The Effectiveness of Emotional Intelligence Psychoeducation on Learning Motivation, Self-Regulated Learning, and Procrastination in Students

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ABSTRACT: This research aims to determine the effectiveness of psychoeducation on emotional intelligence about changes in learning motivation, self-regulated learning, and academic procrastination. Providing Emotional Intelligence psychoeducation is hoped to increase learning motivation, self-regulated learning, and reduce academic procrastination. The research method used is a quasi-experimental one-group pre-test post-test design. The participants in this study are 63 students from STIPAS (Pastoral College) Tahasak Danum Pambelum, Palangkaraya Diocese, Indonesia. Participants were given an intervention in the form of emotional intelligence psychoeducation. The evaluation of the intervention used the Kirkpatrick criteria levels, namely the reaction level measured using a reaction test, the knowledge level measured with an emotional intelligence knowledge test, and the behavior level with a learning motivation scale, self-regulation scale, and procrastination scale. The results of the data analysis using the Wilcoxon Signed Ranks Test show a significant difference between before and after the psychoeducation was provided, with a learning motivation value of z = -5.848 with p = 0.00 (p<0.05), self-regulated learning value of z = -5.773 with p = 0.00 (p<0.05), and procrastination value of z = -5.440 with p = 0.00 (p<0.05). Psychoeducation on emotional intelligence is effective in increasing learning motivation, self-regulated learning, and reducing procrastination.

INTRODUCTION

Students have more complex and broader responsibilities, so efforts are needed to carry out and complete their duties at university as best as possible. Students are expected to be independent and responsible in carrying out academic functions. The main goal of a student is to learn, develop a mindset, and acquire skills. Therefore, students need to go through all the stages in higher education to achieve their learning targets, so they can obtain satisfactory grades and complete their studies on time (Harlianty, Nurhayati, Rismawati, & Farmasita, 2021) .

Students are required to attend face-to-face lectures, participate in class discussions, complete individual and group assignments, and conduct independent research. In addition, students also need to develop critical and analytical thinking skills through various forms of assignments such as papers, presentations, and research projects. Suwardjono (in Chandra, 2017) states that university students are required not only to have technical skills but also to possess thinking abilities, mental attitudes, and certain character traits, so that they can have a broad understanding in facing real-life challenges, both in the campus environment and in society (Nesta & Razzaq, Abdur Fitri, Hartika Utami, Yoesoep Edhie Rachmad, 2024).

Motivation is one of the many psychological components that influence student learning. Learning motivation is a person's desire to do something. That means, if students have strong learning motivation, the subject matter will be light and easy for them (Thoifuri in Oktiani, 2017). According to learning motivation is one of the means or tendencies to achieve goals with perseverance and enthusiasm in carrying out learning activities. Prawira (in Winei, 2021) states that learning motivation is a driver or encouragement for someone to become more diligent in studying. Achieving an accomplishment in education requires effort and enthusiasm; without these, goals will not be achieved. Motivation is considered important for student engagement in the learning process.

In the learning process, there are various methods and styles that students can utilize to support the achievement of their learning goals. Therefore, in general, students must be able to recognize themselves and have knowledge of learning strategies, because they are responsible for the effectiveness and success in learning. The success and effectiveness of the learning process are influenced by the skills possessed by students, such as the ability to set goals, design and process information, monitor learning progress, and evaluate their learning process. These skills are known as Self-Regulated Learning (SRL).

Yulianti, Sano, & Ifdil (2016) in their research concluded that self-regulated learning is an individual's ability to organize strategies and control their learning methods to create a conducive learning environment and achieve the set goals. One-way SRL can engage learners actively in learning is by instilling in them a sense of responsibility for managing their own learning. By doing this, learners will identify the necessary learning strategies and use these strategies to improve their performance (Byrnes, Miller, & Reynolds in Nabiila, Suharsono, & Mustofa, 2020).

Students need learning independence to manage their time between studying, resting, and spending time with friends and family. Students' understanding of the importance of studying determines their academic success. Students who are aware of the importance of learning will have a positive impact on their lives in the future. Learning independence will help students become active in preparing class assignments, searching for references in books and journals related to research results, and creating resumes of their knowledge. Learning independence is very important in the education system to achieve learning objectives and encourage students to actively develop their own potential(Pratiwi & Laksmiwati, 2016). However, in reality, there are many problems faced by a number of students, one of which is a lack of enthusiasm for learning. Based on the researcher's experience, quite a number of students exhibit a lack of seriousness in their studies. Examples include not attending classes, not following the class schedule, and lacking enthusiasm to complete or submit assignments. In fact, many students only attend class to fulfill their obligation without the drive to seek knowledge.

In addition, some students often procrastinate in completing the assigned tasks. Although they may not be lazy or irresponsible, when faced with tasks, they choose to procrastinate without reason. Students tend to be relaxed and less able to manage their time. This tendency to procrastinate is called academic procrastination. Students who procrastinate usually realize that the tasks they face must be completed immediately and are beneficial for themselves. However, they tend to procrastinate starting or completing it until it is finished if they have already started it before. According to Gafni and Geri (in Salsabila & Indrawati, 2020), the majority of students procrastinate on individual assignments compared to group assignments. Academic procrastination occurs because most students view academic tasks as something burdensome and unenjoyable. As a result, they feel unable to complete the tasks adequately and eventually procrastinate in finishing them. There are also female students are moody and occasionally unsure of the reasons behind their mood swings, which can cause them to lose interest in studying or even fail to finish the tasks they are given. According to the course instructor's interviews, several students chose not to take their midterm tests because they were unable to regulate their emotions.

Goleman (2023) mentions that the ability to manage and control emotions is emotional intelligence. Emotional intelligence encompasses a range of important abilities, including the identification and management of personal emotions, the development of internal motivation, the understanding of others' emotions, and the building of effective relationships. Studies show that emotional intelligence contributes more to success compared to intellectual intelligence, which only accounts for 20%. Individuals with low emotional intelligence exhibit characteristics such as being easily angered, susceptible to external influences, quick to give up, and having difficulty in decision-making. On the other hand, those with high emotional intelligence demonstrate good self-awareness, the ability to self-motivate, and effective self-control.

Research in the field of child psychology related to emotional intelligence conducted by Puspita (in Sudiartini et al., 2024) reveals that children with high levels of emotional intelligence exhibit positive characteristics such as happiness, strong self-confidence, and good socialization skills with peers. They also demonstrate good abilities in managing emotional turmoil, stable psychological health, resilience to stress, and high optimism for the future. These findings affirm the fundamental role of emotional intelligence in shaping a person's future prospects. Emotional intelligence allows learners to understand and manage their own emotions, confront the emotions of others, and develop rapidly, significantly increasing their chances of success in life and fostering a strong desire to learn. On the other hand, those who cannot control their emotions well will experience a destructive inner struggle.

The research conducted by Siregar & Ernawati (2012) shows a relationship between emotional intelligence and learning motivation, which means that the higher the emotional intelligence, the greater the learning motivation. The results of the research conducted by Purwitasari (in Amanda et al., 2024) state that emotional intelligence is very important to develop in learning because it can foster students' learning motivation. The research results of Sari, Machmuroch, & Astiarana (2017) show that emotional intelligence has a positive correlation with self-learning. This means that students with a high level of emotional intelligence have a higher level of self-learning, while students with a low level of emotional intelligence have a lower level of self-learning. Academic procrastination is not simply study fatigue or a time management issue. This is a complex process involving cognition, emotion, and behavior Solomon & Rothblum, in (Zhang et al., 2024)). As the relationship between cognition and behavior, emotions are undoubtedly an important factor influencing academic procrastination. In other words, procrastination is influenced by an individual's ability to regulate their own emotions, emotional intelligence (Zhang et al., 2024).

Several studies show that there is an influence or relationship between a student's intelligence and their learning motivation, self-regulated learning, and academic procrastination. Therefore, to address the existing issues, improvements need to be made. Improving a person's abilities can be achieved through a learning process or training. Based on the existing problems and supported by the research results above, the role of students' emotional intelligence is significantly influential in helping personality development, enhancing learning motivation, self-regulated learning, and academic procrastination.

Training emotional intelligence can be done through various systematic and sustainable approaches. One of the interventions that can be provided to train emotional intelligence is psychoeducation. Psychoeducation as an essential life challenge, helping participants develop support resources and social support to face these challenges, and develop coping skills to address these challenges through interventions that can be conducted on individuals, families, and groups to educate the participants. Psychoeducation, both individual and group, not only provides important information about the problems faced by participants but also imparts skills deemed essential for participants to overcome their issues (Brown, 2018). Psychoeducation can be used not only for individuals or groups suffering from psychiatric disorders but also to help people face difficulties at every stage of human development to help them avoid problems.

The hypothesis of this research:

1. There is an influence of Emotional Intelligence Psychoeducation on learning motivation among students. After students participate in emotional intelligence training, their learning motivation will be higher compared to before they underwent emotional intelligence psychoeducation.
2. There is an influence of Emotional Intelligence Psychoeducation on self-regulated learning in students. After students participate in emotional intelligence psychoeducation, their self-regulated learning will be higher compared to before participating in emotional intelligence psychoeducation.
3. There is an influence of Emotional Intelligence Psychoeducation on Academic Procrastination among students. After students participate in emotional intelligence training, academic procrastination will decrease compared to before participating in emotional intelligence psychoeducation.

METHODS

Design

This research is a quantitative study that uses an experimental method with a quasi-experimental approach. The purpose of this research is to determine how changes in situations or specific actions are given to individuals or groups (Seniati, Yulianto, & Setiadi, 2009). The experiment was conducted to see the effectiveness of Emotional Intelligence Psychoeducation on students' learning motivation, self-regulated learning, and academic procrastination. The experimental design used is the One-group Pre-test Post-test Design. This design uses one group of subjects, first an initial measurement is taken, then treatment is given, and finally a second measurement is taken after the treatment.

Participants and Procedure

The sampling method adopts a Non-Probability Sampling approach, specifically using the saturated sampling technique. Referring to the definition put forward by Sugiyono (2016), saturated sampling is a method of determining a sample that involves all members of the population as the research sample, so there is no selection or exclusion process in the selection of participants. The participants in this study are all students of STIPAS Tahasak Danum Pambelum of the Palangkaraya Diocese, Indonesia totaling 63 students.

Instruments

The effectiveness of the Kirkpatrick training evaluation program 3 out of 4 levels of training program evaluation proposed by Kirkptrick & Kirkpatrick (2016). The evaluation includes level 1 reaction, level 2 learning, and level 3 behavior. The data collection instruments used are based on the three levels of evaluation as follows: (1) Training evaluation sheet, used to measure the evaluation of the reaction level of psychoeducation participants by providing an assessment of the material, trainer/facilitator, psychoeducation methods, and benefits. (2) Emotional intelligence knowledge test, the test used in the research is the Emotional Intelligence knowledge test given before and after the training for learning level evaluation. This test is used to reveal the knowledge acquired by participants during the psychoeducation process. The training materials consist of emotional intelligence materials according to Goleman (2023) namely self-awareness, self-regulation, self-motivation, empathy, and social skills. (3) Emotional intelligence scale, this scale is used as an evaluation of behavior level. This scale is used to measure the emotional intelligence possessed by students, filled out before and after Psychoeducation. The scale is constructed based on the emotional intelligence materials according to Goleman (2023) namely self-awareness, self-regulation, self-motivation, empathy, and social skills. The Emotional Intelligence Scale has 24

statements, with trial results yielding a reliability coefficient of 0.816. (4) Learning Motivation Scale, this scale is used as an evaluation of behavior level. This scale is used to measure the learning motivation possessed by students, filled out before and after Psychoeducation. The scale is constructed based on the material of Learning Motivation according to Uno (2021) which includes the presence of desire and ambition to succeed, the presence of drive and need in learning, the presence of hope and future aspirations, the presence of appreciation in learning, and the presence of engaging activities in learning. The Learning Motivation Scale has 29 statements, with trial results yielding a reliability coefficient of 0.926. (5) Self Regulated Learning Scale, this scale is used as an evaluation of behavior level. This scale is used to measure the Self Regulated Learning possessed by students, which is filled out before and after Psychoeducation. The scale is constructed based on the Self Regulated Learning material according to Zimmerman (2002) namely the Forethought phase, Performance phase, and Self-reflection phase. The Self Regulated Learning scale has 30 statements, with trial results yielding a reliability coefficient of 0.816. (6) Academic Procrastination Scale, this scale is used as a behavioral level evaluation. This scale is used to measure the Academic Procrastination possessed by students, filled out before and after Psychoeducation. The scale is based on the material of Academic Procrastination according to Ghufron, Risnawati S, & Ratri (2014) which includes delaying the start and completion of tasks, working close to deadlines, not updating work plans, and engaging in more enjoyable activities. The Self Regulated Learning Scale has 14 statements, with the trial results yielding a reliability coefficient of 0.865.

Intervention

The intervention was done with the following procedure: (1) Pre-test. This stage aims to obtain initial data, the pre-test stage will measure Emotional Intelligence Knowledge, Emotional Intelligence Scale, Learning Motivation Scale, Learning Motivation Scale, Self-Regulated Learning, Academic Procrastination of the research participants, namely Students. *(2)* Intervention Stage. The intervention used in this study is Emotional Intelligence Psychoeducation, which was conducted for 4 hours in 1 day. The participants of the psychoeducation were 63 students. (3) Follow Up. Follow-up on the action plan made by students during the training will be conducted in 3 stages over 1 month. (4) Post-test. This stage aims to obtain final data after the intervention, namely the post-test which includes an emotional intelligence knowledge test and a Psychoeducation evaluation sheet given after the psychoeducation ends which is filled in by students. Emotional intelligence scale, learning motivation scale, self-regulated lerning scale and academic procrastination 1 month after psychoeducation.

Data Analysis

The data obtained in this study were analyzed using non-parametric statistical analysis, namely the Wilcoxon Signed Ranks Test, using the SPSS version 27.0 for Windows program. The score used for the calculation is the gain score, which is the difference between the post-test score and the pretest score.

RESULTS AND DISCUSSION

The measurement is conducted using the 3 levels of Kirkpatrick evaluation, namely level 1 (reaction), level 2 (learning), level 3 (behavior). These are described in the following.

Reaction level

The measurement of the reaction level was conducted after the implementation of psychoeducation, as well as the level of knowledge obtained before and after the emotional intelligence training. The results of the training evaluation were conducted using five assessment

dimensions: material, facilitator benefits, method, and facilities. The results can be seen in the following Figure 1.

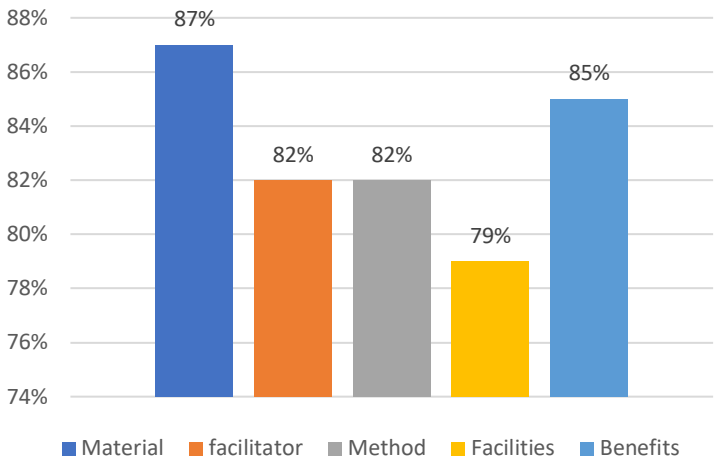

Figure 1. Summary of the Evaluation Results of Psychoeducational Reactions to Emotional Intelligence.

The evaluation shows a positive response from the participants towards the psychoeducational program. In terms of training materials, the satisfaction level reached 87%, indicating that participants rated the training content as highly quality, informative, and relevant for their personal and career development. The evaluation of the trainer/facilitator's performance reached 82%, reflecting their competence in mastering the material, effective communication skills, professionalism in appearance, and quality interaction with participants. The training methods also received high appreciation with a percentage of 82%, where participants considered the approach used to be effective and capable of motivating them. The aspect of facilities received a score of 79%, indicating adequate infrastructure support for the implementation of the program. Overall, the psychoeducational program is considered very beneficial with a satisfaction rate of 85%, where participants feel a positive impact on their personal development and learning process in their studies.

Level learning

		N	Mean Rank	Sum of Ranks
Post-Test Knowledge	Negative Ranks	1[a]	20.00	20.00
Pre-Test Knowledge	Positive Ranks	54[b]	28.15	1520.00
	Ties	8[c]		
	Total	63		

a. Post-Test Knowledge < Pre-Test Knowledge
b. Post-Test Knowledge > Pre-Test Knowledge
c. Post-Test Knowledge = Pre-Test Knowledge

	Post Test -Pre Test
Z	-6.332[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The measurement of knowledge levels was conducted through pre-test and post-test evaluations on students participating in the psychoeducational program. Statistical analysis using the Wilcoxon Signed Ranks Test resulted in a value of z=-6.332 with a significance of p=0.000

(p<0.05). These results indicate a significant difference in the level of knowledge of students before and after participating in emotional intelligence psychoeducation. Data analysis shows a substantial increase in students' understanding of emotional intelligence after participating in the psychoeducational program compared to the previous condition. The comparison of emotional intelligence knowledge levels between the pre-test and post-test phases can be seen in Figure 2.

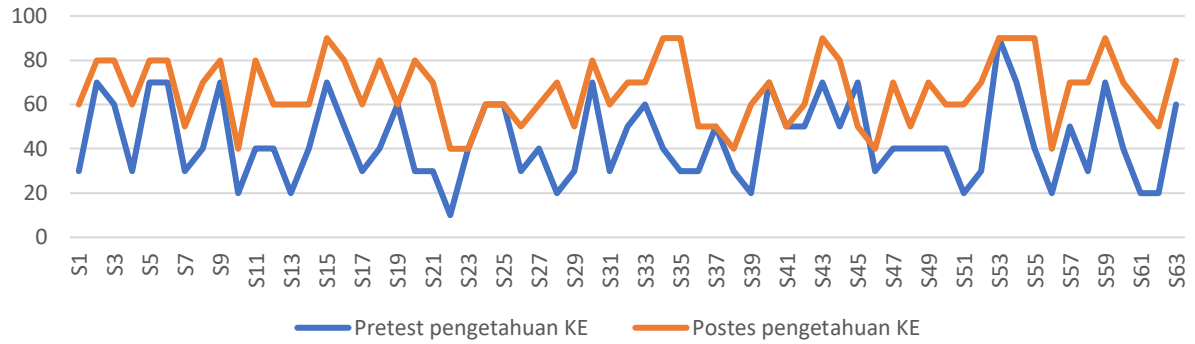

Figure 2. Pre-test and Post-test Knowledge Test Results.

Level Behavior

Emotional Intelligence

		N	Mean Rank	Sum of Ranks
Post-Test Emotional Intelligence - Pre-Test Emotional Intelligence	Negative Ranks	4[a]	29.13	116.50
	Positive Ranks	55[b]	30.06	1653.50
	Ties	4[c]		
	Total	63		

a. Post-Test Emotional Intelligence < Pre-Test Emotional Intelligence
b. Post-Test Emotional Intelligence > Pre-Test Emotional Intelligence
c. Post-Test Emotional Intelligence = Pre-Test Emotional Intelligence

	Post-Test Emotional Intelligence – Pre-Test Emotional Intelligence
Z	-5.810[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

To assess this level, an emotional intelligence scale was administered both before and after the psychoeducation began. Next, the Wilcoxon Signed Ranks test was used to examine the test results. The results show a value of z=-5.810 with p=0.00 (p <0.05). The results show that there is a significant difference in students' emotional intelligence before and after emotional intelligence psychoeducation. Psychoeducation improves students' emotional intelligence compared to before. The comparison of students' emotional intelligence before and after the training can be seen in Figure 3.

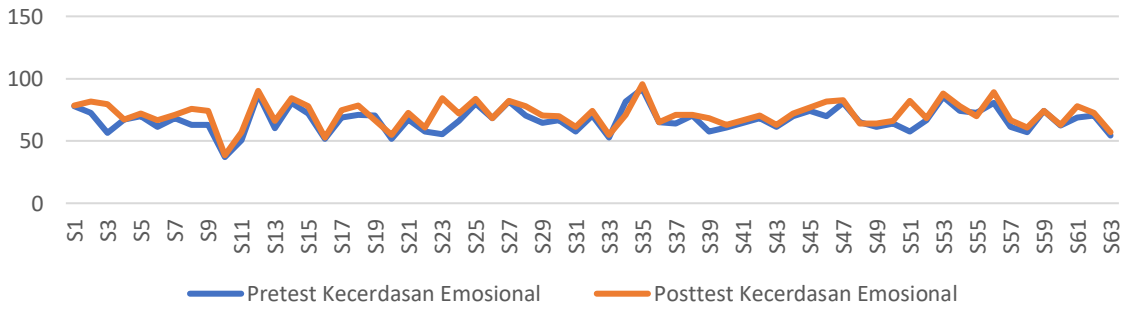

Figure 3. Pre-test and Post-test Results of the Emotional Intelligence Scale.

Learning Motivation

		N	Mean Rank	Sum of Ranks
Post-Test Learning Motivation < Pre-Test Learning Motivation	Negative Ranks	3[a]	40.33	121.00
	Positive Ranks	57[b]	29.98	1709.00
	Ties	3[c]		
	Total	63		

a. Post-Test Learning Motivation < Pre-Test Learning Motivation
b. Post-Test Learning Motivation > Pre-Test Learning Motivation
c. Post-Test Learning Motivation = Pre-Test Learning Motivation

	Post-Test Learning Motivation - Pre-Test Learning Motivation
Z	-5.848[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The Learning Motivation Scale given before and after psychoeducation is used to evaluate this level. Next, the Wilcoxon Signed Ranks test was used to examine the test results. The results show a value of z=-5.848 with p=0.00 (p <0.05). The results show that students' learning motivation increased before and after psychoeducation. The comparison of emotional intelligence knowledge levels between the pre-test and post-test phases can be seen in Figure 4.

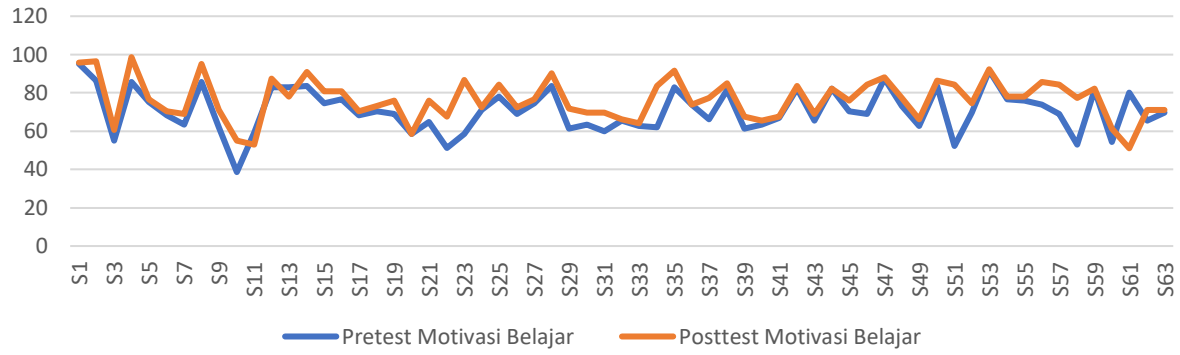

Figure 4. Pre-test and Post-test Results of the Learning Motivation Scale.

Self-Regulated Learning

		N	Mean Rank	Sum of Ranks
Post-Test Self-Regulated Learning Pre-Test Self-Regulated Learning	Negative Ranks	3[a]	40.33	121.00
	Positive Ranks	56[b]	29.45	1649.00
	Ties	4[c]		
	Total	63		

a. Post-Test Self-Regulated Learning < Pre-Test Self-Regulated Learning
b. Post-Test Self-Regulated Learning > Pre-Test Self-Regulated Learning
c. Post-Test Self-Regulated Learning = Pre-Test Self-Regulated Learning

	Post-Test Self-Regulated Learning Pre-Test Self-Regulated Learning
Z	-5.773[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The evaluation of this level is measured using the Self-Regulated Learning scale, which is administered before and after the psychoeducation takes place. The test results were then analysed using the Wilcoxon Signed Ranks Test. The analysis results show a value of z=-5.773 with p=0.00 (p<0.05). Based on the results, there is a significant difference in students' Self-Regulated Learning

between before and after the Self-Regulated Learning psychoeducation. The Self-Regulated Learning of the students after participating in psychoeducation increased compared to before the psychoeducation. The comparison of emotional intelligence knowledge levels between the pre-test and post-test phases can be seen in Figure 5.

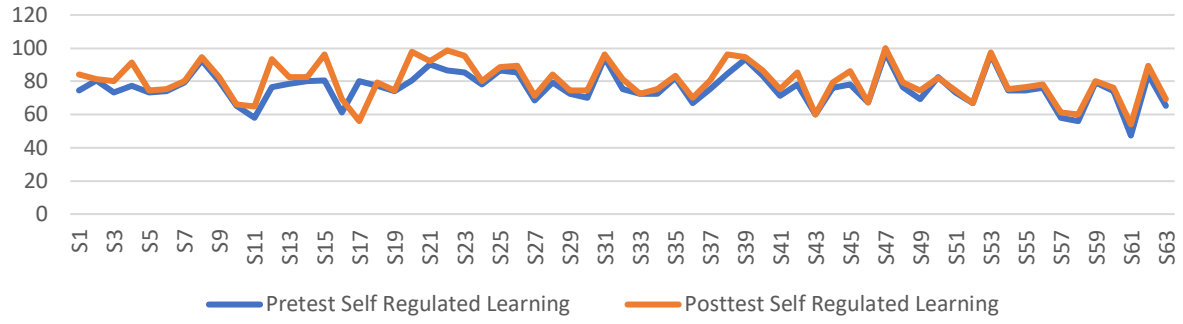

Figure 5. Results of Pre-test and Post-test of the Self-Regulated Learning Scale.

Academic Procrastination

		N	Mean Rank	Sum of Ranks
Post-Test Academic Procrastination Pre-Test Academic Procrastination	Negative Ranks	49[a]	28.00	1372.00
	Positive Ranks	5[b]	22.60	113.00
	Ties	9[c]		
	Total	63		

a. Post-Test Academic Procrastination < Pre-Test Academic Procrastination
b. Post-Test Academic Procrastination> Pre-Test Academic Procrastination
c. Post-Test Academic Procrastination = Pre-Test Academic Procrastination

	Post-Test Academic Procrastination – Pre-Test Academic Procrastination
Z	-5.440[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

The evaluation of this level is measured using the Academic Procrastination Scale, which is administered before and after the psychoeducation takes place. The test results were then analysed using the Wilcoxon Signed Ranks Test. The analysis results show a value of z= -5.440 with p=0.00 (p<0.05). Based on these results, there is a significant difference in students' Academic Procrastination before and after the Academic Procrastination psychoeducation. The academic procrastination of the students after participating in psychoeducation increased compared to before the psychoeducation. The comparison of the level of knowledge about Academic Procrastination between the pre-test and post-test phases can be seen in Figure 6.

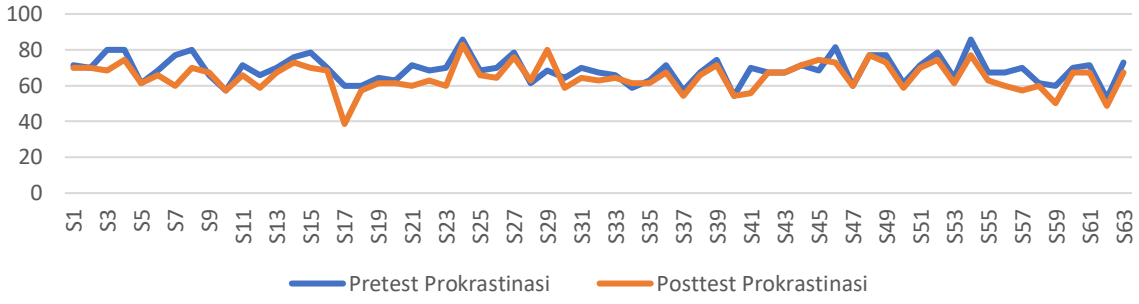

Figure 6. Pre-test and Post-test Results of the Academic Procrastination Scale.

Discussion

Based on the results of the hypothesis testing analysis, the first hypothesis regarding the level of learning motivation was obtained with a value of z=-5.848 and p=0.00 (p <0.05). The results indicate that there is an influence of emotional intelligence training on students' learning motivation, where after participating in emotional intelligence psychoeducation, students experienced an increase in motivation compared to before participating in the psychoeducation. This is supported by research The research results of Juliana & Rozali (2017) show that the influence of emotional intelligence on learning motivation is positive. Emotional intelligence has an influence on learning motivation of 14.5%, so the influence of emotional intelligence on learning motivation is quite significant. This means that if emotional intelligence increases, then learning motivation increases. Supported by Chandra (2017) research, there is a highly significant positive relationship between emotional intelligence and learning motivation. This means that the higher the emotional intelligence, the higher the learning motivation, and the lower the emotional intelligence, the lower the learning motivation. The emotional intelligence abilities possessed by students after participating in psychoeducation can help increase their motivation to learn during the lecture process. Students with good learning motivation exhibit characteristics such as having clear academic goals, high curiosity, and perseverance in facing learning challenges. They actively participate in learning activities, diligently complete assignments on time, and often seek additional learning resources outside of the lecture materials to deepen their understanding.

The results of the second hypothesis regarding the level of self-regulated learning yielded a value of z=-5.773 with p=0.00 (p<0.05). The results indicate that emotional intelligence psychoeducation has proven to have a positive impact on self-regulated learning among students, where the intervention results show a significant improvement in abilities after students participated in the emotional intelligence psychoeducation program. Through emotional intelligence training, students learn to better understand and manage their emotions, which in turn helps them regulate their learning process more effectively, including controlling impulses, overcoming academic stress, and maintaining learning motivation. This is in line with the research by Sari et al (2017) that emotional intelligence and self-regulated learning are positively correlated. The higher a person's emotional intelligence, the higher their self-regulated learning, and vice versa. The increase in self-awareness and emotional regulation skills obtained from training enables students to better set learning goals, monitor their learning progress, and evaluate their learning strategies.

The results of the third hypothesis regarding the level of academic procrastination showed a value of z=-5.440 with p=0.00 (p<0.05). Psychoeducation on emotional intelligence shows a positive impact in reducing academic procrastination levels among students, as evidenced by a significant decrease in academic procrastination behavior after participating in the intervention program. Through emotional intelligence psychoeducation, students develop better abilities to recognize and manage their emotions, especially in facing academic pressure, thus they are more capable of controlling the tendency to procrastinate on tasks. This is supported by research by Azizi et al. (2021) menunjukkan bahwa prokrastinasi akademik lebih sedikit terjadi pada siswa yang memiliki kecerdasan which shows that academic procrastination occurs less frequently among students with higher emotional intelligence. The research by Wasim, Adeeb, & Mateen (2021) states that emotional intelligence reduces academic procrastination among students. In line with the research Nisfary, Sulistyaningsih, Minauli, & Hermawati (2023) it was stated that higher emotional intelligence reduces academic procrastination among students. The enhancement of emotional awareness and self-regulation skills obtained from psychoeducation helps students overcome psychological barriers that often trigger procrastination, such as task anxiety and excessive perfectionism, allowing them to complete academic tasks more promptly.

Other factors contributing to the increase in learning motivation, self-regulated learning, and the decrease in procrastination after emotional intelligence psychoeducation are closely related to the three levels of training evaluation according to Kirkptrick & Kirkpatrick (2016) reaction, learning, and behavior. At the reaction level, very positive results were observed with percentages ranging from 87%-98% across all evaluation dimensions. The importance of measuring reactions according is based on several reasons, namely to provide valuable feedback to training organizers in improving future training programs, to give suggestions and input to instructors regarding their teaching effectiveness, to provide quantitative information to decision-makers related to the implementation of training programs, and to provide quantitative information to instructors that can be used as a basis for creating teaching standards for upcoming programs. The evaluation results show that participants find the emotional intelligence material beneficial for themselves and their work. Additionally, the training was assessed as being well conducted by the trainer, which allowed the participants to grasp the material effectively.

At the level 2 learning stage, the average total score before psychoeducation was 43.65 and after the training was 66.19. There are results showing a 23% increase in students' emotional intelligence knowledge after participating in psychoeducation. At this level, it emphasizes the extent to which participants' learning of the delivered psychoeducational material improves students' abilities. According to Kirkptrick & Kirkpatrick, (2016) it is very important to conduct knowledge evaluation because if someone cannot understand the material well, then there will be no change in their behavior. knowing the extent to which training program participants absorb the training material that has been provided. At this level, the evaluation focuses on the participants' understanding of the material presented. Whether the material presented can be well received by the participants and whether the delivery method is ideal.

Level 3 behavior evaluation according to Steensma, H., & Groeneveld, K. in (Muh. Anwar HM, Mania, & Mawardi, 2023) is conducted to indicate the extent to which the training material is applied to the participants' work and workplace. At the emotional intelligence behavior level, the average score before the training was 66.89 and the average score after the training was 71.39. The score results indicate an improvement in students' emotional intelligence after participating in psychoeducation. According to Hati (2023) this evaluation is necessary to see the changes experienced by the training participants and how these changes influence their work. The increase in emotional intelligence scores indicates that the psychoeducation provided not only enhances participants' conceptual understanding but also successfully changes their behavior in managing emotions.

Overall, the findings show that emotional intelligence psychoeducation is effective in increasing learning motivation, improving self-regulated learning skills, and reducing academic procrastination. Students who participated in the training showed significant improvement in active participation, persistence, and the ability to manage emotions when facing academic pressure. The evaluation based on the Kirkpatrick model supports the effectiveness of the program, with highly positive reactions from participants (87–98%), a 23% increase in knowledge at the learning level, and observable behavioral changes in emotional regulation, as indicated by improved emotional intelligence scores after training. Therefore, it can be concluded that emotional intelligence psychoeducation not only successfully transfers knowledge but also brings about positive behavioral changes in students within the academic context.

Implications

Research on the effectiveness of emotional intelligence psychoeducation on learning motivation, self-regulated learning, and procrastination among students has comprehensive implications for the higher education sector. Theoretically, it strengthens the understanding of the relationship between emotional management and psychological aspects of learning, while

practically providing a scientific basis for the development of intervention programs in universities that can be integrated into curricula, counseling services, and teaching methods to enhance academic performance and psychological well-being of students. Additionally, it has the potential to reduce dropout rates, increase timely graduation rates, and prepare students with essential emotional management skills for future professional success, while also opening opportunities for innovations in learning technology and digital applications that integrate emotional intelligence aspects to support students' learning processes holistically.

Limitation of the Study

The limitation of the emotional intelligence psychoeducational program that has been conducted using a quasi-experimental design with a One Group Pre-test Post-test Design is that it cannot control various other factors outside the experimental process. Other factors that influence are the physical condition, personality of the participants, and the intelligence ability of the training participants. The data collection period is too limited, only 1 month, the intervention is given only 1 day and followed up 3 times, so it is necessary to add more time for periodic psychoeducation to achieve more optimal results up to the evaluation level.

CONCLUSION

The research results show a significant difference between the conditions before and after the participants underwent emotional intelligence psychoeducation. This is evidenced by statistically significant changes in the three measured variables. Thus, it can be concluded that the psychoeducational intervention on emotional intelligence has proven effective in increasing learning motivation and self-regulated learning, as well as reducing procrastination among the research participants. In addition, these results indicate that the development of emotional intelligence plays an important role in shaping positive learning habits. Psychoeducation on emotional intelligence seems to help participants manage their emotions more effectively, which in turn impacts their ability to self-motivate, independently organize their learning processes, and reduce the tendency to procrastinate.

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