

# **The Influence of Social Support, Self-Efficacy, and Emotional Intelligence on Academic Achievement Mediated by Self-Esteem (Study on Regular 1 Management Students of Mercu Buana University, Class of 2021)**

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## **Abstract**

Mercu Buana University is recognized as one of the leading private universities in Indonesia, particularly in the Jakarta area. This campus has received Superior accreditation from authorized institutions. This achievement is reflected in the Faculty of Economics and Business (FEB) of Mercu Buana University, particularly in the Undergraduate Management Study Program. Based on the superior accreditation achieved, this study presents data on students who excel in academic aspects. However, the analysis results show that students who achieve high achievement in certain semesters tend to experience a decline in achievement in other semesters. Therefore, this decline in academic achievement creates a phenomenon in the learning environment of students in the Undergraduate Management Study Program at Mercu Buana University. The study population consisted of Undergraduate Management students from the class of 2021, with a total of 483 respondents. By applying the Slovin formula, the sample size was determined to be 83 respondents. This study used a quantitative approach and applied Partial Least Square Analysis as a measuring tool. The results revealed that Social Support and Self-Efficacy have a positive and significant effect on Self-Esteem. However, Emotional Intelligence did not affect Self-Esteem. Other results revealed that Social Support, Self-Efficacy, and Self-Esteem had a positive and significant effect on Academic Achievement. However, Self-Efficacy had no effect on Academic Achievement.

**Keywords:** Academic Achievement, Social Support, Self-Efficacy, Emotional Intelligence, and Self-Esteem

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## **1. INTRODUCTION**

In today's increasingly competitive world of higher education, student academic achievement serves as a crucial indicator in assessing the success of an institution. Various psychosocial factors have been identified as key determinants of academic achievement, including social support, self-efficacy, and emotional intelligence. Academic achievement holds significant significance in the lives of individuals and their families, reflecting not only success in completing sequential levels of education and achieving grades that meet established standards but also encompassing important aspects of an individual's life. Academic achievement serves as an essential pathway for determining educational and professional choices, which ultimately influence the individual's social roles (Jawad et al., 2021). Social support from family, friends, and the campus environment plays a significant role in fostering a sense of security and increasing learning motivation among students. Self-efficacy refers to an individual's belief in their ability to complete academic tasks and has been shown to positively contribute to academic achievement. Emotional intelligence, on the other hand, reflects a student's ability to manage emotions, adapt to academic pressure, and build healthy interpersonal relationships. All of these aspects contribute substantially to academic success. Ejigu (2022) revealed that social support and emotional intelligence significantly influence student academic achievement. The analysis in this study strengthens the proposition that these two variables play a determinant role in higher education.

In addition to the factors mentioned above, self-esteem plays a role as a mediator in the relationship between psychosocial variables and academic achievement. Students with high levels of self-esteem tend to be able to face academic challenges with greater confidence and resilience. According to Branden (2025), developing healthy self-esteem through self-awareness, self-acceptance, and personal responsibility is fundamental to

achieving success, both personally and academically. Furthermore, research by Gilbert (2025) emphasizes that developing self-esteem through self-compassion can improve psychological well-being and, in turn, academic achievement. Therefore, self-esteem acts as a link connecting social support, self-efficacy, and emotional intelligence with optimal academic achievement.

This study was conducted to analyze the influence of social support, self-efficacy, and emotional intelligence on academic achievement by considering the mediating role of self-esteem in students of the Regular 1 Management Program at Mercu Buana University, class of 2021. Through this methodology, it is hoped that this study will be able to provide a significant contribution in the development of intervention measures aimed at improving academic achievement by strengthening students' psychosocial factors and self-esteem.

One important way to evaluate success in higher education is through analyzing students' Semester Achievement Index (GPI). The GPI reflects students' ability to master the knowledge and skills essential for success in both their education and careers. However, several reports indicate that student academic achievement in Indonesia still faces various challenges that need to be addressed (Hasanah et al., 2021). In this context, successful students are not only determined by their ability to apply more effective and efficient learning techniques to acquire and utilize information. They also demonstrate the ability to motivate themselves, evaluate themselves, and adapt their behavior when faced with challenges in the learning process (Al-Abyadh & Abdel Azeem, 2022).

This phenomenon not only impacts the quality of graduates but can also damage the reputation of higher education institutions and reduce their competitiveness in an increasingly competitive job market. This decline in academic achievement can hinder efforts to achieve the goal of improving the quality of competent and competitive human resources.

Learning evaluation is a key factor in predicting future grades. The primary function of assessment is to measure the success of the learning process, assess learning effectiveness, and monitor the progress of student learning achievement (Fitriana & Kurniasih, 2021). Evaluation of student academic achievement is considered a crucial aspect in ensuring a smooth learning process and providing a positive impact that can motivate students in their studies. The Semester Grade Point Average (GPA) is an important indicator that can be used to predict future academic grades. The direct beneficiaries of this academic grade prediction include academic advisors, faculty academic units, and the students themselves. Academic advisors can monitor students' GPA and provide guidance if the predicted grades indicate a decline. For students, this prediction can serve as a reference in planning their study period.

Given the urgency of this issue, a comprehensive exploration of the determinants of students' GPA is a high priority. This study is designed to uncover both intrinsic and extrinsic factors that contribute to the decline in student academic achievement. Thus, universities have the potential to develop more effective approaches to improving the quality of social learning among students, which will ultimately contribute to improving the quality of education in Indonesia.

Table 1. Recapitulation of Students from the Class of 2021, Regular Management Study Program, Even Academic Year 2023/2024, Mercu Buana University

No.	Student Status	Campus			Total
		Meruya	Menteng	Warung Buncit	
1	Active	374	74	35	483
2	On Leave	16	3	4	23
3	Graduated	2	-	2	4
4	Withdrew	1	-	-	1
5	Dropped	6	1	-	7
<b>Total</b>		<b>399</b>	<b>78</b>	<b>41</b>	<b>518</b>

Source: Bureau of Learning Administration, Mercu Buana University (2024)

Table 1 above presents the criteria for Mercu Buana University students enrolled in the Management Study Program, intake 2021. These criteria include 483 active students, 23 students on leave, 4 students graduating, 1 student withdrawing, and 7 students dropping out. Taking all the criteria described into account, the total number of students enrolled in the Regular Management Study Program for the Even Academic Year 2023/2024 at Mercu Buana University is 518.

Table 2. Average Semester Grade Point Average of Undergraduate Management Students at Mercu Buana University, Meruya Campus, Intake of 2021

No.	Years	Semester	Number of Students	Average Semester Achievement Index
1.	2021	Odd	344	3.46
2.	2021	Even	320	3.61
3.	2022	Odd	307	3.60
4.	2022	Even	296	3.61
5.	2023	Odd	299	3.60

Source: Data Processed by the Author, 2024

Based on the table above, the average Semester Achievement Index for Management students at Mercu Buana University, Meruya Campus, Class of 2021 experienced increases and decreases across semesters. The increase in the Semester Achievement Index occurred in both the odd and even semesters of 2021. In the odd semester of 2021, the average Semester Achievement Index was 3.46. This figure then increased in the odd semester of 2021 from 0.15 to 3.61. In the odd semester of 2022, there was a decrease of 0.01. In the seventh semester of 2022, there was an increase in the average Semester Achievement Index of 0.01. However, in the odd semester of 2023, there was a decrease again to 0.01, with an average of 3.60.

Table 3. Summary of Semester Achievement Index of Undergraduate Management Students at Mercu Buana University, Meruya Campus, Intake of 2021 Based on Grades

Academic Year	Number of Students with Weighted Grades						
	0-0,99	1-1,99	2-2,49	2,50-2,99	3-4,49	3,50-3,99	4
	Very Low	Low	Enough	Very Enough	Good	Very Good	Outstanding
2021 Odd	28	13	6	16	79	275	3
2021 Even	7	8	6	14	55	292	6
2022 Odd	8	3	2	5	101	246	7
2022 Even	6	1	6	16	59	261	10
2023 Odd	2	1	1	5	79	265	8

Source: Bureau of Learning Administration, Mercu Buana University (2024)

Based on the table above, the summary of the Semester Achievement Index for undergraduate management students at Mercu Buana University, Meruya Campus, Class of 2021 with outstanding grades fluctuated. In the odd semester of 2021, three students received a Semester Achievement Index of 4 (outstanding). The number of students receiving a Semester Achievement Index of 4 (outstanding) increased continuously from the even semester of 2021 to the even semester of 2022, but this number decreased in the odd semester of 2023. The phenomena that occurred in the predicates for each semester above illustrate a decline in academic achievement among management students at Mercu Buana University, Meruya Campus, Class of 2021.

According to Mona & Yunita (2021), the family, school, and community environments all contribute to students' academic achievement, helping them achieve satisfactory results. Students who achieve high academic achievement typically demonstrate a tendency to work hard, have a desire to learn, and persevere in achieving desired results (Halizah et al., 2022). According to Abu Alkhayr et al., (2022), individuals with strong character typically have better emotional management skills, seek various strategies for engaging in academic tasks, and maintain and improve their concentration during the learning process.

The author also conducted a pre-survey with 15 management students from the 2021 intake at Mercu Buana University, Meruya Campus. The results of the pre-survey are shown in the following table:

Table 4. Pre-Survey Results

Variables	Statements	Yes	No
Procrastination	I feel anxious or stressed when faced with difficult academic assignments.	3	12
	I have difficulty managing my time to complete academic tasks.	3	12
Social Support	I receive practical assistance in completing my assignments or obligations.	4	11
	I receive constructive feedback that helps me make decisions.	4	11
Self-Efficacy	I feel proud of my personal accomplishments.	3	12
	I believe that others judge me favorably.	3	12
Stress Coping	I try to see the positive side to difficult situations.	1	14
	I actively seek ways to overcome the problems I face.	2	13
Emotional Intelligence	I can recognize my own emotions when they arise.	2	13
	I can complete assignments and responsibilities despite pressure.	3	12
Intrinsic Motivation	I feel successful when I reach my learning goals.	1	14
	I have clear accountability for my academic tasks.	1	14
Extrinsic Motivation	Receiving praise from lecturers or peers makes me more motivated to study.	2	13
	Feeling treated fairly in the assessment process by lecturers increases my motivation to study harder.	0	15
Self Esteem	I feel proud of my personal integrity.	4	11
	I feel I have the skills necessary to succeed.	3	12

Source: Pre-Survey Results Processed by the Author, 2024

The pre-survey results showed that respondents experienced several obstacles, including a lack of practical assistance or feedback from their environment, a lack of pride in personal achievements, negative perceptions of others' judgments of them, and difficulty recognizing personal emotions and completing tasks and responsibilities under pressure. Respondents also expressed dissatisfaction with their personal integrity and a lack of confidence in their skills and abilities. Of the 17 students who responded, there were four main factors that were most felt by the students. These four factors are: Social Support, Self-Efficacy, Emotional Intelligence, and Self-Esteem.

## 2. LITERATURE REVIEW

### 2.1 Academic Achievement

According to Meng & Zhang (2023), academic achievement is how students achieve predetermined educational goals and hope to achieve them through their learning efforts. Hulwani & Aliyyah (2024) state that academic achievement is a tangible skill or actual ability, namely an ability that can be directly demonstrated and tested in real time because it is the result of efforts or a learning process using specific techniques that the individual has undergone.

Based on the definitions above, it can be concluded that academic achievement is a manifestation of superior and optimal results from activities, actions, efforts, and hard work that have been undertaken by an individual in participating in learning processes.

### 2.2 Social Support

According to Madoni et al., (2021), social support is the assistance, support, and social connections a person receives from those around them, such as family, friends, coworkers, and the community. In psychology, this is known as social support. According to Schobinger et al., (2022), social support is a form of resource exchange or reciprocal activity between at least two people, aimed at improving the health and well-being of the recipient. According to Li et al., (2021), social support can be described as support that individuals can access through

social relationships with other people, groups, and the broader community.

Based on the definitions above, it can be concluded that social support is a manifestation of support received by a person from others, both through actions and words, aimed at making a positive contribution to one another.

### 2.3 Self-Efficacy

According to Caliendo et al., (2023), self-efficacy reflects one's belief in their ability to consistently perform difficult and novel tasks while overcoming difficulties. Self-efficacy is understood as a person's perception of their ability to plan and execute specific tasks (Patricio-Gamboa et al., 2021). Rindivenessia & Fikri (2021) state that self-efficacy is an individual's belief in their ability to influence events that impact their life. Ayu Sudwiarrum & Puspitasari (2021) also explain that self-efficacy plays a crucial role because its reality will spur individuals to exhibit greater consistency as a form of self-regulation in the face of difficulties to achieve predetermined goals.

Based on the definitions above, it can be concluded that self-efficacy is a manifestation of a person's ability to understand themselves and their surroundings (reality) and to produce positive contributions and outcomes in completing assigned tasks and responsibilities.

### 2.4 Emotional Intelligence

According to Widayati et al., (2021), emotional intelligence is an individual's ability to recognize themselves and others, as well as to understand and manage their own emotions and those of others, thus creating harmonious and prosperous relationships with themselves and others. Emotional intelligence is a term encompassing various abilities and skills that enable a person to understand and handle emotional situations, both their own and those of others, for the purpose of social and personal development (Drigas & Sideraki, 2021). In Goleman's book (2020), emotional intelligence is the ability to manage emotions, including the ability to control oneself, endure frustration, control impulses, motivate oneself, regulate moods, empathize, and establish good relationships with others.

Based on the definitions above, it can be concluded that emotional intelligence is a manifestation of a person's ability to understand, manage, and motivate emotions within themselves and others to create and build harmony and well-being with one another.

### 2.5 Self-Esteem

According to Monteiro et al., (2022), self-esteem is defined as a sense of self-worth and self-respect, which are essential to understanding one's well-being and success. Self-esteem is a crucial component of personality that significantly shapes an individual's attitudes, influences one's thinking, emotional state, decision-making, and even life goals (Khasanah & Kristanti, 2020). Meanwhile, according to Soelton et al., (2020), self-esteem is an achievement achieved by an individual through self-appreciation, both positive and negative. Therefore, in this case, this achievement creates a behavior in the form of self-esteem.

Based on the definitions above, it can be concluded that self-esteem is a manifestation of an individual's achievements through self-appreciation, both positive and negative. Therefore, in this case, this achievement can create a behavior in the form of self-esteem.

## 3. RESULT AND DISCUSSION

### 3.1 Conceptual Framework

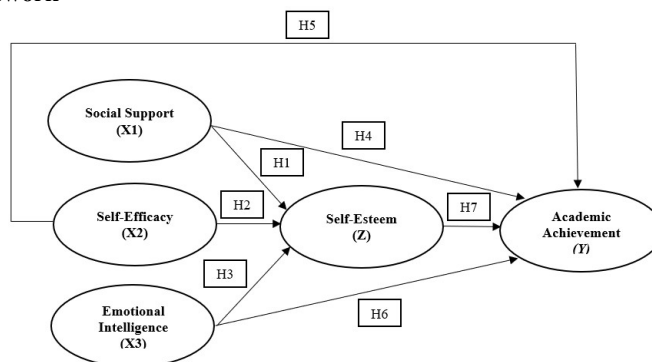


Figure 1. Conceptual Framework

## 3.2 Method

### 3.2.1 Research Design

The research design used in this research is a quantitative research design, using a questionnaire technique. A questionnaire technique is a list of questions or written statements that have been formulated before being given and answered by respondents. The questionnaire in this study is a statement regarding the involvement of the influence of Social Support, Self-Efficacy, and Emotional Intelligence through Self-Esteem with a predetermined research sample.

### 3.2.2 Participants

This study involved 83 undergraduate students from the Regular 1 Management program at Mercu Buana University, Meruya Campus, Class of 2021. They answered the questionnaire, which was distributed online. The respondents used a Likert scale to answer the questionnaire, which included the options of strongly disagree, disagree, neutral, agree, and strongly agree.

### 3.2.3 Instrument

The data collection method used in this study was a questionnaire technique. A questionnaire technique is a list of questions or written statements that have been formulated before being given and answered by respondents. The questionnaire in this study is a statement regarding the involvement of the Influence of Social Support, Self-Efficacy, and Emotional Intelligence through Self-Esteem with a predetermined research sample. The type of data used in this study is primary.

### 3.2.4 Data Analysis

To ensure the validity of the collected data, this study used the following instruments: Frequency and Percentage Distribution: These instruments were used to determine the respondent profile based on age, gender, domicile, and Semester Achievement Index. Mean and Standard Deviation: Instruments used to answer questions about the influence of social support, self-efficacy, and emotional intelligence on academic achievement as mediated by self-esteem.

Path Coefficient Test: This test was used to determine significant differences in each variable or hypothesis in this study.

## 3.3 Questionnaire and SMART PLS Results

### 3.3.1 Respondent Characteristics

Table 5. Respondent Characteristics

	Profile Variables	Frequency	Percent
Age	20-22 years old	60	72,3%
	23-25 years old	23	27,7%
Total		83	100%
Gender	Male	60	72,3%
	Female	23	27,7%
Total		83	100%
Domicile	Jakarta	33	39,8%
	Bogor	21	25,3%
	Depok	6	7,2%
	Tangerang	17	20,5%
	Bekasi	6	7,2%
Total		83	100%
Semester Achievement Index	2,50 – 3,00	5	6%
	3,10 – 3,50	15	18,1%
	3,60 – 4,00	63	75,9%
Total		83	100%

The table shows that women dominate the number of respondents, with a total of 60 people (72.3%), while men numbered 23 people (27.7%). Based on age criteria, respondents aged between 20 and 22 years had a large number, with a total of 60 people (72.3%). Meanwhile, another 23 people (27.7%) were in the age group of 23 to 25 years. In terms of domicile, the majority of respondents live in Jakarta, namely 33 people

(39.8%); domiciled in Bogor are as many as 21 people (25.3%); domiciled in Tangerang are as many as 17 people (20.5%); domiciled in Depok are as many as 6 people (7.2%); and domiciled in Bekasi are as many as 6 people (7.2%). Based on the Last Semester Achievement Index, most respondents had a last semester achievement index in the range of 3.60 – 4.00, with a total of 63 people (75.9%). A total of 15 people (18.1%) had an Semester Achievement Index between 3.10 – 3.50, while the remaining 5 people (6%) had an average Semester Achievement Index between 2.50 – 3.00.

### 3.3.2 Descriptive Statistics of Variables

Table 6. Descriptive Statistics of Social Support

Indicators	Information	Mean	Std. Deviation
SS1	People around me often praise me for all the positive things I do in my studies.	3.217	1.308
SS2	I receive moral support from those closest to me when I face challenges in my studies.	3.325	1.474
SS3	I receive academic counseling or tutoring services to support my educational plans.	2.964	1.256
SS4	I often receive direct help from others when I struggle with assignments.	3.289	1.313
SS5	People around me offer relevant solutions to the problems I face.	3.229	1.417
SS6	The advice and input I receive from those closest to me make me more confident in making decisions.	3.386	1.430
SS7	The positive feedback I receive helps me improve and enhance my academic performance.	3.349	1.409
SS8	I feel that my efforts are appreciated by my family and those closest to me, even if the results are sometimes not immediately visible.	3.157	1.393

The table above indicates that of the eight instruments or statements regarding Social Support, statement number 6 has the highest mean value, namely, "The advice and input I receive from those closest to me make me more confident in making decisions," with a mean of 3.386 and a standard deviation of 1.430. Conversely, statement number 3 shows an indicator with the lowest mean, namely, "I receive academic counseling or tutoring services to support my educational plans," which has a mean of 2.964 and a standard deviation of 1.256.

Table 7. Descriptive Statistics of Self-Efficacy

Indicators	Information	Mean	Std. Deviation
SEF1	I feel confident that I can overcome various levels of learning difficulties.	3.289	1.410
SEF2	I am confident that I can understand material that I previously lacked.	3.181	1.355
SEF3	I don't easily lose enthusiasm even when my academic performance doesn't meet my expectations.	3.301	1.386
SEF4	I use failure as a lesson for self-improvement.	2.241	1.444
SEF5	I feel confident that I can adapt to various teaching styles.	3.193	1.501
SEF6	I remain productive even when I have to study in a different environment than usual.	3.313	1.370

Table 7 shows that of the 6 instruments or statements for Self-Efficacy, the highest mean is statement



number 6, namely, " I remain productive even when I have to study in a different environment than usual," with a mean value of 3.313 and a standard deviation of 1.370. The indicator with the lowest mean value is found in statement number 4, namely " I use failure as a lesson for self-improvement," which recorded a mean of 2.241 and a standard deviation of 1.444.

Table 8. Descriptive Statistics of Emotional Intelligence

Indicators	Information	Mean	Std. Deviation
EI1	I am able to recognize when my feelings influence the way I interact with classmates or professors.	3.181	1.281
EI2	I am aware of the negative impact that certain emotions, such as stress or anxiety, can have on my memory and comprehension of course material.	3.361	1.469
EI3	I am able to remain calm and objective when emotionally charged issues arise in class groups.	3.325	1.233
EI4	I don't panic easily when faced with tight deadlines in class.	2.855	1.466
EI5	I am able to adjust my approach when interacting with classmates based on their emotions.	3.181	1.407
EI6	I strive to understand my classmates' perspectives, even if they differ from my own.	3.229	1.302
EI7	I am always open to hearing my classmates' opinions during class discussions.	3.386	1.396
EI8	I try to avoid conflicts that could harm relationships within the class environment.	3.470	1.347

Table 8 states that of the eight instruments or statements used to measure the Emotional Intelligence variable, statement number 8 recorded the highest mean value, namely, " I try to avoid conflicts that could harm relationships within the class environment," with a mean of 3.470 and a standard deviation of 1.347. On the other hand, the indicator with the lowest mean was in statement number 4, which reads, "I don't panic easily when faced with tight deadlines in class," with a mean of 2.855 and a standard deviation of 1.466.

Tabel 9. Descriptive Statistics of Self-Esteem

Indicators	Information	Mean	Std. Deviation
SE1	I can show my true self without fear in the university environment.	3.181	1.398
SE2	I feel able to share stories about my studies with my family and friends without fear or anxiety.	3.157	1.509
SE3	Adapting to new situations in the university environment is something I can do easily.	3.108	1.431
SE4	My ability to influence others helps achieve shared academic goals.	3.325	1.336
SE5	I am able to complete assignments efficiently, without compromising on quality.	3.422	1.398
SE6	I am confident in conveying my understanding of the material taught by my lecturers.	3.277	1.417
SE7	I always strive to be honest when completing assignments or taking exams.	3.277	1.302
SE8	I feel the need to respect campus regulations and policies in all academic activities.	3.410	1.345

The table shows that of the eight instruments or statements used for the Self-Esteem variable, statement number



5 has the highest mean value, namely, "I am able to complete assignments efficiently, without compromising on quality," with a mean of 3.422 and a standard deviation of 1.398. Meanwhile, the indicator with the lowest mean value was found in statement number 3, which reads, "Adapting to new situations in the university environment is something I can do easily," with a mean of 3.108 and a standard deviation of 1.431.

Tabel 10. Descriptive Statistics of Academic Achievement

Based on the table, of the 8 instruments or statements for the Academic Achievement variable, the one with the

Indicators	Information	Mean	Std. Deviation
AA1	I am able to specifically explain terms or definitions in learning.	3.301	1.239
AA2	I find it easy to convey verbal information clearly during discussions or presentations.	3.169	1.479
AA3	After analyzing a situation, I feel able to draw logical conclusions.	3.349	1.265
AA4	When faced with new situations, I find it easy to apply the concepts and principles I have learned.	3.205	1.287
AA5	I am able to handle academic situations that require problem-solving (assignments, projects, exams).	3.289	1.452
AA6	I use study methods based on my learning style (e.g., reading, listening, or practicing).	3.446	1.373
AA7	I am able to complete practical tasks with high efficiency and accuracy.	3.301	1.369
AA8	I can master technical skills relevant to my field of study.	3.265	1.300
AA9	I actively participate in discussions or Q&A sessions during class.	3.157	1.349
AA10	I am responsible for completing assigned assignments on time, even when I encounter difficulties.	3.434	1.507

highest mean is statement number 6, namely, "I use study methods based on my learning style (e.g., reading, listening, or practicing)." with a mean value of 3.446 and a standard deviation value of 1.373. For the indicator with the lowest mean, there is statement number 9, namely, "I actively participate in discussions or Q&A sessions during class," with a mean of 3.157 and a standard deviation of 1.349.

## 4. PARTIAL LEAST SQUARE ANALYSIS

### 4.1 Measurement Model Test Results (Outer Model)

#### 4.1.1 Convergent Validity

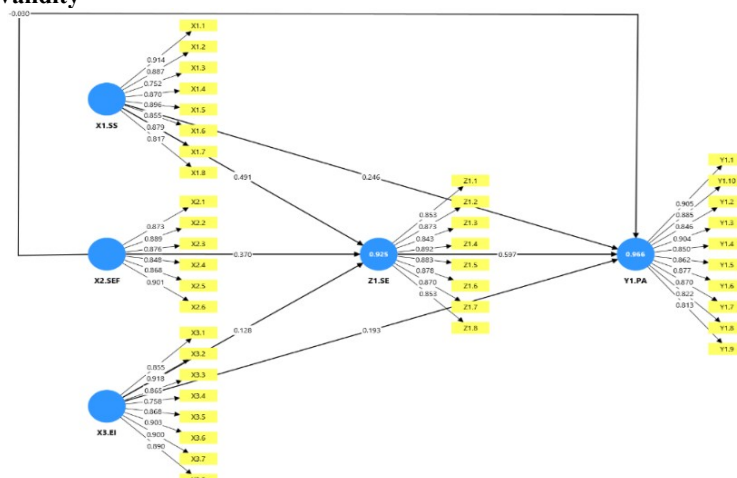


Figure 2. PLS Algorithm Results

Figure 2 shows that all research variable indicators exhibit outer loading values exceeding 0.7, thus confirming the convergent validity test results based on the outer loading parameters.

#### 4.1.2 Discriminant Validity

Table 11. Discriminant Validity Test Results (Cross Loading)

Indicator /Variable	Social Support	Self-Efficacy	Emotional Intelligence	Academic Achievement	Self-Esteem	Description
X1.1	0,914	0,831	0,823	0,869	0,865	Valid
X1.2	0,887	0,824	0,799	0,850	0,848	Valid
X1.3	0,752	0,642	0,646	0,740	0,741	Valid
X1.4	0,870	0,809	0,805	0,829	0,809	Valid
X1.5	0,896	0,859	0,796	0,866	0,862	Valid
X1.6	0,855	0,803	0,782	0,800	0,794	Valid
X1.7	0,879	0,780	0,799	0,854	0,822	Valid
X1.8	0,817	0,771	0,695	0,759	0,762	Valid
X2.1	0,815	0,873	0,775	0,821	0,832	Valid
X2.2	0,801	0,889	0,771	0,802	0,806	Valid
X2.3	0,758	0,876	0,722	0,779	0,794	Valid
X2.4	0,804	0,848	0,747	0,799	0,781	Valid
X2.5	0,814	0,868	0,774	0,807	0,837	Valid
X2.6	0,843	0,901	0,804	0,840	0,859	Valid
X3.1	0,807	0,783	0,855	0,820	0,809	Valid
X3.2	0,807	0,796	0,918	0,823	0,787	Valid
X3.3	0,786	0,767	0,865	0,794	0,773	Valid
X3.4	0,577	0,622	0,758	0,652	0,642	Valid
X3.5	0,787	0,779	0,868	0,822	0,789	Valid
X3.6	0,778	0,743	0,903	0,806	0,773	Valid
X3.7	0,811	0,782	0,900	0,824	0,807	Valid
X3.8	0,856	0,800	0,890	0,844	0,813	Valid
Y1.1	0,869	0,855	0,836	0,905	0,886	Valid
Y1.2	0,758	0,772	0,754	0,846	0,816	Valid
Y1.3	0,831	0,806	0,796	0,904	0,881	Valid
Y1.4	0,812	0,798	0,755	0,850	0,847	Valid
Y1.5	0,820	0,794	0,782	0,862	0,833	Valid
Y1.6	0,886	0,806	0,799	0,877	0,846	Valid
Y1.7	0,819	0,808	0,841	0,870	0,858	Valid
Y1.8	0,840	0,785	0,744	0,822	0,812	Valid
Y1.9	0,754	0,701	0,755	0,813	0,777	Valid
Y1.10	0,863	0,837	0,872	0,885	0,848	Valid
Z1.1	0,774	0,775	0,772	0,841	0,853	Valid
Z1.2	0,801	0,844	0,788	0,841	0,873	Valid
Z1.3	0,721	0,746	0,672	0,783	0,843	Valid
Z1.4	0,832	0,819	0,804	0,864	0,892	Valid
Z1.5	0,864	0,839	0,814	0,881	0,883	Valid
Z1.6	0,826	0,792	0,763	0,872	0,878	Valid
Z1.7	0,855	0,841	0,750	0,839	0,870	Valid
Z1.8	0,890	0,827	0,819	0,837	0,853	Valid

Source: SmartPLS 4.0 output, 2025

The table above shows that each variable in the study has a cross-loading value for each indicator that is higher than the cross-loading for the other constructs. Therefore, it can be concluded that the discriminant validity test conducted using the cross-loading parameter is valid. In this case, it can be said that the variables Social Support (X1), Self-Efficacy (X2), Emotional Intelligence (X3), Self-Esteem (Z), and Academic Achievement (Y) have good discriminant validity.

### 4.1.3 Construct Reliability & Validity

Table 12. Cronbach's Alpha and Composite Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Description
Social Support	0,949	0,958	0,740	Reliable
Self-Efficacy	0,939	0,952	0,768	Reliable
Emotional Intelligence	0,954	0,962	0,758	Reliable
Academic Achievement	0,962	0,967	0,746	Reliable
Self-Esteem	0,953	0,961	0,754	Reliable

Source: SmartPLS 4.0 output, 2025

The analysis presented in the table above shows that each construct has a Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE) value exceeding 0.7. This finding confirms that all constructs have met the established reliability criteria. From the overall results of the validity and reliability tests at the outer model testing stage, it can be concluded that all indicators are valid for measuring the intended constructs, and all constructs demonstrate reliable properties. Thus, the testing process can proceed to the next stage, namely the inner model testing.

### 4.2 Structural Model Test Results (Inner Model)

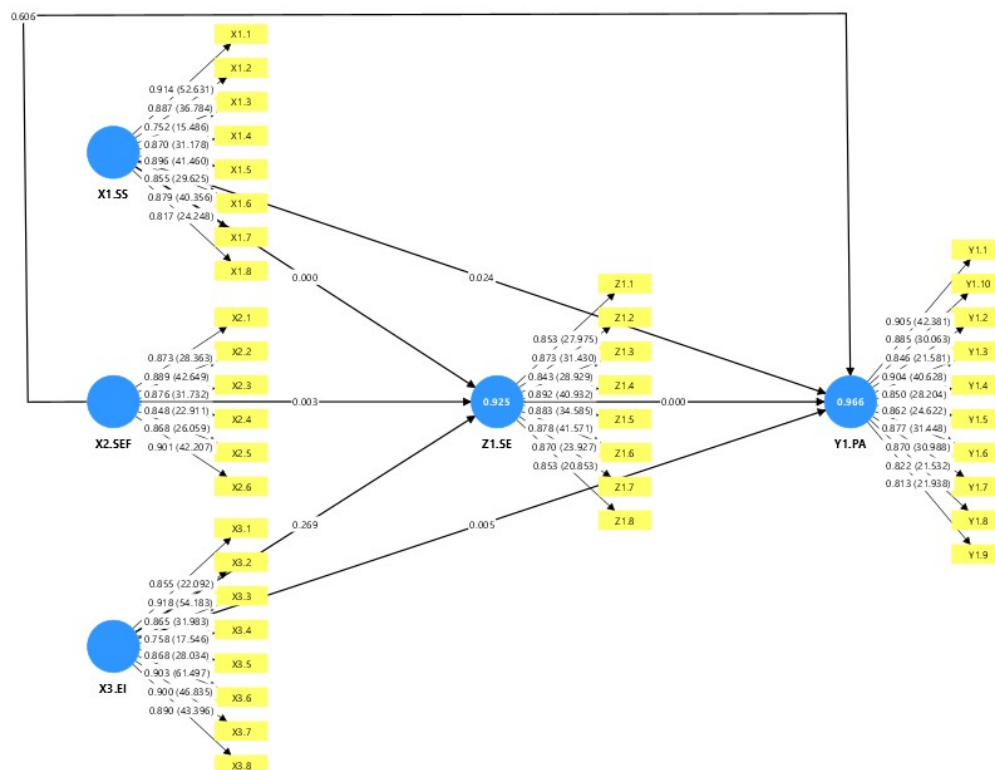


Figure 3. Bootstrapping Results

#### 4.2.1 R-Square

Table 13. R-Square ( $R^2$ ) Test Results

Variable	R-Square
Academic Achievement (Y)	0,966
Self-Esteem (Z)	0,925

Source: SmartPLS 4.0 output, 2025

The results of the analysis in table 13 show that the R-Square value for the Academic Achievement variable is 0.966. This finding indicates that 96.6% of the Academic Achievement variable (Y) is influenced by the variables Social Support (X1), Self-Efficacy (X2), Emotional Intelligence (X3), and Self-Esteem (Z), while the remaining 3.4% is influenced by other variables not analyzed in this study. In addition, the R-Square value for the Self-Esteem variable is recorded at 0.925. This shows that 92.5% of the Self-Esteem variable (Z) is influenced by the variables Social Support (X1), Self-Efficacy (X2), Emotional Intelligence (X3) and the remaining 7.5% is influenced by variables not analyzed in this study.

#### 4.2.2 F-Square

Table 14. F-Square Test Results

Variable	Academic Achievement (Y)	Self-Esteem (Z)
Social Support (X1)	0,153	0,379
Self-Efficacy (X2)	0,003	0,256
Emotional Intelligence (X3)	0,193	0,040
Self-Esteem (Z)	0,788	

Source: SmartPLS 4.0 output, 2025

#### 4.2.3 Predictive Relevance ( $Q^2$ )

Table 15 Q-Square Test Results

Variable	Q-Square ( $Q^2$ )
Academic Achievement (Y)	0,929
Self-Esteem (Z)	0,914

Source: SmartPLS 4.0 output, 2025

#### 4.2.4 Path Coefficient

Table 16. Path Coefficient Test Result

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic	P Values	Interpretation
Social Support (X1) -> Academic Achievement (Y)	0,246	0,253	0,109	2.265	0,024	Accepted
Social Support (X1)-> Self-Esteem (Z)	0,491	0,466	0,124	3.970	0	Accepted
Self-Efficacy (X2) -> Academic Achievement (Y)	-0,030	-0,031	0,059	0,516	0,606	Rejected
Self-Efficacy (X2) -> Self-Esteem (Z)	0,370	0,380	0,123	2.998	0,003	Accepted
Emotional Intelligence (X3) -> Academic Achievement (Y)	0,193	0,206	0,069	2.785	0,005	Accepted
Emotional Intelligence (X3) -> Self-Esteem (Z)	0,128	0,142	0,116	1.106	0,269	Rejected
Self-Esteem (Z) -> Academic Achievement (Y)	0,597	0,578	0,123	4.866	0	Accepted

Source: SmartPLS 4.0 output, 2025

The table above shows that the original sample value is 0.491, the T statistic is 3.970 ( $3.970 > 1.96$ ), and the P values are 0 ( $0 < 0.05$ ). In this context, there is a positive and significant influence between Social Support (X1) and Self-Esteem (Z), so hypothesis 1 can be accepted. These results are consistent with research conducted by Nuryanti & Nuraini (2023), which states that social support plays an important role in the development of self-esteem. This finding is also supported by research conducted by Amithasari & Khotimah (2021), which revealed that social support from the family influences self-esteem.

The table above shows that the original sample value is 0.370, the T statistic is 2.998 ( $2.998 > 1.96$ ), and the P value is 0.003 ( $0.003 < 0.05$ ). In this context, there is a positive and significant influence between Self-Efficacy (X2) and Self-Esteem (Z), so hypothesis 2 is accepted. This finding is consistent with the results of research by De Marco et al., (2023), which revealed that self-efficacy contributes significantly to the formation and development of self-esteem in individuals. This result is also in line with the results of research conducted by Analisis Zega et al., (2024), which stated that Self-Efficacy has a positive effect on Self-Esteem.

The table above shows that the original sample value is 0.128, the T statistic is 1.106 ( $1.106 < 1.96$ ), and the P value is 0.269 ( $0.269 > 0.05$ ). In this case, there is no influence between Emotional Intelligence (X3) and Self-Esteem (Z), so hypothesis 3 is rejected. This result is in line with the results of research conducted by Rajathi et al., (2024), which shows that Emotional Intelligence does not significantly influence Self-Esteem. This result is also in line with the results of research conducted by Anić et al., (2024) which states that no significant direct correlation was found between Emotional Intelligence does not have a direct impact on self-esteem, only plays an indirect role.

The table above shows that the original sample value is 0.246, the T statistic is 2.265 ( $2.265 > 1.96$ ), and the P value is 0.024 ( $0.024 < 0.05$ ). In this case, there is a positive and significant influence between Social Support (X1) and Academic Achievement (Y), so hypothesis 4 is accepted. This finding is consistent with research conducted by Maqbool et al., (2021), which revealed that social support plays a significant role in improving student academic performance. These results are also in line with research conducted by Saeed et al., (2023), which proves that social support has a positive and significant influence on Academic Achievement.

The table above shows that the original sample value is -0.030, the T statistic is 0.516 ( $0.516 < 1.96$ ), and the P values are 0.606 ( $0.606 > 0.05$ ). In this case, there is no influence between Self-Efficacy (X2) and Academic Achievement (Y), so hypothesis 5 is rejected. These research results are in line with the findings expressed by Nurina & Aliah (2022), which showed that there is no significant relationship between self-efficacy and academic achievement. These results are also in line with research by Edwin & Widjaja (2020), which found that self-efficacy has no influence on academic achievement.

The table above shows that the original sample value is 0.193, the T statistic is 2.785 ( $2.785 > 1.96$ ), and the P value is 0.005 ( $0.005 < 0.05$ ). In this case, there is a positive and significant influence between Emotional Intelligence (X3) and Academic Achievement (Y), so hypothesis 6 is accepted. This finding is in line with research conducted by Ogbebe Ogar et al., (2023), which shows that Emotional Intelligence has a significant influence on Academic Achievement. This finding is in line with research conducted by Almegewly et al., (2022), which identified that Emotional Intelligence has a significant role in supporting academic success, especially in dealing with pressure and dynamics in the campus environment.

The table above shows that the original sample value is 0.597, the T statistic is 4.866 ( $4.866 > 1.96$ ), and the P values are 0 ( $0 < 0.05$ ). In this case, there is a positive and significant influence between Self-Esteem (Z) and Academic Achievement (Y), so hypothesis 7 is accepted. This result is in line with research conducted by Henry et al., (2023), which shows that self-esteem has a positive relationship with academic success. This finding is supported by research conducted by Alghamdi et al., (2023), which indicates that Self-Esteem has a positive influence on Academic Achievement.

## 5. CONCLUSION

Based on the results of this study regarding the influence of social support, self-efficacy, and emotional intelligence on academic achievement mediated by self-esteem, the following conclusions can be drawn:

1. The Effect of Social Support on Self-Esteem. This study found that social support has a positive and significant effect on self-esteem.
2. The Effect of Self-Efficacy on Self-Esteem. This study found that self-efficacy has a positive and significant effect on self-esteem.

3. The Effect of Emotional Intelligence on Self-Esteem. This study found that emotional intelligence has no effect on self-esteem.
4. The Effect of Social Support on Academic Achievement. This study found that social support has a positive and significant effect on academic achievement.
5. The Effect of Self-Efficacy on Academic Achievement. This study found that self-efficacy has no effect on academic achievement.
6. The Effect of Emotional Intelligence on Academic Achievement. This study found that emotional intelligence has a positive and significant effect on academic achievement.
7. The Effect of Self-Esteem on Academic Achievement. This study found that self-esteem has a positive and significant effect on academic achievement.

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