



## The Relationship between Emotional Intelligence and Learning Discipline of Elementary School Students during the Covid-19 Pandemic

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**Abstract:** Successful learning is when students change personally and interpersonally by being disciplined, managing emotions, and caring about others. Discipline in learning is a process in which some rules can shape student behavior. However, based on findings in the field, some students lack discipline in assignments, lack communication, speak harshly, and cannot manage their emotions. This study aims to determine the relationship between emotional intelligence and the learning discipline of class VI elementary school students in Kampung Bulak during the Covid-19 pandemic. This research design uses a quantitative approach with correlation analysis. The number of respondents used to be the sample was 85 students with data collection techniques using emotional intelligence and learning discipline questionnaires. The results of this study are that the value of  $r$  count is 0.576 compared to the  $r$  table obtained from  $85-2 = 83 = 0.2133$  then,  $r$  count  $>$   $r$  table or  $0.576 > 0.2133$ , where the results show that there is a positive relationship regarding intelligence emotional with student learning discipline. With a significant relationship at  $R$  square 0.331 or if it is represented equal to 33.1%, the relationship between the two variables is 33.1%. The remaining 66.9% is related to other variables. The study showed a positive relationship between emotional intelligence and learning discipline in class VI students at elementary school students in Kampung Bulak during the Covid-19 pandemic.

**Keywords:** Emotional Intelligence, Learning Discipline, Elementary School Students.

### 1. Introduction

The success of education is the change that is felt by every human being who learns to gain maturity in knowledge, dexterity, and dexterity of personality that is embedded in humans. The whole community must participate in seeking an education that has become the responsibility of all humans. The educational process can be seen by the success or failure of a teaching and learning activity by teachers, students, and all humans

involved in developing education. In education, of course, there is a learning process in which the process must be adapted to the characteristics of students to achieve an educational goal in learning.

Learning is a process to provide students with comfort to get good learning comfort so that students get proper and comfortable learning. Internal and external factors influence the scope of learning. Good learning is learning, where learning is a change that is felt by students who learn by looking directly at it.

Discipline is crucial in every learning process (Kusuma & Subkhan, 2015). Discipline is one of the essential parts of influencing student learning that comes from students themselves. Discipline in learning motivates students to do every command or assignment from the teacher in the form of knowledge and energy given to students for learning. Students will be said to be disciplined if they carry out everything ordered by the teachers with discipline promptly according to mutual agreement. Discipline in learning is a process of rules in learning that can shape student behavior. Each student must have physical and personality development, so each individual has a different behavioral development. Individual development will affect the tissues in the body, organs, and the development of organs according to their functions, including emotional, intellectual, and behavioral development (Jahja, 2015). The emotions of a child who is sometimes unstable make him learn to influence himself in controlling and managing the feelings of himself and others.

The ability to manage emotions in self-control when making a decision and to be able to understand a person's feelings (Darmayanti et al., 2021). Emotional intelligence is self-control to combine thoughts and actions in holding back emotions in oneself and others (Sainudin, 2019). Emotional intelligence has a considerable influence in controlling students' self to follow good learning. Similar to Sainudin's (2019) opinion, emotional intelligence is essential in learning activities to control one's thoughts and feelings to think positively.

The government gives an appeal through Newspaper Number 36962/MPK.A/HK/2020. There is online learning at home and school to reduce the spread of Covid-19. The Indonesian people are asked to comply with the government's appeals to overcome and prevent Covid-19. One of the preventions is that all learning activities may be carried out outside of school but at each student's home using network or online learning adopted by the school. Online learning makes students less disciplined in various aspects. Both the discipline of collecting assignments when learning and participating in learning are even less enthusiastic. There are many obstacles during current learning activities.

Based on the problems found at an elementary school in Kampung Bulak, Pabuaran Subdistrict, Cibinong District, Bogor Regency, which was held in February 2021 when learning took place in their respective homes, the results of observations of students lacked discipline. They forgot their responsibilities as a student, students did not take assignments seriously, and were too lighthearted. In addition, 15% of students did not complete their assignments, collecting assignments was found not according to the collection schedule or not by the mutually agreed upon agreement, and there needed to be better communication between teachers and students. Furthermore, during the learning process, it was seen that students were less enthusiastic about participating in learning, such as not responding. Some students could not manage their emotions properly when using group learning groups, such as inviting others to play, joking, and finding students who spoke or said things harshly.

The urgency of research was carried out during a pandemic by dealing with student's emotional intelligence, how students can use class groups well, and student discipline in collecting assignments because learning does not contain learning material. So, the results of the problems at an elementary school in Kampung Bulak show that students have less learning discipline. This is because students cannot control or manage their emotions appropriately.

Moneva & Gatan, (2020) argue that emotional intelligence and discipline are essential factors that impact students' academic effectiveness. Likewise, Ngila & Makewa, (2017) explains that students who have high emotional intelligence also have high self-discipline. Because students who are disciplined will be able to manage their emotions so that they will be able to raise their quality. In addition, according to Murti et al. (2018), individuals have high emotional control abilities, and they can solve various problems for themselves and others, such as self-discipline and self-confidence, and they do not discriminate between groups.

## 2. Methodology

The research design uses a quantitative approach with correlation analysis. This research was conducted to determine the relationship between the independent variable (emotional intelligence) and the dependent variable (student learning discipline).

This research is entitled the relationship between emotional intelligence and learning discipline for class VI students at an elementary school in Kampung Bulak, Pabuaran Mekar Village, Cibinong District during the Covid-19 pandemic. The location of this research is located at Kampung Padurenan, RT. 05RW. 09 Pabuaran Mekar Village, Cibinong District, Bogor Regency. The research was conducted for four months, from February 2021 to May 2021.

The population of this study is 107, with the sample used being 85 students. Determine the sample using the Slovin formula. The technique for determining the sample is using probability sampling with simple random sampling or simple random sampling. The data collection technique uses an emotional intelligence questionnaire and a learning discipline questionnaire with a Likert scale with two positive and negative statements. The lattice of emotional intelligence instruments and learning discipline are:

**Table 1 Emotional Intelligence Grid**

No.	Indicator	Positive	Negative	Total
1.	Recognize your own emotions	2, 3, 5, 6, 7	1, 4, 8	8
2.	Manage emotions	10, 12, 13, 14	9, 11	6
3.	Self motivated	15, 16	17, 18	4
4.	Recognize other people's emotions	19, 21, 23	20, 22, 24	6
5.	Build relationships	25, 27, 28, 29	26, 30	6
Total				30

**Table 2 Learning Discipline Grid**

No	Indikator	Positive	Negative	Total
1.	Discipline obeying the rules	1, 2, 3, 7	4, 5, 6	7
2.	Discipline in doing the assignments given by the teacher	8, 9, 10, 11	12, 13, 14, 15	8
3.	Discipline in completing assignments on time	16, 17, 18, 21	19, 20, 22	7
Total				22

The instrument of this research is a questionnaire consisting of 30 statements on emotional intelligence and 22 statements on learning discipline. After being validated and tested, several statements fall, emotional intelligence fails ten statements, and the results are only 20 that can be used. Discipline learning fails four statements; the result is only 18 that can be used with an emotional intelligence reliability value of 0.882 and learning discipline of 0.873. The data analysis technique is descriptive analysis. The analysis prerequisite test consists of the normality test and the linearity test. Data analysis looks for correlation coefficients, determination coefficients, and significance tests.

## 3. Results and Discussion

### 3.1 Results

The elementary school in Kampung Bulak is a research location located at Kampung Padurenan, RT 05 RW 09, Paburan Mekar Village, Cibinong District, Bogor Regency. The elementary school Kampung Bulak was established in 1983 with a geographical location close to the village community. The elementary school

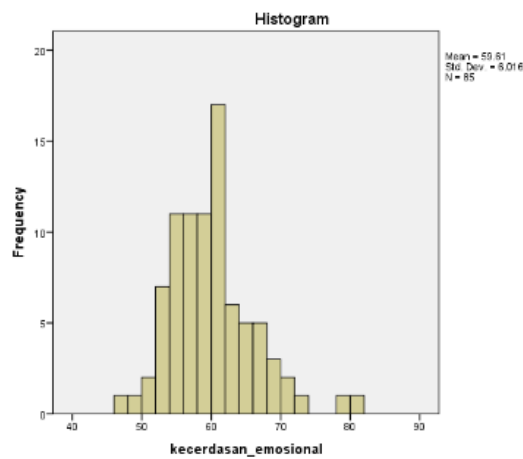
Kampung Bulak has used the 2013 curriculum for all classes from grade I to grade VI. The elementary school in Kampung Bulak has three classes in each class.

The description of the data from the research results was divided into two variables, variable X (emotional intelligence) and variable Y (learning discipline), using a questionnaire for these two variables in the form of statistical descriptions. The data collected from the two variables are then described using the mean, maximum, minimum, and standard deviation scores. The descriptive results of emotional intelligence are obtained:

**Table 3 Results of Analysis of the Description of Emotional Intelligence**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	85	47	80	59,61	6,016
Valid N (listwise)	85				

The results from table 4.3 can be seen that from 85 respondents, a minimum score of 47 was obtained, a maximum score of 80, a mean of 59.61, and a standard deviation of 6.016. It can be seen in the presentation of the distribution of variable X data in the form of a histogram in the following figure:



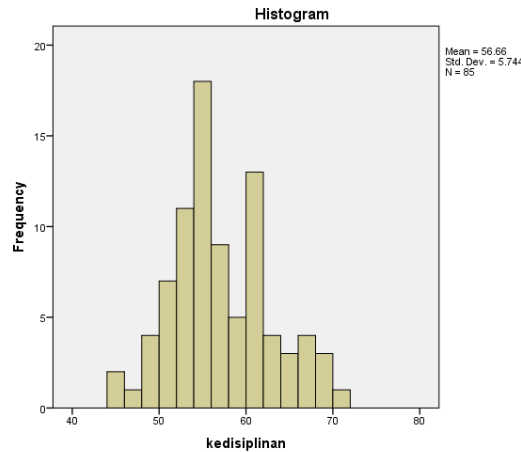
**Figure 1 Emotional Intelligence Histogram**

Based on the presentation of data on the results of the research and based on tables and histograms, the average emotional intelligence result is 60 from the ideal score. The study discipline description data results were obtained by giving a questionnaire in the form of 18 statements distributed to 85 respondents. Furthermore, the data was analyzed using SPSS 20. The following are the results of the data obtained:

**Table 4 Results of Analysis of Learning Discipline Descriptions**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Learning Discipline	85	45	71	56,66	5,744
Valid N (listwise)	85				

The results from table 4.5 above show that 85 respondents obtained a minimum score of 45, a maximum score of 71, a mean of 56.66, and a standard deviation of 5.744. It can be seen in the histogram of learning discipline as follows:



**Figure 2 Histogram of Learning Discipline**

Based on the research results and the tables and histograms above, the average value of learning discipline is obtained, which is 56 from the ideal score. The results of the calculation of the normality test from the table above show that the significant results are  $0.379 > 0.05$ . The data from variable X (emotional intelligence) and variable Y (learning discipline) are typically distributed. Based on the calculation of the linearity value, the sig value was 0.866. The results are linearly related in accordance with the decision that  $0.866 > 0.05$ .

To determine the correlation coefficient between emotional intelligence and learning discipline, namely by looking at the correlation coefficient, the researcher tested it with the help of SPSS 20. Based on the results of the correlation coefficient test table above, it is known that the Pearson correlation value on emotional intelligence and learning discipline is 0.576, so the data moderate relationship.

**Table 5 Correlation Coefficient Result Data**

		Correlations	
		Emotional Intelligence	Learning Discipline
Emotional Intelligence	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	N	85	85
Learning Discipline	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	N	85	85

\*\* . Correlation is significant at the 0,01 level (2-tailed).

The coefficient of determination is carried out in order to see how significant the relationship is between emotional intelligence) Moreover, the student learning discipline, namely 0.331, this value is obtained from the squaring of the correlation coefficient (R), namely  $0.576 \times 0.576 = 0.331$ . The result of the R square is 0.331 if the percentage is the same as 33.3%. Then the relationship between variable X (emotional intelligence) and variable Y (learning discipline) is 33.3%, and 66.9% is related to other factors.

The significance test was carried out to see the relationship's success regarding the influence of emotional intelligence on the learning discipline of class VI students at elementary school in Kampung Bulak during the Covid-19 pandemic). The way to test it is by comparing the r-count with the r-table to find the r-table. Namely,  $df=N-2 = 85-2 = 83$ , then the r-table is obtained, which is 0.2133, with the help of SPSS 20. Based on the results obtained, the r count is  $0.576 > 0.2133$  (r table), and the significant value is  $0.000 < 0.05$ , meaning there is a positive relationship between emotional intelligence and learning discipline.

### 3.2 Discussion

Based on research conducted by researchers at an Elementary School in Kampung Bulak with 85 students as respondents, the  $r$  count value was 0.576, which means that it is more significant ( $>$ ) than the  $r$  table, which is 0.2133. When viewed from a significant value, it is  $0.000 < 0.05$ . then the research is significant, which means there is a positive relationship between emotional intelligence and learning discipline.

Based on the results obtained from this study, students who have good discipline will be able to manage and regulate their emotions well or have emotional intelligence. This is linear with the expression of Isnaini & Rifai, (2018) that individuals with good discipline reflect their behavior by controlling and being able to control or manage themselves without anyone influencing them. Similar to the opinion of Murti et al. (2018) that when humans have emotional intelligence that can work well, they will be able to solve various problems in themselves and others, such as self-discipline. Students can control themselves so that they will have high discipline. This is in line with the opinion of Kumalasari et al., (2020) that emotional intelligence has quite strong relevance to discipline because one of the characteristics of discipline is being able to manage and control impulsive behavior and how it manages its emotions (Daryanto & Darmiatun, 2013).

Other opinions also reveal that emotional intelligence plays an important role in many aspects of life, especially in the field of education, and intervention programs must be implemented from a young age to improve emotional intelligence and achieve better academic results with less stress (Cantero et al., 2020). Emotional intelligence and social intelligence are the benchmarks, combining parental care and attention with the level of parents' demands on children according to their stage of development (Segrin & Flora, 2019).

This study provides empirical evidence that more emotionally intelligent students are more independent, leading to higher achievement in both academic and general development, which in turn results in higher university satisfaction (Zhoc et al., 2018). Emotional intelligence and discipline together have a significant effect on student learning outcomes (Prasetyo & Riyanto, 2019). One of the factors that influence the management of behavior in the classroom is emotional intelligence. teachers who have more capacity to deal with emotions show better discipline management in the classroom. Most of the relationships in the model are statistically significant (Valente et al., 2019).

Emotional intelligence, besides being able to relate to the discipline that exists in students, can also be related to motivation, in line with the opinion of Suciati, (2016) that emotional intelligence also influences student learning independence by including perseverance, enthusiasm, self-motivation, and social attitudes, because the emotional maturity of students gives impetus to the development of social attitudes possessed by students (Anisah et al., 2020). Based on this description, there is a mutually positive relationship between Emotional Intelligence and Learning Discipline for Class VI Students of elementary school in Kampung Bulak During the Covid-19 Pandemic.

### 4. Conclusion

Based on the data analysis, the researcher can conclude that the research positively relates to emotional intelligence and the learning discipline of class VI students at an elementary school in Kampung Bulak during the Covid-19 Pandemic. The higher a person's emotional intelligence, the higher the student's learning discipline, with a correlation of  $0.576 > 0.05$ . So, research has proven that there is a positive and significant relationship between Emotional Intelligence and Learning Discipline, the coefficient of determination or the magnitude of the relationship between emotional intelligence and learning discipline, namely 33.1% and 66.9%, is related to other variables.

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