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Emotional Intelligence, Learning Behavior, and the Relationship with Arabic Learning Outcomes of Madrasah Students in Sumatra, Indonesia

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ABSTRACT

Objective: The primary objective of this study is to examine the relationship between Emotional Intelligence, Learning Behavior, and Arabic Learning Outcomes among a sample of 2,000 madrasah students in Sumatra, both at the Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) levels. **Methodology:** This study considers several demographic variables, including gender, geographical location, school level, school type, length of Arabic study, and parental income, to obtain insight into the factors.**Results**: The descriptive analysis reveals that the mean values for Emotional Intelligence, Learning Behavior, and Arabic Language Learning Outcomes in the high, decent, and sufficient categories are 79.55, 66.90, and 57.19, respectively. In addition, there is a 0.280 and 0.634 correlation between Emotional Intelligence and Learning Behavior variables and Learning Outcomes. These values indicate that the relationship between each variable and Learning Outcomes is sufficiently strong and unidirectional, as the values are positive. The significance values of 0.007 and 0.013> 0.05 indicate a positive correlation between Emotional Intelligence, Learning Behavior, and Learning Outcomes. **Implications:** The findings of this study suggest that emotional intelligence and learning behavior positively influence student learning outcomes, particularly in the domain of Arabic language acquisition. **Novelty:** The study is one of the first to examine emotional intelligence, learning behavior, and student learning outcomes.

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1. Introduction

According to Al-Kandari and Gaither (2011), Arabic is a significant foreign language on a global scale, particularly in the context of connections with the Arab and Islamic nations. The rise in the number of non-native speakers fluent in Arabic in Indonesia would, in turn, lead to an increase in the number of socio-religious, socio-cultural, and socio-political links with Saudi Arabia, which is considered the holiest site for Muslims worldwide. The acquisition of Arabic language skills by individuals who are not native speakers is connected to various obstacles that impede the accomplishment of Learning Outcomes. These difficulties fall into one of two categories: either those that are linguistic or those that are not linguistic. Problems with Arabic pronunciation, such as word deletion, addition, and deviation, can substantially impact the meaning of the language (El-Omari & Bataineh, 2018). These linguistic issues present themselves in the form of challenges with Arabic pronunciation. The challenges people face in acquiring language skills are a contributing factor in learning disorders, leading to poor learning outcomes. In the meantime, problems that are not related to language are caused by the characteristics of the students, ineffective teaching techniques, boring materials, and a learning atmosphere that is not supportive. According to Dajani, Mubaideen, and Omari (2014), students have trouble learning because they lack motivation, curiosity, and learning behavior stimulated by their background, various objectives, and monotonous teaching techniques. In addition, the student's emotional state, when engaged in the learning process, can contribute to the development of learning difficulties in the student (Tahan & Huertas-Abril, 2021). This can be seen in the student's lack of motivation and laziness.

As the number of non-native speakers of Arabic in Indonesia continues to rise, there will be a corresponding growth in the country's socio-religious, socio-cultural, and socio-political linkages with Saudi Arabia, which is considered the holiest site for Muslims across the globe (Mahdi., 2022). Students with high emotional intelligence can better control their feelings when studying Arabic. Learning a new language can be difficult and nerve-wracking at times. Students will find it easier to maintain their composure, stay focused on their studies, and remain motivated if they can recognize and understand their feelings and exercise control over them (Kusuma & Manca, 2022). In addition, students can cultivate empathy for native Arabic speakers and the members of their study groups when they have high levels of emotional intelligence. In acquiring Arabic as a second language, having abilities in empathy will assist the learner in communicating more successfully and feeling more at ease when attempting to speak Arabic.

Previous research on teaching Arabic to people who are not native speakers looked at the value of reinforcement from the students' perspective, namely in the form of increasing their motivation and enthusiasm for learning Arabic. Students' participation can be increased by developing their emotional intelligence (Aladdin, 2013; Calafato, 2020; Mohammadi, Moenikia, & Zahed-Babelan, 2010). High levels of motivation and enthusiasm for learning can have this effect. In addition, a high level of learning motivation promotes positive attitudes and actions (Hamjah et al., 2011), which are necessary to attain linguistic competence (Al-Hersh & Muflih, 2014; Bakry & Alsamadani, 2015). The significance of using technology media in acquiring Arabic language skills has also been investigated. According to Jebbar (Jebbar, Maizate, & Abdelouahid, 2022), using technology has improved Arabic language skills. According to Mannaa, Azmi, and

Aboalsamh (2022), pupils may have an easier time comprehending the construction of Arabic phrases if they use technology. In addition, earlier research looked at how important it is for qualified instructors to perform their jobs effectively (Al-Qatawneh et al., 2021) and make the classroom enjoyable for students to learn (Lorenz, Krulatz, & Torgersen, 2021). These instructors can choose engaging ways and material to facilitate learning that is both interactive and enjoyable (Alsharbi, Mubin, & Novoa, 2021; Yusuf & Wekke, 2015).

Considerable weight is given to the ability of an individual's emotional intelligence (EI) to serve as a reliable indicator of future success in various endeavors. The term "emotional intelligence" (EI) is usually used to refer to an individual's capacity to control their own feelings and affect the feelings of those around them in their social environment. This skill is commonly referred to as "self-awareness." Introspection, self-regulation, empathy, and effective interpersonal communication are all topics investigated within the scope of social psychology as a subfield of psychology. The potential influence that students' Emotional Intelligence (EI) can have on their academic performance, learning habits, and overall well-being has resulted in a greater emphasis on this topic in the classroom. According to the findings of recent studies, there is a direct connection between increased levels of emotional intelligence and higher academic accomplishment among children. These behaviors include improved drive, self-control, and increased emphasis on interpersonal connections. As a direct result of the reasons discussed in this paragraph, it has been discovered that higher levels of emotional intelligence are favorably associated with academic success.

There is a remarkable concentration of madrasahs, also known as Islamic educational institutions, on the island of Sumatra. Madrasahs are extensively scattered across the entirety of Indonesia. The educational institutions in issue have been critically important to the growth of Indonesia's academic environment throughout its history. The development of moral and spiritual virtues and the acquisition of secular information is accorded an equal amount of importance in a madrasah education. Consequently, it is of the utmost importance to investigate the relationship between emotional intelligence (EI), students' learning behaviors, and the level of Arabic language proficiency they attain while attending Madrasah in Sumatra. Arabic is a subject that receives significant emphasis in the madrasah curriculum because of its importance in learning Islamic theology and gaining access to classical Islamic literature.

As a consequence of this, it is of the utmost necessity for educational officials, teachers, and academics to investigate the factors that lead to beneficial outcomes in the process of acquiring Arabic language skills within Madrasahs. It may be helpful for educational interventions and techniques that aim to improve the academic performance of Madrasah students in Arabic language acquisition to understand better how emotional intelligence (EI) impacts learning behavior and, as a result, how it affects learning outcomes. The present interventions and techniques aim to improve students' overall academic performance in the area of Arabic language learning and to do so using a variety of means. Educators can improve their students' emotional and behavioral growth and, as a result, their proficiency in Arabic communication by determining the aspects of emotional intelligence that are best associated with effective learning and then teaching those aspects to their students.

Following the findings of recent research studies on madrasa students in Indonesia, the enthusiasm to learn Arabic is essential in addition to other aspects such as age, gender, environment, and facilities. However, this is highly influenced by the difficulty of the Arabic language, the materials, and methods used to teach it, the learning facilities and means available, and the teachers' characteristics (Suroso, 2022). This condition is one of a kind because Indonesia is the country with the largest Muslim population in the world. This, of course, affects not only the socio-emotional, socio-cultural, socio-economic, and socio-religious lives of the people of Indonesia, but also their social politics (Agbaria,2021). According to the pattern established by earlier research, Emotional Intelligence and Learning Behavior in Arabic language acquisition have not been investigated in great detail. Previous studies have focused on applying various technology and instructional strategies. Technological media and exciting learning methods can influence emotional intelligence and learning behavior, which eventually makes it easier for pupils to learn new material. However, prior investigations did not investigate the magnitude of the association between the three factors (Dewaele, 2017) They concentrate more on applying the treatment, including both the media aspects and the learning strategies, as well as their influence on the Learning Outcomes. As a result, the findings of this study make up for the deficiencies of previously obtained results, which focused on language skills as Learning Outcomes but ignored the fact that students were the study participants. It provides an indirect description of Emotional Intelligence and Learning Behavior in Arabic and the connection between these two factors and language competence as Learning Outcomes. This study aims to investigate the emotional intelligence (EI) of students at Madrasahs, in addition to analyzing their approaches to learning Arabic and the depth of their linguistic competence in the Arabic language. The fundamental objective of this research is to shed light on the links between Arabic language training in Madrasahs and provide techniques for enhancing this type of instruction. The second purpose is to make a significant scholarly contribution to the ongoing investigation of Emotional Intelligence (EI) in education.

Emotional Intelligence and Learning Behavior as Vital Aspects of the Learning Process

According to Christ et al. (2022), learning is an interactive process between students, teachers, and the materials available in an academic setting. According to Sremcev et al. (2018), the interaction process involves teachers providing assistance, direction, and support to pupils. Within this interaction, there is collaboration in utilizing various learning resources and potentials (Li et al., 2020). Students are more likely to attain the learning goals they have set for themselves if they use various learning resources and potentials (Mannaa et al., 2022; Wekke, 2015). In addition, this research refers to Vygotsky's constructivism learning theory, which holds that children learn from the world around them due to their interactions with it. It has been found that when children learn in a social setting, it is much simpler for them to achieve their educational goals. (Tasika, 2022) According to the notion, both the learner and their environment can impact their level of success in learning (Watson, 2001). Emotional Intelligence and Learning Behavior are examples of internal elements, whereas the environment has a role in developing an individual's external factors (Donker et al., 2021). Students, as learning subjects, each have unique qualities that differentiate them from one another, particularly in the emotional and behavioral aspects of learning. In addition, emotional participation in the learning process has been shown to substantially influence success in accomplishing one's learning goals (Biasi et al., 2015). One of the benefits of positive

emotional involvement is increased brain activity, which (Engelen et al., 2022) enables pupils to concentrate on their studies and fosters motivation (Zasrianita, Hamza, & Winata, 2022). It is impossible to disentangle the psychological component of the process from the behavior of the students' learning (Del Barco, Moreno, & Airado-Rodríguez, 2022).

The development of self-skills, such as the ability to successfully channel positive emotions, the ability to motivate others to achieve goals, the ability to overcome personal shortcomings, and the building of self-awareness are all products of emotional intelligence. According to Salovey and Mayer's explanation, the variable in question is an individual's capacity to exercise self-control, effectively regulate and express their emotions, and cultivate relationships with other people (Salovey, Caruso, & Mayer, 2004). It is a personal, emotional, and social skill that can impact an individual's ability to cope with the demands and pressures of their environment (Ndawo, 2021). Having this competency can make a person more resilient. In addition, it is the capability of controlling one's emotions with intelligence, keeping one's equilibrium, and expressing oneself by utilizing self-awareness, self-control, self-motivation, empathy, and social skills (Zafari & Biria, 2014). The characteristic was broken down into two categories by Howard Gardner: intrapersonal and interpersonal intelligence (Jaya & Susanto, 2022). According to Maftoon and Sarem (2012), an individual's ability to understand themselves and accept responsibility for their lives is related to their intrapersonal intelligence. On the other hand, interpersonal intelligence is related to an individual's capacity to form relationships with others (Ziaulhaq, 2022). Students need to have a high level of emotional intelligence to achieve better learning activities, self-adjustment abilities, and the ability to form positive perspectives to build self-confidence (Oz, Demirezen, & Pourfeiz, 2015). This may be accomplished by having emotional intelligence. The idea developed by Coleman and Hammen confirmed that the variable significantly impacts pupils' Learning Behavior.

Gibson's theory states that conduct is an influence guided by a purpose, and this impact can be observed, measured, and motivated (Kiverstein & Van Dijk, 2021). According to Perrusquía (2022), Learning Behavior can also be understood as activities that arise from students' interactions with their surroundings, according to Hollan (2008), BF. Skinner's approach to learning strongly emphasizes the role of an individual's environment in determining their behavior. Therefore, people who actively participate in the learning process are more likely to display changes in their behavior about the values they hold, the knowledge they possess, the attitudes they maintain, and the abilities they possess. Additionally, Skinner hypothesized that the likelihood of increasing behavior is great when powerful stimuli reinforce changes in learning behavior (Samsurrijal, 2022). On the other hand, according to Catania (1984), when a behavior change is reinforced through the conditioning process but is not accompanied by a powerful stimulus, the intensity of the change is likely to lessen or remain the same. This phenomenon occurs when the conditioning process reinforces a behavior modification. Signal Learning Behavior, Reinforcement Behavior, Learning Behavior by Connecting One with Another, Verbal Association Behavior, Differentiating Learning Behavior, Concept Learning Behavior, Rule and Principle Learning Behavior, and Problem-Solving Learning Behavior are some examples of types of Learning Behavior that occur in response to stimuli (Ngussa, 2014). Internal factors such as potential, emotions, achievements, wants, interests, experiences, habits, personality, and desires can affect the variable. (Nindow, 2022).

The notion of emotional intelligence (EI) and how it might affect students' attitudes and actions in the classroom has received significant attention in recent years. This attention has been focused on how EI can affect pupils. Several independent studies have found a correlation between higher emotional intelligence (EQ) levels and academic success. Before arriving at any definitive inferences or conclusions, a variety of qualifications and restrictions have to be thought out and taken into account. According to Haug and Drazen (2023), a significant amount of work goes into defining and evaluating emotional quotient. The lack of consensus among researchers is due to the absence of a universally acknowledged definition of emotional intelligence and a method for assessing emotional intelligence. As a direct consequence of this, the research that is being carried out is inconsistent. There is a lack of consensus among researchers on the relative importance of the ability-based model of emotional intelligence and the trait-based model of emotional intelligence (Somaa et al., 2021).

In contrast to the ability-based model of emotional intelligence, which focuses less on intrinsic tendencies and self-perception, the trait-based model of emotional intelligence emphasizes these characteristics more. Psychologists developed the ability-based model of emotional intelligence. It is difficult to make overall generalizations from the study that has already been done because the outcomes are inconsistent.

In addition, EQ ratings frequently rely on self-report measures, which leaves them open to biases and the social desirability effect. Students may tend to exaggerate their own self-assessments of their emotional intelligence or provide researchers with responses designed to meet the researchers' expectations. Both of these scenarios are possible. In addition, evaluating an individual's emotional intelligence should not be based solely on their self-reporting, as this can make it difficult to arrive at an impartial result. Other methods, such as observing behavioral patterns or completing performance tests, are hardly ever used (Choeni, Babalola, & Nwanzu, 2023). The connection between an individual's level of emotional intelligence and how they learn is yet another significant aspect that must be considered. Even though previous studies have shown a positive correlation between emotional intelligence and learning behavior, it is still possible that the two variables are related to one another in an inversely proportional way. Students who demonstrate constructive learning behaviors, such as having a high level of motivation and the ability to self-regulate their learning, have a greater chance of developing their emotional intelligence than students who do not display such behaviors. To elucidate the temporal dynamics and causal relationships between emotional intelligence and learning behavior, longitudinal research is considered essential.

Investigations into emotional intelligence, learning behavior, and academic successes are even more difficult when cultural aspects are considered (Jahan et al., 2022). Because people of different cultures have varying ways of expressing and controlling their emotions, emotional intelligence may be region-specific rather than generally applicable. In the context of studying Madrasah students in Sumatra, Indonesia, it is necessary to recognize the significant impact that cultural norms and values have on an individual's capacity to express and control their emotions. Consequently, it is essential to establish the findings within a specific cultural framework rather than attempting to generalize them to apply in different contexts. In Arabic studies at Madrasahs, which are traditional institutions for instructing such subjects, a favorable association between emotional

intelligence (EQ) and academic accomplishment has been found, according to a review of the relevant published research. It is essential to consider a wide range of aspects to have a comprehensive understanding of how pupils acquire a language. These factors include pedagogical practices, educational resources, and social and cultural environments. There is still a need for further study on the connection between EQ and linguistic ability (Li, 2020). More research is required to determine how emotional intelligence and environmental factors contribute to language acquisition. In the last part of this literature review, we look at how educational interventions might help students improve their emotional intelligence. Even though this intervention may initially appear hopeful, it requires careful study to determine whether or not it is effective. Although there is a considerable need for thorough training in emotional intelligence, most existing treatments focus on raising awareness and are bound by a limited time. This is even though there is a significant demand for such training. In addition, there is a need for additional research to assess the degree to which the skills related to emotional intelligence gained through intervention programs may be applied in various settings.

Emotional intelligence, Learning behavior, and Learning outcome

The relationship between Emotional Intelligence (EI), learner behavior, and acquiring a second language has been the subject of investigation in many research studies. However, to provide a comprehensive portrayal of the association among these variables, it is necessary to address a number of significant reservations and limits inherent to the study that has been carried out to this point. To kick off the conversation, there are problems with the conventional definitions and evaluations of emotional intelligence. "emotional intelligence" refers to a group of cognitive and behavioral skills that include self-awareness, self-regulation, empathy, and interpersonal adeptness. These are the core components of the idea of "emotional intelligence." Emotional intelligence comprises many components, and the ones we have discussed so far are just a small portion.

On the other hand, there is not a unanimous consensus on how to describe or quantify it. According to Hanelt et al (2021) , it is not easy to compare the results of multiple investigations because each has a unique model and set of evaluation criteria. Inconsistencies or contradictions may arise as a consequence of this phenomenon. When just self-report measures are used in an experiment, there is a greater risk that the validity of the findings will be undermined since it increases the likelihood that biases and social desirability effects will be introduced. The use of evaluation methods that are both subjective and objective can lead to a more accurate assessment of an individual's emotional intelligence, as has been proved by research in this area (Lea et al., 2019). The complexity of the learning process in humans is a different significant aspect that must be considered. Although a notion suggests that higher levels of emotional intelligence may facilitate effective study habits, it is likely that the relationship works in the other direction as well. Emotional intelligence and productive study habits have been shown to have a good link. Likely, characteristics such as drive, tenacity, and effective learning procedures may also play a role in the augmentation and maturity of emotional intelligence. These concepts are discussed in the following sentence. The untangling of the temporal dynamics and the direction of causality about emotional intelligence and learning behavior is of the utmost importance. Because they make it possible to monitor the development of a variable over time, longitudinal studies are an essential tool for appreciating the intricate relationships between variables.

In addition, the review of relevant literature reveals evidence that lends credence to the hypothesis that there is a connection between emotional intelligence (EQ) and beneficial learning practices and accomplishments made while studying a second language. These findings verify the supposition that such a correlation exists. These conclusions are supported by the research indicating that EQ has a link with the parameters mentioned above. However, the exact degree to which emotional intelligence exerts a direct influence on language acquisition results is still poorly understood. According to Gacs et al. (2020), the factors that determine whether or not students are successful in learning a second language include the instructional strategies implemented, the organization of the course material, the students' backgrounds, and the prevailing political and social climate. Additional research is required to understand further emotional intelligence's role in broader considerations. When studying the relationship between EQ and other aspects like study habits and language fluency, it is essential to consider the cultural context of the questions being asked. The educational practices of a culture are shaped not just by the norms and ideals of that society but also by how members of that society deal with and express their emotions. It is argued that the conclusions of a study may not apply to situations that are different from those in which the study was initially carried out. A necessity is a complete understanding of the various socio-cultural factors that play a role in the formation of language acquisition experiences and the ability to contextualize research within cultural paradigms (Rahmawati & Febriani, 2021).

Furthermore, the efficacy of interventions that put an individual's emotional intelligence as a priority in order to improve outcomes connected to language learning is still a matter of debate. There is a dearth of in-depth research on the efficacy of these therapies over the long term, despite certain studies having found favorable outcomes. In addition, additional research is needed to address the methods through which competencies, such as emotional intelligence, can be effectively translated from regulated intervention contexts to actual language acquisition situations. This is a necessity that exists since there is a need for further exploration. It has been determined that the current study is required because there is a gap in the existing knowledge base about these mechanisms that need to be filled. Because of the complex relationship between emotional intelligence, learning behavior, and language acquisition outcomes, treatments that are all-encompassing and founded in the evidence must be implemented (Muaad et al., 2022). When studying the connection between emotional intelligence, learning behavior, and language competency, it is essential to consider the differences between individuals as one of the most important factors. This constitutes a vital factor. Students' varying linguistic abilities, emotional intelligence, and learning strategies can all contribute to developing their learning trajectories as they progress through their respective language programs. Students' educational paths may be affected to some degree by the learning settings in which they are immersed. Research on the responses of students with different personality types to emotional intelligence instruction has the potential to produce significant insights that can inform the customization of educational methods. These insights can be informed by the research that is conducted.

Although there appears to be a correlation between emotional intelligence (EQ) and academic accomplishment, it is essential to take into consideration several fundamental restrictions and constraints, even though there is a possibility that such a correlation exists. The importance of conducting additional research into the conceptualization and

measurement of emotional intelligence is brought to light by several aspects. These considerations include the directionality of the relationship, cultural effects, and the intricate interplay between other variables. It is imperative to employ rigorous research methodologies, incorporate diverse measurement techniques, and take into consideration the cultural milieu of the students in order to carry out an in-depth investigation into the correlation between emotional intelligence (EQ), learning behavior, and academic achievements of Madrasah students in Sumatra, Indonesia. This will allow for a comprehensive examination of the relationship between these factors.

Researchers have found that students attending madrasas in Indonesia face difficulties pursuing Arabic education. There does not appear to be direct relevance or practical benefits of the complexity of Arabic in everyday life, there is a lack of an ecosystem that is a vehicle for practicum, and the teacher's lack of understanding about effective learning models are some of the most common issues. Arabic is the language used in the Quran, so many people find it difficult to deal with the anxiety of making mistakes in Arabic.

According to this statement, the difficulty in reaching the desired outcomes in Arabic language learning stems from three primary sources. First, issues are caused by components of a person's emotional intelligence and learning behavior. According to Febriani (2021), the fundamental reason for unpreparedness in learning, which ultimately leads to disruption, is generally linked to poor outcomes in these variables. According to Zulaeha (2022), students with low learning behavior struggle to study written and spoken Arabic. Second, the problems arise from the educators, who make matters worse by employing learning methods and media irrelevant to the subject matter (Muaad et al., 2022). Third, the challenges stem from an atmosphere that is not conducive to learning. According to Alsadoon, Alkhawajah, and Suhaim (2022), an improvement in success, motivation, and learning satisfaction might result from a learning environment that is created to be pleasant.

This research investigates the conditions of emotional intelligence and learning behavior and the relationship between those two factors and Arabic learning outcomes. Following this purpose, the following three questions can be posed:

1. **How is** *students' Emotional Intelligence in the Arabic learning process?*
2. **How is** *students' Learning Behavior in the Arabic learning process?*
3. **How is** *the relationship between Emotional Intelligence and Learning Behavior with Arabic Learning Outcomes?*

The answers explain the importance of paying attention to Emotional Intelligence and Learning Behavior in resolving learning difficulties experienced by students studying Arabic.

2. Method

Study Model

To demonstrate the correlation between Emotional Intelligence and Learning Behavior factors and Arabic Language Learning Outcomes, this research approach employs the Kruskal-Wallis Test and a descriptive correlational model. The methodology considers that the state of the variables is not altered in any way for this study; rather, the focus is on determining the relationship level reflected in the correlation coefficient. In addition to this,

the students' circumstances are given, and the explanations represent the direct outcomes observed within a particular period. The Google form method was utilized in this study for data collecting, and SPSS version 25 was utilized for data analysis.

Participant

2000 students from Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) levels in Sumatra were chosen to participate in the study after a random selection process. An ideal proportion is necessary for accurate participant estimation based on varied data accuracy based on socioeconomic, socio-cultural, and demographic variables.

Table 1

Socio-Demographic and Academic Characteristics of Participants

		N	%
Gender	Male	782	39.1
	Female	1.218	60.9
Geographical area of residence	Urban	368	18.4
	Rural	1.632	81.6
School Level	Madrasah Aliyah	1.000	50
	Madrasah Tsanawiyah	1.000	50
School Type	Public	1.000	50
	Private	1.000	50
Length of Study Arabic Language	1 Year	664	33.2
	2 Years	620	31
	3 Years	338	16.9
	4 Years	201	10.05
	5 Years	98	4.9
	6 Years	79	3.95
Parents' income per month	< IDR 1000.000	421	21.05
	1.000.000 – 3.000.000	884	44.2
	3.000.000 – 5.000.000	368	18.4
	5.000.000 – 7.000.000	198	9.9
	> 7.000.000	129	6.45

According to the information presented in the table above, the sample was chosen based on several factors, including gender, geographical area of residency, school level, school type, length of time spent studying Arabic, and monthly income of parents.

Data Collection Tools

Participants in this study who fulfilled the requirements for participation were allowed to have their data collected on Emotional Intelligence and their Learning Behavior while learning Arabic. In addition to using questionnaires, exams were also administered to collect information on Arabic Learning Outcomes. A simple random sampling method was used to choose a sample of two thousand students, and those individuals were the ones who received the questionnaire and testing devices.

Table 2

Questionnaire Guidelines Blueprint

No	Indicator	Item Number
	Emotional Intelligence	**25**
1	Self-recognition	1-5
2	Self-control	6-10
3	Self-motivation	11-15
4	Empathy	16-20
5	Social Skills	21-25
	Learning Behavior	**20**
1	Study habits	1-2
2	Skills	3-4
3	Observation	5-6
4	Associative thinking	7-8
5	Memory	9-10
6	Rational thinking	11-12
7	Critical	13-141
8	Inhibitory attitude	5-16
9	Appreciation	17-18
10	Affective Behavior	19-20

Table 3

Arabic Language Learning Outcomes Test Blueprint

No	Indicator	Item Number	Score	
			Correct	Wrong
1	Vocabulary	1 -20	1	0
2	Grammar	21 – 40		
3	Listening ability	41 -50		
4	Speaking ability	51 – 60		
5	Reading ability	61- 80		
6	Writing ability	81 -100		

The blueprint table above explains that the scores of the students are converted into scores using the following formula.

Score = (Student Score: Maximum Score) x 100

All of the instruments utilized were subjected to content validity testing, which was carried out with expert judgment and satisfied the necessary requirements. Cronbach's Alpha was utilized to determine the level of reliability, and the results showed that the questionnaire and test instruments scored 0.801 and 0.837, respectively. Based on these findings, it was clear that both of the instruments selected were reliable and suitable for measuring the variables of interest.

3. Result

Emotional Intelligence of Students in the Arabic Learning Process

Emotional Intelligence in Arabic Learning was analyzed based on gender, geographical residence, school level, school type, length of study, and parents' income.

Table 4

Kruskal-Wallis Test Results Emotional Intelligence

No	Dimension	Indicator	Mean	Mean Rank Emotional Intelligence	Sig. Emotional Intelligence
1	Gender	Female	79.55	1175.15	0.000
		Male		728.47	
2	Geographical Residence	Urban	81.84	622.43	0.000
		Rural		1085.75	
3	School Level	MTs	81.65	999.74	0.953
		MA		1001.26	
4	School Type	Public	79.55	824.03	0.000
		Private		1176.97	
5	Length of Study	1 Year	79.45	752.27	0.000
		2 Years		1060.68	
		3 Years		1189.18	
		4 Years		1175.06	
		5 Years		1161.82	
		6 Years		1163.11	
6	Parents' Income	< 1 million	79.55	740.60	0.000
		1-3 million		988.26	
		3-5 million		1176.10	
		5-7 million		1138.48	
		> 7 million		1219.81	

Emotional Intelligence by Gender

A mean score of 79.55 was discovered through an investigation of one's level of emotional intelligence. The results of an individual assessment of the variable for males and females using the Kruskal-Wallis test are presented in Table 4. These results are presented as a comparison between the two sexes. According to the findings, female students had a higher level of emotional intelligence when compared to their male counterparts. This is shown by a Mean Rank value of 1175.15, much higher than the male students' value of 728.47.

Emotional Intelligence Based on Geographical Residence

The results of a descriptive study of geographic data showed that the average level of emotional intelligence was 81.84. The findings indicate that students from urban and rural environments possess high levels of emotional intelligence. The Kruskal-Wallis Test was used to compare the group means after student groups were stratified based on the geographic location from which they originated. Students who attended schools in urban regions had an average performance level of 622.43, while those in rural areas had an average performance level of 1085.75. Consequently, pupils who attended schools in rural areas exhibited significantly greater levels of emotional intelligence than their counterparts in metropolitan areas.

Emotional Intelligence by School Level

According to the descriptive analysis of the data broken down by grade level, the students exhibited a high value of the characteristic known as emotional intelligence. It was discovered that an average of 81.67 is typical of the whole. According to the results of the Kruskal-Wallis test, the mean rank of students attending Madrasah Aliyah was found to be 1001.26, while the mean rank of students attending Madrasah Tsanawiyah was found to be 999.74. According to the findings, the students of Madrasah Aliyah had better levels of emotional intelligence than those of Madrasah Tsanawiyah.

Emotional Intelligence by School Type

A descriptive analysis of the data on students' levels of emotional intelligence, segmented according to the type of school they attend, yielded a mean score of 79.55, indicating that pupils generally have a high degree of this skill. The Kruskal-Wallis Test found that students who attended private Madrasah had a higher Mean Rank value (1176.97) than those who attended public Madrasah (824.03). This was the case for both genders. This would seem to indicate that students attending private Madrasahs have greater Emotional Intelligence than those attending public Madrasahs.

Relationship between Emotional Intelligence and the Length of Study in Arabic

According to the findings of the descriptive study, the average level of emotional intelligence among students aged 1 to 6 years was 79.45, which indicates that it is quite high. According to the findings of the Kruskal-Wallis Test, students who had completed 3, 4, 6, 5, and 1 years of schooling had the highest, moderate, low, and extremely low Mean Rank values for emotional intelligence, respectively.

Emotional Intelligence Based on Parents' Income

The findings of the descriptive analysis of the data based on the parents' income for Emotional Intelligence obtained a mean value of 79.55. This demonstrated that all of the students whose parents earned between one and seven million dollars per month had high emotional intelligence. According to the findings obtained by applying the Kruskal-Wallis Test, the pupils whose parents earn more than 7 million, 3 million-5 million, 5 million- 7 million, 1 million-3 million, and less than 1 million per month had the highest, highest, moderate, low, and lowest Mean Rank values, respectively.

According to Table 4, the significance value of the variable dependent on gender, geographical residence, the type of school attended, the amount of time spent in school, and the economic level of the parents was $0.000 < 0.05$. This figure demonstrated the significance of the influence of these factors on emotional intelligence. However, the significant value of the school-level variable was 0.953, which was greater than 0.05, and it did not affect the children's emotional intelligence.

Students' Learning Behavior in the Arabic Language Learning Process

Learning Behavior in Arabic was also analyzed based on gender, geographical

residence, school level, school type, length of learning Arabic, and parents' income.

Table 5

Kruskal-Wallis Test Results of Learning Behavior

No	Dimension	Indicator	Mean	Mean Rank Learning Behavior	Sig. Learning Behavior
1	Gender	Female	66.90	1192.6949	0.000
		Male		701.15	
2	Geographical Residence	Urban	66.90	671.45	0.000
		Rural		1074.69	
3	School Level	MTs	67.33	997.30	0.804
		MA		1003.70	
4	School Type	Public	65.82	930.08	0.000
		Private		1070.92	
5	Length of Study	1 Year	66.91	677.52	0.000
		2 Years		1119.43	
		3 Years		1193.82	
		4 Years		1201.72	
		5 Years		1174.29	
		6 Years		1229.47	
6	Parents' Income	< 1 million	64.92	1190.75	0.000
		1-3 million		1148.97	
		3-5 million		661.68	
		5-7 million		681.77	
		> 7 million		817.97	

Learning Behavior by Gender

A mean value of 66.90 was found in the findings of the descriptive analysis performed on Learning Behavior. This number was in the range of 61 to 80, which indicates that the level is satisfactory. In addition, the assessment of Learning Behavior based on gender using the Kruskal-Wallis Test obtained a Mean Rank value of 1192.69 and 701.15 for females and males, respectively, which indicates that female students have superior Learning Behavior.

Learning Behavior Based on Geographical Residence

A mean value of 66.90 was discovered through the descriptive analysis of the data on Learning Behavior after it was segmented according to the countries of origin. It was found that students in both urban and rural environments exhibited outstanding behaviors conducive to learning. Using the Kruskal-Wallis test, students from different parts of the country were compared in terms of their overall learning behavior. The average student in an urban area scored 671.49 out of 1,000 possible points, while the average student in a rural area scored 1074.69 out of 1,000 possible points. It was discovered that pupils who

attended schools in rural areas exhibited much better learning behavior than those in metropolitan areas.

Learning Behavior by School Level

A descriptive study of the data reveals that students of all grade levels place a high value on Learning Behavior, giving it an average score of 67.33. This finding supports our hypothesis that students value learning behavior highly. The Kruskal-Wallis test revealed that Madrasah Aliyah students had a Mean Rank of 1003.70, while Madrasah Tsanawiyah students had a Mean Rank of 997.30. As a consequence of this, the students at Madrasah Aliyah demonstrated superior learning behavior compared to the students at Madrasah Tsanawiyah.

Learning Behavior by School Type

The children who attended both public and private Madrasah had a mean value of 65.82 for the variable Learning Behavior when the data were analyzed descriptively based on the type of school they attended. According to the results of the Kruskal-Wallis Test, the average rank of students attending public madrasahs was 903.08, but the average rank of students attending private madrasahs was 1070.92. As a result, pupils who attended private madrasahs demonstrated more positive attitudes toward studying than those who attended public madrasahs. The descriptive analysis of Learning Behavior data based on the length of the Arabic study revealed that all students with 1-6 years of study had an excellent variable value. This was demonstrated by the mean value of 66.91 derived from the data. Students who had completed six years or more of schooling had the highest Mean Rank value for outstanding Learning Behavior, followed by students who had completed four years or more of schooling, then three years, and finally, students who had completed one year of schooling.

Learning Behavior Based on Parents' Income

The data on Learning Behavior were analyzed, and the results were grouped according to the income of the student's parents. The mean value obtained was 64.92, indicating that all children whose parents earned between 1 and 7 million dollars monthly had a good value for the variable. According to the results of the Kruskal-Wallis test, pupils whose parents earn less than one million, one million to three million, three million to five million, five million to seven million, and seven million per month had the greatest, good, very bad, unfavorable, and moderate Mean Rank value for the best Learning Behavior, accordingly.

According to Table 5, the significance value of the variable based on gender, geographical domicile, school type, duration of the study, and parental income was 0.000 <0.05, showing a substantial influence on Learning Behavior. This was also shown to be the case when looking at the variables' significance value based on the study's length. On the other hand, the significance value for the school level variable was 0.804, more than 0.05, which indicates that the school level did not substantially influence Learning Behavior.

Arabic Language Learning Outcomes

Arabic Language Learning Outcomes were also analyzed based on gender, geographical residence, school level, school type, length of studying Arabic, and parents' income.

Table 6

Kruskal-Wallis Test Results of Arabic Language Learning Outcomes

No	Dimension	Indicator	Mean	Mean Rank Learning Outcomes	Sig. Learning Outcomes
1	Gender	Female	57.99	1013.19	0.01
		Male		980.74	
2	Geographical Residence	Urban	56.82	976.76	0.002
		Rural		1005.85	
3	School Level	MTs	55.90	983.95	0.219
		MA		1017.05	
4	School Type	Public	56.60	983.95	0.572
		Private		1017.05	
5	Length of Study	1 Year	57.99	982.02	0.002
		2 Years		1011.37	
		3 Years		1015.56	
		4 Years		1015.27	
		5 Years		947.05	
		6 Years		1035.03	
6	Parents' Income	< 1 million	57.88	1019.07	0.003
		1-3 million		1008.21	
		3-5 million		976.15	
		5-7 million		989.92	
		> 7 million		972.80	

Arabic Language Learning Outcomes by Gender

According to the descriptive statistics, a mean score of 57.19 out of a possible 60 on a scale ranging from 41 to 60 shows an adequate level of competency in Arabic. The outcomes of the Kruskal-Wallis test, which compares the sexes in terms of the dependent variable, are likewise presented in Table 6. The Mean Rank for Arabic Language Learning Outcomes for female students came in at 1013.19, which was greater than the Mean Rank for male students, which was 980.74.

Arabic Language Learning Outcomes Based on Geographical Residence

The descriptive analysis concluded that the Arabic Language Learning Outcomes, segmented according to the countries where the respondents lived, had a mean value of 56.82. Consequently, the Arabic Language Learning Outcomes of students who were educated in either an urban or rural environment were satisfactory. The Kruskal-Wallis Test was carried out so that a comparison could be made between the variable levels in each country of residence. The mean rank of students living in urban regions was 976.76, while students living in rural areas had a mean rank of 1005.85. Research has shown that pupils who attend schools in rural areas achieve the highest success in studying Arabic.

Arabic Language Learning Outcomes by School Level

According to the descriptive analysis of the Arabic Language Learning Outcomes data

by Grade Level, the mean score was 55.90. Students were able to reach a satisfactory level of proficiency in Arabic Language Learning Outcomes as a direct consequence of this. According to the findings of the Kruskal-Wallis Test, the students at Madrasah Aliyah had a Mean Rank of 1017.05, while those at Tsanawiyah had a Mean Rank of 983.95. The outcomes of students learning Arabic at Madrasah Aliyah were higher than those at Tsanawiyah.

Arabic Language Learning Outcomes by School Type

According to the descriptive analysis of the Arabic Language Learning Outcomes data by Grade Level, the mean score was 55.90. Students were able to reach a satisfactory level of proficiency in Arabic Language Learning Outcomes as a direct consequence of this. According to the findings of the Kruskal-Wallis Test, the students at Madrasah Aliyah had a Mean Rank of 1017.05, while those at Tsanawiyah had a Mean Rank of 983.95. The outcomes of students learning Arabic at Madrasah Aliyah were higher than those at Tsanawiyah.

Arabic Language Learning Outcomes Based on Length of Study

The data on how long people have been studying Arabic generated a mean value of 57.99 when analyzed descriptively. Therefore, students who had studied the language for one to six years achieved acceptable Arabic Language Learning Outcomes. Students who had studied Arabic for 6 years had the greatest Mean Rank value of Arabic Language Learning Outcomes, as determined by the findings of the Kruskal-Wallis Test. Students who had studied Arabic for 4 years, 2 years and students who had studied Arabic for 1 to 5 years had the lowest Mean Rank values.

Arabic Language Learning Outcomes Based on Parents' Income

A mean value of 57.88 was found in the descriptive analysis results of the data based on the parents' income. Students whose families have a monthly income of between one million and seven million achieved satisfactory outcomes in Arabic language learning. According to the findings of the Kruskal-Wallis Test, the students whose families had a monthly income of less than one million, one million to three million, five million to seven million, three million to five million, and seven million or more were the ones who achieved the highest, high, moderate, low, and very low Mean Rank value for Arabic Language Learning Outcomes, respectively.

According to Table 6, the values of significance for Arabic Language Learning Outcomes depending on gender, geographical residence, school type, length of study, and income of parent were 0.001, 0.02, 0.004, 0.003, 0.002, 0.003, and <0.05, respectively. This was the case for Arabic Language Learning Outcomes. This suggested that the variable considerably influenced the outcomes of the Arabic Language Learning experience. Additionally, significant values of 0.219 and 0.572 0.05 were achieved for the type and school-level of the students. As a result, the variables did not significantly influence the outcomes of Arabic Language Learning.

The Relationship between Students' Learning Behavior and Emotional Intelligence with Arabic Learning Outcomes

A Spearman's rank correlation test was carried out to investigate the connection between Learning Behavior and Emotional Intelligence with Arabic Learning Outcomes. The normality, linearity, and heteroscedasticity tests were performed first, and then the correlation test was carried out afterward. The findings of the normality test yielded a value of 0.000 <0.05, which indicates that the data did not originate from a normally distributed population. In addition, the linearity test yielded significant values of 0.713, 0.95, and 0.671> 0.05, all indicating a linear relationship between the variables. The findings of the heteroscedasticity test yielded a significance value of 0.665 >0.05, which indicates that there were no symptoms and that the correlation test could be carried out.

Table7.

Analysis of the Relationship between Students' Learning Behavior and Emotional Intelligence with Arabic Learning Outcomes

Correlations					
			Emotional Intelligence	**Learning Behavior**	**Learning Outcomes**
Spearman's rho	Emotional Intelligence	Correlation Coefficient	1.000	-.113**	0.280
		Sig. (2-tailed)		0.000	0.007
		N	2000	2000	2000
	Learning Behavior	Correlation Coefficient	-.113**	1.000	0.634
		Sig. (2-tailed)	0.000		0.013
		N	2000	2000	2000
	Learning Outcomes	Correlation Coefficient	0.280	0.634	1.000
		Sig. (2-tailed)	0.007	0.013	
		N	2000	2000	2000

**. Correlation is significant at the 0.01 level (2-tailed).

According to the study's findings, the correlation coefficient value between the Emotional Intelligence and Learning Behavior variables was 0.278 and 0.634, respectively. As a result, the criteria for determining the level of strength of the association between each variable and Learning Outcomes were met to a sufficient degree. Because the values obtained were positive, we can deduce that the impact acted in just one way. The significance values of 0.007 and 0.013> 0.05 revealed a positive indication, indicating a substantial link between Emotional Intelligence and Learning Behavior and Learning Outcomes. This was shown by the fact that the values were more than 0.05.

4. Discussion

According to this study's findings, the researchers concluded that madrasas play an essential part in the intellectual and ethical growth of madrasa students. Madrasas offer a one-of-a-kind education that combines general knowledge with religious studies to boost students' emotional intelligence, behavior, and overall academic performance. In particular, for madrasas that were once Islamic boarding schools, moral development is also indoctrinated through interactions in the milieu of Islamic boarding schools. Students who attend madrasah tsanawiyah and aliyah are indoctrinated to comprehend their nature as women and to differentiate their duties from those of male students. This is especially true

for those who have previous experience attending boarding school. This results in them frequently interacting with various social groups comparable within the atmosphere of the madrasa or Islamic boarding school and outside. This condition helps female students enhance their emotional intelligence, conduct, and learning outcomes by assisting them in developing positive social relationships, communicating effectively, empathizing with others, and communicating effectively.

Students attending madrasahs in rural areas benefit greatly from the emotional support of both the natural and social environment. Children living in villages have the opportunity to engage in interactions that are closer and more intense than those in cities, which helps them gain an understanding of the perspectives of others and develop their social skills. Principles that are deeply rooted in tradition and have been handed down from generation to generation. Respect, cooperation, tolerance, and care for the well-being of others are examples of these principles. Emotional intelligence can be supported by developing these principles, which promote empathy, effective conflict resolution, and strong social interactions. In addition to this, parents with a reliable source of income will be able to provide their children with a continuous effect of attention and emotional support. In addition, a bigger salary might offer psychological assistance because it ensures all access requirements are met.

Kids who attend madrasah aliyah have completed a more advanced stage of emotional development than kids who attend madrasah tsanawiyah. This is because students at madrasah aliyah receive a higher level of education, which is aligned with the more complicated academic demands. This emotional maturity might affect a person's capacity to understand and control the feelings that they experience. In addition, the students at madrasah aliyah have the opportunity to improve their social skills and emotional intelligence through interaction with other students and the larger social context. Students can improve their emotional intelligence, learning behavior, and learning outcomes through the interactions they have in school with their teachers and peers, the development of their social skills, and the experiences and education they receive in a madrasa setting. Schools can give these possibilities. The students' interactions with the numerous people involved in the madrasa will, in a roundabout way, provide them with experience with empathy and successful interaction. In addition, the instructor plays a significant role in assisting the students in developing emotional intelligence. Students consider madrasas to be secure and welcoming places, enabling them to feel at ease when expressing their feelings, receiving constructive criticism, and gaining knowledge from their interactions with others in the community. In addition, because private madrasahs are not as constrained by the numerous rules of the government, they can keep an appropriate student-teacher ratio. The optimal ratio enables teachers to provide more individualized attention and support to each pupil. In addition, private madrasas tend to offer distinctive benefits in the form of curricular or extra-curricular programs, which public schools do not commonly offer.

The findings indicate a positive connection between Emotional Intelligence and gender, geographical domicile, the type of school attended, the amount of time spent in school, and parental income. By throwing light on the Learning Outcomes variable, this study provided a substantial addition to the field of learning and was, therefore, very important. It can serve as a basis for future studies, providing vital insights into the interactions between education and the surrounding environment. As a result, the findings of this study contribute to a better comprehension of the Learning Outcomes variable and open up

prospects for more investigation undertaken from an original vantage point.

This study agrees with Thorndike's conclusion on social intelligence, particularly about gender. It is important to note that emotional intelligence is a component of social intelligence. Emotional intelligence is defined as the capacity to recognize and grasp one's own emotions and experiences and the ability to use this awareness to direct one's cognitive and behavioral responses . The results of several studies, such as those conducted by Salavera et al. (2019) , have led researchers to conclude that women have a higher level of emotional intelligence than men. Salavera et al. (2019) found that this enables certain people to more precisely and effectively interpret emotional information, which in turn influences their behavior. This was found to be the case when the participants were asked to describe their own experiences. Productivity and performance in the workplace can be significantly improved by the experience of positive emotions, such as pride in a job well done or relief at having an assignment turned in on time, for example. It can also prompt the appropriate reaction, enabling children to have constructive conversations with their peers, teachers, parents, and even competitors. Emotional management, on the other hand, paves the way for novel perspectives, which in turn boosts both productivity and morale. This is because, according to Condon et al. (2021) emotional intelligence is a fundamental concept that covers the capacity to manage one's own cognitive processes and scholastic habits in reaction to emotional cues. As a consequence of this, this phenomenon has come to pass.

According to the four-factor model of Emotional Intelligence provided by Condon et al. (2021), there are differences in how emotions are experienced, processed, and managed based on a person's gender. These distinctions are indicated in how a person deals with their emotions. It was discovered that females had higher Emotional Intelligence and behaved differently in learning circumstances than males . Males were found to have lower levels of Emotional Intelligence . According to the social standards created by society, certain behaviors and features are considered more appropriate for one gender than the other. People's encounters with others throughout their lives profoundly impact the values and behaviors they develop.

According to Hourigan (2021), females are directed to be cooperative, expressive, and responsive to their interpersonal world, while males are directed to be overtly competitive, independent, and instrumental. Childhood experiences also impact gender-related values, with females placing a greater value on nurturance and interpersonal relatedness than men . This finding was found in two studies: one by Fadjukoff et al. and the other by Gunkel et al. They demonstrate remarkable adaptability to modify their conduct according to the emotional condition of others, placing a higher priority on feeling than rationality, which can be explained from a biological and physiological point of view. In addition, female brains have larger areas dedicated to processing emotions than male brains do, which contributes to differences in EQ (Dewaele ,2017). When it comes to studying Arabic, males typically perform better in self-esteem, stress tolerance, and optimism, whilst females typically perform better in empathy and interpersonal interactions.

In addition, there is a large and positive association between one's place of residence, level of emotional intelligence, and approach to learning. Students that live in rural locations, in particular, have been found to have greater levels of emotional intelligence

and to demonstrate more positive learning behavior compared to their peers living in metropolitan areas. The existence of Gemeinschaft social groupings in rural areas can explain this result. In these groups, interactions are founded on sentiments of compassion and togetherness, which fosters good Learning Behavior and promotes emotional growth In contrast, urban regions are dominated by Gesselschaft social groups, whose membership is determined by Kurwille, also known as rational will, and is exemplified by modern cosmopolitan society . Urban areas are also home to a large number of cosmopolitan societies. Students' approaches to learning tend to be individualistic in this society, focusing on putting one's own ego and personal interests first to succeed. Because the learning environment in this group tends to be indifferent, there is poor social control over students' behavior. This is especially true when it comes to coping with the negative influence that information technology can have.

A favorable link was found in this study between Emotional Intelligence and Learning Behavior, regardless of the type of school (public or private) that the participants attended. According to Kirimi et al., the contemporary educational system encourages public and private schools to establish extra-curricular, co-curricular, and intra-curricular activities to improve students' emotional intelligence and learning behavior. Previously, the primary focus of schools was only on curricular activities; however, this is no longer the case. Due to the different financing sources and management responsibilities, private schools typically have an edge compared to public schools regarding the available educational facilities, infrastructure, and services. Public schools, on the other hand, are subject to incredibly complicated financial and service management systems (Somaa et al., 2021). Emotional Intelligence and Learning Behavior can be positively impacted by providing humanistic educational services and resources which private schools offer. Learning well-equipped facilities are also provided by private schools. Because of the intense competition in the education sector, these institutions will likely keep and even improve upon their current advantages.

The scope of the research revealed a statistically significant and favorably correlated link between Emotional Intelligence and Learning Behavior. This lends credence to the theory that students' and instructors' life experiences significantly contribute to developing their respective roles as learners and facilitators of learning. As a consequence of this, it raises students' levels of self-efficacy as well as their emotional intelligence (Somaa et al., 2021). The findings of this study can serve as a guide for educational institutions as they establish programs at all levels—including curricular, intra-curricular, extra-curricular, and co-curricular—that aim to foster the development of students' emotional intelligence skills. Learning experiences provide behavioral and emotional insights on responding appropriately to various learning circumstances. The students' ability to successfully adapt to new environments is helped by the experiences, which contribute to developing their self-efficacy.

There is a considerable positive correlation between the income of the parents and both Emotional Intelligence and Learning Behavior. Because students will feel more capable of completing their educational requirements if their parents have a higher income, their emotional intelligence will likely grow. As a result, families' role in the development of Emotional Intelligence and Learning Behavior is extremely significant. Students brought up by parents with adequate financial resources have a greater propensity to adopt the

"world understanding" behavioral model that is modeled inside the home. This might result in more impulsive emotional responses, including negative ones. However, students with low financial requirements must adjust more frequently to different "world understanding" from their families, assess complex social situations, and seek consensus to maintain positive relationships (Hanelt et al., 2021). This forces these students to maintain positive relationships with a wider variety of people than their peers with enough financial needs. According to the findings of this research, students from high-income households tend to believe that their financial status is superior to that of others, which leads to an emphasis on well-being and comfort. They might have an easier time concentrating on their studies and comprehending the concept of emotions. On the other side, students who come from households with limited incomes may be emotionally burdened by the worries of their families regarding their ability to meet their daily requirements, which may include schooling. This may have a significant impact on their learning behavior and prompt them to place a higher priority on effectively addressing their learning demands.

Unique findings can also be gleaned from the fact that there is an inverse correlation between the degree of education (MA and MTs) and emotional intelligence, as well as learning behavior. Surprisingly, the level of education one receives does not have a major impact on either emotional intelligence or learning behavior. Tsanawiyah and Aliyah's kids can access comparable educational programs designed to teach them religious beliefs and principles. This study runs counter to the findings of prior research, which found that attending a religious school helped students maintain good mental health by instructing them on how to deal with their feelings and base life choices on the will of God. On the other hand, Tziner et al. (2020) suggested that there was both a positive and a negative correlation between emotional intelligence and one's inherent and extrinsic religious orientation. This suggests that students at Tsanawiyah and Aliyah may not be intrinsically driven to seek education and may have chosen the school due to pressure from their parents, the community, or peers. Therefore, students may feel burdened by the dominant religious ideology taught at Tsanawiyah and Aliyah, which effects their emotional and Learning Behavior, particularly for those students who hold the status of santri (Islamic boarding school students). This is especially true for those students who have the status of Santri.

The findings indicate a positive association between learning behavior and emotional intelligence, as well as between those two factors and their impact on learning outcomes. It follows the argument made by Skinner that Learning Outcomes are formed by various stimuli that influence behavioral patterns , following the principles of the behavioristic learning theory . In addition, Emotional Intelligence and Learning Behavior are strong predictors of success, even when other characteristics, such as gender, geographic area, the type of school attended, the amount of time spent in school, and parental wealth, are considered. Students who have developed skills in emotional intelligence will have a much easier time navigating their educational journey, particularly when recognizing Arabic learning materials and characters. They are also capable of recognizing, controlling, and cultivating their feelings, developing meaningful relationships with their contemporaries, and having the ability to do so. According to the findings, kids with strong Learning Behavior display characteristics such as adaptability, increased self-awareness, and resilience, as well as a solid knowledge of learning driven by vision and values. These attributes are extremely useful in assisting students in improving their Learning Outcomes

and should be emphasized.

Both students' emotional intelligence and their learning behaviors have a substantial impact on the outcomes of their educational experiences. This holds when compared to the theoretical investigations that were detailed earlier. In addition, emotional intelligence is the single most important component in terms of psychology because it is the factor that directly influences the quality of students' educational experiences. There is a direct correlation between a person's level of intelligence and their capacity for successfully acquiring new information. The results argue that the difficulty of achieving success in one's educational endeavors is directly proportional to one's innate intellect. Students with a high score on the Emotional Intelligence test typically have superior Learning Outcomes. The capacity to detect and control one's emotions and motivate oneself and others can significantly improve a student's level of comfort in the context of the many nuances of the educational setting. This can lead to a more collaborative learning approach that considers each learner's distinctive qualities and personality. Students have the potential to feel more supported and motivated to work towards accomplishing common learning goals if they cultivate positive relationships with other classmates and teachers. In the meantime, Learning Behavior also has a unique role in enhancing Learning Outcomes. This is because it fosters the development of a courageous fighting spirit, increasing self-efficacy and resilience. Students' Learning Behavior also impacts their degree of Emotional Intelligence (Xu et al., 2023). This is because the variable might facilitate the integration of intellectual and emotional processes. Students can dramatically improve their level of comfort inside the classroom by developing the skills necessary to understand and manage their emotions and the ability to motivate themselves and others. Consequently, students may choose to adopt a more collaborative strategy that considers each student's unique qualities and personality. Students might be inspired to strive toward shared learning goals by cultivating strong relationships with their classmates, which can provide support and motivation for the students involved.

5. Conclusion

It may be concluded that Emotional Intelligence (EI) and Learning Behavior (LB) both positively influence the Learning Outcomes of Students. This study provides important new insights into the factors contributing to successful mastery of the Arabic language, particularly about increasing these three aspects. Emotional intelligence, behavior, and learning outcomes are all influenced by various factors, including but not limited to gender, demography, school level, kind of school, length of study, and parental income. Because Arabic is now one of the five official languages the United Nations uses, the findings have important repercussions for those responsible for formulating public policy. Consequently, the researcher suggests that this study's findings be considered in any future research dealing with the creation of Arabic learning systems, curricula, or models.

Policy implications

These discoveries have significant repercussions for public policy. In light of these findings, the following recommendations are offered to policymakers as a means of capitalizing on the findings:

At the outset, it is suggested that decision-makers give the cultivation of emotional

intelligence within educational efforts a higher emphasis than it already receives. Incorporating topics related to emotional intelligence into more traditional educational settings is one strategy that might be utilized to accomplish this goal. It is of the utmost importance that educators have access to chances for professional development that make it easier for them to acquire and put into practice tactics that are targeted at building emotional intelligence in pupils.

Teachers need to make their classrooms inviting places for students to learn. Educational institutions must develop methods to build emotional intelligence and good study habits, a top priority to ensure their continued relevance. Incorporating restorative justice practices, social-emotional learning programs, and comprehensive student support structures are some ways in which human emotional needs can be satisfied.

Establishing individualized interventions for the pupils at the greatest risk is of the utmost importance. The formulation of public policy ought to consider demographic factors that can influence both scholastic performance and emotional quotient. Students who are struggling to overcome a variety of challenges should be given priority. Through the development of students' emotional intelligence, the installation of mentoring programs, counseling services, and scholarship programs can reduce the gap in academic accomplishment.

It is recommended that the study's findings be utilized to provide direction for the creation of curricular plans and instructional strategies. It is strongly suggested that decision-makers increase their support for developing novel teaching methods that incorporate the core concepts of emotional intelligence. The development of collaborative efforts among many stakeholders, such as educational institutions, teacher associations, and community organizations, is required to fulfill the requirements of the promotion of research and the sharing of accumulated information.

Implementing these principles into educational policy can improve students' emotional intelligence, study habits, and competency in the Arabic language. Students enrolled in Madrasahs in the Indonesian province of Sumatra will likely benefit from the execution of this plan because it will make it easier for them to strengthen their Arabic language skills. The ultimate goal is to improve these children's educational possibilities and experiences.

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