

# **The Influence of Learning Creativity, Learning Independence, and Emotional Intelligence on Learning Outcomes.**

**Cicik Nonia<sup>1</sup>**

<sup>1</sup>Department of Economic Education, Universitas Negeri Jakarta, Indonesia

## **Abstract**

This research aims to determine the influence of learning creativity, learning independence and emotional intelligence on learning outcomes in class. With an affordable population of 127 students from SMK Negeri 13 Jakarta. The sample in this study consisted of 96 respondents using *proportional random sampling* techniques and the *Isaac and Michael* formula. The data collection method in this research uses quantitative methods with survey research using questionnaires. This research uses data analysis techniques, namely regression analysis, analysis requirements testing and hypothesis testing.

**Keywords:** Learning Creativity; Learning Independence; Emotional Intelligence; Learning Results

## **1. Introduction**

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual potential, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Law Number 20 of 2003 concerning the National Education System, 2003). Education is one measure of a nation's success. The higher the quality of a nation's education, the more advanced the nation will be.

In reality, the quality of Indonesian education is still inferior to other countries on the ASEAN and international scale. The student ability survey released by the Program for International Student Assessment (PISA) in December 2019 in Paris, showed that Indonesia was ranked 72nd out of 77 countries. Meanwhile, the Education Index from Human Development Reports (2017) also states that the quality of Indonesian education is in 7th position in ASEAN with a score of 0.622. The highest scores were achieved by Singapore (0.832), Malaysia (0.719), Brunei Darussalam (0.704), Thailand and the Philippines both had a score of 0.661. These two surveys show that the quality of education in Indonesia is still relatively low.

There needs to be awareness that the learning process that occurs in the classroom is not only about students having to be good at memorizing. In the learning process, students must be able to construct knowledge in their own minds. Children must understand what they are learning, not just memorize formulas, numbers and words. Students' understanding of the material can later be seen from the learning outcomes obtained by students.

The success of the learning process or learning achievement is influenced by several factors. (Wahab, 2015) explains that learning achievement is influenced by factors, (1) superior education and learning; (2) brain development and measurements; and (3) emotional intelligence. In line with this, student learning achievement is influenced by two factors, namely factors originating from the student himself (internal) and factors originating from outside the student (external).

Based on this, a conclusion can be drawn that the results of the learning process are the result of many factors. Teachers in looking at student learning outcomes do not only rely on students, but also have to look at other factors. Internal factors and external factors have an equally important role in student learning outcomes. Therefore, these two factors should receive equal attention.

These factors certainly influence learning, one of which is learning basic accounting for class X vocational school students. Class X vocational school students are students who are in the transition period from junior high school to senior high/vocational school. This of course affects the learning outcomes obtained by students because students' knowledge and understanding of basic accounting terms is not sufficient. Apart from that, the previous COVID-19 pandemic also affected student learning outcomes.

One of the schools where there is competency in accounting skills is SMK Negeri 13 Jakarta which is located at Jalan Rawabelong II-E Palmerah, West Jakarta. There are various skill competencies at SMK Negeri 13 Jakarta, one of which is Accounting and Institutional Finance. This class has been divided since class This is of course influenced by various factors, both internal and external factors. For example, in the Basic Accounting subject, class X students still feel unfamiliar with the basic terms in accounting. Apart from that, other internal factors such as learning independence, learning creativity and emotional intelligence also play a role in influencing student learning outcomes. Another factor is the boredom experienced by students due to online learning as explained above. Researchers then became interested in what factors played a major role in influencing student learning outcomes in Basic Accounting subjects in class X. Researchers will focus on internal factors within students that influence learning outcomes, namely learning creativity, learning independence, and intelligence emotional. Therefore, researchers will conduct research entitled "The Influence of Learning Creativity, Learning Independence and Emotional Intelligence on Learning Outcomes in Basic Accounting Subjects in Class X Students of SMK Negeri 13 Jakarta."

## **2. Literatur Review**

### **2.1 Learning Outcomes**

Learning outcomes with high scores enable students to be able to compete in various fields. Report cards containing student achievement results cannot be separated from the learning process they have undergone over a certain period of time. From the teacher's side, the act of teaching ends with a process of evaluating learning outcomes. From the student's perspective, learning outcomes are the end of teaching from the peak of the learning process. Learning outcomes can be seen through evaluation activities which aim to obtain evidentiary data that will show the level of student ability in achieving learning objectives. According to (Handayani, 2022), learning outcomes are students' success in learning

teaching materials at school which are expressed in the form of scores from test results regarding a number of specific lesson outcomes.

Student learning outcomes are essentially changes in behavior as a result of learning in a broader sense including the cognitive, affective and psychomotor fields (Sudjana, 2009). On the other hand (Dimiyati and Mudjiono, 2006) also stated that learning outcomes are the result of an interaction between acts of learning and acts of teaching. In the process of achieving maximum learning outcomes there are several factors that influence it, both internal and external. Students must be able to recognize the methods and processes of self-learning in self-empowering efforts. Self-knowledge means knowing your strengths and weaknesses to achieve the expected learning outcomes (Hadiwijaya, 2017).

Learning outcomes as an indicator of achieving learning goals in class cannot be separated from the factors that influence the learning outcomes themselves. (Sugihartono, et al., 2007), mentions factors that influence learning outcomes, namely Internal factors and External factors. Internal factors are factors that exist within the individual who is learning. Internal factors include: physical factors and psychological. External factors are factors that exist outside the individual. External factors include: family factors, school factors, and community factors.

Learning outcomes are evidence of student success after carrying out learning activities which can be measured from knowledge (cognitive), skills (psychomotor), attitudes (affective) and student values. Student success can be seen after students take exams or tests. If the grades obtained by students are good, then the learning outcomes obtained by students will also be good. Good learning outcomes can result from maximum and serious learning activities.

## 2.2 Learning Creativity

Learning creativity can be defined as the ability to make new combinations, create something new and then produce something better or perfect something new to support success and influence learning outcomes to create good results. (Setyo Djatmiko, 2017). Apart from referring to the characteristics of creative people, creativity also refers to the complex interaction process of various elements contained within humans. The creative process is a transformation process between individuals and the environment. These elements include knowledge, experience, skills, interests, attitudes and values (Ayu N. Akifah Noor, 2019).

One of the prominent characteristics of a creative student is high curiosity, having interests and liking various creative hobbies or hobbies. Creative students are generally independent and able to complete three tasks without the help of other people or supervisors. They tend to make observations and group activities into activities that are meaningful, important or liked. Creative students usually dare to be different, stand out and often create surprises with an out-of-the-box mindset. they have high self-confidence, are tenacious and persistent (Wilda et al., 2017). According to Hamzah in Djatmiko, (2017) learning creativity can be seen using the following indicators: have great curiosity, often ask insightful questions, provide lots of ideas and suggestions for a problem, express opinions spontaneously and not be shy, can work alone and enjoy trying new things.

### 2.3 Learning Independence

Learning independence is a student's ability to carry out learning activities without the help of others and is carried out with patience and directed towards one goal. Learning independence can be interpreted as active learning activities that are driven by the intention to master a competency to overcome a problem, which is built based on the knowledge and knowledge that one has, both in determining study time, learning rhythm, tempo, learning methods and learning evaluation carried out by the teacher. (Noviyanti, 2021). Learning independence includes activities to organize learning programs that are structured in such a way that you can choose and determine your own learning materials and targets.

Self-director learning are external factors of learning, namely about how learning activities are carried out and learning to carry out learning activities independently is part of the internal factors of students which refer to character and personality. If these two things can be created in the learning process, then students can have independent learning (self-direction in learning) which can be interpreted as the characteristics, attitudes and abilities they have to carry out learning activities independently without the help of others, based on motivation and desire to mastering competencies that can be used to solve problems (Eti Nurhayati, 2017).

Indicators of learning independence according to (Gusnita et al., 2021) are: have confidence in yourself, learning activities are self-directed, have a sense of responsibility, have your own initiative and happy with problem centered learning. Independent learning is a student's awareness activity to want to learn without coercion from the surrounding environment in order to realize responsibility as a student in facing learning difficulties

(Yanti & Surya, 2017). (Nahdliyati, Parmin, & Taufiq, 2016) stated that student learning independence can be seen from several indicators, namely initiative, be confident, motivation, discipline and responsibility. Meanwhile, according to (Eti Nurhayati, 2018) the indicators of learning independence are as follows: have an independent and professional attitude, have high motivation, never give up and be confident.

Based on the explanations of several experts above, it can be concluded that independent learning is a student's ability to carry out learning activities without the help of other people and is carried out with patience and directed towards one goal. There are several indicators related to learning independence, namely; learning initiative, self-confidence in solving problems, having a sense of responsibility, and having motivation.

#### 2.4 Emotional Intelligence

Emotional intelligence is a person's ability to recognize emotions within themselves, manage emotions, motivate themselves and recognize other people's emotions (empathy) and be able to build relationships with other people. Physiologically, cognitively and psychologically, emotional intelligence is an internal factor in a student. Emotional intelligence is the ability to manage emotional impulses that exist within oneself (Ayu, 2018). Nadim in Noviyanti, (2021) states that one of the characteristics of a student who has good emotional intelligence is that it can be seen from learning achievement and the ability to motivate oneself, self-confidence, delay negative reactions or feelings, complete both academic and social tasks satisfactorily in personal and social measures. Apart from that, students are willing and continue to try to overcome their weaknesses. In general, emotional intelligence means accepting that emotions are a fundamental part of who one is and how one can survive. Someone who is emotionally skilled tends to be more flexible, adaptable and emotionally mature (Hadiwijaya, 2017). Emotional intelligence is a number of abilities related to fostering social relationships with the environment which refers to the ability to recognize one's own feelings and those of others, the ability to encourage both oneself and others in managing emotions and good relationships with fellow individuals (Sitimin, 2021).

Emotional intelligence is intelligence that is very useful for expanding abilities into five main elements (Manizar, 2016). Emotional intelligence includes all personal attitudes or abilities (Personal Competence) such are recognize emotions (self-awareness), managing emotions (self-regulation), self-motivation, get to know other people's emotions (social awareness), fostering Social Relationships (social skills).

There is a relationship between academic intelligence and emotional intelligence, especially for students who are still developing and ending their teenage years towards adulthood or individuals who are experiencing a transition period in their lives (Nur et al., 2020). Social transitions that cause a student to have to adapt such as the school environment, new teachers, new friends and new learning styles. Starlock in Nur et al., (2020) added that every individual has the obligation to pursue a high level of education, based on ideals, mastery of new knowledge, technology, skills, position and high social status in society. However, this achievement will be difficult if it is not accompanied by careful planning and independence in making decisions.

Emotional intelligence can be measured from various existing aspects. According to Tokan in Ginanjar, (2016) there are five basic skills in emotional intelligence which are indicators, namely: self awareness, self Management, motivation, social awareness/empathy, relationship management/social skills. Then, according to (Purnama, 2016) states that there are several indicators related to emotional intelligence, namely as follows: recognizing your own emotions, manage and control emotions, motivate yourself, recognizing other people's emotions (empathy), the ability to build relationships (cooperation) with other people, and understand and control your own and others' emotions.

Based on the explanations of several experts above, it can be concluded that emotional intelligence is a skill possessed by a person which is related to his ability to regulate, control, restrain his emotions and empathize with other people carefully. There are several indicators related to emotional intelligence, namely; managing one's own emotions, motivating oneself, building relationships with others, and recognizing and managing the emotions of others.

## 2.5 The influence of Learning Creativity on Learning Outcomes

Based on research (Saputra, 2020), learning success cannot be separated from the process they go through during learning. Learning creativity is a part that influences learning success. Through creativity, students can try to make various adaptations to facilitate the learning process they go through. During the learning process, flexibility is needed in producing various new and different ideas and ideas so that thinking patterns become more creative and developed (Setyo Djatmiko, 2017). Students need a variety of creativity in completing the various tasks they have, where creativity itself can be in the form of dexterity or student skills related to mastery of material (Noviyanti, 2021).

## 2.6 The influence of Learning Independence on Learning Outcomes

During the learning process, especially at the upper secondary level. Students are required to be more independent and motivated to improve their mastery of the material. Student independence can be characterized by their ability to carry out various tasks willingly without the help of other parties (Sari, 2019). Independence can be interpreted as the entrance to learning, a student who can learn independently has a greater opportunity to achieve better learning outcomes (Qolbu, 2021). The results of other research show that student independence has a positive effect on learning outcomes (Novitasari & Khotimah, 2016).

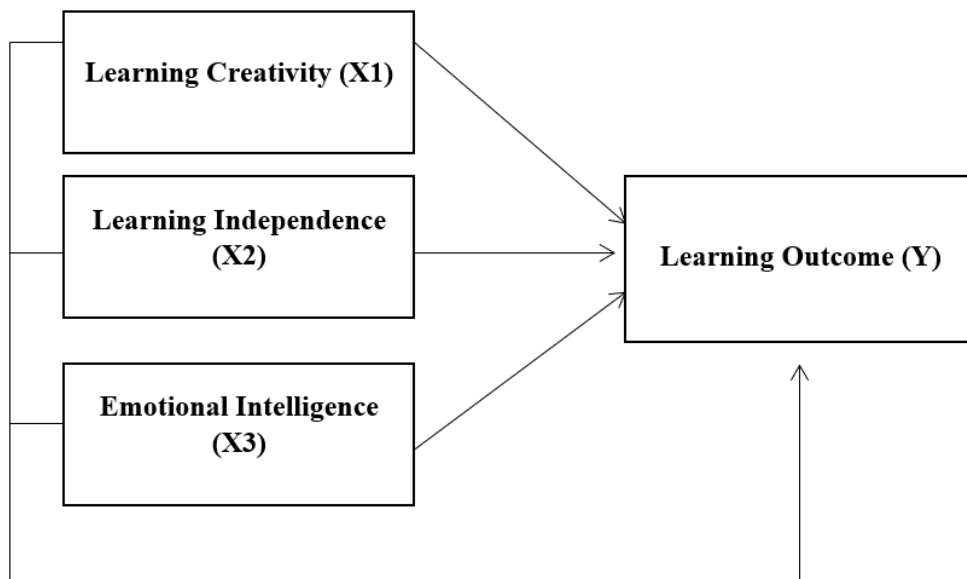
## 2.7 The influence of Emotional Intelligence on Learning Outcomes

The emotional intelligence that each person has will have an impact on a person's success. Learning is a process of change in human personality and this change can be seen in the form of increasing the quality and quantity of behavior (Hanafy, M. S., 2014). If students experience an increase in the quality and quantity of behavior, then the students are considered successful in carrying out the learning process. Emotional intelligence can be a student's ability to manage emotions and understand other people's feelings (Handayani et al., 2021). Intelligence can be defined as a person's ability to apply the knowledge and experience they have flexibly and be ready to accept new challenges (Fazrin, et al., 2017).

## 2.8 The influence of Learning Creativity, Learning Independence and Emotional Intelligence on Learning Outcomes

Student learning outcomes can be achieved optimally with the support of several factors, both internal and external (Lestari, 2012). One of the internal factors is students' emotional intelligence. The higher a student's emotional intelligence, the higher the level of academic achievement at school (Daud, 2012). This certainly cannot be separated from the students' independence and level of creativity. The results of research conducted by (Noviyanti, 2021) show that the variables of creativity, learning independence and emotional intelligence influence student learning outcomes.





**Figure 2. Thinking Framework**

Source: Primary Data by Researcher (2023)

The following are the research hypotheses, which are all based on this theoretical framework.

- 1) H<sub>1</sub>: There is an influence between learning creativity on student learning outcomes.
- 2) H<sub>2</sub>: There is an influence between learning independence on student learning outcomes.
- 3) H<sub>3</sub>: There is an influence between learning independence on student learning outcomes.
- 4) H<sub>4</sub>: There is an influence between learning creativity, learning independence and emotional intelligence on student learning outcomes.

### **3. Material and Method**

This research will be carried out at SMK Negeri 13 Jakarta. The method chosen by researchers to conduct this research is a quantitative method with a survey research type. In this research the independent variables are learning creativity which is symbolized by (X1), learning independence which is symbolized by (X2), and emotional intelligence which is symbolized by (X3) as variables that can influence and the attachment variable is learning outcomes which are symbolized by (Y) as the influenced variable.

Table 3.1 Operational Definition of Variables

<b>Variabel</b>	<b>Definition</b>	<b>Indicator</b>	<b>Scale</b>
Learning Outcomes	Learning outcomes are evidence of student success after carrying out learning activities which can be measured from knowledge (cognitive), skills (psychomotor), attitudes (affective) and student values.	<ol style="list-style-type: none"> <li>1. Cognitive Ability</li> <li>2. Effective Ability</li> <li>3. Psychomotor Ability</li> </ol>	Likert
Learning Creativity (X1)	Learning creativity is a student's ability to discover new things, which are used to solve learning problems or assignments given by the teacher.	<ol style="list-style-type: none"> <li>1. Big curiosity</li> <li>2. Happy about new things</li> <li>3. Dare to express your opinion</li> <li>4. Confident and Imaginative</li> </ol>	Likert
Learning Independence (X2)	Learning independence is a student's ability to carry out learning activities without the help of others and is carried out with patience and directed towards one goal.	<ol style="list-style-type: none"> <li>1. Learning initiative</li> <li>2. Confidence in solving problems</li> <li>3. Have a sense of responsibility</li> <li>4. Have motivation</li> </ol>	Likert
Emotional Intelligence (X3)	Emotional intelligence is a skill possessed by a person related to his ability to regulate, control, restrain his emotions, and empathize with other people carefully.	<ol style="list-style-type: none"> <li>1. Manage your own emotions</li> <li>2. Motivate yourself</li> <li>3. Build relationships with other people</li> <li>4. Recognize and manage other people's emotions</li> </ol>	Likert

### 3.1 Design Study

The target population in this study was all Class X students at SMK Negeri 13 Jakarta, totaling 127 students. The sample in this study was all students who were included in the affordable population, namely 96 students. The number of samples was selected based on the Isac and Michale table with an error rate of 5% with a population (N) of 127 students. The sampling method in this research used proportional random sampling technique. This technique was chosen by the research to ensure that each population has the same opportunity to be sampled.

In this research, the data used to view student learning outcomes is secondary data in the form of the results of the Final Semester Assessment (PAS) for the Basic Accounting subject, odd semester for the 2024/2025 academic year, which is expressed in the form of numbers. Learning creativity, Learning independence, and Emotional intelligence uses primary data obtained through a questionnaire using Google Form. Filling out the Learning Creativity, Learning independence, and Emotional intelligence instrument uses a Likert scale. After filling in the grid instrument, respondents were asked to fill out a questionnaire in the form of positive or negative questions by having one of the alternative answers available using a Likert scale.

#### Validity Test

This stage is carried out after the researcher has finished compiling the instrument. Validity testing is useful for measuring whether a questionnaire is valid or not. Each question variable X1, X2, X3, and Y measured by correlating the number of each question with the total number of question responses by comparing the calculated r value (Pearson correlation) with the table r value.

$$r \text{ count} = \frac{n \sum XY - (\sum X \cdot \sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

The validity testing criteria in this research were carried out as follows:

1. If  $r \text{ count} > r \text{ table}$ , then the research instrument is said to be valid.
2. If  $r \text{ count} < r \text{ table}$ , then the research instrument is said to be invalid.

## Reliability Test

Basically, reliability tests are used to measure variables through the questions used. The questions that are tested for reliability are questions that have been declared valid. Next, the reliability of the statement items that have been declared valid is calculated using the Cronbach's Alpha formula, which previously calculated the item variance and total variance.

$$r_{11} = \frac{n}{n-1} \left[ 1 - \sum \frac{si^2}{st^2} \right]$$

The reliability test in this research used the SPSS for Windows 22.0 tool. The decision making criteria for reliability testing is by comparing the Cronbach's alpha value with the significance level. The significance level that can be used is 0.5. The reliability test testing criteria are as follows:

1. The instrument is categorized as reliable if the Cronbach's alpha value is > significance level.
2. The instrument is categorized as unreliable if the Cronbach's alpha value is < significance level.

## 3.2 Data Analysis

### Multiple Regression Equation

Regression analysis is used to predict the value of the dependent variable from the research independent variables. The advantage of regression analysis is that it can predict or predict the value of the dependent variable. The multiple regression equation formula can be seen as follows:

$$Y = a + b_1x_1 + b_2x_2 + \dots + b_nx_n$$

### Test Analysis Data Requirements

#### a. Normality test

The normality test is used to see whether the data obtained by researchers is normally distributed or not. Testing the data for normal or not on the variables learning creativity

(X1), learning independence (X2), and emotional intelligence (X3) on learning outcomes (Y) which were analyzed using the SPSS 22.0 for windows program using the Kolmogoriv-Smirnov formula.

The decision making criteria for the normality test are as follows:

1. If the probability value or  $p > 0.05$ , then the data is normally distributed.
2. If the probability value or  $p < 0.05$ , then the data is not normally distributed.

#### b. Linearity test

The linearity test is used to see whether the data obtained by the researcher has a linear relationship between the independent variable and the dependent variable (Lidiawati, Sinaga, and Rebecca, 2020). Data were analyzed using SPSS 22.0 for Windows using one way analysis of variance techniques. The decision making criteria for the linearity test are as follows:

1. If the significance value for linearity is  $<0.05$ , then the data is said to be non-linear.
2. If the significance value for linearity is  $> 0.05$ , then the data is called linear.

### Hypothesis Test

#### a. T test

The benefit of the T Test in research is to determine the influence of each (individual) independent variable (X) on the dependent variable (Y). In this research, the T test will be carried out using the SPSS 22.0 for Windows tool. The criteria for the T Test are as follows:

1. If the significance value of the T Test is  $> 0.05$ , it means that there is no influence between the independent variable and the dependent variable.
2. If the significance value of the T Test is  $<0.05$ , then it means that there is an influence between the independent variable and the dependent variable.

#### b. F test

The benefit of the F test in research is to determine the effect of all independent variables together (X) on the dependent variable (Y). In this research, the F test will be carried out using the SPSS 22.0 for Windows tool. The criteria for the F Test are as follows:

1. If the significance value of  $F < 0.05$ , it means that all independent variables have a significant influence on the dependent variable
2. If the significance value of  $F > 0.05$ , it means that all independent variables have no influence on the dependent variable.

#### Coefficient of Determination (R<sup>2</sup>)

Testing the coefficient of determination aims to determine the magnitude of the influence between the independent variable and the dependent variable. The coefficient of determination value shows the percentage of variation in the value of the dependent variable that can be explained by the resulting regression equation. The coefficient of determination test results have a value between 0 and 1, if the result is close to 1 then the independent variable provides almost all the information needed to predict the dependent variable.

#### **4. Result**

Currently, this research is in the data processing stage. The data collected by the researcher is being analyzed to address the research questions formulated. This process involves statistical processing and data analysis to test the hypotheses proposed. The researcher aims to present accurate and relevant findings according to the planned methodology.

## 5. References

### Book

- Ahmadi, A., & Supriyono, W. (2011). Psikologi Belajar. Jakarta: Rineka Cipta.
- Akifah Noor, Ayu N. (2019). Pengembangan Kreativitas Belajar Remaja. Yogyakarta: Deepublish.
- Fattah, N. (2011). Landasan Manajemen Pendidikan. Bandung: Remaja Rosdakarya.
- Team, G. E. (2020). Global education monitoring report, 2020: Inclusion and education: all means all. Paris: UNESCO.
- Wahab, R. (2015). Psikologi Belajar. Jakarta: Raja Grafindo.

### E-Book

- Albert Kurniawan, S. E. (2009). Belajar mudah SPSS untuk pemula. Penerbit Mediakom.  
Retrieved from  
<https://books.google.co.id/books?id=jsNY6HzdWhsC>
- Ansori, M. (2020). Metode Penelitian Kuantitatif Edisi 2. Retrieved from  
<https://books.google.co.id/books?id=rKbJDwAAQBAJ>
- Duli, N. (2019). Metodologi Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS. Retrieved from  
<https://books.google.co.id/books?id=A6fRDwAAQBAJ>
- Slameto. (2010). Belajar dan Faktor-faktor yang Memengaruhinya. Jakarta: Rineka Cipta.  
Retrieved from  
<https://inlislite.uin-suska.ac.id/opac/detail-opac?id=20726>
- Sudjana, Nana. (2016). Penilaian Hasil Proses Belajar Mengajar. Bandung: Remaja Rosdakarya. Retrieved from  
[http://senayan.iain-palangkaraya.ac.id/index.php?p=show\\_detail&id=6027](http://senayan.iain-palangkaraya.ac.id/index.php?p=show_detail&id=6027)

### Article Journal

- Hadiwijaya, H. (2017). Effect of Emotional Intelligence on Student Learning Achievement. GUIDENA: *Jurnal Ilmu Pendidikan, Psikologi, Bimbingan Dan Konseling*, 7(1). <https://doi.org/10.24127/gdn.v7i1.663>
- Hulu, F. (2020). Pengaruh Kreativitas Belajar Dan Soft Skill Mahasiswa Terhadap Kesiapan Kerja Mahasiswa Pendidikan Bisnis 2016. *Niagawan*, 9(3), 263  
<https://doi.org/10.24114/niaga.v9i3.20327>.

- Kharismawan, Haryani, & Nuswowati. (2018). Application of a pbl-based modules to increase critical thinking skills and independence learning. *Journal of Innovative Science Education*, 7(1). <https://doi.org/10.15294/JISE.V7I1.23220>
- Mahmudi, I., Athoillah, M. Z., Wicaksono, E. B., & Kusuma, A. R. (2022). Taksonomi Hasil Belajar Menurut Benyamin S. Bloom. *Jurnal Multidisiplin Madani (MUDIMA)*, 2(09). <https://doi.org/10.55927/mudima.v2i9.1132>
- Mukhlis, Japar, & Maksum. (2018). Improving discipline and learning independence of PKn through reinforcement. *American Journal of Educational Research*, 6(7). <https://doi.org/10.12691/education-6-7-22>
- Naim, Z. A., & Djazari, M. (2019). Pengaruh Kreativitas Belajar, Persepsi Siswa Tentang Metode Mengajar Guru, Dan Lingkungan Teman Sebaya Terhadap Prestasi Belajar Akuntansi Dasar Siswa Kelas X Akuntansi Dan Keuangan Lembaga Smk Negeri 1 Pengasih Tahun Ajaran 2018/2019. *Jurnal Pendidikan Akuntansi Indonesia*, 17(1), 127–144. <https://doi.org/10.21831/jpai.v17i1.26517>
- Setyawan, A. A., & Simbolon, D. (2018). Pengaruh Kecerdasan Emosional Terhadap Hasil Belajar Matematika Siswa SMK Kansai Pekanbaru. *Jurnal Penelitian Dan Pembelajaran Matematika*, 11(1), 11–18 <https://doi.org/10.30870/jppm.v11i1.2980>