# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

**Terbit 31 Oktober 2025**

# CAKRAWALA PENDIDIKAN
## Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali April 1999

Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat-syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

# Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. *Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai* Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan *(Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama- nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

# CAKRAWALA PENDIDIKAN

## Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 29, Nomor 2, Oktober 2025

**Daftar Isi**

# THE INFLUENCE OF EMOTIONAL QUOTIENT AND VISUAL LEARNING STYLE TOWARD STUDENT'S READING COMPREHENSION OF SENIOR HIGH SCHOOL

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**Abstrak:** Penelitian ini menyelidiki pengaruh Kecerdasan Emosional (EQ) dan Gaya Belajar Visual terhadap pemahaman bacaan di kalangan siswa SMA. Sebanyak 208 siswa dari SMA Negeri 01 Sumberpucung dipilih melalui pengambilan sampel acak sederhana. Dengan menggunakan pendekatan kuantitatif dan analisis regresi berganda, penelitian ini menguji peran prediktif EQ dan Gaya Belajar Visual terhadap pemahaman bacaan siswa. Data dikumpulkan menggunakan instrumen yang telah divalidasi: skala EQ, kuesioner Gaya Belajar Visual, dan tes pemahaman bacaan standar. Hasil penelitian menunjukkan bahwa baik EQ maupun Gaya Belajar Visual secara signifikan memengaruhi pemahaman bacaan, dengan EQ muncul sebagai prediktor yang lebih kuat. Siswa dengan regulasi emosional yang lebih tinggi menunjukkan fokus dan keterlibatan yang lebih besar selama tugas membaca. Lebih lanjut, mereka yang memiliki preferensi belajar visual mencapai pemahaman yang lebih baik ketika materi pembelajaran mencakup unsur visual seperti gambar dan diagram.

**Kata Kunci:** Pengaruh, Kecerdasan Emosional, Gaya Belajar Visual, Pemahaman Bacaan

**Abstract:** This study investigates the influence of Emotional Quotient (EQ) and Visual Learning Style on reading comprehension among senior high school students. A total of 208 students from Senior high school 01 Sumberpucung were selected through simple random sampling. Employing a quantitative approach and multiple regression analysis, the study examined the predictive roles of EQ and Visual Learning Style on students' reading comprehension. Data were collected using validated instruments: an EQ scale, a Visual Learning Style questionnaire, and a standardized reading comprehension test. The results revealed that both EQ and Visual Learning Style significantly influenced reading comprehension, with EQ emerging as the stronger predictor. Students with higher emotional regulation demonstrated greater focus and engagement during reading tasks. Furthermore, those with a visual learning preference achieved better comprehension when learning materials included visual elements such as images and diagrams.

**Keywords**: Influence, Emotional Quotient, Visual Learning Style, Reading Comprehension

# INTRODUCTION
## Background of the Problem

English has become the most widely used language for international communication, science, education, business, and technology. As Crystal (2003) notes, English is officially taught in more than 100 countries and plays a dominant role as a global lingua franca. In Indonesia, English is designated as a foreign language and is a compulsory subject in both junior and senior high schools. Among the four key language skills listening, speaking, reading, and writing reading holds a particularly vital role, as it enables learners to access academic texts and comprehend information necessary for broader educational success.

Reading comprehension is not simply the ability to decode printed text. It is a complex cognitive process involving the construction of meaning through interpreting, analyzing, and evaluating information from written material. Grabe (2009) describes reading as an interactive, strategic activity that requires the reader to extract and integrate information with prior knowledge. In English as a Foreign Language (EFL) contexts, such as Indonesia, learners face multiple challenges in achieving reading proficiency due to linguistic limitations, lack of vocabulary knowledge, and low engagement with English texts. Richards (2002) emphasizes that factors such as unfamiliar expressions, cultural references, and syntactic complexity can inhibit reading comprehension among EFL students. However, the difficulties students face in reading comprehension are not merely linguistic or technical. Emotional and psychological factors significantly influence students' ability to comprehend written texts. Learners who experience anxiety, low self-onfidence, or a lack of motivation often show reduced persistence and engagement in reading activities. These emotional barriers, if not addressed, can seriously affect academic performance. As such, researchers have increasingly emphasized the importance of emotional intelligence, or Emotional Quotient (EQ), in supporting learning.

Goleman (2015) defines EQ as the ability to perceive, understand, regulate, and express emotions effectively, both in oneself and in interaction with others. EQ comprises components such as self-awareness, emotional regulation, empathy, motivation, and social skills. In educational contexts, students with high EQ are better able to manage stress, maintain attention, and persist in challenging tasks, including reading comprehension (Mayer et al., 2008). These learners are more resilient and more likely to stay motivated even when encountering difficult vocabulary or unfamiliar topics. This suggests that EQ plays a critical role in the affective dimension of learning and can significantly enhance reading outcomes.

## Research Gap from Previous Studies

Several studies have demonstrated the positive impact of emotional intelligence on academic success. Purnaningtyas (2010) and Henky Luwis et al. (2022) found that high EQ correlates with better performance in subjects such as mathematics and social sciences. Additionally, EQ influences key academic behaviors such as motivation, emotional regulation, and stress management, all of which contribute to academic success (Mayer et al., 2008). However, there is limited research on the specific impact of EQ on reading comprehension, especially in English language learning.

Similarly, the visual learning style has been widely explored. Felder and Silverman (1988) emphasize that visual learners perform better when provided with visual aids such as diagrams, charts, and images. Research indicates that visual learning improves comprehension, particularly in language learning (Gholami et al., 2012). However, most studies on learning styles have focused on individual subjects, leaving a gap in understanding how learning styles interact with emotional intelligence to affect reading comprehension in English.

Although some studies have investigated the influence of EQ on motivation and academic outcomes (Waluyo, 2020; Faisal, 2019), the combined effect of EQ and visual learning

style on reading comprehension remains underexplored. This gap underscores the need for research that investigates how these two factors work together to influence reading comprehension, particularly in English language learning.

**Purpose and Significance of the Research**

This study aims to explore the influence of emotional intelligence (EQ) and visual learning style on students' reading comprehension in English. Specifically, it will examine how EQ and visual learning style interact to improve students' ability to understand, interpret, and engage with English texts. By investigating the combined effect of these factors, this research seeks to provide insights into how educators can improve reading comprehension outcomes by addressing both emotional and learning style factors.

**Research Questions**

Based on the background above, the reseach questions formulated in this study are as follows:

1. Is there a significant influence of EQ on students' reading comprehension?
2. Is there a significant influence of Visual learning style on students' reading comprehension?
3. Do EQ and Visual learning style simultaneously contribute to students' reading comprehension?
4. Is EQ the most dominant factors in supporting students' r eading comprehension?
5. Can the students' reading comprehension be predicted from Emotional quotient and Visual learning style?

**METHOD**

**Research Design**

This study adopts a quantitative research design using a correlational ex post facto approach, which is suitable for examining the relationships among variables without introducing manipulation or treatment (Creswell, 2014). The purpose of this design is to analyze the extent to which Emotional Quotient (EQ) and Visual Learning Style

influence students' Reading Comprehension in an EFL context. To analyze these relationships, the study employs multiple regression analysis, a statistical method that enables the examination of both the individual and simultaneous effects of the independent variables (EQ and visual learning style) on the dependent variable (reading comprehension). This method is particularly valuable in educational research for identifying the predictive contribution of multiple factors to academic performance.

The correlational design used in this study is classified as non-experimental, as it observes naturally occurring phenomena without implementing interventions or experimental conditions. Data are collected through validated questionnaires and standardized reading tests, and analyzed to determine the strength and direction of associations among variables. This methodological framework provides a robust basis for evaluating how emotional and cognitive characteristics jointly contribute to learners' reading comprehension outcomes. It also supports the development of pedagogical strategies that accommodate both affective and visual learning dimensions in language education.

**Participants and Sample**

The participants of this study consisted of 208 tenth-grade students from Senior high school 1 Sumberpucung, located in Malang Regency, East Java, Indonesia. The school had a total population of 432 Grade X students in the 2024/2025 academic year. To ensure representativeness, the study employed a simple random sampling technique, allowing each student an equal probability of selection. The sample size was calculated using Slovin's formula with a 5% margin of error (e = 0.05), as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Sample size

N = Population size (350 students)

e = Margin of error (5%/0.05)

$$= \frac{432}{1 + 432(5\%)^2}$$

$$n = \frac{432}{1 + 432(0.05)^2}$$

$$n = \frac{432}{1 + 432(0.0025)}$$

$$n = \frac{432}{1 + 1.08}$$

$$n = \frac{432}{2.08} = 208$$

the sample size required for the study is approximately 208 students.

## Research Instruments

First, the Emotional Quotient (EQ) Questionnaire was developed to measure five core components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills, as conceptualized by Goleman (2015). The instrument consisted of 50 items rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was adapted from a validated instrument and underwent expert judgment and reliability testing prior to use.

Second, the Visual Learning Style Questionnaire was used to assess students' preferences for visual learning. The items were constructed based on the framework proposed by Felder and Silverman (1988), and the instrument included 50 statements, also rated on a five-point Likert scale. The questionnaire aimed to identify the extent to which students rely on visual aids, such as images, diagrams, and spatial organization, in their learning process.

Third, a Reading Comprehension Test was administered to evaluate students' ability to understand English texts. The test consisted of 40 questions, covering both narrative and expository texts aligned with the Grade X English curriculum. The test items included multiple-choice and open-ended questions, designed to assess various aspects of reading comprehension such as identifying main ideas, making inferences, understanding vocabulary in context, and locating specific information.

## Data Collection Procedure

The data collection process was conducted in two sequential phases within the classroom setting during the even semester of the 2024/2025 academic year.

In the first phase, students were asked to complete two questionnaires: the Emotional Quotient (EQ) questionnaire and the Visual Learning Style questionnaire. Each instrument was administered during a scheduled session, with approximately 30 minutes allocated for each. Students responded to the items independently, under the supervision of the researcher and the classroom teacher.

In the second phase, the Reading Comprehension Test was administered to the same participants. The test was conducted in a controlled classroom environment, with a maximum duration of 45 minutes. The test content was aligned with the Grade X English curriculum and included both narrative and expository texts.

To ensure the reliability and validity of the data, both phases of data collection were carried out under standardized and supervised conditions. The same procedures and instructions were applied to all participants, and students were informed about the confidentiality and academic purpose of the study to minimize response bias and maintain research integrity.

## Data Analysis Procedure

The data analysis was carried out using SPSS (Statistical Package for the Social Sciences) version 26. The procedure consisted of assumption testing, multiple regression analysis, and hypothesis testing to examine the influence of Emotional Quotient (EQ) and Visual Learning Style on Reading

Comprehension.

Before conducting regression analysis, several assumption tests were performed. Normality of residuals was assessed using the Kolmogorov-Smirnov test, complemented by visual inspections through P-P plots and histograms. Multicollinearity was examined by calculating the Variance Inflation Factor (VIF) and Tolerance values; VIF values below 10 and Tolerance values above 0.1 indicated acceptable levels of collinearity. The Linearity assumption was evaluated by plotting scatterplots of each independent variable (EQ and visual learning style) against the dependent variable (reading comprehension), ensuring linear relationships. Finally, Homoscedasticity was tested using the Glejser test, which examines the correlation between absolute residuals and independent variables. A non-significant result confirmed the absence of heteroscedasticity.

Following the assumption tests, Multiple linear regression analysis was to test the significance of the model and predictors, t-tests were used to evaluate the individual contribution of EQ and visual learning style, while an F-test was employed to assess the overall model significance. In addition, the Coefficient of determination ($R^2$) and the adjusted $R^2$ were calculated to determine the proportion of variance in reading comprehension explained by the model

## RESULT
## Normality Test

**One-Sample Kolmogorov-Smirnov Test**

| | | X1 | X2 | Y |
|---|---|---|---|---|
| N | | 208 | 208 | 208 |
| Normal Parameters[a,b] | Mean | 170.75 | 157.18 | 15.02 |
| | Std. Deviation | 22.838 | 17.200 | 5.542 |
| Most Extreme Differences | Absolute | .055 | .056 | .047 |
| | Positive | .031 | .056 | .036 |
| | Negative | -.055 | -.055 | -.047 |
| Test Statistic | | .055 | .056 | .047 |
| Asymp. Sig. (2-tailed) | | .200[c,d] | .200[c,d] | .200[c,d] |

The Kolmogorov–Smirnov test showed $p > 0.05$, indicating that the residuals were normally distributed. This was supported by P–P plots and histograms.

## Linearity Test
### X1

| Anova Table | | | | |
|---|---|---|---|---|
| | | Mean Square | F | Sig, |
| Between Group | (Combined) | 56.941 | 4.110 | .000 |
| | Linearity | 3597.454 | 259.657 | .000 |
| | Deviation from Linearity | 12.685 | .916 | .662 |

### X2

| Anova Table | | | | |
|---|---|---|---|---|
| | | Mean Square | F | Sig, |
| Between Group | (Combined) | 31.851 | 1.054 | .393 |
| | Linearity | 178.294 | 5.898 | .016 |
| | Deviation from Linearity | 29.450 | .974 | .536 |

Scatterplots between each independent variable and the dependent variable indicated a linear relationship.

## Multicollinearity Test

| Variable | Collinearity Statistics | |
|---|---|---|
| | Tolerance | VIF |
| Emotional Quotient | 0,001 | 1,190 |
| Visual Learning Style | 0,001 | 1,190 |

shows that both predictors had Tolerance values above 0.1 and VIF values below 10, indicating no multicollinearity.

## Heteroscedasticity Test

| Coefficients[a] | | | | | | |
|---|---|---|---|---|---|---|
| | Metacognitive Strategy | 0,000 | 0,035 | 0,000 | 0,000 | 1,000 |
| | Learning Achievement | 0,000 | 0,035 | 0,000 | 0,000 | 1,000 |

From the Glejser test, the significance values for X1 and X2 are 0.000 and 0.000 respectively (> 0.05), so there are no symptoms of heteroscedasticity.

## REGRESSION ANALYSIS RESULT
### Partial Test (t-Test)

| Variable | Coefficient (B) | t- Value | Sig. (p-value) |
|---|---|---|---|
| X1 | 1.198 | 16.657 | 0.000 |
| X2 | 0.561 | -3.244 | 0.001 |

Both independent variables (X1, X2) have a significant effect on the dependent variable Y individually, as their p-value are less than 0.05.

### Simultaneous Test (F Test)

| F-value | Sig. (p-value) |
|---|---|
| 445.695 | 0.000 |

The regression model is statistically significant as a whole since the p-value is less than 0.05, meaning X1, and X2 together significantly effect Y.

### Coefficient of Determination (R²)

| Model | R | R Square | Adjusted R Square |
|---|---|---|---|
| 1 | 0.766 | 0.587 | 0.538 |

The R Square value of 0.587 means that 58.7% of the variation in the dependent variable can be explained by the regression model. After adjustment, the Adjusted R Square is 0.538, indicating that 53.8% of the variation remains explained after accounting for the number of predictors and sample size.

## CONLUSION
### Summarize main result

This study investigated the relationship between Emotional Quotient (EQ), Visual Learning Style, and reading comprehension among Indonesian senior high school students. The findings confirm that EQ is a significant positive predictor of reading comprehension, underscoring the importance of emotional regulation, motivation, and interpersonal awareness in facilitating students' engagement with textual material. Conversely, the negative influence of visual learning style suggests that preference alone is insufficient to enhance comprehension, particularly when not supported by pedagogically sound instruction.

Future research is encouraged to examine additional variables that may influence reading comprehension, such as metacognitive strategies, learning motivation, and instructional quality. Employing mixed-method designs and expanding to different educational levels and cultural settings could further enrich our understanding of how emotional and learning style factors interact to shape literacy outcomes.

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Pengaruh Kecerdasan Emosional dan Motivasi Belajar terhadap Hasil Belajar Matematika Siswa SMP di Sekolah Maitreyawira Se-Sumatra.