependent variable. The R-squared value obtained is 0.525, equivalent to 52.5 percent. This means that the Learning Environment (X₁) and Emotional Intelligence (X₂) together explain 52.5 percent of the variation in Student Academic Performance (Y) (Darma, 2021). In other words, changes in student academic performance are largely influenced by these two factors. The remaining 47.5 percent is explained by other variables not examined in this study, such as learning motivation, teaching style, time management, and other internal or external factors affecting students.

DISCUSSION

The Effect of the Learning Environment on the Academic Performance of Management Students at the Faculty of Economics and Business, Tadulako University

The results of the study show that the learning environment has a significant effect on students' academic performance. This finding is consistent with theories and previous research that emphasize the learning environment as an important factor affecting student achievement and performance (Maharani & Indriyani, 2024; Rahmah et al., 2025; Situmorang et al., 2021). In this context, the learning environment on campus consists of several aspects, including the availability of learning facilities, classroom comfort, lecturer support, social interaction among students, and access to learning technology (Munira et al., 2024). When these aspects function effectively, students tend to feel more comfortable, motivated, and engaged in their academic activities, which leads to improvements in academic performance.

Observations at the Faculty of Economics and Business, Tadulako University, show that some shortcomings still exist, such as non-functional fans and projectors that are difficult to operate, making classrooms feel warm and less comfortable. This suggests that the physical components of the learning environment require further attention because they may affect concentration and learning effectiveness. The descriptive analysis indicates that the item with the highest mean score relates to students' ability to use digital platforms such as e-learning and online groups. This finding highlights the positive effect of technology-assisted learning, which helps students access materials, communicate, and complete assignments more flexibly. In contrast, the lowest mean score is found in items related to classroom physical facilities such as chairs, tables, and projectors, indicating the need for improvements in physical learning support. This result supports the study of Subagio (2023), which explains that the campus environment shapes students' motivation and learning enthusiasm. Therefore, the more conducive the learning environment is, the stronger its effect on improving students' academic performance. Enhancing learning facilities, ensuring lecturer support, and maintaining a comfortable learning atmosphere are essential for creating a high-quality academic environment.

The Effect of Emotional Intelligence on the Academic Performance of Management Students at the Faculty of Economics and Business, Tadulako University

The findings also reveal that emotional intelligence has a significant effect on students' academic performance. This is in line with Daniel Goleman's theory (in Sarnoto & Romli, 2019), which states that an individual's success is not determined solely by intellectual intelligence (IQ), but also by emotional intelligence (EQ), which contributes substantially to overall achievement. Students with high emotional intelligence are able to manage stress, regulate emotions, stay motivated, and develop positive social relationships, enabling them to handle academic challenges more effectively.

In this study, the highest indicator of emotional intelligence relates to self-awareness, particularly students' ability to recognize their emotions and use them to support the learning process. The lowest indicator relates to social relationship skills, which suggests that some students need to strengthen collaboration, communication, and relational skills within the academic environment. These findings are in agreement with research by Estrada (2021) and Garner (2025), which report that emotional intelligence has a positive effect on academic performance through self-regulation and empathy. Similarly, Dumai (2025) highlight that emotional intelligence helps individuals remain resilient in the face of academic pressure and increases responsibility toward academic tasks.

In relation to the real conditions in the field, students often experience academic pressure due to assignments, examinations, and presentations. The learning environment itself may also create added challenges, as some classrooms at the Faculty of Economics and Business, Tadulako University, still have limited physical facilities, such as fans and projectors that do not always function properly. Students with high emotional intelligence typically respond to such situations calmly, think rationally, and adapt to the circumstances. However, students with low emotional intelligence tend to become easily frustrated, lose motivation, or experience a decline in focus, which ultimately affects their academic performance. Therefore, emotional intelligence has an important effect not only on emotional regulation but also on students' ability to interact, collaborate, and complete academic responsibilities effectively, even in learning environments that are not yet ideal.

The Effect of the Learning Environment and Emotional Intelligence Simultaneously on the Academic Performance of Management Students at the Faculty of Economics and Business, Tadulako University

The results of the simultaneous test (F-test) show that the learning environment and emotional intelligence together have a significant effect on students' academic performance. This indicates that both variables complement one another in shaping students' success in academic activities.

A supportive learning environment encourages motivation and enthusiasm for learning, while emotional intelligence enables students to regulate their emotions, adapt to their surroundings, and maintain positive social relationships. These conditions help students remain focused and productive in achieving optimal learning outcomes. This finding is consistent with the study of Situmorang (2021), which reports that both the campus environment and emotional intelligence positively affect student learning outcomes because they contribute to the development of character and mental readiness throughout the academic process. Similarly, research by Chen (2024) and Shrestha (2025) suggests that students' success is influenced not only by external factors such as learning facilities but also by internal factors such as emotional management and self-motivation.

Conditions observed at the Faculty of Economics and Business, Tadulako University, show that some students still face difficulties related to physical facilities in the classroom. However, students with higher emotional intelligence tend to adapt more easily and remain persistent even when the learning environment is not ideal. This suggests that a balance between external environmental factors and internal psychological factors is essential in improving academic performance.

CONCLUSION

Based on the findings of this study, it can be concluded that the learning environment (X_1) and emotional intelligence (X_2) both have a positive and significant effect on the academic performance of Management students at the Faculty of Economics and Business, Tadulako University. A supportive learning environment, including adequate campus facilities, effective teaching methods, and social support from lecturers and peers, can enhance students' motivation and concentration. In addition, strong emotional intelligence helps students manage their emotions, adapt to academic pressure, and build positive relationships within the campus environment. Together, these factors play an important role in improving students' academic performance.

RECOMMENDATIONS

Based on the results of the study, it is recommended that the faculty improve the quality of the learning environment, particularly by ensuring that physical facilities such as fans and projectors function properly so that the teaching and learning process becomes more comfortable and effective. Students are also encouraged to continue developing their emotional intelligence through training, stress-management strategies, and better communication skills in order to handle academic pressures more effectively.

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