

The Influence of Emotional Intelligence and Learning Style on Academic Self-Efficacy of Adolescent Students

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Abstract

Adolescence is a transition period between childhood and adulthood. At this period adolescents begin to approach the demands of adulthood and must learn to take full responsibility on themselves in almost all dimensions of their lives. One important thing that can help adolescents go through their period of self-development demands is self-efficacy, including to help educational demands for students at the school. Education is a fundamental thing for self-improvement of the students in seizing a successful life in the future as well as contributing to improve science for the better environment. Therefore, this study is aimed to determine how is the role of emotional intelligence and learning styles affect academic self-efficacy of adolescent students. Research design in this study is quantitative research and non-experimental in nature with 161 respondent. The results of the regression analysis of the three variables obtain the value of $F=23,44$; $p<0,01$ which indicates a significant positive effect between emotional intelligence and learning style in academic *self-efficacy*. Therefore, the two variables have a role on the formation of academic *self-efficacy*. The results of the regression analysis separately on emotional intelligent variable to *self-efficacy* obtain the value of $t=7,46$; $p<0,01$ indicating a significant positive effect between the two variables. The results of the regression analysis separately on visual, auditory, and kinesthetic learning styles sequentially variables to academic self-efficacy obtain the value of $t=0,85$, $p>0,01$; $t=-0,16$, $p<0,01$; $t=-0,16$, $p<0,01$ indicating that there is no significant effect of visual learning style to academic self-efficacy, and there is a significant negative effect of auditory and kinesthetic learning styles on academic self-efficacy.

Keywords: Academic Self-Efficacy, Emotional Intelligence, Learning Styles