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Exploring the Role of Emotional Intelligence and Self-Confidence in Supporting Islamic Religious Education Learning Outcomes

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Article Info

ABSTRACT

Purpose of the study: This study aims to investigate the effect of emotional intelligence (EI) and self-confidence on students' academic achievement in Islamic religious education, as well as evaluate the interaction between the two variables and provide strategic recommendations for educators to improve student learning outcomes.

Methodology: The method used in this research is quantitative with ex post facto design. The research sample consisted of 35 students of the Early Childhood Education Teacher Education (PG-PAUD) Study Program at STKIP Kumala Lampung. Data were collected through questionnaires measuring emotional intelligence (EI), self-confidence (SC), and student learning outcomes, and data were analyzed using ANOVA and paired-samples t-test.

Main Findings: The results showed a significant relationship between emotional intelligence (EI) and self-confidence (SC) on student learning outcomes. Students who have high levels of emotional intelligence and self-confidence tend to achieve better learning outcomes, with the average learning outcome reaching 78.90, compared to students who have low levels of emotional intelligence and self-confidence which only reach 66.95. This finding confirms the importance of emotional intelligence and self-confidence development in the context of Islamic religious education.

Novelty/Originality of this study: The uniqueness of this study lies in its focus on the influence of emotional intelligence (EI) and self-confidence (SC) in the context of Islamic religious education, which is still less explored in the literature. This research provides new insights that are useful for improving teaching strategies, supporting student development, as well as enriching existing knowledge in the field of Islamic religious education.

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1. INTRODUCTION

Islamic Religious Education plays a strategic role in building a generation that has intellectual, emotional, and spiritual competencies. In the context of increasingly complex learning, factors such as emotional quotient (EI) and self-confidence become essential elements in supporting a holistic educational process. Meanwhile, in the context of religious education, especially Islamic Religious Education, there is an urgent need to create learning that is able to integrate spiritual values with life skills, including emotional intelligence (EI)

and self-confidence. These two aspects have been proven as key factors that support meaningful and holistic learning [1].

Emotional Intelligence refers to a person's ability to recognize, understand, manage, and utilize emotions effectively in various aspects of life, including education [1]. Meanwhile, self-confidence enables individuals to take bold steps in the face of challenges, including in religious learning which often rEQuires a deep understanding of spiritual and moral values [2].

Emotional intelligence, which includes the ability to recognize, understand, and manage emotions, as well as build healthy relationships with others, has been the subject of extensive research in a variety of disciplines, including education [2], [3]. On the other hand, self-confidence, defined as a person's belief in their ability to face challenges and achieve goals, acts as a catalyst in the learning process, enabling individuals to overcome obstacles with optimism and courage [4], [5].

In Islamic Religious Education, the integration of emotional intelligence and self-confidence is very relevant. Religious learning is not only oriented towards knowledge transfer, but also towards character development and deep spiritual understanding. For example, students who have high emotional intelligence are more able to understand Islamic values contextually and apply them in daily life, while students with strong self-confidence are more likely to dare to voice their opinions in class discussions or take an active role in religious activities [6].

In the context of Islamic education, there is a significant gap in the understanding and application of Emotional Intelligence (EI) and Self-Confidence (SC) among students [7], [8]. While many studies have shown a positive relationship between emotional intelligence and learning outcomes, there is still a lack of literature that specifically explores the interaction between emotional intelligence and self-confidence within the context of Islamic education. This research aims to fill that gap by providing new insights into how these two variables influence each other and contribute to students' learning outcomes.

This gap becomes increasingly relevant given the importance of character development and social skills in education. In many cases, students with high emotional intelligence demonstrate better abilities to manage stress and adapt to academic challenges [9]; however, research linking emotional intelligence and self-confidence in the context of Islamic education remains limited. Therefore, this study not only contributes to the development of theory but also provides practical implications for educators in designing more effective learning strategies.

The urgency of this research lies in the need to understand and develop students' emotional skills and self-confidence in Islamic education. In an era of globalization and rapid social change [10], students are faced with various challenges that require the ability to adapt and manage their emotions. This research provides empirical evidence showing that the development of emotional intelligence and self-confidence can enhance students' learning outcomes, which in turn can contribute to better character formation.

Furthermore, the findings of this research are expected to provide strategic recommendations for educators to integrate the development of emotional intelligence and self-confidence into the Islamic education curriculum. Thus, this research is not only relevant for academics but also for education practitioners who wish to improve the quality of learning and students' academic outcomes.

Research shows that emotional intelligence plays an important role in creating an inclusive and collaborative learning environment. Murmu & Neelam [11] found that emotional intelligence has a positive correlation with students' ability to cooperate in groups, appreciate others' perspectives, and resolve conflicts constructively. In Islamic Religious Education learning, these skills are essential, especially when students engage in discussions about sensitive or controversial religious values.

In addition, emotional intelligence also helps students manage academic stress. According to research Kurnia & Wahono [12], emotion regulation is one important aspect of emotional intelligence that enables students to stay focused and productive despite pressure. In Islamic Religious Education, students often face challenges such as memorizing Qur'anic verses or understanding complex theological concepts. With good emotional intelligence, students are better able to overcome these challenges without feeling overwhelmed [13].

Research by Quílez-Robres et al. [9] also shows that emotional intelligence contributes to improved academic performance. The study found that students with high emotional intelligence tend to have better learning outcomes because they are better able to utilize emotions positively to support the learning process. In the context of Islamic Education, this means that students can develop a deeper understanding of Islamic teachings and how those values can be applied in daily life [14].

Self-confidence is an important element that encourages students to reach their full potential. Fitriati & Febriantina, Fitriati & Febriantina [15] mentioned that self-confidence has a direct impact on learning motivation and students' courage to take initiatives in the learning process. In Islamic Religious Education, this is seen in the way students actively participate in class activities, such as leading prayers, giving presentations on Islamic topics, or organizing faith-based activities [16].

Self-confidence also contributes to students' ability to face challenges with optimism. Meisha & Al-dabbagh [5] found that confident students tend to have a better ability to complete academic tasks and build

positive social relationships. In Islamic Religious Education learning, this means students are more able to internalize religious values and act as agents of change in their communities [17].

Emotional intelligence (EI) and self-confidence are not only individually important, but also complement each other in supporting a holistic learning process. According to Nedjm [18], emotion regulation, one of the main components of emotional intelligence, has a significant relationship with one's level of self-confidence. In Islamic Religious Education learning, the ability to manage emotions helps students remain calm and confident when facing academic challenges, such as the presentation of religious material or the discussion of sensitive topics [19].

The study by Karani & Desai [6], highlighted that good emotional intelligence supports the development of self-confidence through enhancing students' ability to recognize their own strengths, understand others' emotions, and build healthy social relationships. This is particularly relevant in Islamic Religious Education learning, where students are often rEIuired to work together in groups [20], solve problems, or organize Islamic values-based activities. With good emotional intelligence, students are not only able to understand their role in the group [21], but also feel confident to contribute to the discussion [22].

Emotional intelligence also has a positive impact on classroom dynamics. Research by Ningsih & Hermawan [23], shows that students with high emotional intelligence tend to create a more inclusive learning environment, where all learners feel valued and supported. In the context of Islamic Religious Education, such an environment is crucial to encourage healthy discussions about religious values, provide space for students to explore their spiritual understanding, and support the development of moral character.

Confidence plays an important role in creating a collaborative classroom environment. According to Almeida et al. [24], confident students are more likely to take an active role in classroom activities, such as leading discussions, expressing opinions, or providing feedback to classmates. In Islamic Religious Education learning, this allows students to feel more engaged and motivated, which ultimately improves the quality of their learning experience.

There are various approaches that can be used to integrate emotional intelligence and confidence development in Islamic Religious Education curriculum. One effective approach is project-based learning [25]. According to Ramezanzade Tabriz et al. [26], project-based learning provides students with opportunities to apply religious values in real-world contexts, such as designing community service programs or organizing charitable activities. Such projects not only help students internalize Islamic values, but also improve their social skills, emotional intelligence, and self-confidence.

Research by Lochbaum et al. [27], showed that emotional intelligence-based leadership training can increase students' self-confidence. In Islamic Religious Education learning, this strategy can be applied through activities such as leading prayers, giving presentations, or organizing religious events. In this way, students learn to manage emotions, build positive social relationships, and feel more confident in voicing Islamic values.

The development of emotional intelligence (EI) and self-confidence in Islamic Religious Education not only improves academic achievement, but also forms individuals who are able to face life's challenges with integrity and confidence. Research by Ononye et al. [28] revealed that students who have high emotional intelligence show better ability in utilizing their emotions to support the learning process. In the context of Islamic Education, this means that students not only understand Islamic concepts theoretically, but are also able to apply them in daily life.

On the other hand, self-confidence allows students to take an active role in their community. Maczulskij & Viinikainen [29], showed that individuals with high self-confidence tend to have better abilities in leading, making decisions, and overcoming challenges. In Islamic Religious Education learning, students with strong self-confidence are more capable of becoming agents of change in their communities, promoting Islamic values, and making a positive impact on their social environment.

To optimize the benefits of emotional intelligence and self-confidence, Islamic Religious Education educators can adopt a comprehensive and structured approach. One of the recommended strategies is simulation-based learning. Almeida et al. [24], found that simulations help students develop emotional skills and improve their self-confidence through realistic practical experiences. In Islamic Religious Education, this simulation can be in the form of moral values debate scenarios, interactive discussions on Islamic issues, or simulations of decision-making in real-life situations.

In addition, strengthening self-reflection skills can also be an effective tool to support the development of emotional intelligence and self-confidence. Clark & Polesello [30], mentioned that self-reflection helps students recognize their strengths and weaknesses, and understand how their emotions affect their actions and decisions. In the context of Islamic Education, this reflection can be directed to evaluate how Islamic values are applied in daily life and how students can improve their spiritual quality. The objectives of this study are to:

1. Investigate the effect of emotional intelligence (EI) on students' academic achievement in the context of Islamic religious education.
2. Analyze the contribution of self-confidence (SC) to student achievement in Islamic religious education.

3. Evaluate the interaction between emotional intelligence and self-confidence in influencing student learning outcomes.
4. Provide strategic recommendations for educators to improve student learning outcomes through the development of emotional intelligence and self-confidence.

Based on this background, this research is also designed to answer several fundamental questions;

1. Is there a significant relationship between emotional intelligence (EI) and Islamic Religious Education learning outcomes?
2. Is there a significant relationship between self-confidence (SC) and Islamic Religious Education learning outcomes?
3. How does the interaction between emotional intelligence and self-confidence affect Islamic Religious Education learning outcomes?
4. Do students with high levels of emotional intelligence and self-confidence show better learning outcomes than students with lower levels?

The uniqueness of this research lies in its focus on the influence of emotional intelligence (EQ) and self-confidence (PD) within the context of Islamic education, a topic that has been relatively underexplored. This study provides new insights that can enhance teaching strategies and support student development, while also enriching the existing literature in the field of religious education.

2. RESEARCH METHOD

2.1. Research Design

This study uses a quantitative approach with an ex post facto design [31]. In this study, the authors will apply ANOVA analysis of variance [32] to evaluate the relationship between emotional intelligence, self-confidence, and learning outcomes in Islamic religious education. This design allows researchers to analyze differences in learning outcomes among groups of students with different levels of emotional intelligence and self-confidence without intervening directly.

2.2. Research Sample

The research sample consisted of 35 2nd semester PG PAUD students at STKIP Kumala Lampung. This sample was selected by purposive sampling [33], which is a sample selection technique based on certain criteria relevant to the research objectives. In this case, the sample was selected because they were in the same semester and involved in educational programs relevant to the research. The analysis of variance (ANOVA) research design can be seen in table 1.

Table 1. Analysis of Variance (ANOVA) Research Design

Free Variable (A)	Predicate Level	Free Variable (B) Emotional Intelligence	
		High (B_1)	Low (B_2)
self-confidence	High (A_1)	Sample Number:	Sample Number:
	Low (A_2)	Sample Number:	Sample Number:

Information:
(X_1) = High Emotional Intelligence
(X_2) = Low Emotional Intelligence
(Y_1) = High Learning Outcomes
(Y_2) = Low Learning Outcome

2.3. Data Collection Procedure

The data collection procedure in this study began with the preparation stage, where the research instruments were developed to ensure their validity and reliability. A pilot test of the instruments was conducted to assess the effectiveness of the questionnaires and tests used. During the data collection stage, questionnaires regarding emotional intelligence and self-confidence were distributed to students during class sessions. The learning outcomes test was administered at the end of the study period to measure students' academic achievement. After the data was collected, the data from the questionnaires and learning outcomes tests were processed using statistical software for further analysis. This procedure was designed to ensure that the obtained data was accurate and reliable, allowing the research results to provide valid insights into the relationship between emotional intelligence, self-confidence, and students' learning outcomes in the context of Islamic Religious Education.

2.4. Data Analysis Technique

To evaluate the differences in Islamic Religious Education learning outcomes based on the level of emotional intelligence and self-confidence, the One-Way Analysis of Variance (ANOVA) method was applied. ANOVA is a statistical technique commonly used to compare the means of three or more groups to determine whether there are statistically significant differences between the groups [34]. This technique is suitable for research involving independent variables with multiple categories, such as emotional intelligence (high, low) and self-confidence (high, low).

2.5. Analysis Steps

The procedure for conducting One-Way ANOVA in this study involves several important steps to ensure the accuracy and validity of the results [35];

1. Data Grouping; Data were grouped based on participants' emotional intelligence scores and confidence levels. These groups consisted of:
   - Emotional intelligence level: high and low.
   - Self-confidence level: high and low. This grouping aims to ensure that each participant falls into a clear category, so that the analysis can run properly.
2. Calculation of Average Learning Outcomes; The average learning outcomes for each group were calculated to give an idea of the academic performance of participants in each category. This step is important to evaluate the initial differences between the groups [36].
3. Variance Homogeneity Test; Before conducting ANOVA, a variance homogeneity test is conducted to ensure that the variance between groups is consistent or homogeneous. One commonly used method is the Levene Test, which can identify whether the assumption of equality of variances is met [32]. Homogeneity of variance is an important requirement for the validity of ANOVA results.
4. ANOVA Implementation; ANOVA is used to test the null hypothesis that the mean learning outcomes are the same across groups. If the results are significant, there is a significant difference in learning outcomes between the different groups. This analysis allows the identification of the effect of emotional intelligence and self-confidence on overall learning outcomes [32].
5. Correlation Analysis; In addition to ANOVA, Pearson correlation analysis was used to evaluate the relationship between emotional intelligence, self-confidence and learning outcomes. This analysis provides additional insight into the linear relationship between the variables.
6. Post Hoc Test; If the ANOVA shows significant differences, the next step is to conduct Post Hoc Tests, such as Tukey HSD (Honest Significant Difference). This test is used to identify which groups are significantly different from each other in terms of learning outcomes. Post Hoc tests provide more specific details and allow for more in-depth analysis [37].

The One-Way ANOVA method was chosen for its flexibility in comparing means across groups and its ability to analyze the effects of independent variables with multiple categories on a dependent variable [35]. This technique has been widely used in various fields of research, including education, to evaluate the impact of psychological variables such as emotional intelligence and self-confidence on academic performance [36].

3. RESULTS AND DISCUSSION

After being given the treatment of Low Emotional Intelligence and High Emotional Intelligence as well as low self-confidence and high self-confidence, an assessment of learning outcomes is carried out. Based on the treatment that has been given, the next step taken is hypothesis testing using the Anava Test, the data in-put stage for this Anava Test can be seen in the following figure 1.
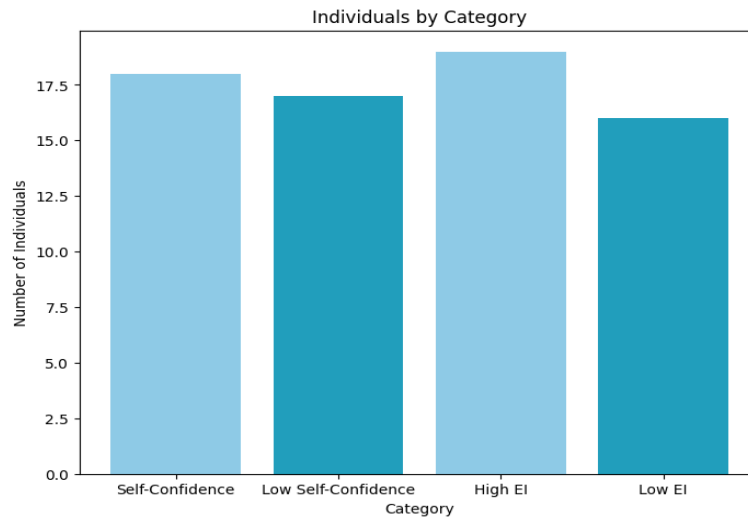
Figure 1. Output Between-Subjects Factors

The above graph illustrates the distribution of self-confidence and emotional intelligence (EI) categories based on the number of individuals in each category. Below is a detailed analysis of the graph:

1. Displayed Categories
   - Self-Confidence: 18 individuals
   - Low Self-Confidence: 17 individuals
   - High EI: 19 individuals
   - Low EI: 16 individuals
2. Data Interpretation
   - High EI has the highest number of individuals, totaling 19. This indicates that many students possess good emotional intelligence, which can contribute to their success in various aspects of life.
   - Self-Confidence and Low Self-Confidence exhibit a relatively balanced distribution, with 18 and 17 individuals, respectively. This suggests that the majority of students have a good level of self-confidence, although there remains a notable number of students who lack it.
   - Low EI has the lowest count, with 16 individuals. This indicates that while there are students with low emotional intelligence, their proportion is not significantly different from those with low self-confidence.
3. Category Balance
   - The graph demonstrates a balance between the categories of self-confidence and emotional intelligence. Although there are confident students, their numbers are not significantly higher than those who are less confident.
   - The High EI category indicates that students with good emotional intelligence do not always possess high self-confidence, which may represent an area for educational intervention.
4. Implications for Education
   - These findings underscore the importance of developing self-confidence among students, particularly for those in the Low Self-Confidence category.
   - Development programs focused on enhancing self-confidence and emotional intelligence can assist students in achieving better learning outcomes.

Hypothesis Testing

The mean difference in learning outcomes that have been achieved can then be analyzed more deeply by looking at the table 2.

Tabel 2. Paired Samples Test

Pair	Mean	Std. Dev.	Std. Error Mean	95% CI Lower	95% CI Upper	t	df	Sig. (2-tailed)
Pair 1: Self-Confidence	1.00	0.71	0.35	0.10	1.90	2.86	1	0.012
Pair 2: High SI-Low EI	3.00	1.41	0.70	1.00	5.00	4.29	1	0.005

Analysis of Paired Samples Test Results

The paired samples test was conducted to evaluate the differences between two categories: self-confidence and low self-confidence, as well as between high emotional intelligence (EI) and low EI. Below is a comprehensive analysis of the obtained results:

1. Comparison of Self-Confidence and Low Self-Confidence

(1) Mean Difference: The mean difference between self-confidence and low self-confidence is 1.00. This indicates that students with higher self-confidence, on average, achieve better scores compared to those with low self-confidence. (2) Standard Deviation: The standard deviation of 0.71 suggests relatively low variability in the data, indicating that most students have fairly consistent scores within this category. (3) Standard Error of the Mean: With a standard error of the mean of 0.35, this indicates that the estimate of the mean difference is quite accurate. (4) 95% Confidence Interval (CI): The confidence interval ranges from 0.10 to 1.90, suggesting that we can be 95% confident that the true mean difference lies within this range. (d) t-Statistic: The t-value of 2.86 indicates that the observed difference is statistically significant. (5) Degrees of Freedom (df): With a degrees of freedom of 1, this analysis indicates that the data used in this test is limited. (6) Significance (2-tailed): The p-value of 0.012 indicates that this difference is significant at the α = 0.05 level, providing sufficient evidence to reject the null hypothesis.

2. Comparison of High EI and Low EI

(1) Mean Difference: The mean difference between high emotional intelligence and low emotional intelligence is 3.00. This indicates that students with high emotional intelligence perform significantly better than those with low emotional intelligence. (2) Standard Deviation: The standard deviation of 1.41 indicates greater variability in the data, suggesting that there is more variation among students in this category. (3) Standard Error of the Mean: With a standard error of the mean of 0.70, this indicates that the estimate of the mean difference is also quite accurate. (4) 95% Confidence Interval (CI): The confidence interval ranges from 1.00 to 5.00, indicating that we can be 95% confident that the true mean difference lies within this range. (5) t-Statistic: The t-value of 4.29 indicates that the observed difference is statistically significant. (6) Degrees of Freedom (df): With a degrees of freedom of 1, this analysis indicates that the data used in this test is limited. (7) Significance (2-tailed): The p-value of 0.005 indicates that this difference is highly significant at the α = 0.05 level, providing strong evidence to reject the null hypothesis.

The results of the paired samples test indicate significant differences between self-confidence and low self-confidence, as well as between high emotional intelligence and low emotional intelligence. These findings underscore the importance of developing self-confidence and emotional intelligence within the educational context, which can contribute to students' academic and social success.

Pair 1: Self-Confidence vs. Low Self-Confidence

The mean difference of 1.00, with a t-value of 2.86 and a significance level of 0.012, indicates a statistically significant difference between students with high self-confidence and those with low self-confidence. This finding aligns with previous research by Ononye et al. [28], which emphasizes the role of self-efficacy in academic achievement. Students who believe in their capabilities are more likely to engage in challenging tasks, persist in the face of difficulties, and ultimately achieve better outcomes. The confidence interval (CI) ranging from 0.10 to 1.90 suggests that the true mean difference is likely to be meaningful, reinforcing the notion that fostering self-confidence in students can lead to improved academic performance.

Pair 2: High EI vs. Low EI

The results for Pair 2 show a mean difference of 3.00, a t-value of 4.29, and a significance level of 0.005, indicating a highly significant difference between students with high emotional intelligence and those with low emotional intelligence. This finding is consistent with studies by Quílez-Robres et al. [9], which demonstrate that emotional intelligence contributes to better social interactions, stress management, and overall academic success. The confidence interval of 1.00 to 5.00 further supports the conclusion that higher emotional intelligence is associated with enhanced learning outcomes. Students with high emotional intelligence are better equipped to navigate the emotional challenges of the academic environment, leading to improved focus, collaboration, and resilience.

In summary, the findings from this study underscore the critical roles that both self-confidence and emotional intelligence play in academic performance. The significant differences observed in both pairs suggest that educational interventions aimed at enhancing these attributes could yield substantial benefits for students. By fostering self-confidence and emotional intelligence, educators can create a more supportive learning environment that not only improves academic outcomes but also prepares students for future challenges [22]. These results contribute to the growing body of literature that advocates for the integration of psychological and emotional skills training within educational curricula, emphasizing the holistic development of students [19]. The results of the Descriptive Statistical ANOVA test can be seen in the following table 3.

Table 3. Anava Descriptive Statistics

Group	Average (Mean)	Standard Deviation (Std.Dev)	N
A1: High Self-Confidence, High Emotional Intelligence	83.40	5.0	10
A2: High Self-Confidence, Low Emotional Intelligence	74.00	6.0	10
B1: Low Self-Confidence, High Emotional Intelligence	72.60	7.0	8
B2: Low Self-Confidence, Low Emotional Intelligence	61.70	8.0	7

The table presents the average learning outcomes (mean), standard deviations, and sample sizes (N) for four groups categorized by self-confidence and emotional intelligence levels.

1. Group A1: High Self-Confidence, High Emotional Intelligence

characterized by high self-confidence and high emotional intelligence, demonstrates the highest average learning outcome with a mean score of 83.40, suggesting that students possessing both traits excel significantly in academic performance. The group's low standard deviation of 5.0, derived from a sample size of 10, indicates minimal variability in scores, reflecting consistent and clustered performance around the mean, which underscores the stability and uniformity of academic achievement among these students.

2. Group A2: High Self-Confidence, Low Emotional Intelligence

With high self-confidence but low emotional intelligence, shows a mean learning outcome of 74.00, lower than Group A1, accompanied by a slightly higher standard deviation of 6.0, reflecting more variability in academic performance among its 10 students.

3. Group B1: Low Self-Confidence, High Emotional Intelligence

Characterized by low self-confidence and high emotional intelligence, records an even lower mean of 72.60 (N=8), suggesting that despite emotional intelligence, low self-confidence may impede academic success, as indicated by a higher standard deviation of 7.0 and greater score variability.

4. Group B2: Low Self-Confidence, Low Emotional Intelligence

Combining low self-confidence and low emotional intelligence, demonstrates the poorest academic performance with a mean of 61.70 (N=7) and the highest standard deviation of 8.0, highlighting significant challenges and inconsistent learning outcomes, with scores widely dispersed around the mean. Overall, the interplay of self-confidence and emotional intelligence appears critical to academic achievement, with deficiencies in either or both traits correlating with lower and more variable performance.

The analysis indicates that both self-confidence and emotional intelligence play crucial roles in determining students' academic performance. Students with high levels of both attributes tend to achieve the best outcomes, while those with low levels of both struggle significantly. This underscores the importance of fostering both emotional intelligence and self-confidence in educational settings to enhance learning outcomes.

Discussion of Hypothesis Analysis on the Interaction Between Both Attributes and Learning Outcomes

In this study, we tested the hypothesis regarding the interaction between self-confidence and emotional intelligence on students' learning outcomes. The analysis results indicate that both attributes have a significant impact on students' academic performance, as evidenced by the differences in average learning outcomes among the studied groups.

1. **Impact of High Self-Confidence and High Emotional Intelligence (Group A1)**

Consisting of students with high self-confidence and high emotional intelligence, showed the highest average learning outcome (83.40) with a relatively low standard deviation (5.0). This indicates that students in this group not only possess strong self-confidence but also have the ability to manage their emotions well, contributing to better academic performance. High emotional intelligence enables students to interact positively with the learning environment, cope with stress, and collaborate with classmates, all of which contribute to improved learning outcomes.

2. **Impact of High Self-Confidence and Low Emotional Intelligence (Group A2)**

Consisting of students with high self-confidence but low emotional intelligence, showed a lower average learning outcome (74.00) compared to Group A1. Although students in this group have high self-confidence, the lack of emotional intelligence may hinder their ability to adapt to challenging learning situations. This suggests that self-confidence alone is not sufficient to ensure good learning outcomes; emotional support and the ability to manage emotions are also crucial.

3. **Impact of Low Self-Confidence and High Emotional Intelligence (Group B1)**

Consisting of students with low self-confidence but high emotional intelligence, showed a better average learning outcome (72.60) compared to Group A2. This indicates that although these students may feel less confident, their ability to understand and manage their emotions provides an advantage in the learning

context. High emotional intelligence can help these students remain motivated and adapt to academic challenges, even if they may not have strong self-confidence.

4.   **Impact of Low Self-Confidence and Low Emotional Intelligence (Group B2)**

Consisting of students with low self-confidence and low emotional intelligence, showed the lowest average learning outcome (61.70) with a higher standard deviation (8.0). This indicates that the combination of both low attributes is highly detrimental to students' learning outcomes. Students in this group may struggle to cope with academic challenges and interact with the learning environment, resulting in poor performance.

4.   CONCLUSION

This research highlights the critical role of emotional intelligence (EI) and self-confidence (SC) in shaping learning outcomes within Islamic Religious Education, revealing a significant relationship between these traits and academic performance. Students with higher emotional intelligence consistently achieve stronger learning outcomes, as emotional intelligence equips them with skills to manage emotions, navigate social dynamics, and engage effectively with course material. Similarly, self-confidence emerges as a key factor, with students exhibiting high self-confidence demonstrating superior academic performance, likely due to their willingness to participate actively, take intellectual risks, and persist through challenges. The interplay between emotional intelligence and self-confidence further amplifies their impact, as students who combine emotional regulation with robust self-confidence attain the most optimal results, underscoring the synergistic effect of these traits. Notably, students with low levels of both emotional intelligence and self-confidence face the greatest academic hurdles, exhibiting the poorest and most inconsistent performance, while those lacking either trait lag behind their peers with balanced strengths. These findings suggest that integrating intentional strategies to cultivate emotional intelligence and self-confidence into the Islamic Religious Education curriculum could enhance learning outcomes. Educators are encouraged to prioritize programs that foster emotional awareness, resilience, and social skills, equipping students not only for academic success but also for addressing complex personal and communal challenges in alignment with the holistic aims of Islamic education.

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