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A Literature Review on Emotional Intelligence, Spiritual Intelligence, and Learning Interest from an Islamic Education Perspective

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Abstract

This study aims to examine the relationship between emotional intelligence, spiritual intelligence, and learning interest from the perspective of Islamic education. The objective of this study is to synthesize existing literature and explore how emotional and spiritual dimensions contribute to fostering students' learning interest within the framework of Islamic educational values. This study employs a literature review method by examining and analyzing various books, journal articles, and academic publications related to emotional intelligence, spiritual intelligence, learning interest, and Islamic education. The findings indicate that emotional intelligence plays a significant role in helping students manage their emotions, develop positive social interactions, and maintain motivation throughout the learning process. Spiritual intelligence contributes to the development of life meaning, self-awareness, moral responsibility, and a stronger connection with religious values, which can enhance students' engagement in learning activities. From the perspective of Islamic education, both forms of intelligence are closely associated with the cultivation of iman (faith), taqwa (piety), akhlaq (moral character), and self-discipline. The reviewed literature suggests that the integration of emotional and spiritual intelligence supports the development of stronger and more sustainable learning interest among students. The novelty of this study lies in its integrative approach that connects emotional intelligence, spiritual intelligence, and learning interest within the context of Islamic education. This review offers a more holistic perspective by emphasizing the interrelationship of emotional, spiritual, and educational values in shaping students' learning interest and overall development.

Keywords: Emotional Intelligence, Spiritual Intelligence, Interest In Learning

Abstrak

Penelitian ini bertujuan untuk mengkaji hubungan antara kecerdasan emosional, kecerdasan spiritual, dan minat belajar dalam perspektif pendidikan Islam. Tujuan penelitian ini adalah mensintesis literatur yang ada serta mengeksplorasi bagaimana

dimensi emosional dan spiritual berkontribusi dalam menumbuhkan minat belajar peserta didik dalam kerangka nilai-nilai pendidikan Islam. Penelitian ini menggunakan metode studi literatur dengan menelaah dan menganalisis berbagai buku, artikel jurnal, dan publikasi akademik yang relevan mengenai kecerdasan emosional, kecerdasan spiritual, minat belajar, dan pendidikan Islam. Hasil kajian menunjukkan bahwa kecerdasan emosional berperan penting dalam membantu peserta didik mengelola emosi, mengembangkan interaksi sosial yang positif, serta mempertahankan motivasi dalam proses pembelajaran. Kecerdasan spiritual berkontribusi terhadap pembentukan makna hidup, kesadaran diri, tanggung jawab moral, serta penguatan hubungan dengan nilai-nilai keagamaan yang dapat meningkatkan keterlibatan peserta didik dalam aktivitas belajar. Dalam perspektif pendidikan Islam, kedua bentuk kecerdasan tersebut berkaitan erat dengan pengembangan iman, takwa, akhlak, dan disiplin diri. Literatur yang dikaji menunjukkan bahwa integrasi kecerdasan emosional dan kecerdasan spiritual mendukung terbentuknya minat belajar yang lebih kuat dan berkelanjutan pada peserta didik. Kebaruan penelitian ini terletak pada pendekatan integratif yang menghubungkan kecerdasan emosional, kecerdasan spiritual, dan minat belajar dalam konteks pendidikan Islam, kajian ini menawarkan perspektif yang lebih holistik dengan menekankan keterkaitan nilai-nilai emosional, spiritual, dan pendidikan dalam membentuk minat belajar serta perkembangan peserta didik secara menyeluruh.
Kata Kunci: Kecerdasan Emosional, Kecerdasan Spiritual, Minat Belajar

A. Introduction

The transformation of education in the era of globalization depicts increasingly complex developments and demands superior quality human resources.[1]The challenges of the 21st century require individuals who can think creatively, critically, and adapt to rapid change. In facing these global challenges, social education plays a crucial role in developing students' global awareness, preparing them for broad interactions.[2]The formal education system strives to respond to these challenges through various curriculum innovations and learning strategies. These efforts are often hampered by disparities in access to education, which require strategic solutions to ensure equitable quality across regions.[3]The reality on the ground shows that learning success isn't solely determined by external factors like teaching techniques and school facilities. Education is also a driving force for social

[1]Dewi Riana et al., Transformasi Sumber Daya Manusia Pendidikan Di Era Globalisasi :Membangun Kekuatan Kompetitif dan Adaptif. Pendas mahakam: jurnal pendidikan dan pembelajaran Sekolah Dasar, 9(1). (2024).

[2]Mila Hariani & Rahayu Mardikaningsih.The Social Education Role in Shaping Students' Global Awareness in Higher Education. Journal of Social Science Studies, 2 (1). (2022).

[3]Jeje Abdul Rozak & Rafadi Khan Khayru,Disparities in Access to Education in Developing Countries: Determinants, Impacts, and Solution Strategies, Journal of Social Science Studies, 2(1). (2022).

mobility, especially for children from low-income backgrounds.[4]Internal factors of students play an important role in determining standards for learning processes and outcomes.[5]Comprehensive learning evaluation is essential to monitor student development progress periodically.[6]Interest in learning has emerged as a psychological factor that significantly contributes to student engagement in academic activities. This situation emphasizes that improving the quality of education requires attention to the internal aspects that influence students' interest in learning.[7]

Schools function as formal educational institutions that continuously guide students towards academic success and character building through the implementation of a planned learning system to create a quality and targeted learning process.[8]The formation of this character is closely related to the socio-emotional development of children in their social interaction environment.[9]The reality in the school environment shows that there are variations in learning interests among students in the same subject.[10]The role of guidance and counseling in educational institutions is very helpful in strengthening students' character and mentality during the learning process.[11]Some students show high enthusiasm when participating in learning, while others show a passive attitude and participate less.[12]This lack of interest is sometimes influenced by social stigma or shifting values in mental health in society that affect students' self-confidence.[13]Student enthusiasm reflected through

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[4]Hartono, R., & B. Sulistyo. *The Role of Education in the Social Mobility of Poor Children in Urban Settings*. Indonesian Social Science Studies, *2*(1). (2022).

[5]Inesa Tri Mahardika Pratiwi & Rini Intansari Meilani, The Role of Learning Media in Improving Student Learning Achievement, MANPER: Journal of Office Management Education, 3(2). (2018).

[6]Gunawan, A., R. Mardikaningsih, & R. Yuliana, Evaluasi Pembelajaran. Revka Prima Media, Surabaya. (2016)..

[7]Rijal Jainal Arifin et al., Analisis lingkungan belajar dalam meningkatkan motivasi belajar siswa pada mata pelajaran fiqih di Mts Al-Ashdariyah Pakenjeng Garut. (2025). Al-Ilmiya: Jurnal Pendidikan Islam, 1(2).

[8]Darmawan, Didit Darmawan, & Zuhrotul Khoiroh, Pengaruh Penggunaan Game Edukatif terhadap Minat Belajar Siswa SD. INVENTA: Jurnal Pendidikan Guru Sekolah Dasar, 10(1). (2026).

[9] A. Gani, Character Education and Children's Socio-Emotional Development in the Social Interaction Environment. Studi Ilmu Sosial Indonesia, 5(1). (2025)

[10]Ayu Karunia Wati & Muhsin Muhsin, Pengaruh Minat Belajar, Motivasi Belajar, Lingkungan Keluarga, dan Lingkungan Sekolah terhadap Kesulitan Belajar. Economic Education Analysis Journal, 8(2) (2019)

[11]Jeje Abdul Rojak et al., A Comprehensive Review of Counseling's Contribution to Student Character Development in University Education, 6(1). (2024)

[12]Najla Annisa Faadiyah et al., Keterlibatan Aktif Siswa dalam Pembelajaran Kooperatif di Sekolah Dasar. Pendas: Jurnal Ilmiah Pendidikan Dasar, 10(04). (2025)..

[13]Bayar Gardi & Rafadi Khan Khayru, Social Construction, Stigma, and Value Shifts in Contemporary Societal Mental Health. International Journal of Service Science, Management,

active participation is the result of high interest in learning, thus encouraging involvement in the learning process, courage to express opinions, and active participation in various class activities, which ultimately creates a positive learning environment.[14]This active involvement must also be supported by a good innovative leader in the educational environment.[15]These differences often cannot be fully explained by curriculum factors or teacher competencies. Educators must be aware of social stereotypes that can shape unequal learning opportunities in the classroom.[16]Academic evaluation results also show that high-achieving students tend to have a stronger interest in learning. Understanding the fundamentals of educational evaluation is essential for teachers to measure the success of their learning.[17]This phenomenon indicates the existence of psychological and cognitive factors that influence students' interest in the learning process.[18]Emotional intelligence and spiritual intelligence are often referred to as two important aspects that contribute to learning success.[19]Mastery of values-based digital literacy also plays a role in maintaining students' mental health and positive behavior.[20]This condition raises questions about the extent to which these two forms of intelligence influence students' interest in learning.

Interest in learning has a strategic position in determining the intensity and quality of student involvement in the educational process.[21]Interest in learning is an

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Engineering, and Technology, 6(1). (2024)).

[14]M Yusuf & Didit Darmawan, Pengaruh Penggunaan Teknologi Pembelajaran dan Gaya Mengajar terhadap Minat Belajar Siswa SMA Al Azhar Tanjung Bumi Bangkalan. Hikamatzu Journal of Multidisciplinary, 1(1), (2024).

[15]Mila Hariani et al., Transformational leadership, student participation, and campus digital communication: A systematic review of green management implementation in higher education, 3(1). (2025).

[16]Thanawat Sajjapong et al., The Role of Social Stereotypes in Shaping Opportunities and Inequalities in Society: Their Impact on Education, Employment, and Intergroup Interactions, 1(1). (2022).

[17]Hutomo, S., D. Akhmal, D. Darmawan, & Y. Yuliana. (2012). Dasar-Dasar Evaluasi Pendidikan. Addar Press, Jakarta.

[18]Ahmad Syafi'I et al., Syafi'i, A., T. Marfiyanto, & S. K. Rodiyah, Studi tentang Prestasi Belajar Siswa dalam Berbagai Aspek dan Faktor yang Mempengaruhi. Jurnal Komunikasi Pendidikan, 2(2). (2018).

[19]Moch Hasan Sidqi et al., Prestasi Akademik Siswa: Analisis Pengaruh Kecerdasan Intelektual, Emosional Dan Spiritual, 9(2). (2025).

[20]Rafadi Khan Khayru et al., The Impact of Islamic Digital Literacy on College Students Mental Health and Charity Behavior. In Proceedings of International Conference on Educational Management, 3(1). (2025).

[21]Gusmaneli et al., Menggali Potensi Dalam Proses Pembelajaran Strategi Afektif untuk Meningkatkan Keterlibatan Siswa dan Kualitas Pembelajaran, JULI: Jurnal Kajian Penelitian dan Kebudayaan, 2(3). (2024).

important factor that greatly influences students' learning outcomes. What is meant is a condition in the form of attention, interest, and enthusiasm in participating in learning activities which is evident from the active involvement of students and the strong drive to understand the material being studied.[22]Individuals with a strong interest in learning have the potential to demonstrate concern, curiosity, and persistence in completing academic tasks. Interest in learning is a tendency or drive originating from within an individual to actively participate in learning activities and can be understood as an internal motivation that drives optimal learning engagement.[23]This internal drive encourages students to actively seek information and understand the subject matter in depth.[24]Optimal engagement in learning contributes to improved learning outcomes and academic achievement. Low interest in learning can potentially lead to apathy, decreased motivation, and suboptimal learning outcomes. Efforts to improve the quality of education require a comprehensive understanding of the factors that influence interest in learning.[25]Scientific studies on the determinants of learning interest are essential for formulating appropriate and effective intervention strategies. Learning interest has five indicators: 1) active participation; 2) seeking additional information; 3) interest in the topic or subject matter; 4) intrinsic motivation; and 5) involvement in extracurricular activities.[26]

One of the internal factors that influences student learning satisfaction is emotional intelligence, which was popularized by Daniel Goleman as the ability to recognize and manage one's own emotions, motivate oneself, understand the emotions of others, and build positive social relationships.[27]Emotional intelligence relates to an individual's ability to recognize, understand, and manage their own emotions and establish effective social relationships. Emotional stability helps students cope with academic pressure and diverse task demands. The ability to

[22]Muhammad Ali Wafa & Didit Darmawan, Pengaruh Minat Belajar terhadap Hasil Belajar Tingkat SMA/SMK. Jurnal Tawadhu, 9(1). (2025)

[23]Amalia Salsabilla & Didit Darmawan, Pengaruh Pola Asuh Orang Tua terhadap Minat Belajar Siswa Setingkat Sekolah Menengah Atas. YASIN: Jurnal Pendidikan dan Sosial Budaya, 4(6). (2024).

[24] Moch Hasan Sidqi & Didit Darmawan, The Role of Character Education, Creativity, Motivation, and Social Media Use as Predictors of Junior High School Academic Achievement. Jurnal Pendidikan Progresif, 15(2). (2025).

[25]Iis Hariyanti et al., Pengaruh Minat Belajar Siswa dan Proses Pembelajaran terhadap Hasil Belajar Siswa Sekolah Dasar di Kecamatan Singorojo. Jurnal Manajemen Pendidikan (JMP), 14(2). (2025).

[26] Andayani, D. & D. Darmawan. (2004). Pembelajaran dan Pengajaran. Inti Presindo Pustaka, Bandung.

[27] Masfufah & Didit Damawan, The Influence of Emotional Intelligence, Academic Stress, and Teaching Methods on Student Learning Satisfaction, Journal of Practice Learning and Educational Development, 4(4). (2024).

manage stress and frustration plays a role in maintaining consistent interest in learning activities. The integration between emotional management and internal motivation indicates that emotional intelligence influences learning interest. Analysis of the emotional dimension in the educational context is relevant for a more comprehensive understanding of the dynamics of learning interest. Indicators of emotional intelligence are 1) emotional sensitivity; 2) emotional maturity; and 3) emotional competence.[28]

Spiritual intelligence represents an individual's ability to understand the deeper meaning of life and the activities they undertake. This dimension guides individuals to act based on consciously held values, principles, and goals. Students with a high level of spiritual intelligence are able to view the learning process as part of their moral responsibility and self-development.[29]This orientation fosters a more consistent commitment to learning that is not easily swayed by academic obstacles. Awareness of long-term life goals strengthens perseverance and the will to persevere in completing learning tasks. Internalized spiritual values provide clear direction for learning priorities and behavioral choices.[30]The urgency of spiritual intelligence in influencing learning interest lies in its ability to build intrinsic motivation based on deep meaning and self-awareness (Suriana et al., 2024).[31]Indicators of spiritual intelligence are 1) Having a strong belief in oneself, others, and a higher power; 2) Being able to find happiness within oneself and not relying on external factors to feel happy; 3) Being able to forgive oneself and others; 4) Being able to be grateful for all that one has and see the positive side in every situation; and 5) Being able to love oneself and others wholeheartedly.[32]

Although various studies have shown a positive relationship between emotional intelligence and spiritual intelligence and learning interest, most studies have been conducted separately and used quantitative approaches in specific educational contexts. Studies integrating these two variables within a single conceptual framework are relatively limited. Furthermore, some studies focus more on testing statistical significance than on explaining the mechanisms by which emotional and spiritual intelligence influence learning interest. Therefore, a literature review is needed that not only summarizes previous research but also synthesizes

[28]Ardiana Puspitacandri*et al.*., The Effects of Intelligence, Emotional, Spiritual and Adversity Quotient on the Graduates Quality in Surabaya Shipping Polytechnic. *European Journal of Educational Research, 9*(3). (2020).

[29]Annisa Nuraisyah Annas, Student Management Based on Spiritual Intelligence in Islamic Education. *TADBIR: Journal of Islamic Education Management*, *5*(2). (2017).

[30]Syafruddin, Integration of Spiritual Values in Islamic Religious Education Learning in the Digital Era. *Creative: Journal of Islamic Religious Education Thought*, *23*(2). (2025).

[31]Suriana*et al.,*The Construction of Spiritual Quotient and Its Implications in Learning: A Psychopedagogical Analysis. *ISTIFHAM: Journal Of Islamic Studies, 2*(1). (2024).

[32] Wayne Dyer, *The Power of Intention: Manifesting Your Dreams and Desires.* Hay House, Carlsbad, (2010).

empirical findings to build a more comprehensive conceptual understanding of the contribution of these two forms of intelligence to learning interest.

Based on the various research findings that have been presented, there is still a need to integrate the results of research on emotional intelligence and spiritual intelligence into a complete conceptual framework. Therefore, this study seeks to answer the questions: (1) how does emotional intelligence influence students' learning interests; (2) how does spiritual intelligence influence students' learning interests; and (3) how can a conceptual synthesis of the relationship between emotional intelligence, spiritual intelligence, and learning interests be formulated from these various empirical findings. Based on these questions, this study aims to compile a comprehensive literature synthesis regarding the contribution of emotional intelligence and spiritual intelligence to learning interests.

B. Literature Review

1. Emotional Intelligence

Emotional intelligence is generally defined as an individual's ability to recognize, understand, manage, and appropriately express emotions while effectively interacting with others. The concept gained prominence through the work of Daniel Goleman, who emphasized that emotional intelligence encompasses self-awareness, self-regulation, motivation, empathy, and social skills. These competencies enable individuals to respond constructively to various personal and social situations.

In the educational context, emotional intelligence is considered an important factor influencing students' learning processes and academic experiences. Students with strong emotional intelligence tend to manage stress effectively, adapt to challenges, and maintain positive relationships with peers and teachers. These abilities contribute to a supportive learning environment that enhances participation and engagement.[33]Furthermore, emotional intelligence plays a significant role in motivating students to achieve academic goals. The ability to regulate emotions helps learners remain focused despite difficulties and setbacks. Students who can manage frustration and anxiety are generally more persistent in completing learning tasks and overcoming academic obstacles.

From the perspective of Islamic education, emotional intelligence is closely related to the values of sabr (patience), ikhlas (sincerity), shukr (gratitude), and emotional self-control. Islamic teachings encourage believers to regulate their emotions and interact with others through compassion and wisdom. Therefore, emotional intelligence is not merely a psychological construct but also a reflection of Islamic moral and ethical values that contribute to students' holistic development.

[33] Ginting*et al.*., The Role of Emotional Intelligence Based on Islamic Values in Increasing the Effectiveness of Interpersonal Communication.*Journal of Da'wah and Communication,*10(2). (2025).

2. Spiritual Intelligence

Spiritual intelligence refers to the capacity to understand deeper meanings, values, and purposes in life while integrating them into thoughts and actions. According to Zohar and Marshall, spiritual intelligence enables individuals to address fundamental questions regarding existence, purpose, and morality. It serves as a foundation for guiding behavior based on principles and values that transcend material concerns.[34]

In educational settings, spiritual intelligence contributes to the formation of students' character and personal identity. It encourages learners to view education as a meaningful process that extends beyond academic achievement. Students with strong spiritual intelligence often demonstrate a greater sense of responsibility, integrity, and commitment to lifelong learning.

Spiritual intelligence also promotes self-reflection and self-awareness. Through reflection, students become more conscious of their strengths, weaknesses, and personal goals. This awareness helps them make better decisions and develop resilience when facing academic or personal challenges.

Within Islamic education, spiritual intelligence is inseparable from the concepts of iman (faith), taqwa (piety), and devotion to Allah. Islamic teachings encourage individuals to seek knowledge as an act of worship and to continuously strengthen their relationship with God. Consequently, spiritual intelligence serves as a crucial foundation for nurturing moral values, ethical behavior, and a sense of purpose in learning.

3. Learning Interest

Learning interest is defined as an individual's tendency to pay attention to, enjoy, and actively engage in learning activities. It reflects a positive psychological disposition toward acquiring knowledge and skills. Learning interest is often associated with enthusiasm, curiosity, and a willingness to participate in educational experiences.

Educational scholars argue that learning interest significantly influences students' academic performance and learning outcomes. Students who possess a strong interest in learning are more likely to invest time and effort in educational activities.[35] They tend to demonstrate higher levels of concentration, participation, and persistence during the learning process.

Several factors influence learning interest, including internal and external dimensions. Internal factors may include motivation, emotional conditions, personal

[34] Tri Arnawest Santika*et al*.., Contribution of Emotional Intelligence and Learning Interest to Social Studies Knowledge Competence.*Journal of Education Technology*, *3*(3). (2019).

[35] Tri Rahayu*et al*.., Intellectual Intelligence (IQ), Emotional Intelligence (EQ), Spiritual Intelligence (SQ) in the Formation of Student Character.*Misbahul Ulum (Institutional Journal)*, *7*(2). (2025).

goals, and self-confidence, while external factors encompass family support, teaching strategies, school climate, and peer interactions. The interaction of these factors shapes students' attitudes toward learning.

From the perspective of Islamic education, learning interest is closely linked to the pursuit of beneficial knowledge (‘ilm nafi‘). Islam places a high value on education and encourages believers to continuously seek knowledge throughout their lives. Therefore, fostering learning interest is considered an important aspect of developing knowledgeable, responsible, and morally conscious individuals who can contribute positively to society.

4. The Relationship Between Emotional Intelligence and Learning Interest

The literature suggests that emotional intelligence has a substantial influence on students' interest in learning. Emotional regulation enables students to manage academic stress, maintain concentration, and remain motivated when facing challenges. These abilities contribute to a more positive learning experience and encourage sustained engagement in educational activities.

Students with high emotional intelligence are generally more capable of establishing positive relationships with teachers and peers. Such relationships create a supportive learning environment that enhances comfort, confidence, and participation in classroom activities. As a result, students become more interested in learning and more willing to engage in academic tasks.

Emotional intelligence also contributes to self-motivation, which is closely associated with learning interest. Students who can regulate their emotions effectively are better equipped to set goals, persevere through difficulties, and maintain enthusiasm for learning. This positive emotional state strengthens their commitment to educational achievement.

Within Islamic education, emotional intelligence supports the cultivation of patience, perseverance, and self-discipline. These values help students approach learning with sincerity and dedication. Consequently, emotional intelligence serves as an important factor in fostering sustainable learning interest among students.

5. The Relationship Between Spiritual Intelligence and Learning Interest

Spiritual intelligence contributes to learning interest by helping students find meaning and purpose in educational activities. When learners perceive education as valuable and beneficial for their personal growth, they are more likely to develop a strong commitment to learning.[36]

The literature indicates that students with higher spiritual intelligence tend to demonstrate greater intrinsic motivation. They often view learning as a means of self-improvement and moral development rather than merely a requirement for

[36] Fina Khilyatu Zahwa & Ma'mun Hanif, Effective Strategies for Overcoming Academic Stress through Time Management to Improve Students' Mental Health.*Journal of Educational Sciences and Psychology (JIPP)*, *2*(4). (2024).

academic success. This perspective encourages deeper engagement in educational experiences.

Spiritual intelligence also supports resilience and perseverance in learning. Students who possess a strong sense of purpose are better able to cope with challenges and maintain their commitment to academic goals. Their motivation is often rooted in personal values and long-term aspirations.

In Islamic education, spiritual intelligence is associated with the understanding that seeking knowledge is a form of worship and obedience to Allah. This belief provides learners with a meaningful framework that strengthens their enthusiasm for acquiring knowledge. Consequently, spiritual intelligence plays a significant role in fostering learning interest and educational commitment.

6. Emotional Intelligence, Spiritual Intelligence, and Learning Interest from an Islamic Education Perspective

Islamic education emphasizes the balanced development of intellectual, emotional, spiritual, and moral dimensions. The goal of education is not merely the acquisition of knowledge but also the formation of individuals with strong character, faith, and ethical values. Therefore, emotional and spiritual intelligence are essential components of holistic educational development.

Emotional intelligence contributes to students' ability to regulate emotions, interact positively with others, and maintain motivation in learning. At the same time, spiritual intelligence provides a foundation of meaning, values, and purpose that guides students toward responsible and ethical behavior. Together, these dimensions strengthen students' engagement in educational activities.

The integration of emotional and spiritual intelligence aligns with the objectives of Islamic education, which seek to cultivate individuals who are intellectually capable and morally upright. Students who possess both forms of intelligence are more likely to develop positive attitudes toward learning and demonstrate sustained interest in acquiring knowledge. Overall, the literature suggests that emotional intelligence and spiritual intelligence complement one another in fostering learning interest. Through the integration of Islamic values such as iman, taqwa, akhlaq, sincerity, and self-discipline, these forms of intelligence contribute to the development of learners who are academically competent, spiritually aware, emotionally mature, and socially responsible.

C. Method

This research uses a qualitative method with a literature review approach. A literature review is a systematic procedure designed to collect, review, and synthesize previous research findings to build a robust conceptual framework.[37]This approach was chosen to in-depth examine theories and empirical findings relevant to

[37]Riwan*et al*.., The Importance of Applying Literature Review in Scientific Research.*Masohi Journal*, *2*(1). (2021).

emotional intelligence, spiritual intelligence, and learning interest. The data used are descriptive in nature and obtained from scientific databases such as Google Scholar and Garuda. A literature search was conducted using the keywords: "emotional intelligence," "emotional intelligence," "spiritual intelligence," "spiritual intelligence," "learning interest," and "learning interest." References were determined based on standards of relevance, credibility, and contribution to the development of research variables. The study focused on three main variables: emotional intelligence, spiritual intelligence, and student learning interest. Data were analyzed qualitatively and descriptively through the process of identifying key findings, grouping patterns of similar research results, and examining differences in methodological approaches in each study. The synthesis process aims to uncover factors that influence student learning interest, particularly those related to aspects of emotional and spiritual intelligence. The results of the analysis are expected to provide a comprehensive understanding, a more structured conceptual foundation in explaining the relationships between the variables studied, and uncover research gaps that are still open for further study.

D. Result and Discussion

This study was compiled through a systematic review of various previous studies to identify trends in empirical results, consistent direction of relationships between variables, and diversity of methods used. The analysis focused on the influence of emotional intelligence and spiritual intelligence on learning interest in various educational contexts. Ten initial studies emphasized emotional intelligence as a predictor variable. Meanwhile, ten subsequent studies examined the contribution of spiritual intelligence to learning interest. The following presentation is presented based on the grouping of the studied variables to facilitate identification of patterns in the findings.

1. Nelly Budiyarti

Research conducted by Budiyarti evaluated the role of emotional intelligence and achievement motivation as psychological determinants that influence students' learning interest in Statistics I. Using a proportional sample of 180 students of the Accounting Study Program at Pamulang University, this study tested the relationship between variables through a questionnaire instrument. Data analysis was conducted using simple regression techniques and manual path analysis. The results of the study confirmed that emotional intelligence and achievement motivation, both independently and through structural relationships, have a significant positive influence on learning interest. These findings emphasize that emotional maturity and the drive to achieve are crucial psychological foundations in building students' academic interest.

2. Iin Asikin

Research conducted by Asikin examines the influence of learning styles and emotional intelligence as predictors of learning interest in vocational education

environments. Through multiple regression statistical data processing, this study identified a significant functional relationship between psychological input variables and learning interest output. The results of the data analysis concluded that learning styles and emotional intelligence, both individually and collectively, contribute significantly to student learning interest. These results provide a theoretical basis that efforts to improve the quality of learning interest must consider the configuration of diverse learning styles and the continuous development of students' emotional intelligence.

3. **Umi Hani**

Hani's research examined the dimensions of emotional intelligence as a predictor of student learning interest at UNISKA. Using a validated questionnaire, the study examined the relationships between variables in fourth-semester students studying Islamic Jurisprudence (Fiqh). Data processing using correlation techniques revealed a significant relationship, with emotional intelligence proving to be a crucial factor in strengthening learning interest. These findings confirm that the effectiveness of religious learning depends not only on instructional materials but is also significantly influenced by students' emotional readiness to manage their academic focus and engagement.

4. **Hendra Sulistiawan**

A study conducted by Sulistiawan investigated the contribution of self-efficacy and emotional intelligence to student learning interest in Physics at IKIP PGRI Pontianak. Using a quantitative correlational design, the study involved 60 Physics Education students selected through random sampling. Data analysis was conducted using correlation and regression tests to measure the significance of the relationship between variables. The results confirmed that, both partially and simultaneously, self-efficacy and emotional intelligence had a significant positive influence on learning interest. This finding confirms that the integration of self-confidence and emotional maturity is an important determinant in optimizing academic enthusiasm in science learning.

5. **Rosadi Abdi, Rosalina Kumalawati, and Deasy Arisanty**

The study conducted by Abdi et al. aimed to map the relationship between emotional intelligence and students' learning interest in social studies at SMP Negeri 1 Loksado. Using a saturated sampling technique, this study involved the entire eighth-grade population, totaling 120 students, as respondents. Data were collected through a validated and reliability-tested questionnaire, then analyzed using the Pearson correlation technique. The results confirmed a strong positive correlation between the variables, indicating that students' emotional management skills are an important determinant in increasing their interest in learning social studies.

6. **Novia Banjarnahor, Regina Sipayung, and Darinda Sofia Tanjung**

Research conducted by Banjarnahor et al. examined the dimensions of emotional intelligence as predictors of learning interest in elementary school students. Using a questionnaire and a series of significance tests, this study examined the strength of the relationship in a population of 34 students in the Pollung area. The analysis revealed clear positive implications; improvements in students' emotional management capacity were consistently accompanied by increased learning interest. These results provide educators with a foundation that learning strategies that address students' affective aspects can be key to building a more productive and participatory learning ecosystem.

7. **Riski Caturi Sajun Wijaya and Eka Sukmawati**

A study conducted by Wijaya and Sukmawati evaluated the contribution of learning facilities and emotional intelligence to students' learning interest in Islamic Religious Education (PAI) at SMK Negeri 3 Dumai. Through a quantitative approach with a large sample of 240 respondents, this study utilized multiple linear regression analysis assisted by SPSS 22. The research results showed that the variables of facilities and emotional intelligence simultaneously had a very significant positive impact, namely 74.8% on fluctuations in learning interest. Partially, both the availability of supporting facilities and students' emotional maturity proved to be important determinants that strengthened academic enthusiasm in the school environment.

8. **Setyo Dwi Santoso and Bahrul Sri Rukmini**

Research conducted by Santoso and Rukmini examined the dimensions of emotional intelligence as a predictor of students' learning interest at the high school level. Through statistical processing of Product Moment correlation, this study captured the functional relationship between emotional capacity and students' learning dynamics in Civics. The data analysis concluded that there was a significant positive influence, with emotional intelligence proven to strengthen students' attention and engagement. These results provide a foundation for educators that strengthening students' affective aspects can be an effective strategy for optimizing civics learning outcomes.

9. **Raveena Yasmine Faherma**

A study conducted by Faherma evaluated the impact of reasoning ability and emotional intelligence on the learning interest of eleventh-grade students at SMAN 1 Bae Kudus. Using an experimental design involving a control and experimental class, the study collected data from 36 respondents selected through purposive sampling. Data analysis revealed that students' emotional intelligence profiles were in the good category and had a significant influence on their learning interest. These findings confirm that emotional stability acts as a catalyst that strengthens cognitive function in building academic enthusiasm in the high school environment.

10. **Lusy Ardiyanti, Wiwin Herwina, and Ahmad Hamdan**

Research conducted by Ardiyanti et al. evaluated the relationship between emotional intelligence and learning interest in Package C program students at PKBM Cerdik Tasikmalaya. Using a total sampling technique, this study involved 45 students as research subjects. The data collection instrument used a validated questionnaire, while the strength of the relationship between variables was tested using Pearson correlation analysis. The results confirmed a positive relationship in the moderate category, indicating that emotional maturity is a significant factor in increasing learning enthusiasm in non-formal education environments.

11. Lestari Damaiyanthy

Research conducted by Damaiyanthy evaluated the relationship between spiritual intelligence and students' learning interest in the Al-Qur'an and Hadith subject at MI Hidayatus Shibyan Cirebon. By applying a total sampling technique, this study involved the entire population of 40 students to ensure complete data representation. Data were collected through triangulation techniques including observation, questionnaires, and documentation studies, then analyzed using quantitative correlational methods. The research results confirmed a significant relationship between the dimensions of spirituality and learning interest. This finding confirms that strengthening spiritual values in the madrasah environment plays a crucial role in deepening learning awareness and increasing students' academic participation.

12. Livio Aleni

Aleni's research identified spiritual intelligence as a predictor of learning interest in junior high school students. Using a quantitative correlational design on a population of students at Al Ikhlas Tahfidz Junior High School, the study collected data on the depth of spiritual values and students' engagement in learning. Statistical testing revealed a significant relationship, where strengthening spirituality indicators such as empathy and awareness of God's presence contributed to increased student interest and active engagement in learning. These results provide educators with a foundation that integrating spirituality into the school ecosystem is effective in building a foundation for sustainable and meaningful learning interest.

13. Dimas Wahyu Saputra

Saputra's research examined the contribution of students' spiritual intelligence and teachers' creativity as predictors of learning interest in PAIBP subjects at SMA Negeri 1 Sambit. Using an ex post facto design with a quantitative approach, this study involved 99 12th-grade students selected through simple random sampling. The research instrument used a Likert-scale questionnaire analyzed using linear regression techniques, both simple and multiple. The research results confirmed that, partially and simultaneously, the variables of spiritual intelligence and teachers' creativity have a significant influence on learning interest. This indicates that the synergy between students'

internal aspects and teachers' pedagogical competence is a key factor in optimizing academic engagement.

14. Julita Permata Sari Parhusip et al

A study conducted by Parhusip et al. investigated the relationship between spiritual intelligence and learning interest in eighth-grade students at SMP Negeri 2 Meranti. Using a descriptive correlational design, the study involved the entire class population of 30 students as research subjects. The research instrument consisted of a 15-item validated questionnaire to measure the spiritual dimension, while learning interest data were collected through a documentation study of student grades. The results of statistical tests using correlation and t-tests confirmed a significant relationship between the variables. These findings confirm that the quality of students' spirituality is directly proportional to their level of interest and academic performance in school.

15. Dwi Cahyadi Wibowo, Milennianto Tino, Sirilus Sirhi, and Rusdi

Wibowo's research examined the relationship between spiritual intelligence and learning interest in fourth-grade students at SD Negeri 01 Sui Ukoi. Using a quantitative correlational design, the study involved the entire class population through a saturated sampling technique. Descriptive findings showed that students' spiritual intelligence profiles were in the very good category (83.12), while their learning interest was in the good category (71.48). Through significance testing, the results confirmed a significant relationship between the variables, proving that strengthening spirituality in elementary school students is directly proportional to their increased enthusiasm for the learning process.

16. Milenniano Tino

Tino's research examined spiritual intelligence as a determinant of learning interest in elementary school. Using validated instruments and a saturated sampling technique among 25 students at SDN 1 Sungai Tebelian, the study examined the significance of the relationship between spirituality and student learning dynamics. The analysis revealed significant positive implications; improved spiritual quality is associated with increased learning interest. These findings emphasize the need to integrate affective-spiritual development into instructional activities to optimize student engagement with classroom learning.

17. Dede Sinta Rohimah et al

Research conducted by Rohimah examined the influence of spiritual intelligence on Islamic Religious Education (PAI) learning interest at SMP Negeri 1 Cisalak. Using a quantitative methodology framework and total sampling technique, this study identified the spirituality profile and academic interest of 26 eighth-grade students. The results of the data processing showed significant implications; where established spirituality has the potential to be a catalyst for increasing student learning interest. These results provide a foundation for educators that the integration of affective-spiritual development is essential to address the problem of low learning motivation in students.

18. Siti Maftuhah and Wahidah Fitriani

A study conducted by Maftuhah and Fitriani assessed the contribution of spiritual intelligence to the learning interests of eleventh-grade students at Darnnaim Islamic Senior High School. Involving 30 respondents selected through random sampling from a total population of 143 students, the study employed a quantitative correlational design reinforced by observational data. The statistical analysis revealed a correlation coefficient of 0.651, indicating a 65% relationship strength. This finding confirms a positive and significant relationship, indicating that strengthening students' spirituality significantly correlates with increasing their enthusiasm and engagement in school learning.

19. Juita Sembiring

Sembiring's research aimed to map the relationship between spiritual intelligence and learning interest in eighth-grade students at Riau State Junior High School. Using a total sampling technique, the study involved the entire class population as respondents to ensure accurate data representation. The collected data were then processed through correlational tests to assess the strength of the relationship between variables. The results confirmed a significant relationship, providing further evidence that students' spiritual maturity is a relevant factor in triggering and maintaining academic interest in junior high schools.

20. Tamriyatin Hidayah

The research conducted by Hidayah aims to model the influence of spiritual, emotional, and spiritual intelligence on academic achievement by placing learning interest as an intervening variable at the Mandala Institute of Technology and Science. Through a two-stage sampling procedure, this study involved 171 students as respondents. Data analysis was conducted using the Smart Partial Least Squares (Smart PLS) approach. The research results confirmed that the three dimensions of intelligence have a significant direct impact on academic achievement. However, learning interest was found not to play a role as an intervening variable in the structure of this relationship. These findings suggest the repositioning of instructional methods and strengthening soft skills as key strategies in supporting student academic success.

Table 1. Studies on the Influence of Emotional and Spiritual Intelligence towards Interest in Learning

No.	Researcher Name	Research Location	Research Focus	Key Findings
1	Budiyarti	Pamulang University	The influence of emotional intelligence and achievement	Emotional intelligence and achievement motivation have a positive and

No.	Researcher Name	Research Location	Research Focus	Key Findings
			motivation on interest in learning Statistics I	significant influence on learning interest.
2	Asikin	Bina Utama Vocational School, Depok	The influence of learning styles and emotional intelligence on learning interest	Learning style and emotional intelligence have a positive and significant influence on learning interest.
3	Hani	Fourth semester student (Fiqh) UNISKA	The relationship between emotional intelligence and learning interest	There is a positive and significant relationship.
4	Sulistiawan	Physics Education Student of IKIP PGRI Pontianak	The relationship between self-efficacy and emotional intelligence with learning interest	Self-efficacy and emotional intelligence are positively related partially and simultaneously.
5	Abdi et al	State Junior High School I Loksado	The relationship between emotional intelligence and interest in learning social studies	There is a strong positive correlation.
6	Banjarnahor	Pollung State Elementary School	The relationship between emotional intelligence and learning interest	There is a positive and significant relationship.
7	Wijaya and Sukmawati	State Vocational School 3 Dumai	The influence of learning tools and emotional intelligence on interest in learning Islamic Religious Education	Positive and significant influence (74.8%).
8	Santoso and Rukmini	Class XI Students of Dongko I State Senior High School	The relationship between emotional intelligence and interest in learning civics	There is a positive and significant relationship.

No.	Researcher Name	Research Location	Research Focus	Key Findings
9	Faherna	SMAN 1 Bae Kudus	The influence of emotional intelligence on learning interest	Has a significant influence on interest in learning.
10	Ardiyanti et al.	Tasikmalaya's Smart Community Learning Center	The relationship between emotional intelligence and learning interest	Positive relationship in moderate category.
11	Damaiyanthy	MI Hidayatus Shibyan Cirebon	The relationship between spiritual intelligence and interest in learning	Spiritual intelligence is significantly related.
12	Aleni	Al Ikhlas Mantingan Ngawi Tahfidz Middle School	The influence of spiritual intelligence on interest in learning Islamic Education	There is a significant relationship.
13	Saputra	State Senior High School 1 Sambit	The influence of spiritual intelligence and teacher creativity on learning interest	Both have a significant effect partially and simultaneously.
14	Parhusip et al.,	State Junior High School 2 Meranti	The relationship between spiritual intelligence and interest in learning	There is a significant relationship.
15	Wibowo et al.,	SD Negeri 01 Sui Ukoi	The relationship between spiritual intelligence and interest in learning	There is a significant relationship.
16	Tino	SDN 1 Sungai Tebelian	The relationship between spiritual intelligence and interest in learning	There is a significant relationship.
17	Rohimah et al.	State Junior High School 1 Cisalak	The influence of spiritual intelligence on interest in learning Islamic	Has a significant impact.

No.	Researcher Name	Research Location	Research Focus	Key Findings
			Education	
18	Maftuhah and Fitriani	DA Darnnaim	The influence of spiritual intelligence on learning interest	Significant positive relationship
19	Sembiring	Riau State Junior High School	The relationship between spiritual intelligence and interest in learning	There is a significant relationship.
20	Hidayah	Mandala Institute of Technology and Science	The influence of intellectual, emotional and spiritual intelligence on learning achievement through learning interest	All three intelligences have a direct influence; interest in learning is not an intervening variable.

Based on the results of a synthesis of ten studies examining emotional intelligence, a consistent pattern was found that the ability to recognize, manage, and control emotions contributes to increasing students' interest in learning. Emotional intelligence not only helps students cope with academic pressure but also increases intrinsic motivation and engagement in the learning process. This finding emerged consistently across various levels of education, from elementary school through secondary school to university. This suggests that emotional regulation is an important mechanism explaining the formation of interest in learning. Individuals with good emotional intelligence tend to be able to manage frustration, maintain motivation, and build social relationships that support the learning process. Therefore, the influence of emotional intelligence on interest in learning can be understood through its ability to create psychological conditions conducive to academic engagement.

A synthesis of ten studies shows that spiritual intelligence has a positive relationship with learning interest. Unlike emotional intelligence, which focuses on managing emotions, spiritual intelligence plays a role in establishing meaning, purpose, and value in learning activities. Students with high spiritual intelligence tend to view learning as part of their moral responsibility and self-development. As a result, they demonstrate a stronger commitment to learning and greater resilience when facing academic difficulties. These findings suggest that the spiritual dimension serves as a source of intrinsic motivation that helps maintain long-term learning interest.

Although the majority of studies show a positive relationship between emotional intelligence and spiritual intelligence and learning interest, the strength of the relationships found is not always consistent. Ardiyanti's study, for example, only found a moderate relationship, while Maftuhah and Fitriani found a relatively strong correlation. This difference indicates that the influence of the two variables is not universal, but rather influenced by respondent characteristics, educational level, learning environment, and the measurement instruments used. Furthermore, Hidayah's study showed a different finding, namely that learning interest did not function as an intervening variable in the relationship between intellectual, emotional, and spiritual intelligence and learning achievement. This finding suggests that emotional and spiritual intelligence do not always operate through the same mechanisms in every educational context. Other factors such as learning quality, family support, school culture, and learning motivation likely play a role in shaping students' learning interest. Thus, the results of this literature synthesis indicate that emotional intelligence and spiritual intelligence are important factors in increasing learning interest, but their effectiveness is influenced by different contextual conditions. This presents an opportunity for further research to test more complex relationship models by incorporating other moderating and mediating variables.

A theoretical explanation of the influence of emotional intelligence on learning interest can be viewed from the concepts of emotional regulation and intrinsic motivation. A stable psychological state is a determining factor in an individual's optimal absorption of information.[38]Emotional intelligence encompasses the ability to recognize, manage, and utilize emotions constructively in various situations. This ability enables students to manage academic anxiety, maintain enthusiasm for learning, and build supportive social relationships. Effective communication skills and good self-management are key foundations for developing personal potential in educational settings. The motivational perspective also emphasizes that positive emotions play a role in increasing students' persistence and curiosity about subject matter.[39]

Meanwhile, spiritual intelligence relates to an individual's ability to understand the broader meaning and purpose of life. Spiritual intelligence helps individuals place daily activities within a framework of deeper values and meaning.[40]The application of spiritual values in daily life has been proven to strengthen human capital with

[38]Didit Darmawan & Rahayu Mardika Ningsih, The Relationship between Emotional Intelligence and Learning Outcomes with the Communication Quality of Students of the Faculty of Economics.*ARBITRASE: Journal of Economics and Accounting*, *3*(1). (2022).

[39]Schunk*And* al., Motivation *in Education: Theory, Research, and Applications*. Pearson Education, Boston. (2024).

[40] Danah Zohar & Ian Marshall, *SQ: Spiritual Intelligence, the Ultimate Intelligence*. Bloomsbury Publishing, London. (2000).

integrity.[41]This orientation toward meaning encourages students to view learning as part of their moral responsibility and self-actualization. A supportive social environment and positive, religious habits play a significant role in shaping strong moral character in students.[42]The integration between emotional management and spiritual awareness theoretically forms a strong psychological foundation for the emergence of a stable and sustainable interest in learning.

The managerial implications of these findings call for educational strategies that focus beyond cognitive aspects. Education must combine conventional methods with technological approaches to stimulate students' critical thinking.[43]Strengthening character development programs should be directed at developing emotional intelligence through training in emotion regulation, empathy, and social skills. Self-management and public speaking training are crucial for enhancing students' self-confidence and non-technical skills.[44]Self-reflection-based learning activities can be used to foster spiritual awareness and understanding of learning objectives.

Integrating spiritual values into the curriculum can help students understand the relevance of the subject matter to real life. The teacher's role is crucial in creating a supportive, emotionally safe classroom climate that values diversity. Furthermore, a structured mentoring program is essential to guide students' career development and future. Learning evaluation should not only measure academic outcomes but also consider students' affective and spiritual development. A comprehensive assessment process includes objectively measuring learning achievement at each stage of education.[45]School policies that encourage collaboration between teachers, parents, and the social environment will strengthen the internalization of positive values. Synergy between various parties is key to ensuring the success of a holistic educational process. This systematic effort is expected to foster a sustainable interest in learning that balances emotional and spiritual intelligence.

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[41] Didit Darmawan, Islamic Human Capital Implementation as Effective Framework in Islamic Human Capital Management. *Journal of Social Science Studies*, *1*(1). (2021).

[42]Muhammad Syarifuddin Amin & Didit Darmawan, Harmonizing Social Environments And Qur'an Reading Routines: Shaping Moral Character Among Ma Muhyidin Keputih Surabaya Students.*Hikamatzu/ Journal of Multidisciplinary*, *1*(2). (2024).

[43]Didit Darmawan*et al.*., The Role of Blended Learning in Developing Students' Critical Thinking Skills in the Digital Age. *Indonesian Social Science Studies, 4*(1). (2024).

[44]Didit Darmawan*et al.*., Empowering the Young Generation Through Public Speaking and Self-Management Training to Improve Soft Skills.*Journal of Education, Research, and Community Service*, *2*(2). (2022).

[45]Darmanto*et al., Evaluation of Learning Outcomes*. Learning Library, Yogyakarta. (2014).

Conclusion

The novelty of this study lies in the conceptual synthesis that integrates the influence of emotional intelligence and spiritual intelligence on learning interest within a single analytical framework. The results of the study indicate that both forms of intelligence operate through distinct yet complementary mechanisms in shaping students' intrinsic motivation and learning engagement. Emotional intelligence and spiritual intelligence are two internal factors that positively contribute to students' learning interest at various levels of education. Emotional intelligence plays a role through the ability to regulate emotions, manage academic stress, and foster intrinsic motivation, while spiritual intelligence contributes by providing meaning, value, and purpose to learning activities. Theoretically, the results of this study reinforce the perspective that learning interest is influenced not only by cognitive aspects but also by affective and spiritual dimensions that shape students' psychological readiness to participate in learning. Practically, these findings demonstrate the importance of developing educational programs that integrate the strengthening of emotional and spiritual intelligence through reflective learning, character education, counseling, and the instilling of positive values in the school environment. This study also found that the strength of the relationship between emotional intelligence, spiritual intelligence, and learning interest varies across research contexts. Therefore, further research is recommended to develop a more comprehensive model by considering other factors such as family environment, social support, school culture, and learning methods as variables that can strengthen or weaken the relationship.

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