



The Effect of Emotional Intelligence and Intellectual Intelligence on Student Discipline

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Abstract

Discipline is an important thing that a person must have in learning activities, where discipline is influenced by various intelligence factors such as emotional and intellectual. The purpose of this research was to determine emotional intelligence and intellectual intelligence on discipline. The methodology of this research is causal comparative with quantitative approach. Respondents in this research amounted to 148 students taken from the total sampling. The method of data analysis in this research uses multiple regression. The results of the research are as follows: 1). Emotional intelligence has a positive and significant influence on discipline, 2). Intellectual intelligence has a positive and significant influence on discipline, 3). Emotional intelligence and intellectual intelligence, together affect discipline by 10% and 90% are influenced by variables outside this research.

Keywords: *Discipline; Emotional Intelligence; Intellectual Intelligence*

Introduction

Discipline is an important factor in every learning because, without the awareness of students to implement the rules that have been set, the learning process cannot be achieved properly, where discipline must be applied and maintained properly by every learner in school (Colvin, 2008). Associated with the discipline of students in an educational institution is behavior that is in accordance with the rules, where the discipline is not just obeying the rules but must be accompanied by the awareness of the soul within the students (Unaradjan, 2003).

The discipline of a student is a reflection of the ethical attitude of a learner. Discipline is grouped into several factors, namely individual factors, organizational factors, and environmental factors (Pangestu et al, 2019). Discipline comes from individual factors including intelligence, where intelligence is also divided into several types such as emotional intelligence, intellectual intelligence, and spiritual intelligence. Where in Prasetyo and Riyanto's research (2019) found emotional intelligence has a positive and significant relationship to a person's discipline. Emotional intelligence has a positive correlation with

discipline (Lopez-Zafra et al, 2012). Different things are shown by the results of research by Jeloudar et al (2011) where emotional intelligence has a negative relationship with discipline.

The next intelligence is intellectual intelligence, where one's intellectual intelligence has a good and positive influence on one's discipline, especially in learning (Levitan & Reiss 1983; Jonsson et al, 2012). Research conducted by Lopez-Robles et al (2020) found that intellectual intelligence has a positive relationship to one's discipline. The same thing is also stated in the book written by Gardner (2021) that discipline is closely influenced by intelligence, one of which intelligence is intellectual. Where discipline in the current era of education must be able to adapt to the learning process system carried out both online and offline.

Based on the phenomenon and various research results, it can be seen that emotional intelligence and intellectual intelligence have a relationship with discipline. The purpose of this research was to determine the effect of emotional intelligence and intellectual intelligence on discipline. so that in the future they can contribute to policy making and science in order to achieve good student discipline and according to applicable rules.

Discipline

Discipline is needed to ensure that a person will adhere to the standards that have been set or the standards listed in official regulations and must be obeyed by the child so that he can be accepted in the social environment and become someone who is good in his adjustment (Hurlock, 1999). Discipline must be applied and maintained properly by every student in school (Colvin, 2008). According to Efendi et al (2020) discipline is individual behavior that obeys the rules and policies that have been set by an institution.

Discipline has several functions, the disciplinary function according to Tu'u (2004) is; 1). Organizing life, 2). Building Personality, 3). Training Personality, 4). Coercion, 5). Punishment, 6). Creating a conducive environment. Indicators of discipline according to Efendi et al (2020) are as follows: 1). Punctuality, 2). How to use work equipment, 3). responsibility, 4). Compliance with work rules.

Emotional Intelligence

Emotional intelligence is the ability to motivate oneself and survive frustration, control impulses, regulate moods and keep the burden of pressure from paralyzing the ability to think, empathize and pray (Goleman, 2007). According to Mayer and Salovey (1993), emotional intelligence is a subset of social intelligence that involves the ability to monitor social feelings involving abilities in others. Emotional intelligence is a person's ability to control the emotions of himself and others, distinguish one emotion from another, and the information to guide one's thought processes and behavior (Davies et al, 1998).

Several factors that influence emotional intelligence are family environment, non-family environment, physical, psychological (Goleman, 2007). Aspects of emotional intelligence according to Mayer and Salovey (1993) are as follows; 1). Recognizing self-emotions, 2). Managing and expressing emotions, 3). Motivate yourself, 4). Recognize the emotions of others, and 5). Build relationships with other people. While the indicators of emotional intelligence according to Pangestu et al (2019) are 1). Social skills, 2). Motivation, 3). Empathy, 4). Self-control, and 5). Introduction.

Intellectual Intelligence

Intellectual intelligence is the awareness of something that is visible and the mastery of being responsive to situations and conditions. Intellectual intelligence is able to work to measure speed, measure

new things, store, and recall objective information that has been previously stored. Intellectual intelligence can be used to highlight the ability to think logically to find objective facts and to predict risk (Pangestu et al, 2019). According to Binet and Simon (1916), intellectual intelligence is an ability consisting of three components, namely; the ability to direct thoughts, 2). The ability to change the course of action, 3). Ability to self-evaluate. Intellectual intelligence is influenced by various factors, according to Bayley (1979) the factors that influence intellectual intelligence are heredity, socio-economic background, environment, physical condition, emotional climate. Indicators of intellectual intelligence are practical intelligence, verbal intelligence, and problem-solving skills (Pangestu et al, 2019).

Research Framework and Hypothesis

The Effect of Emotional Intelligence on Student Discipline

Research conducted by Prasetyo and Riyanto (2019) found that emotional intelligence has a positive and significant relationship to a person's discipline. Emotional intelligence has a positive correlation with discipline (Lopez-Zafra et al, 2012). Emotional intelligence also has a positive influence on discipline (Enns et al, 2018; Kwapisz et al, 2018). Different things are shown by the results of research by Jeloudar et al (2011) where emotional intelligence has a negative relationship with discipline.

H₁: emotional intelligence has a positive and significant influence on student discipline.

The Effect of Intellectual Intelligence on Student Discipline

Research conducted by Lopez-Robles et al (2020) found that intellectual intelligence has a positive relationship to one's discipline. Research conducted by Levitan and Reiss (1983) found that intellectual intelligence was positive for discipline. The same thing is also shown by research conducted by Jonsson et al (2012) and Resnik et al (2021) that intellectual intelligence has a positive and significant effect on discipline. The same thing was found by Gardner (2021) that discipline is closely influenced by intelligence, one of which intelligence is intellectual.

H₂: intellectual intelligence has a positive and significant influence on student discipline.

Based on various theoretical explanations, research findings, and developing hypotheses regarding the influence of emotional intelligence and intellectual intelligence on student discipline. So the research framework in (Figure 1) is as follows:

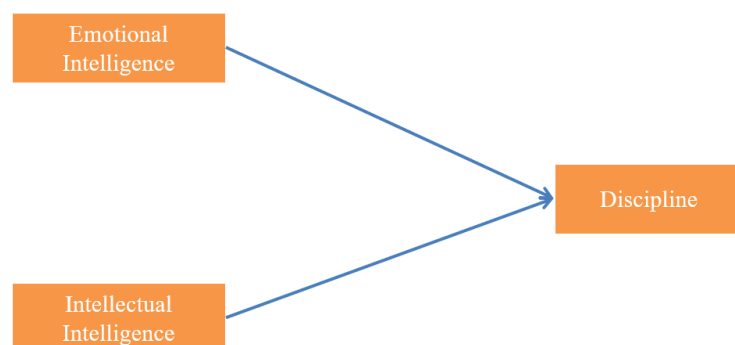


Figure 1. Research Framework

Methodology

This research is comparative causal research with a quantitative approach. Comparative causal research is a type of research in the form of problem characteristics in the form of a causal relationship between two or more variables. The purpose of comparative causal research is to investigate possible cause-and-effect relationships based on observations of existing effects and to look for facts that may be the cause through certain data. The type of data in this research is quantitative, namely data in the form of numbers or qualitative data that is numbered (Efendi et al, 2019). The data analysis method in this research is multiple regression. This research uses population research, where the entire population is used as a research sample. Data respondents in this research as many as 148 students of Accounting, Faculty of Economics, University of Lampung.

Findings

Table 1 below is the results of multiple regression analysis of research data, with the results of the research as follows:

Table 1. Results of Regression Analysis

Variable	Koef. Regression (B)	T Statistic	Sig
Emotional Intelligence	0.046	5.107	0.000
Intellectual Intelligence	0.366	5.123	0.000
Constant		43.814	
R		0.101	
R ²		0.010	
F Statistic		43.814	
Sig		0.472	

Source: Primary data processed

The Effect of Emotional Intelligence on Student Discipline

Based on the results of the regression analysis, it is known that emotional intelligence has an influence on student discipline, indicated by the regression coefficient value of 0.046. At the 5% significance level, it is known that the t-count value is 5,107 with a significance of 0.000. With these results, the first hypothesis can be accepted that emotional intelligence has a positive and significant influence on discipline.

The Effect of Intellectual Intelligence on Student Discipline

Based on the results of the regression analysis, it is known that intellectual intelligence has an influence on student discipline, as shown in the regression coefficient value of 0.366. At the 5% significance level, it is known that the t-count value is 5.123 with a significance of 0.000. With these results, the second hypothesis can be accepted that intellectual intelligence has a positive and significant influence on the discipline.

Coefficient of Determination R Square (R^2)

The coefficient of determination R Square is used to show how big the percentage of emotional intelligence and intellectual intelligence variables together in influencing the discipline variable. The results of multiple regression analysis show that the coefficient of determination R^2 has a value of 0.100 or it can be said that 10.0% of discipline is influenced by emotional intelligence and intellectual intelligence. While the remaining 90% is influenced by other variables not included in this research.

Discussion

The Effect of Emotional Intelligence on Student Discipline

Based on the results of research that has been analyzed there is a positive and significant influence between emotional intelligence on discipline. This is indicated by the regression coefficient value of 0.046. At the 5% significance level, it is known that the t-count value is 5,107 with a significance of 0.000. So it can be concluded that the higher the emotional intelligence, the higher the discipline. Conversely, the lower the emotional intelligence, the lower the discipline.

The results of this study supported by findings from Prasetyo and Riyanto (2019) found emotional intelligence has a positive and significant relationship to one's discipline. Emotional intelligence has a positive correlation with discipline (Lopez-Zafra et al, 2012). Emotional intelligence also has a positive influence on discipline (Enns et al, 2018; Kwapisz et al, 2018). Different things are shown by the results of research by Jeloudar et al (2011) where emotional intelligence has a negative relationship with discipline.

The Effect of Intellectual Intelligence on Student Discipline

Based on the results of research that has been analyzed there is a positive and significant influence between intellectual intelligence on discipline. This is indicated by the regression coefficient value of 0.366. At the 5% significance level, it is known that the t-count value is 5.123 with a significance of 0.000. So it can be concluded that the higher the intellectual intelligence, the higher the discipline. Conversely, the lower the intellectual intelligence, the lower the discipline.

The results of this study supported by the findings by Lopez-Robles et al (2020) found that intellectual intelligence has a positive relationship to one's discipline. Research conducted by Levitan and Reiss (1983) found that intellectual intelligence was positive for discipline. The same thing is also shown by research conducted by Jonsson et al (2012) and Resnik et al (2021) that intellectual intelligence has a positive and significant effect on discipline. The same thing was found by Gardner (2021) that discipline is closely influenced by intelligence, one of which intelligence is intellectual.

Coefficient of Determination R Square (R^2)

The results of this study indicate that there is a positive and significant influence between emotional intelligence and intellectual intelligence on discipline. This is indicated by the results of the test results with F test which obtained a calculated F value of 43,814 with an F significance value of 0.472. The coefficient of determination R Square is used to show how big the percentage of emotional intelligence and intellectual intelligence together influence the discipline variable. The results of multiple regression analysis show that the coefficient of determination R^2 has a value of 0.100 or it can be said that 10.0% emotional intelligence and intellectual intelligence affect discipline. While the remaining 90.% is

influenced by other variables that do not exist in this study. The results can also be a reference in improving the world of education in Indonesia (Efendi et al, 2019).

Conclusion

Based on the results and discussion in the study, we can conclude that; 1). Emotional intelligence has a positive and significant influence on the discipline, 2). Intellectual intelligence has a positive and significant influence on the discipline, 3). Emotional intelligence and intellectual intelligence, together affect discipline by 10%, and 90% are influenced by variables outside this study. Together with the limitations in this study, it can be used as a reference for further research in the future.

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