



Exploring the Relationship Between Learning Discipline and Emotional Intelligence with Science Learning Outcomes in Fifth-Grade Elementary School Students

Ni Luh Wayan Nopa Suartini^{1*}, Ni Ketut Suarni² 

^{1,2}Jurusan Pendidikan Dasar, Universitas Pendidikan Ganesha, Bali, Indonesia

ARTICLE INFO

Article history:

Received May 23, 2024

Accepted September 27, 2024

Available online October 25, 2024

Kata Kunci:

Kecerdasan Emosional, Disiplin, Hasil Belajar

Keywords:

Emotional Intelligence, Discipline, Learning



This is an open access article under the CC BY-SA license.

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Masalah yang dihadapi dalam pembelajaran IPA di sekolah dasar adalah rendahnya hasil belajar siswa yang sering kali dipengaruhi oleh faktor-faktor psikologis dan perilaku. Penelitian ini bertujuan untuk menganalisis hubungan simultan yang signifikan antara disiplin belajar dan kecerdasan emosional dengan hasil belajar IPA siswa. Jenis penelitian ini adalah ex post facto. Pengumpulan data dilakukan dengan metode tes dan non-tes berupa angket tentang disiplin belajar dan kecerdasan emosional serta kuesioner tes hasil belajar IPA. Populasi penelitian ini adalah seluruh siswa yang berjumlah 141 siswa. Penentuan sampel menggunakan teknik sampling total. Variabel bebas dari penelitian ini adalah disiplin belajar dan kecerdasan emosional, sedangkan variabel terikat adalah hasil belajar IPA. Data penelitian ini dianalisis menggunakan analisis statistik deskriptif dan product moment. Hasil penelitian menunjukkan bahwa disiplin belajar, kecerdasan emosional, dan hasil belajar IPA saling mempengaruhi. Pertama, terdapat hubungan signifikan antara disiplin belajar dengan hasil belajar IPA yang diperoleh dengan nilai $F_{hitung} > F_{tabel}$ ($0,441 > 0,164$). Kedua, terdapat hubungan signifikan antara kecerdasan emosional dengan hasil belajar IPA yang diperoleh dengan nilai $F_{hitung} > F_{tabel}$ ($0,447 > 0,164$). Ketiga, terdapat hubungan signifikan antara disiplin belajar dan kecerdasan emosional terhadap hasil belajar IPA yang diperoleh dengan nilai $F_{hitung} > F_{tabel}$ ($0,250 > 0,164$). Dapat disimpulkan bahwa, terdapat hubungan yang signifikan antara disiplin belajar dan kecerdasan emosional terhadap hasil belajar IPA siswa kelas V sekolah dasar, baik secara terpisah maupun simultan. Informasi terbaru pada penelitian ini berimplikasi pada peningkatan hasil belajar IPA siswa.

ABSTRACT

The problem faced in science education at the elementary school level is the low academic performance of students, which is often influenced by psychological and behavioral factors. This study aims to analyze the significant simultaneous relationship between learning discipline and emotional intelligence with science learning outcomes in students. This research is of the ex post facto type. Data collection was carried out using test and non-test methods in the form of questionnaires on learning discipline and emotional intelligence as well as science learning outcome test questionnaires. The population of this study consists of 141 students. The sample was determined using total sampling technique. The independent variables in this study are learning discipline and emotional intelligence, while the dependent variable is science learning outcomes. The data were analyzed using descriptive statistics and product-moment correlation analysis. The results show that learning discipline, emotional intelligence, and science learning outcomes are interrelated. There is a significant relationship between learning discipline and science outcomes ($F_{count} = 0.441 > F_{table} = 0.164$), emotional intelligence and science outcomes ($F_{count} = 0.447 > F_{table} = 0.164$), and between both learning discipline and emotional intelligence with science outcomes ($F_{count} = 0.250 > F_{table} = 0.164$). It can be concluded that there is a significant relationship between learning discipline and emotional intelligence on the science learning outcomes of fifth grade elementary school students, both separately and simultaneously. The latest information in this study has implications for improving students' science learning outcomes.

1. INTRODUCTION

Education is a very important field for human life. Education can encourage the improvement of human quality in the form of increasing cognitive, affective, and psychomotor competencies. Through education, individuals can improve their knowledge, skills, and attitudes as well as be able to adapt to a complex world full of interdependence. Education is also said to have an important role in human life (Isnaeni & Widiana, 2020; Sosiawan, 2020). In fact, education plays a very important role in instilling and developing students' knowledge and character (Sahira et al., 2022; Santika, 2020). Learning in schools must be optimal, through optimal learning will produce a generation of quality generations. Learning can take place effectively if students have discipline and seriousness in learning (Rusnawati, 2022; Melati et al., 2021). The success of a person in the learning process depends on themselves and also on the environment. A strong desire from within themselves to succeed will make someone more active in learning. Whether or not someone is active in learning is influenced by various factors. According to Iska, the factors that influence the learning process and results include internal factors which include physiological factors consisting of physical conditions and the five senses, psychological factors consisting of intelligence factors or talent, interests and motivation. While external factors consist of environmental and instrumental factors. One of the internal factors that influences student learning outcomes is the intelligence aspect (Aqillamaba & Puspaningtyas, 2022; Handayani & Septhiani, 2021). One of the psychological factors is emotional intelligence or Emotional Quotient (EQ), in the learning process emotional intelligence is needed by students to understand the lessons delivered by the teacher because intellectuality alone cannot function well without emotional appreciation (Sulastri et al., 2021; Putri et al., 2020). Mental health will affect students' learning outcomes (Kibtiyah et al., 2023; Setiawati et al., 2023).

Someone who has discipline and emotional intelligence indirectly has ideals or aspirations that must be realized. With discipline, students can better obey the rules that make students more focused on learning and with this motivation, students are expected to understand what the real purpose of learning itself is. The existence of student learning discipline will be able to regulate the learning process and will indirectly affect student learning outcomes (Sudiartini et al., 2021; Siahaan & Pramusinto, 2018). Emotional intelligence is an individual's ability to motivate themselves and survive frustration: control impulses and not overdo pleasure: regulate moods and keep stress from paralyzing the abilities to think, empathize and pray (Mustakim et al., 2020; Setianingrum & Maryatmi, 2020). Student obedience in learning can affect student learning outcomes or knowledge, which means that every learning activity carried out is supported by a sense of desire from within, the desire that drives and directs students to learn with discipline, this can affect their learning outcomes. Discipline itself is important for students in learning and learning, students who learn with discipline then their learning will automatically be regular so that it affects their learning outcomes so that the results are maximized.

Learning outcomes are the abilities possessed by students after receiving their learning experiences. Learning outcomes play an important role in the learning process. In addition, learning outcomes are also interpreted as the abilities acquired by students after going through learning activities, marked by changes in overall behavior, both in terms of cognitive, affective, and psychomotor (Fitriani, 2022; Iskandar, 2021). Student learning outcomes can be used as an indicator of the value of using a learning strategy. Knowledge competence or student learning outcomes cannot be separated from learning activities and of course from the attitude of willingness to learn that exists within the student himself, a student who has a good willingness to learn will get good learning progress too, of course also supported by the existence of high student learning motivation, with this it will be able to encourage students in carrying out learning activities so that learning objectives can be achieved. The cognitive learning outcomes of students are said to be good if students have met the minimum limit of learning completeness and poor learning outcomes are learning outcomes that do not meet the minimum limit of learning completeness (Utami et al., 2020; Fitri et al., 2016). Emotional intelligence plays an important role in student learning success (Farhan et al., 2022; Riyanto & Mudian, 2019). But in reality, many teachers pay less attention to students' emotional intelligence. Furthermore, based on the results of observations carried out on August 23-28, 2023 with grade V teachers, the symptoms and problems identified were the need for learning discipline for student success in the learning process which also depends heavily on themselves and the environment.

In addition to motivation from within oneself, motivation from the environment is also needed, such as the learning environment, learning facilities, and parental attention. However, currently, students are considered to be less likely to follow the learning and regulations that apply at school. This can be seen from students who are more interested in playing and some students who do not obey school regulations. Then based on observations made, the current situation is that students often do not do their homework or school assignments, so it is considered that students are less disciplined in learning. The identified problems ultimately have an impact on the low learning outcomes of students.

Students will not get high learning outcomes if they do not care about what their assignments should be. Intelligence other factors such as emotional intelligence or Emotional Quotient (EQ) are factors that can motivate themselves and control their mood. In the learning process, both discipline and both intelligences are very necessary, Intelligence Quotient (IQ) cannot run well without emotional appreciation of the competencies delivered at school. The solution that can be offered in this case is how to improve students' attitudes and behavior related to discipline and can motivate themselves and can balance Emotional Quotient (EQ) in order to achieve maximum learning outcomes and how the relationship between discipline and emotional intelligence with students' science learning outcomes. There are several research results that show that there is a relationship between learning discipline and students' emotional intelligence. Previous research results revealed that there is an influence between emotional intelligence and Mathematics learning outcomes (Aqillamaba & Puspaningtyas, 2022; Purnama, 2016). Previous research revealed that learning discipline can influence student learning outcomes (Sukarni, 2018; Anggraini et al., 2017). Other research also reveals that emotional intelligence and learning discipline affect student learning outcomes (Putri et al., 2020; Febrianti & Rachmawati, 2018). Based on theoretical studies and previous research results, it is known that learning discipline and emotional intelligence have an influence on learning outcomes.

The urgency of this research is low student learning outcomes are often influenced by psychological and behavioral factors. There needs to be various efforts to improve learning outcomes, so that with learning discipline and emotional intelligence it is suspected that there is a positive relationship. This study aims to analyze the significant simultaneous relationship between learning discipline and emotional intelligence with students' science learning outcomes. The latest information in this study is expected to improve students' learning outcomes, especially in elementary school students' science subjects.

2. METHOD

Based on the characteristics of the problem being studied, this study can be classified into the type of "ex-post facto" research which shows that this research was conducted with the presence of scientific events or facts that have occurred in the field without any experimental treatment. Ex-post facto research examines cause-and-effect relationships that cannot be manipulated by researchers, this research is conducted on programs or events that have taken place. This ex-post facto research involves two subject variables to be studied which will later be tested for their truth using statistics. So, in this study the researcher will find out the relationship between student learning discipline and student emotional intelligence on the science learning outcomes of grade V students of Elementary School Gugus III, Marga Village, Marga District, Tabanan Regency.

The population in this study were all fifth-grade students of SD Gugus III Desa Marga totaling 141 students. The sampling technique used in this study was total sampling. Data were collected using a questionnaire distribution method. Meanwhile, the instrument to be used is a non-test instrument in the form of statements to measure students' learning discipline and emotional intelligence, then a multiple-choice test instrument is used to measure students' learning outcomes. Before being used as a data collection tool, the instrument was first tested for its feasibility through a content validity test and a reliability test. After the instrument is declared feasible, the instrument can be used to obtain data to be analyzed using certain analysis techniques.

The data analysis techniques used in this study are descriptive statistical analysis and inferential analysis. The descriptive analysis method is a way of processing data that is carried out with descriptive formulas that can later obtain general conclusions. The results of descriptive analysis are in the form of average, median, mode, standard deviation, and variance. The data is then converted into a five-theoretical scale classification. Meanwhile, inferential analysis is a study to test a hypothesis. The analysis used in this study consists of analysis prerequisite tests and hypothesis tests. Analysis prerequisite tests include data distribution normality tests, data linearity, multicollinearity, autocorrelation, and heteroscedasticity. Hypothesis testing is supported as an effort to achieve the formulated research objectives. Thus, the data analysis techniques used in this study are product moment correlation techniques and multiple correlation techniques which function to find the meaning of the correlation between variables X and Y.

3. RESULT AND DISCUSSION

Result

The description of the research data explains the learning discipline data as the independent variable (X_1), emotional intelligence as the independent variable (X_2), and science learning outcomes data as the dependent variable (Y) which are displayed in tables and graphs. The learning discipline data of grade V students of SD Gugus III Desa Marga were collected by filling out questionnaires distributed to schools and by asking permission from their respective homeroom teachers. The document recording was in accordance with the number of respondents, namely 141 respondents and 30 statement items were given. The results of the learning discipline document recording can be presented in [Table 1](#).

Table 1. The Description of Student Class Learning Discipline Value DataV

Statistical Data	Mark
Mean	117.78
Standard Deviation	6.672
Maximum Score	161
Minimum Score	98
Variance	44.516

The learning discipline data shows a minimum score of 98, a maximum score of 161, an average score of 117.78, and a standard deviation of 6.672 with a variance of 44.516. Determining the interval class in this study was carried out using steps, namely through calculations of the distribution of questionnaire data on learning discipline. Furthermore, the data will be converted to the PAN conversion guidelines on a five-scale scale. The PAN conversion guidelines for the five-scale learning discipline can be presented in [Table 2](#).

Table 2. The PAN Conversion Guidelines for Five Learning Disciplines Scale

Score Range	Range of Values	Classification/Predicate
$M + 1.5 SD \rightarrow < M + 3.0 SD$	$193.94 < M \leq 260$	Very good
$M + 0.5 SD \rightarrow < M + 1.5 SD$	$151.08 < M \leq 194.24$	Good
$M - 0.5 SD \rightarrow < M + 0.5 SD$	$107.92 < M \leq 151.08$	Enough
$M - 1.5 SD \rightarrow < M - 0.5 SD$	$64.76 < M \leq 107.92$	Not good
$M - 3.0 SD \rightarrow < M - 1.5 SD$	$0.02 < M \leq 64.76$	Very Bad

The learning discipline category above, as well as the results of data analysis show that the average concept of learning discipline of grade V students of SD Gugus III Marga Village is 117.78. Based on these data, it can be concluded that the learning discipline value of grade V students of SD Gugus III Marga Village is quite sufficient. Furthermore, the presentation will continue with the description of emotional intelligence data.

Data on emotional intelligence of fifth grade students of SD Gugus III Desa Marga were collected by filling out questionnaires distributed to schools and by asking permission from their respective homeroom teachers. Document recording was in accordance with the number of respondents, namely 141 respondents and given 30 statement items. The results of the recording of learning discipline documents can be presented in [Table 3](#).

Table 3. The Description of Emotional Intelligence Data of Grade V Students

Statistical Data	Mark
Mean	137.50
Standard Deviation	7.19
Maximum Score	161
Minimum Score	94
Variance	51.76

Emotional intelligence data shows a minimum score of 94, a maximum score of 16, an average score of 137.5, and a standard deviation of 7.19 with a varia the interv nce of 51.76. Based on the statistical data that has been obtained, the next step is to determine al class in this study using steps that can be taken,

namely through calculations on the distribution of questionnaire value data on emotional intelligence. Next, the data will be converted into a five-scale PAN conversion guideline which can be presented on Table 4.

Table 4. The Frequency Distribution Table of Emotional Intelligence Scores

Score Range	Range of Values	Classification/Predicate
$M + 1.5 SD < M + 3.0 SD \rightarrow$	$144.24 < M \leq 160.98$	Very good
$M + 0.5 SD < M + 1.5 SD \rightarrow$	$133.08 < M \leq 144.24$	Good
$M - 0.5 SD < M + 0.5 SD \rightarrow$	$121.92 < M \leq 133.08$	Enough
$M - 1.5 SD < M - 0.5 SD \rightarrow$	$110.76 < M \leq 121.92$	Not good
$M - 3.0 SD < M - 1.5 SD \rightarrow$	$79.17 < M \leq 110.76$	Very Bad

Based on the emotional intelligence category above and the results of data analysis, the average of the emotional intelligence concept of fifth grade students of SD Gugus III Desa Marga is 137.5. Based on these data, it can be concluded that the emotional intelligence value of fifth grade students of SD Gugus III Desa Marga is classified as good.

Data on science learning outcomes of grade V students of SD Gugus III Desa Marga were collected by filling out questionnaires distributed to schools and by asking permission from their respective homeroom teachers. Document recording was in accordance with the number of respondents, which was 141 respondents. The results of recording student learning competency documents can be presented in Table 5.

Table 5. The Description of Science Learning Outcome Data for Grade V Students

Statistical Data	Mark
Mean	70.42
Standard Deviation	6.8
Maximum Score	85
Minimum Score	50
Variance	46.24

Based on the statistical data, the next step is to determine the interval class by using the steps that can be taken, namely by calculating the distribution of data on the science scores. Next, the data will be converted into a five-scale PAN conversion guideline which can be presented on Table 6.

Table 6. PAN Conversion Guidelines for Five Scale Science Learning Outcome Data

Score Range	Range of Values	Classification/Predicate
$M + 1.5 SD < M + 3.0 SD \rightarrow$	$76.24 < M \leq 84.99$	Very good
$M + 0.5 SD < M + 1.5 SD \rightarrow$	$70.41 < M \leq 76.24$	Good
$M - 0.5 SD < M + 0.5 SD \rightarrow$	$64.58 < M \leq 70.41$	Enough
$M - 1.5 SD < M - 0.5 SD \rightarrow$	$58.75 < M \leq 64.58$	Not good
$M - 3.0 SD < M - 1.5 SD \rightarrow$	$50.01 < M \leq 58.75$	Very Bad

Based on the table on the level of science learning outcomes category above and the results of data analysis, it can be seen that the average of science learning outcomes of grade V students of Elementary School Cluster III, Marga Village, Marga District, Tabanan Regency is 70.42. Based on these data, it can be concluded that the value of science learning outcomes of grade V students of Elementary School Cluster III, Marga Village, Marga District, Tabanan Regency is categorized as Good.

The data distribution normality test technique in this study was carried out using the Kolmogorov-Smirnov test assisted by the SPSS 24 application with the provision that if the Asymp Sig (2-tailed) value is more than 0.05, then the data distribution is normal. The following is a table of data normality calculations for the variables of learning discipline (X_1), emotional intelligence (X_2) and science learning outcomes (Y). 1) Based on the analysis, the Asymp.Sig (2-tailed) value is $0.62 > 0.05$ on the learning discipline variable (X_1) which means that the learning discipline data is normally distributed. 2) Based on the analysis, the Asymp.Sig (2-tailed) value is $0.69 > 0.05$ on the emotional intelligence variable (X_2) which means that the emotional intelligence data is normally distributed. 3) Based on the analysis, the Asymp.Sig (2-tailed) value is $0.060 > 0.05$ on the science learning outcome variable (Y) which means that the science learning outcome data is normally distributed. Linearity test is used to determine the relationship between independent variables and dependent variables. This linearity test uses a linearity test in this study was carried out with

the help of the SPSS 24 program. Decision making from the linearity test is if the significance value (deviation from linearity) > 0.05, then there is a linear relationship between the independent variable and the dependent variable. If the significance value (deviation from linearity) < 0.05, then there is no linear relationship between the independent variable and the dependent variable. The results of the analysis are; 1) Based on the results of the analysis, the Sig Deviation From Linierity value = 0.075 > 0.05 is obtained, so it can be concluded that in the data there is a linear relationship between the learning discipline table and the dependent variable, namely science learning outcomes. 2) Based on the results of the analysis, the Sig Deviation From Linierity value = 0.082 > 0.05 is obtained, so it can be concluded that there is a linear relationship between the emotional intelligence variable and the dependent variable, science learning outcomes.

Multicollinearity test is used to determine whether there is a relationship between independent variables. The decision-making rule for multicollinearity test is if the number obtained in the VIF column is less than 10 and Tolerance is more than 0.10, then it can be stated that the entire data group does not experience multicollinearity. The test results obtained a tolerance value of more than 0.10 and a VIF value of less than 10, then the data does not experience symptoms of multicollinearity. Heteroscedasticity test was also conducted in this study. The decision-making rule for heteroscedasticity test is, if the significance value is more than 0.05 and the dots or small circles in the scatterplot column are spread and do not form a certain pattern, then there is no heteroscedasticity in the data group studied. Based on the results of the analysis, it was stated that the learning discipline variable has a significance of 0.716 and emotional intelligence of 0.589. Therefore, the data is declared free from symptoms of heteroscedasticity.

After the prerequisite test has been carried out, and all prerequisite tests have been met, the next step is to continue with hypothesis testing. The tests used are simple regression and multiple regression. The hypotheses proposed in this study are (1) There is a significant relationship between learning discipline and science learning outcomes of grade V students of Elementary School Cluster III, Marga Village, Marga District, Tabanan Regency; (2) There is a significant relationship between emotional intelligence and science learning outcomes of grade V students of Elementary School Cluster III, Marga Village, Marga District, Tabanan Regency; and (3) There is a significant relationship between learning discipline and emotional intelligence and science learning outcomes of grade III students of Elementary School Cluster III, Marga Village, Marga District, Tabanan Regency. The analysis was carried out using SPSS. The results of the correlation test can be presented in Table 7.

Table 7. The Correlation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.441	0.116	0.009	6.766

Based on the calculation results, the correlation value of learning discipline on student learning outcomes is 0.441. This value can be interpreted that the correlation between the learning discipline variable (X_1) and the science learning outcome variable (Y) is moderately correlated. The significance test of the correlation coefficient uses the r product moment value table for $N = 141$ at a significance level of 5%. The r_{table} value for $N = 141$ at a significance level of 5% = 0.164. Thus, the r_{count} value > r_{table} (0.441 > 0.164). Thus H_0 is rejected and H_a is accepted, indicating that there is a significant correlation between learning discipline and science learning outcomes of grade V students of Elementary School Gugus III, Marga Village, Marga District, Tabanan Regency. The coefficient of determination (R Square) obtained is 0.116 or its contribution is 11.6% of the science learning outcome variable is determined by learning discipline and the remaining 88.4% is caused by other factors. The results of the t-test can be presented in Table 8.

Table 8. t-Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53.451	10.096		5.294	0.000
	Learning Discipline	0.441	0.086	0.441	1.684	0.009

Based on the results of the significance test in Table 8, it can be concluded that the regression equation $Y = 53.451 + 0.441 X_1$ is significant. The conclusion from the results of the regression equation that has been obtained is that every 1 increase in learning discipline score will cause an increase of 0.441. The significance value of the variable (X_1) < 0.05 is 0.009 and the regression coefficient is positive, namely 0.441.

Therefore, it can be concluded that there is a significant positive contribution individually from the variable X_1 to the variable Y .

The hypothesis II proposed in this study is "There is a significant relationship between emotional intelligence and science learning outcomes of grade V students of Elementary School Group III, Marga Village, Marga District, Tabanan Regency". The analysis was carried out using SPSS 24. The results of the correlation test can be presented in Table 9.

Table 9. The Correlation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.447	0.220	0.004	6.751

Based on the calculation results table, it is obtained that the correlation value of emotional intelligence to student learning outcomes is 0.447. This value can be interpreted that the correlation between the emotional intelligence variable (X_2) and the science learning outcome variable (Y) is moderately correlated. The significance test of the correlation coefficient, using the r product moment value table for $N = 141$ at a significance level of 5%. The r_{table} value for $N = 141$ at a significance level of 5% = 0.164. Thus, the r_{count} value $> r_{table}$ ($0.447 > 0.164$). So the conclusion is that H_0 is rejected and H_a is accepted, namely there is a significant correlation of learning discipline to the science learning outcomes of grade V students of Elementary School Gugus III, Marga Village, Marga District, Tabanan Regency. The determination coefficient (R Square) obtained is 0.220 or its contribution is 22.0% of the science learning outcome variable is determined by emotional intelligence and the remaining 78.0% is caused by other factors. Furthermore, the results of the t-test can be presented in Table 10.

Table 10. t-Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.134	9.336		5.799	0.000
	Emotional Intelligence	0.139	0.079	0.447	1.748	0.004

Based on the results of the significance test in Table 10, it can be concluded that the regression equation $Y = 54.134 + 0.139 X_2$ is significant. The conclusion from the results of the regression equation that has been obtained is that every 1 increase in emotional intelligence score will cause an increase of 0.139. The significance value of the variable (X_2) < 0.05 is 0.004 and the regression coefficient is positive, namely 0.139. Thus, it can be concluded that there is a significant positive contribution individually from the variable X_2 to the variable Y .

Hypothesis III in this study reads "There is a significant relationship between learning discipline and emotional intelligence with the science learning outcomes of class III students in Marga Village, Marga District, Tabanan Regency". The data was analyzed using SPSS 24 with the results of the analysis being presented in Table 11.

Table 11. The Summary of Multiple Regression Analysis Results (X_1, X_2 against Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.654	10.210		5.157	0.000
	X_1	0.260	0.166	0.059	0.364	0.004
	X_2	0.291	0.154	0.096	0.589	0.009

Based on the results of the significance test in Table 11, it can be concluded that the regression equation $Y = 52.654 + 0.260 X_1 + 0.291 X_2$ is significant. The conclusion from the results of the regression equation that has been obtained is that every increase of 1 score of learning discipline will cause an increase of 0.260, as well as an increase of 1 score of emotional intelligence will cause an increase of 0.291 in the value of science learning outcomes at a constant of 52.654. The simultaneous influence between the variables of learning discipline and emotional intelligence on science learning outcomes can be presented in Table 12.

Table 12. The Simultaneous Influence of Variables (X_1X_2Y)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	145.386	2	72.693	21.585	0.000
	Residual	6329.082	138	45.863		
	Total	6474.468	140			

Based on the results of the analysis of Table 12, the results of the variables of learning discipline and science learning outcomes on learning outcomes are obtained simultaneously or simultaneously. When viewed from the Sig. value, a value of 0.000 is obtained, which means that the Sig. value is smaller than the 5% significance level, which is 0.05, so that H_0 is rejected and H_a is accepted, meaning that there is a significant correlation simultaneously between learning discipline and learning outcomes on the learning outcomes of Class V SD students. Cluster III Marga Village, Marga District, Tabanan Regency. If seen from the F_{value} , it is known that $F_{count} = 21.585$. The criteria used are if $F_{count} \geq F_{table}$ then F regression is significant. Thus the data $F_{count} = 21.585 \geq 0.164$ at a significance level of 5% so that the F regression is significant. It can be concluded that there is a significant correlation simultaneously between learning discipline and science learning outcomes on student learning outcomes. The results of the analysis of the large correlation coefficient between learning discipline and emotional intelligence on science learning outcomes can be presented in Table 13.

Table 13. The Results of Analysis of Large Coefficients (X_1, X_2, Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.250	0.222	0.008	6.77222	0.022	1.585	2	138	0.209

The magnitude of the relationship between learning discipline (X_1) and emotional intelligence (X_2) on science learning outcomes (Y) simultaneously is shown by a correlation value of 0.250. This value can be interpreted that the correlation between the variables of learning discipline (X_1) and emotional intelligence (X_2) to the science learning outcome variable (Y) is strongly correlated. The correlation coefficient significance test uses the r product moment value table for $N = 141$ at a significance level of 5%. The r_{table} value for $N = 141$ at a significance level of 5% = 0.164. Thus, the r_{count} value $> r_{table}$ ($0.250 > 0.164$). Based on the explanation above, it can be concluded that H_0 is rejected and H_a is accepted. This indicates that there is a significant correlation simultaneously between learning discipline and emotional intelligence on the science learning outcomes of grade V students of Elementary School Cluster III, Marga Village, Marga District, Tabanan Regency. Based on the table above, the coefficient of determination obtained is $R_{square} = 0.222$ or its contribution is 22.2% of the science learning outcome variable is determined by learning discipline and emotional intelligence and the remaining 78.8% is influenced by other factors outside the study.

Based on the calculation, the effective contribution value of the learning discipline variable to the science learning outcomes is 0.22%. While the effective contribution result of the emotional intelligence variable to the science learning outcomes is 0.22%. Thus, the total of the effective contribution is 0.00044%. Based on the calculation, the contribution value of the relevance of the learning discipline variable to the science learning outcomes is 0.009%, while the contribution value of the relevance of emotional intelligence to the science learning outcomes is 0.009%. Thus, the total relevance value of all variables is 0.018%.

Discussion

Based on the results of the calculations that have been carried out and the various steps used for analysis and hypothesis testing, it was found that there is a positive and significant relationship in the relationship between learning discipline and emotional intelligence on the science learning outcomes of grade V students. Thus, the higher the learning discipline and emotional intelligence, the higher the science learning outcomes obtained.

The first hypothesis test has succeeded in showing the fact that there is a significant relationship between learning discipline and science learning outcomes. The obtained value is 0.116 or the contribution is 11.6% of the science learning outcome variable is determined by learning discipline and there is a significant positive contribution. The first factor that influences learning outcomes during online learning is learning discipline (Kurnia, 2022; Matussolikhah & Rosy, 2021). Learning discipline is considered very important to improve learning outcomes in students. Because learning discipline can provide improvements to good development experienced by students which can be influenced by their own learning

discipline, so it can be said that with appropriate learning discipline can increase a student's intelligence. Learning discipline is important, without awareness of the need to implement previously determined rules, the pursuit is impossible to achieve maximum targets (Cahyani & Winata, 2020; Siahaan & Meilani, 2019). Discipline is also a person's behavior or attitude in carrying out an activity, in accordance with applicable norms or regulations. Usually this kind of discipline is reflected in a person's attitude and behavior in completing each responsibility of a job.

This research is supported by research results which state that, Student learning discipline is directly related to student learning outcomes (Idamayanti et al., 2023; Sudiartini et al., 2021; Siahaan & Pramusinto, 2018). Based on the research that has been conducted and strengthened by previous research, it can be concluded that there is a significant relationship between learning discipline and science learning outcomes. High learning discipline has an impact on the higher learning outcomes obtained by students. Learning discipline is defined as an attitude that arises consciously to obey existing regulations (Abadiyah et al., 2022; Naibaho et al., 2020). In the teaching and learning process, learning discipline is very necessary, because it aims to prevent students from things that can interfere with the teaching and learning process. Discipline will train students and have the habit of doing good actions and can control each of their actions so that students will obey and comply with teachers and be orderly towards the teaching and learning activities that are taking place in the classroom. Thus, students who obey teachers and school regulations well will have an impact on student learning outcomes.

The second hypothesis test that has been carried out shows the fact that there is a significant relationship between emotional intelligence and science learning outcomes. Obtained as much as 0.220 or its contribution is 22.0% of the science learning outcome variable is determined by emotional intelligence and there is a significant positive contribution. This means that the higher a person's emotional intelligence, the higher their learning outcomes. Learning activities in schools usually only emphasize the transformation of factual information and the development of reasoning, namely logical thinking towards achieving one right or wrong answer. Emotional intelligence greatly determines our potential to learn skills, namely practical skills based on its five elements consisting of self-awareness, motivation, self-regulation, empathy and the ability to build relationships with others (Mustakim et al., 2020; Alzak & Rustam, 2015). Emotional intelligence is considered very important to improve learning outcomes in students. emotional stability to be persistent in concentrating, calm, patient and thorough in receiving and understanding learning materials so that students can optimally capture learning. Emotional intelligence combines important aspects of personal and intrapersonal relationships, adaptability, mood, and stress management skills that have a profound effect on learning achievement.

This research is relevant to the results of previous research which states that emotional intelligence has an influence on learning outcomes (Aqillamaba & Puspaningtyas, 2022; Mustakim et al., 2020). Based on the research that has been conducted and strengthened by the opinion above, it can be concluded that there is a significant relationship between emotional intelligence and science learning outcomes, with good emotional management, learning interest will be better. Furthermore, it was found that emotional intelligence has a real (significant) influence on student learning outcomes (Fitriani, 2022; Puji & Rondonuwu, 2022; Utami et al., 2020). Based on the research that has been conducted and supported by the opinion above, it can be concluded that there is a significant relationship between emotional intelligence and science learning outcomes, with high emotional intelligence meaning higher learning outcomes obtained by students. Emotional intelligence is another side and intelligence that humans have that plays an important role in determining the success of their lives, therefore emotional intelligence needs to be considered by educators in the learning process. Emotional intelligence is an individual's ability to motivate themselves and survive frustration: control impulses and not overdo pleasure: regulate moods and keep stress from paralyzing the abilities to think, empathize and pray (Mustakim et al., 2020; Setianingrum & Maryatmi, 2020). If the emotional intelligence in students is high, such as having high self-awareness, then students can manage their emotions well, motivate themselves well, have high empathy, and can build relationships well, but they may not get good learning outcomes. If from the affective aspect it can be correlated because students have high emotional intelligence, it will affect the students' attitude values. Emotional intelligence greatly determines our potential to learn skills, namely practical skills based on its five elements consisting of self-awareness, motivation, self-regulation, empathy and the ability to build relationships with others.

The third hypothesis test has successfully shown the fact that there is a significant relationship between learning discipline and emotional intelligence with science learning outcomes. So, that there is a significant correlation simultaneously between learning discipline and science learning outcomes on student learning outcomes with the coefficient of determination obtained is $R^2 = 0.222$ or its contribution is 22.2% of the science learning outcome variable is determined by learning discipline and emotional intelligence and the remaining 78.8% is influenced by other factors outside the study. The

existence of positive learning discipline and emotional intelligence is considered very important to improve learning outcomes in students because with learning discipline and emotional intelligence students are more controlled in doing something, and provide good development during their learning period.

The findings in this study are supported by previous research which revealed that there is a relationship or influence between emotional intelligence and learning discipline on learning outcomes (Sitiman 2021; Putri et al., 2020). Other research also states that there is a strong relationship between the variables of emotional intelligence and learning discipline and learning outcomes (Widyasari et al., 2023; Nafisah & Ansori, 2022; Darmayanti et al., 2021; Fitriyah, 2020). Based on the research that has been conducted and supported by the opinion above, it can be seen that there is a simultaneous relationship between learning discipline and emotional intelligence with the results of learning science in grade V in Gugus III Marga. Students will not get high learning outcomes if they do not care about what their assignments should be. Students' emotional intelligence is needed in learning independence. Likewise, students need to have learning discipline so that they have a responsible attitude and can manage their time well.

Increasing emotional intelligence and student learning discipline can help improve student learning outcomes and achievements. Knowing this, it is necessary to increase emotional intelligence and student learning discipline so that learning outcomes also increase. Efforts to improve this are not only from the students themselves but also require assistance from various parties, namely parents, teachers and others. With good learning outcomes, this will indicate that the education and knowledge received by students are also good.

The latest information in this study has implications for improving the science learning outcomes of elementary school students. Knowing this, teachers and schools can be more optimizing aspects of student learning discipline and emotional intelligence by providing positive motivation or tips, maximizing students' learning discipline attitudes, and being able to regulate students' emotions. Meanwhile, The limitation of this study is the use of samples that only involve fifth grade students of SD Gugus III Desa Marga, so it is possible that the results of this study are not necessarily relevant to students in other elementary schools. Further research can use different samples and be more in accordance with the objectives of the research being carried out, so that the results of the study become more relevant and optimal.

4. CONCLUSION

Based on the results of the study and statistical data analysis, it was concluded that there is a positive relationship between learning discipline and emotional intelligence with the science learning outcomes of grade V students of Elementary School Gugus III, Marga Village, Marga District, Tabanan Regency. This is proven by the results of the data analysis that has been carried out. The latest information in this study can be expected to be a guideline for conducting similar research. In addition, this study can be used as a reference in conducting further and broader research.

5. REFERENCES

- Abadiyah, S., Nashruddin, N., & Taufik, T. (2022). Hubungan Penerapan Kedisiplinan dengan Penumbuhan Minat Belajar Siswa di UPTD SMP Negeri 27 Barru. *Jurnal Bimbingan Konseling Dan Psikologi*, 2(2), 73–81. Retrieved from <https://jurnal.stkipmb.ac.id/index.php/jubikops/article/view/169>.
- Alzak, A., & Rustam, R. (2015). Pengaruh Minat dan Kecerdasan Emosional Terhadap Prestasi Belajar Matematika Siswa SMP. *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran*, 1(2), 120–127. <https://doi.org/10.30653/003.201512.19>.
- Anggraini, Y., Patmanthara, S., & Purnomo, P. (2017). Pengaruh Lingkungan Belajar dan Disiplin Belajar terhadap Hasil Belajar Kompetensi Keahlian Elektronika Industri di Sekolah Menengah Kejuruan. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(12). <https://doi.org/10.17977/jptpp.v2i12.10316>.
- Aqillamaba, K., & Puspaningtyas, N. D. (2022). Pengaruh Kecerdasan Emosional Terhadap Hasil Belajar Siswa Dalam Pembelajaran Matematika. *Jurnal Ilmiah Matematika Realistik (JI-MR)*, 3(2), 54–61. <https://doi.org/10.33365/ji-mr.v3i2.2162>.
- Cahyani, N., & Winata, H. (2020). Peran efikasi dan disiplin diri dalam peningkatan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 5(2), 234–249. <https://doi.org/10.17509/jpm.v4i2.18008>.
- Darmayanti, E., Dole, F. E., & Ota, M. K. (2021). Pengaruh Kecerdasan Emosional Terhadap Kedisiplinan Belajar Peserta Didik Di Sekolah Dasar. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 2(1), 16–22. <https://doi.org/10.37478/jpm.v2i1.738>.

- Farhan, M., Hakim, A. R., & Apriyanto, M. T. (2022). Kontribusi Kecerdasan Emosional Terhadap Motivasi Belajar Siswa Pada Pembelajaran Matematika. *Plusminus: Jurnal Pendidikan Matematika*, 2(3), 417–428. <https://doi.org/10.31980/plusminus.v2i3.1116>.
- Febrianti, L., & Rachmawati, L. (2018). Pengaruh Kecerdasan Emosional Dan Disiplin Belajar Terhadap Hasil Belajar Siswa di SMA Negeri 3 Nganjuk. *Jurnal Pendidikan Ekonomi (JUPE)*, 6(2), 69–75. <https://doi.org/10.26740/jupe.v6n2.p%25p>.
- Fitri, N., Safei, S., & Marjuni, H. (2016). Pengaruh sikap kedisiplinan dan kejujuran peserta didik terhadap hasil belajar biologi. *Jurnal Biotek*, 4(1), 83–100. <https://doi.org/10.24252/jb.v4i1.1892>.
- Fitriani, L. i. (2022). Pengaruh Kecerdasan Emosional Terhadap Hasil Belajar Matematika Siswa. *Journal of Math Tadris*, 2(2), 125–140. <https://doi.org/10.55099/jurmat.v2i2.62>.
- Fitriyah, Z. (2020). Pengaruh Kecerdasan Emosional, Disiplin Belajar Dan Pemanfaatan Sumber Belajar Terhadap Hasil Belajar Siswa. *Journal of Educational Evaluation Studies (JEES)*, 1(2), 178–188. Retrieved from <https://jurnal.ustjogja.ac.id/index.php/JEES/article/download/9829/4385>.
- Handayani, D., & Septhiani, S. (2021). Pengaruh Kecerdasan Emosional Aspek Kesadaran Diri Terhadap Prestasi Belajar Matematika. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 5(2). <https://doi.org/10.31004/cendekia.v5i2.585>.
- Idamayanti, R., Nirmala, S., Afdalia, & Muhandi. (2023). Analisis Hubungan Kedisiplinan Belajar Terhadap Hasil Belajar Fisika Siswa Kelas Xi Man Pinrang. *Al-Irsyad Journal of Physics Education*, 2(1), 30–36. <https://doi.org/10.58917/ijpe.v2i1.55>.
- Iskandar, D. (2021). Peningkatan Hasil Belajar Siswa pada Materi Report Text Melalui Pembelajaran Berdiferensiasi di Kelas IX.A SMP Negeri 1 Sape Tahun Pelajaran 2020/2021. *Urnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 1(2), 123–140. <https://doi.org/10.53299/jppi.v1i2.48>.
- Isnaeni, A., & Widiana, I. W. (2020). Peningkatan Hasil Belajar Matematika Tema Perkembangan Teknologi Melalui Penerapan Model Discovery Learning Pada Siswa Kelas III. *Mimbar Pendidikan Indonesia*, 1(1), 40–45. <https://doi.org/10.23887/mipi.v1i1.27818>.
- Kibtiyah, A., Gunadi, I., & Umam, K. (2023). Kesehatan Mental Dan Prestasi Belajar Siswa Sekolah Dasar. *Al-Adawat: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2(1), 12–22. <https://doi.org/10.33752/aldawat.v2i01.3723>.
- Kurnia, B. (2022). Systematic Literatur Review: Kedisiplinan Belajar Siswa pada Pembelajaran Daring. *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, 4(1), 10–20. <https://doi.org/10.52005/belaindika.v4i1.91>.
- Matussolikhah, R., & Rosy, B. (2021). Pengaruh Disiplin Belajar Dan Gaya Belajar Terhadap Hasil Belajar Siswa Dalam Pembelajaran Daring Di Masa Pandemi Covid-19. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 2(2), 225–236. <https://doi.org/10.37478/jpm.v2i2.1030>.
- Melati, R. S., Ardianti, S. D., & Fardani, M. A. (2021). Analisis Karakter Disiplin dan Tanggung Jawab Siswa Sekolah Dasar pada Masa Pembelajaran Daring. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 3062–3071. Retrieved from <https://edukatif.org/index.php/edukatif/article/view/1229>.
- Mustakim, Nuralan, S., & Damayanti, R. (2020). Hubungan antara Kecerdasan Emosional dengan Hasil Belajar Siswa pada Mata Pelajaran IPA di Kelas V SDN 84 Kota Tengah. *Turats*, 12(2), 49–64. Retrieved from <https://jurnal.unismabekasi.ac.id/index.php/turats>.
- Nafisah, M. N., & Ansori, I. (2022). Hubungan Kecerdasan Emosional Dan Disiplin Belajar Terhadap Hasil Belajar Ips Kelas Iv. *Joyful Learning Journal*, 11(1), 1–6. <https://doi.org/10.15294/rlj.v11i1.55341>.
- Naibaho, D. E., Sipayung, R., & Tanjung, D. S. (2020). Hubungan Disiplin Belajar Dengan Hasil Belajar Siswa Pada Mata Pelajaran Matematika Kelas V Di Sd Negeri 24 Tanjung Bunga. *School Education Journal Pgsd Fip Unimed*, 10(4), 342–351. <https://doi.org/10.24114/sejpsd.v10i4.20860>.
- Puji, Y., & Rondonuwu, A. T. (2022). Hubungan Kecerdasan Emosional Dengan Hasil Belajar IPA Pada Siswa Kelas VII SMP Negeri 2 Tondano. *SCIENING: Science Learning Journal*, 3(1), 54–58. <https://doi.org/10.53682/slj.v3i1.2884>.
- Purnama, I. M. (2016). Pengaruh Kecerdasan Emosional dan Minat Belajar Terhadap Prestasi Belajar Matematika di SMAN Jakarta Selatan. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(3). <https://doi.org/10.30998/formatif.v6i3.995>.
- Putri, K. P., Hendrowati, T. Y., & Istiani, A. (2020). Pengaruh Kecerdasan Emosional Dan Disiplin Belajar Terhadap Hasil Belajar Matematika Peserta Didik. *JURNAL E-DuMath*, 6(2), 73–82. <https://doi.org/10.52657/je.v6i2.1286>.
- Riyanto, P., & Mudian, D. (2019). Pengaruh Aktivitas Fisik Terhadap Peningkatan Kecerdasan Emosi Siswa. *Journal Sport Area*, 4(2), 339–347. [https://doi.org/10.25299/sportarea.2019.vol4\(2\).3801](https://doi.org/10.25299/sportarea.2019.vol4(2).3801).
- Rusnawati. (2022). Pengaruh Penggunaan Media Audio Visual Terhadap Tingkat Pemahaman Siswa dalam Pembelajaran FIQH. *Jurnal Aktualisasi Pendidikan Islam*, 17(2). <https://doi.org/10.58645/jurnalazkia.v17i1.178>.

- Sahira, S., Rejeki, R., Jannah, M., Gustari, R., Nasution, Y. A., Windari, S., & Reski, S. M. (2022). Implementasi Pembelajaran IPS Terhadap Pembentukan Karakter Siswa di Sekolah Dasar. *Autentik: Jurnal Pengembangan Pendidikan Dasar*, 6(1), 54–62. <https://doi.org/https://doi.org/10.36379/autentik.v6i1.173>.
- Santika, I. W. E. (2020). Pendidikan Karakter Pada Pembelajaran Daring. *Indonesian Values and Character Education Journal*, 3(1), 8–19. <https://doi.org/10.23887/ivcej.v3i1.27830>.
- Setianingrum, N. R., & Maryatmi, A. S. (2020). Hubungan antara kecerdasan emosi dan coping stress terhadap psychological well-being pada anak sulung di kelurahan X Bogor. *IKRA-ITH Humaniora: Jurnal Sosial Dan Humaniora*, 4(3), 1–8. Retrieved from <https://journals.upi-yai.ac.id/index.php/ikraith-humaniora/article/view/819>.
- Setiawati, L., Putra, D. P., Rahmi, A., & Syam, H. (2023). Pengaruh Kesehatan Mental Terhadap Hasil Belajar Mata Pelajaran Pendidikan Agama Islam Di SMK Negeri 1 Bukittinggi. *Tabsyir: Jurnal Dakwah Dan Sosial Humaniora*, 4(4), 1–18. <https://doi.org/10.59059/tabsyir.v4i4.320>.
- Siahaan, C. D., & Pramusinto, H. (2018). Pengaruh Disiplin Belajar, lingkungan sekolah, dan fasilitas belajar terhadap hasil belajar. *Economic Education Analysis Journal*, 7(1), 279–285. Retrieved from <https://journal.unnes.ac.id/sju/eeaj/article/view/22879>.
- Siahaan, Y. L. O., & Meilani, R. I. (2019). Sistem Kompensasi dan Kepuasan Kerja Guru Tidak Tetap di Sebuah SMK Swasta di Indonesia. *Jurnal Pendidikan Manajemen Perkantoran*, 4(2), 141. <https://doi.org/10.17509/jpm.v4i2.18008>.
- Sitiman H. (2021). Hubungan Antara Kecerdasan Emosional dan Motivasi Belajar dengan Hasil Belajar IPA Siswa SMP Negeri 1 Sungguminasa. *Jurnal Kajian Pendidikan IPA*, 1(2), 91. <https://doi.org/10.52434/jkpi21111>.
- Sosiawan, I. W. (2020). Model Pembelajaran Explicit Instruction Guna Meningkatkan Prestasi Belajar Matematika. *Mimbar Pendidikan Indonesia*, 1(2), 52–57. <https://doi.org/10.23887/mpi.v1i2.30181>.
- Sudartini, N. L., Suharta, I. G. P., & Sudiarta, I. G. P. (2021). Kontribusi Kedisiplinan Belajar, Pola Asuh, dan Fasilitas Belajar Terhadap Hasil Belajar Matematika Selama Pembelajaran Daring. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 5(1), 124. <https://doi.org/10.23887/jjpp.v5i1.31386>.
- Sukarni, S. (2018). Kontribusi Pembelajaran Disiplin Belajar, Fasilitas Belajar di Rumah, dan Perhatian Orang Tua Terhadap Prestasi Siswa Ilmu Pengetahuan Alam. *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan*, 6(1), 92–101. <https://doi.org/10.30738/wd.v6i1.3365>.
- Sulastri, T., Suryana, Y., & Hidayat, S. (2021). Pengaruh Kecerdasan Emosional terhadap Prestasi Belajar Matematika Siswa Kelas V Sekolah Dasar Negeri 1 Manonjaya. *Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 8(1), 156–165. <https://doi.org/10.17509/pedadidaktika.v8i1.32916>.
- Utami, S. A., Damayanti, E., & Ismail, W. (2020). Pengaruh Kecerdasan Emosional Terhadap Hasil Belajar Biologi Peserta Didik. *Psikoislamedia: Jurnal Psikologi*, 5(1), 1. <https://doi.org/10.22373/psikoislamedia.v5i1.6138>.
- Widyasari, A., Hamdani, H., & Ghasya, D. A. V. (2023). Hubungan Antara Kecerdasan Emosional Dan Kedisiplinan Belajar Dengan Hasil Belajar Siswa Sekolah Dasar. *Autentik: Jurnal Pengembangan Pendidikan Dasar*, 7(2), 188–199. <https://doi.org/10.36379/autentik.v7i2.302>.