

Mindfulness and Emotional Intelligence as Predictors of Academic Motivation in High School Students

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ABSTRACT

Academic motivation plays a very important role in the students' learning process, influencing various aspects of development. This study aims to examine academic motivation in students in terms of mindfulness and emotional intelligence. This study is a quantitative study with an ex-post facto approach using multiple linear regression tests. The number of samples in the study was 375 high school students, using simple random sampling techniques. The results of this study indicate that there is a significant positive influence between mindfulness and emotional intelligence on intrinsic motivation, with a significance value of .000 ($<.05$) and affects intrinsic motivation by 49.2%, then there is a significant positive influence between mindfulness and emotional intelligence on extrinsic motivation with a significance value of .000 ($<.05$) and affects intrinsic motivation by 53.8%, and there is no significant influence between mindfulness and emotional intelligence on amotivation with a significance value of .671 ($<.05$). This study shows that mindfulness and emotional intelligence are significant predictors of academic motivation in high school students. Mindfulness allows students to be more focused and aware of the learning process, thus reducing distractions and increasing academic engagement. Meanwhile, emotional intelligence helps students manage emotions, deal with academic stress, and build positive relationships, which in turn support motivation to learn.

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INTRODUCTION

In the world of education, academic motivation is one of the key aspects that determine the success of student learning. Academic motivation refers to the drive or enthusiasm of an individual to engage in the learning process, complete academic tasks, and achieve optimal performance in the school environment (Morris et al., 2022). Students who have high academic motivation are usually more focused on learning goals, have a strong fighting spirit, and are more consistent in undergoing the educational process. However, in the field, students are often faced with various challenges that can reduce their enthusiasm for learning and academic achievement (Isik et al., 2018). High academic demands, workload, pressure from the school environment, and psychosocial changes experienced by students during adolescence often cause a decrease in academic motivation, which can have an impact on student learning achievement. This problem is what makes students' academic motivation low (Pascoe et al., 2020).

Based on data from the Education Assessment Center of the Ministry of Education and Culture, around 40% of high school students admitted to feeling less motivated to achieve high academic achievement. The main factors that influence this low motivation include heavy academic burdens, pressure from the school and family environment, and psychological changes that occur during adolescence (Sembiring et al., 2024). This is also exacerbated by data showing that only 45% of students feel satisfied with learning in class, while the rest feel they do not receive learning that is relevant to their interests and needs (Santika et al., 2022). In addition, data obtained from a similar survey showed that around 35% of students often feel stressed or anxious about academic demands, which has a negative impact on students' motivation to learn (Akbar et al., 2024). The researcher also conducted an initial online survey to examine the problem of academic motivation among high school students in Pekanbaru. The survey found that 27% of high school students felt less motivated in achieving academic success, 23% felt the curriculum was irrelevant or less aligned with their interests and needs, and 43% of students often felt stressed or anxious due to academic pressure. Only about 7% of students felt they received psychological support from the school. This problem reflects the importance of efforts to improve psychological support and implement more effective learning methods to raise the academic motivation of high school students (Purwati et al., 2024).

Academic motivation is an internal and external drive that influences individuals to engage in learning activities and achieve academic goals. This motivation relates to students' desire to learn, achieve, and develop in an educational context (Urhahne & Wijnia, 2023). Academic motivation is a process in which students maintain the desire to learn and achieve the academic goals that have been set; academic motivation can also increase student engagement with the learning process that is being carried out, so that understanding and application of the knowledge gained can be better (How et al., 2024). Academic motivation is the result of the drive to achieve and the desire to avoid failure; students who have

a strong drive to succeed tend to have higher academic motivation compared to students who focus on avoiding failure (Iswandiyah et al., 2023; Steinmayr et al., 2019). Academic motivation is the process by which academic activities are initiated, directed, and sustained to achieve learning goals. This motivation includes students' desire to be actively involved in learning activities, persistence in facing academic challenges, and perseverance in completing assigned tasks (Davidovitch & Dorot, 2023).

Academic motivation has several factors that influence it, including mindfulness. Mindfulness is a state of awareness characterized by full attention and focus on the present experience, without judgment (Schuman-Olivier et al., 2020). Mindfulness is intentional attention in the present moment, without judgment. In an academic context, mindfulness means that students learn to focus on the learning process without being affected by stress or distractions around them (Alomari, 2023). Mindfulness is able to focus students' attention on the material being studied and actively engage in learning activities without being distracted by other thoughts or concerns. Mindfulness encourages students to do self-reflection, which can increase self-awareness and understanding of students' own learning styles, so that students can adjust more effective learning strategies (Stuhr & Denny, 2022).

Mindfulness has an influence on academic motivation; this is in line with research by Wilinda & Salim (2023) The results of the study show that mindfulness has a significant influence on students' academic motivation by increasing students' ability to stay focused, manage stress, and respond to challenges with a calmer and more positive attitude. In line with the research results of the study by Donald et al. (2020), mindfulness increases internal motivation and decreases external motivation. The positive relationship between mindfulness and academic motivation is also supported by research results from Sukhsarwala et al. (2015), which state that there is a significant positive correlation between trait mindfulness and academic motivation, namely the motivation to explore new things ($\alpha = .230$, $p = .005$) and the motivation to feel excited ($\alpha = .233$, $p = .004$). Lastly, the research by Rapiadi et al. (2023), shows a significant positive influence between mindfulness and academic motivation in students; the magnitude of this influence was 89.6%, while other factors influenced 10.4%.

In addition to mindfulness, another factor that influences academic motivation is emotional intelligence. Emotional intelligence is a person's ability to recognize, understand, and manage their own emotions and the emotions of others (Serrat, 2017). Goleman defines emotional intelligence as the ability to recognize one's own and others' emotions, manage emotions well, motivate oneself, and establish positive relationships with others (Antonopoulou, 2024). In general, general intelligence plays an important role in managing one's behavior. Emotional intelligence is defined as an individual's ability to monitor his or her feelings and the feelings of others, to differentiate between them, and to use this information

to direct his or her thoughts and actions (Drigas & Papoutsis, 2018). Emotional intelligence is a person's ability to motivate themselves, survive in the midst of frustration, control impulses, and not be excessive in seeking pleasure. In addition, emotional intelligence also includes the ability to regulate mood, keep stress from interfering with the ability to think, and empathize with others (Ramadhanti et al., 2024; Sánchez-Álvarez et al., 2020).

Emotional intelligence has an influence on academic motivation; this is in line with research by MacCann et al. (2020), which found that students with higher emotional intelligence tend to have stronger academic motivation and achieve better academic results. Students are able to manage emotions better in the face of academic pressure, so they have higher motivation to learn and achieve academic success. Further research by Shengyao et al. (2024) found that emotional intelligence, especially in terms of emotional management, plays an important role in maintaining consistent learning motivation. Students with good emotional regulation skills tend to be more resilient to academic stress and remain motivated in pursuing academic goals. Finally, research conducted by Nurlaeliah et al. (2021), and Amanda et al. (2024), indicates that emotional intelligence is correlated with learning satisfaction and academic motivation. Students with high emotional intelligence are better able to maintain a balance between academic demands and emotional needs, so they are more involved and motivated in the learning process.

Mindfulness and emotional intelligence play an important role in enhancing students' academic motivation. Mindfulness helps students focus more on their tasks and manage academic stress effectively (Alomari, 2023). With mindfulness, students can reduce internal and external distractions, which in turn improves concentration and engagement in the learning process. Meanwhile, emotional intelligence enables students to recognize, understand, and manage their emotions and empathize with others. This not only helps students cope better with academic pressure but also strengthens their social relationships in the learning environment, which acts as a motivator in achieving academic goals (Ryan et al., 2021). This combination of mindfulness and emotional intelligence forms a solid psychological foundation for students to maintain their interest and determination in pursuing academic success. Research conducted by Wilinda and Salim (2023) revealed that there is a significant positive influence between mindfulness and emotional intelligence on students' academic motivation in distance learning.

Various studies on the phenomenon of academic motivation have been conducted by previous researchers, including on university students. However, the author has not found any research on the influence of mindfulness and emotional intelligence on academic motivation in high school students. Given the ever-evolving nature of education and the various problems experienced by students while studying that can affect motivation in learning, research on academic motivation is important to conduct. This prompted the author to

examine mindfulness and emotional intelligence as predictors of academic motivation in high school students. The hypothesis of this study is that there is an effect of mindfulness and emotional intelligence on academic motivation in senior high school students.

METHODS

Research Design

This study is a quantitative study with an ex-post facto approach. Ex-post facto research is a research method used to identify or trace the factors or reasons behind events that have already occurred in the research subject. The variables in this study are independent variables (mindfulness and emotional intelligence) and dependent variables (academic motivation).

Research Respondents

The subjects of the study were all high school students in Pekanbaru City. The population in this study was 17,136 students (male = 8,564 students, female = 8,572 students) The sampling technique used in this study was simple random sampling. The number of samples in this study based on the Krejcie and Morgan table was 375 high school students in Pekanbaru City, comprising 158 male students and 217 female students.

Data Collection Procedure

Data collection was done using Google Forms, which contained three scales, namely the Five Facet Mindfulness Questionnaire (FFMQ), Assessing Emotional Scale (AES), and Academic Motivation Scale (AMS).

Measurement Instruments

The mindfulness instrument is a modification of the Five Facet Mindfulness Questionnaire (FFMQ) developed by Baer et al. (2008) with 24 items. The construct validity of the mindfulness instrument is CFI = .903, SRMR = .047, and RMSEA = .063. The reliability of the mindfulness instrument is .830. The instrument grid can be seen in Table 1.

Table 1. Mindfulness Instrument Grid

No	Aspect	Indicator	Total
1	Observing	Taking into account Internal and External experiences	4
2	Describing	Create internal experience labels with words	4
3	Acting with awareness	Doing an activity consciously but being able to share focus with other activities	4
4	Non-judgment of inner experience	Taking a non-evaluative stance towards thinking	2
		Taking a non-evaluative attitude towards feelings	2
5	Non-reactivity to inner experience	Letting thoughts come and go without getting caught up and carried away	4
		Letting feelings come and go without getting caught up and carried away	4
Total			24

In addition to mindfulness, researchers also used an emotional intelligence instrument modified from the Assessing Emotional Scale (AES) developed by Schutte et al. (2009), based on the theory of Salovey and Mayer (1990), with a total of 33 items. The construct validity of the emotional intelligence instrument is CFI = .918, Chi-square = 60.90, df = 45, p-value = .5707, and RMSEA = .0402. The reliability of the emotional intelligence instrument is .870. The grid of the emotional intelligence instrument can be seen in Table 2.

Table 2. Emotional Intelligence Instrument Grid

No	Aspect	Indicator	Total
1	Emotional Expression	Able to express one's own emotions verbally	13
		Able to express one's own emotions in non-verbal form	
		Able to assess nonverbal perceptions of other people's emotions	
		Able to show empathy to others	
2	Emotional Regulation	Can regulate emotions in oneself	10
		Can regulate emotions in others	
3	Use of Emotions	Have flexibility in planning	10
		Able to think creatively	
		Directing attention	
Total			33

Finally, the researcher also used an academic motivation instrument modified from the Academic Motivation Scale (AMS) developed by Vallerand et al. (1992), with a total of 28 items. The construct validity of the academic motivation instrument is CFI = .901, Chi-square = 110.82, df = 93, p-value = .10035, and RMSEA = .0561. The reliability of the academic motivation instrument is .760. Academic motivation in this study is a multidimensional variable consisting of intrinsic motivation, extrinsic motivation, and amotivation. The instrument grid can be seen in Table 3.

Table 3. Academic Motivation Instrument Grid

No	Dimensions	Indicator	Total
1	Intrinsic Motivation	Motivation in new things	12
		Motivation for interesting things	
		Motivation to achieve	
		Motivation to be competent	
		Motivation for self-expression	
		Motivation of sensation from something interesting	
2	Extrinsic Motivation	Motivation to get rewards	12
		Motivation for a better life	
		Motivation to show yourself	
		Motivation for career preparation and advancement	
3	Amotivation	Having feelings of inadequacy	4
Total			28

The academic motivation measurement tool consisting of intrinsic, extrinsic, and amotivation dimensions is conceptually categorised as a multidimensional scale. Each dimension represents a different aspect of the academic motivation process, where intrinsic motivation relates to the internal drive to learn, extrinsic

motivation is influenced by external factors such as rewards or pressure, and amotivation reflects the absence of drive to engage in academic activities. The amotivation dimension of this scale plays an important role as it measures the level of helplessness or lack of motivation to participate in academic activities. The existence of amotivation as a separate dimension shows that not all forms of motivation are on the same dimension, but are different and interacting constructs.

Data Analysis

The data analysis method in this study uses descriptive and inferential statistics. Inferential statistics are used to process data with the aim of testing the proposed hypothesis so that the right conclusion is obtained. In this process, inferential statistics include prerequisite tests and hypothesis tests (Kamaruddin et al., 2023; Ramadhanti et al., 2024). The prerequisite test stage consists of a normality test, multicollinearity test, and heteroscedasticity test, while the hypothesis test is carried out using multiple linear regression by testing the independent variables (mindfulness and emotional intelligence) against the dimensions of the dependent variable (academic motivation) with a significance level (<.05).

RESULTS AND DISCUSSION

Results

The study was conducted in senior high schools in Pekanbaru City. The subjects in this study were 375 students. The demographics of the research sample are described in Table 4.

Table 4. Demographics of Research Sample

	Total	Percentage
Gender		
Male	158	42.1%
Famale	217	57.9%
Age		
15 years	153	40.8%
16 years	107	28.5%
17 years	101	26.9%
18 years	14	3.8%
Class		
X	138	36.8%
XI	127	33.9%
XII	110	39.3%

N = 375

Based on Table 4, it can be seen that the number of females is more than males, with 217 (57.9%) students. In the age section, the most common age is 15 years old, with 153 (40.8%) students. In the class section, class X has the highest number of students, with 138 (36.8%). Furthermore, the categorization of mindfulness, emotional intelligence, intrinsic motivation, extrinsic motivation, and amotivation can be seen in Table 5.

Table 5. Mindfulness, Emotional intelligence, Intrinsic Motivation, Extrinsic Motivation, and Amotivation Categorization

Category	Score	Frequency	
		F	%
Mindfulness			
Very high	$78 < X$	229	61.1
High	$66 < X < 78$	87	23.2
Currently	$54 < X < 66$	43	11.5
Low	$42 < X < 54$	15	4.0
Very Low	$X < 42$	1	.3
Emotional intelligence			
Very high	$107.25 < X$	178	47.5
High	$90.75 < X < 107.25$	152	40.5
Currently	$74.25 < X < 90.75$	39	10.4
Low	$57.75 < X < 74.25$	6	1.6
Very Low	$X < 57.75$	-	-
Intrinsic Motivation			
Very high	$39 < X$	209	55.7
High	$33 < X < 39$	133	35.5
Currently	$27 < X < 33$	30	8.0
Low	$21 < X < 27$	3	.8
Very Low	$X < 21$	-	-
Extrinsic Motivation			
Very high	$39 < X$	240	64.0
High	$33 < X < 39$	83	22.1
Currently	$27 < X < 33$	40	10.7
Low	$21 < X < 27$	13	3.2
Very Low	$X < 21$	-	-
Amotivation			
Very high	$13 < X$	7	1.9
High	$11 < X < 13$	41	10.9
Currently	$9 < X < 11$	59	15.7
Low	$7 < X < 9$	179	47.7
Very Low	$X < 7$	89	23.7

Based on Table 5, it can be seen that in the mindfulness categorization, the highest score is very high with a total of 229 (61.1%). In the emotional intelligence categorization, the highest score is very high with a total of 178 (47.5%). In the intrinsic motivation categorization, the highest score is very high with a total of 209 (55.7%). In the extrinsic motivation categorization, the highest score is very high with a total of 240 (64%), and in the amotivation categorization, the highest score is low with a total of 179 (47.7%).

The results of the normality test using Kolmogorov-Smirnov show that each variable in this study has a P value $> .05$ based on unstandardized residual data, so the normality assumption is met. The unstandardized residual score shows a significance value of .090 ($P > .05$) with a Z value of 1.246, which means that the unstandardized residual data is normally distributed. Then, the results of the multicollinearity test show that the tolerance value of the mindfulness variable

towards academic motivation is .965, and the emotional intelligence variable towards academic motivation is also .965. This value indicates that there is no multicollinearity problem ($>.01$). Based on the VIF (Variance Inflation Factor) value, both variables are free from multicollinearity with the VIF value of the mindfulness variable being 1.036 and the emotional intelligence variable being 1.036, both below 10. So, based on the multicollinearity test, it can be concluded that there is no multicollinearity in the data. Finally, the prerequisite test, namely the heteroscedasticity test using the Glejser test, shows that the significance value of the mindfulness variable is .234 ($>.05$) and the emotional intelligence variable is .528 ($>.05$). So, it can be concluded that both variables do not experience heteroscedasticity and that the data meets the prerequisite tests in the regression analysis. Furthermore, the results of multiple linear regression tests between mindfulness and emotional intelligence on the dimensions of academic motivation can be seen in Table 6.

Table 6. Multiple Linear Regression Test between Mindfulness and Emotional Intelligence on the Dimensions of Academic Motivation

Variables	F	Sig.	R	R ²	P	Information
Mindfulness & Emotional Intelligence * Intrinsic Motivation	2976.285	.000	.702	.492	.000	Significant
Mindfulness & Emotional Intelligence * Extrinsic Motivation	4410.401	.000	.734	.538	.034	Significant
Mindfulness & Emotional Intelligence * Amotivation	345.552	.671	.676	.457	.545	No Significant

Based on Table 6, it can be seen that there is a significant influence of mindfulness and emotional intelligence on intrinsic motivation in high school students, with an F value of 2976.285 and a p value $< .000$ with a significance value of .000 ($<.05$) with a coefficient of determination (R^2) = .492, which means that mindfulness and emotional intelligence contribute 49.2% to intrinsic motivation, then there is a significant influence between mindfulness and emotional intelligence on extrinsic motivation in high school students, F value of 4410.4 and a p value $< .034$ with a significance value of .000 ($<.05$) with a coefficient of determination (R^2) = .538, which means that mindfulness and emotional intelligence contribute 53.8% to extrinsic motivation, and there is no significant influence between mindfulness and emotional intelligence on amotivation in high school students with a significance value of .671 ($>.05$). Furthermore, the effective contribution of independent variables can be seen in Table 7.

Tabel 7. Effective Contribution of Independent Variables

Independent Variables	Dependent Variables	Regression Coefficient (Beta)	Correlation Coefficient (r)	SE
Mindfulness	Intrinsic	.713	.334	0.238
Emotional Intelligence	Motivation	.692	.368	0.254
Mindfulness	Extrinsic	.590	.422	0.248
Emotional Intelligence	Motivation	.930	.312	0.290
Mindfulness	Amotivation	.881	.327	0.288
Emotional Intelligence		.487	.349	0.169

Table 7 illustrates the effective contribution of each independent variable to the dependent variable, calculated by multiplying the regression coefficient by the correlation coefficient and expressing the result as a percentage. The analysis shows that the Mindfulness variable contributed 23.8% (0.238) and the Emotional Intelligence variable contributed 25.4% (0.254) to intrinsic motivation. Furthermore, the Mindfulness variable showed a contribution of 24.8% (0.248), while the Emotional Intelligence variable contributed 29.0% (0.290) to extrinsic motivation. Finally, the Mindfulness variable contributed 28.8% (0.288), and the Emotional Intelligence variable contributed 16.9% (0.169) to amotivation.

Discussion

Based on the research results obtained, students have high mindfulness. This shows that students have self-awareness and the ability to focus on the present moment, which can contribute positively to students' psychological well-being and academic motivation. This high level of mindfulness can also help students manage stress and learning challenges, thereby improving students' academic performance (Kindel & Rafoth, 2020). Students who have good abilities to be aware of thoughts, emotions, and experiences make students better understand themselves and how students react to situations they face (Berek et al., 2020; Salsabila & Widyasari, 2021). Students with high levels of mindfulness tend to demonstrate better social behaviors, such as empathy and cooperation. This can create a more positive and supportive learning environment (Guo et al., 2023; Guo & You, 2024).

The emotional intelligence of students is categorized as high; this shows that students have good abilities in managing their own emotions and understanding the emotions of others, so that students can interact positively with peers and teachers and face academic and social challenges more effectively. Students with high emotional intelligence tend to be better able to cope with stress, adapt to change, and make wise decisions (Fteiha & Awwad, 2020; Putra et al., 2024). In addition, good emotional intelligence also contributes to a more harmonious learning atmosphere, increases learning motivation, and encourages better academic achievement (Seneru et al., 2023). Thus, it is important for schools and parents to continue to support the development of students' emotional intelligence so that they can achieve their best potential in various aspects of life (Suhesty et al., 2023).

The results of the study also showed that students' intrinsic motivation and extrinsic motivation were high; this reflects the enthusiasm and commitment to the learning process. Strong motivation makes students tend to be more proactive in seeking knowledge, participating in class activities, and trying to achieve academic goals (Clements & Kamau, 2018). The results of the study also showed that students' intrinsic motivation and extrinsic motivation were high; this reflects the enthusiasm and commitment to the learning process. Strong motivation makes students tend to be more proactive in seeking knowledge, participating in class activities, and trying to achieve academic goals (Shengyao

et al., 2024). Highly motivated students demonstrate enthusiasm and dedication in facing academic challenges, strive to understand the subject matter, and actively engage in discussions and learning activities (Filgona et al., 2020). In addition, motivated students tend to have a positive attitude toward education, see it as an opportunity to develop, and strive to achieve their maximum potential (Getie, 2020).

The result of the first hypothesis is a significant positive influence between mindfulness and emotional intelligence on intrinsic motivation. When mindfulness and emotional intelligence work together, the influence on intrinsic motivation becomes stronger. In line with research conducted by Li et al. (2023), mindfulness helps students to be focused and aware of the learning process, while emotional intelligence ensures that their emotions remain in control, creating a more conducive learning atmosphere. Other research has also shown that the interaction between mindfulness and emotional intelligence creates a positive synergy that maximizes intrinsic motivation, particularly in the context of school education (Jiménez-Picón et al., 2021). Emotional intelligence, on the other hand, complements mindfulness by providing tools to understand, regulate, and utilize emotions effectively. Emotional intelligence enables students to manage negative emotions, such as anxiety or frustration, which often arise in the learning process (Peña-Sarrionandia et al., 2015).

The results of the second hypothesis indicate significant positive effects between mindfulness and emotional intelligence on extrinsic motivation. Mindfulness and emotional intelligence together can influence extrinsic motivation in a mutually supportive and reinforcing way. Mindfulness helps to create calmness and focus in dealing with tasks, while emotional intelligence provides skills to cope with feelings and social relationships (Jiménez-Picón et al., 2021). Both create a strong basis for extrinsic motivation, as students are not only able to perform tasks efficiently but can also manage the emotions that come along with achieving or failing to achieve external goals (Ryan & Deci, 2020). In line with the research of Nurlaeliah et al. (2021) and Schuman-Olivier et al. (2020), it was found that students who practiced mindfulness and had high emotional intelligence showed better academic motivation, especially extrinsic motivation. Mindfulness enables students to remain calm and focused in the face of tasks, while emotional intelligence strengthens their ability to adapt emotionally, maintain positive social relationships, and respond to academic pressure in a constructive way.

The results of the third hypothesis show no significant effect between mindfulness and emotional intelligence on amotivation. This shows that the level of mindfulness and emotional intelligence of students does not directly contribute to a decrease or increase in amotivation, which is a condition in which students feel less motivated to learn. This is in line with the findings of Rodríguez-Ledo et al. (2018) that students' levels of mindfulness and emotional intelligence do not directly contribute to a decrease or increase in amotivation.

Amotivation, characterized by a lack of desire or interest in participating in academic activities, can be influenced by a variety of deeper variables, such as self-perception, life goals, or even unresolved traumatic experiences (Symonds et al., 2019). Mindfulness, while potentially helpful in managing stress and emotions, may not be sufficient to address students' inability to find meaning or purpose in learning. Similarly, emotional intelligence, which relates to the ability to recognize, understand, and manage one's own and others' emotions, does not always translate directly into increased motivation to learn, especially if students feel disconnected from the material or educational environment (Guendelman et al., 2017).

The implications of the study on the influence of mindfulness and emotional intelligence on academic motivation in high school students indicate that increasing mindfulness practices and developing emotional intelligence can contribute significantly to improving students' learning motivation. Students who are trained to be more aware of their thoughts and feelings can better manage stress and anxiety, which often hinder motivation. In addition, good emotional intelligence allows students to understand and manage emotions and interact with peers and teachers more effectively, creating a positive learning environment. Therefore, the integration of mindfulness and emotional intelligence training programs into the educational curriculum can be an effective strategy to improve students' academic motivation and overall learning outcomes. The limitations of this study are that data collection was carried out online, which limited researchers' ability to directly observe the interactions and conditions of students when filling out the questionnaire. This can affect the accuracy of the data obtained because the absence of direct supervision can cause variations in how students understand and answer questions.

CONCLUSIONS

The results showed that mindfulness and emotional intelligence have a significant role in improving students' academic motivation, both intrinsic and extrinsic. Mindfulness helps students focus, manage stress, and be more aware of the learning process, while emotional intelligence enables students to understand, regulate, and utilize emotions effectively. The combination of the two creates a positive synergy that strengthens learning motivation and supports academic achievement. However, they do not directly influence amotivation, which is more influenced by deeper factors such as self-perception and life purpose.

Future research is recommended to utilize mediator and moderator analysis approaches to explore the complex interactions between mindfulness, emotional intelligence, and academic motivation. Investigating gender as a moderator may reveal whether the relationship between these variables differs between male and female students, thus shedding light on gender-specific educational strategies. Similarly, age as a mediator can help understand how developmental stage affects the dynamics of mindfulness, emotional intelligence, and motivation.

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