Student Learning Outcomes During Distance Learning: The Role of Emotional Intelligence and Learning Discipline

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Article Info	Abstract

This research aims to determine the effect of emotional intelligence and learning discipline on learning outcomes of spreadsheet subject at SMK Negeri 13 Jakarta. The population of this research was 108 students and the sample of this study was taken as many as 84 students with the sampling technique using Proportional Random Sampling. The technique of collecting data is through a questionnaire with a Likert scale and documentation. Based on multiple linier regression analysis technique, t test result show that emotional intelligence and learning discipline partially have a positive and significant effect on learning outcomes with t value < 0,05. Meanwhile, F test result show that emotional intelligence and learning discipline simultaneously have a positive and significant effect on learning outcomes with F significance < 0,05. The analysis of the coefficient of determination has an R Square value of 0.804, it means that emotional intelligence and learning discipline simultaneously have ability to explain students learning outcomes by 80,4%, while the remaining is influenced by unexamined variables.

Abstrak

Penelitian ini berteujuan untuk mengetahui pengaruh kecerdasan emosional dan disiplin belajar terhadap hasil belajar mata pelajaran aplikasi pengolah angka (*spreadsheet*) di SMK Negeri 13 Jakarta. Populasi penelitian ini adalah 108 siswa dan sampel penelitian ini diambil sebanyak 84 siswa dengan teknik pengambilan sampel menggunakan *Proportional Random Sampling*. Teknik pengumpulan data melalui angket dengan skala likert dan data dokumentasi Berdasarkan teknik analisis regresi linier berganda, hasil uji t menunjukkan bahwa kecerdasan emosional dan disiplin belajar secara

parsial berpengaruh positif dan signifikan terhadap hasil belajar dengan nilai t < 0,05 Sedangkan hasil uji F menunjukkan bahwa kecerdasan emosional dan disiplin belajar secara simultan berpengaruh positif dan signifikan terhadap hasil belajar dengan signifikansi F < 0,05. Analisis koefisien determinasi memiliki nilai R *Square* sebesar 0,804 artinya kecerdasan emosional dan disiplin belajar secara simultan memiliki kemampuan menjelaskan hasil belajar siswa sebesar 80,4%, sedangkan sisanya dipengaruhi oleh variabel yang belum diteliti.

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INTRODUCTION

At the beginning of 2020, a new virus variant emerged, namely the Corona virus which caused the Covid-19 disease outbreak throughout the world. This virus can be transmitted between species, including transmitted and transmitted to humans (Altuntas & Gok, 2021). The virus began to attack China, then spread to various countries in the world such as Italy, Iran, South Korea, England, Japan, the United States, Germany, and other countries including Indonesia (Wong et al., 2020). The Covid-19 pandemic in Indonesia has an impact on all sectors, including the education sector. In this condition, the Minister of Education and Culture issued a policy through Circular Letter Number 4 of 2020 concerning the implementation of education during the emergency period for the spread of *Corona Virus Disease* 2019 (Covid-19) to work from home and study from home (learning online) (Kemdikbud, 2020). Therefore, teaching and learning activities (KBM) which are usually carried out at schools are transferred at home using distance learning (PJJ) under the supervision of teachers (Sadikin & Hamidah, 2020).

All schools in Indonesia conduct online learning activities, including up to the Vocational High School (SMK) level. Online learning is one of the forms of learning that utilizes technological sophistication (Gunawan, 2020). The online learning process has an impact on activities in vocational schools because the activities in vocational education tend to be more practical than theoretical (Setyorini & Wulandari, 2021). Learning that is usually done face-to-face must be done through internet media, which requires teachers not to interact directly with their students (Zulfitria, Ansharullah, & Fadhillah, 2020). This is a challenge for teachers in assessing the achievement of their students' achievement seen from the understanding of students while participating online, not all students are actively learning (Yulia, 2020). In addition, online learning during the pandemic has a stressful impact on students caused by difficulties in understanding the material (Sari, 2020).

The online teaching and learning process, both teachers and schools absolutely carry out evaluation, measurement and assessment. Evaluation techniques are one of the important components in the learning process (Astuti, 2017), and one of a series of activities in improving the quality, performance, or productivity of an educational institution (Siregar, 2017). Evaluation of the teaching and learning process involves the assessment of teacher and student activities, especially the assessment of short and long term learning outcomes (Sudjana, 2009). Student learning outcomes are the results obtained as a measure of student success in understanding the material presented (Astutik & Wasiti, 2016).

One of the schools that implements online learning is SMK Negeri 13 Jakarta. SMK Negeri 13 Jakarta has 4 (four) expertise competencies, one of which researchers make research is Accounting and Financial Institutions (AKL).

Table 1 List of Grade X Odd Semester Assessments for the 2020/2021 Academic Year Subjects for Number Processing Applications (Spreadsheets)

Class	Number of Students	KKM	Rating			Average
			UH	PTS	PAS	
X AKL 1	34	76	77	77,7	76,3	77
X AKL 2	36	76	72	75,4	78,2	75,2
X AKL 3	36	76	69	68,9	77,3	71,7

Based on Table 1, it shows that the scores obtained by students during online learning are still relatively moderate, have not shown satisfactory results and tend to be still quite a lot below the KKM standard. Meanwhile, the applicable KKM score at SMK Negeri 13 Jakarta is 76 for basic subjects of expertise programs. Therefore, it is necessary to know the factors that influence the less than optimal learning outcomes achieved by these students.

One of the important factors that influence learning success, namely the emotional intelligence of students who are able to receive, assess, manage, and control personal emotions in the learning environment. Based on the data from the initial survey conducted by the researchers on class X students at SMK Negeri 13 Jakarta, it showed that the obstacles experienced by students during distance learning were, 81.3% said they had difficulty understanding lessons and 56.3% said they were bored with online learning. This is in line with what was stated, namely when studying at home, children will feel bored because learning is done independently. The emergence of boredom causes anxiety during online learning (Oktawirawan, 2020; Wiguna, Sutisnawati, & Lyesmaya, 2020). In addition, during the implementation of distance learning during the pandemic, the impact of lack of social activity, learning saturation, accumulation of tasks, and a monotonous learning atmosphere hampered students' emotional intelligence. Boredom or boredom faced by students triggers a sense of laziness in students so that the impact is a decrease in the value obtained by students (Aswat, Sari, Aprilia, Fadli, & Milda, 2021; Kurnia, 2021).

Another factor that affects student learning outcomes is learning discipline. Learning discipline is also an important component in online learning. During the online learning process from home, students are required to prepare more time so that student discipline is needed in learning (Febrianty & Cendana, 2021; Harling, 2020). This is because with the discipline of learning, a conducive and optimal learning atmosphere can be created so that learning objectives achieve the desired results (Winata, Friantini, & Astuti, 2021).

Discipline is a factor that has a big role in achieving learning outcomes. Learning discipline plays a role in providing awareness to students to be responsible for continuing to study in the midst of a pandemic (Meigawati & Nisa, 2020). However, the reality is that during the online learning process students are less active in the learning process because students feel bored so

that the level of student discipline also tends to decrease (Liubana & Puspasari, 2021). The boredom felt by students triggers a sense of laziness and decreased student activity affects the lack of student responsibility in completing assignments (Fahruni & Wiryosutomo, 2021).

As the results of the initial survey conducted by the researcher through the Number Processing Application subject teacher (*Spreadsheet*) at SMK Negeri 13 Jakarta, he revealed that during the implementation of online learning there was a lack of student response in learning, often students were late in filling out the attendance list which was filled out online and not wear the appropriate uniform. Not only that, he also revealed that there are still many students who do not do and collect the assignments that have been given, resulting in a vacancy in the value of assignments which also has an impact on student learning outcomes. In fact, there are also students who only do assignments by copying the results of their friends' work.

Therefore, the low awareness of students towards their duties and obligations is one of them influenced by learning discipline which has an impact on the non-optimal learning outcomes achieved by students (Rachmah, Sunaryanto, & Yuniastuti, 2019). Thus, learning discipline needs to be instilled from an early age because the influence of discipline is very large on achievement (Anugrahana, 2020).

Research (Indriawati, 2018) states that emotional intelligence affects student learning outcomes. The results of the study (Jannah, Utomo, & Handoyo, 2019) show that there is a positive and significant influence between emotional intelligence and learning outcomes. The results of the study (Putri, Hendrowati, & Istiani, 2020) show that emotional intelligence and learning discipline have a positive and significant effect on student learning outcomes.

Then, the research conducted (Novalinda, Prima, Mallisza, & Ambiyar, 2020) showed that learning discipline had a significant effect on learning outcomes. However, different research is shown by (Harling, 2020) that during the learning process both at school and at home, discipline does not affect the achievements they achieve, meaning that student learning achievement both before and during the Covid-19 pandemic is not influenced by learning discipline. student.

When a student has a high level of emotional intelligence, it means that students have good emotional intelligence and it is hoped that their learning motivation is also good so that their learning achievement can increase (Rahman, Mardhiah, & Azmidar, 2015). However, a different study was shown again by (Tam et al., 2020) in Hong Kong which stated that it did not find a direct relationship between emotional intelligence and academic achievement. Emotional intelligence has no direct effect on academic achievement. The effect only occurs when learning motivation acts as a mediator.

Based on the description of the problems above and the phenomena from the results of previous studies, there are still controversial differences or *research gaps*. This encourages researchers to conduct research on the factors that influence student learning outcomes, especially during the implementation of distance learning in terms of emotional intelligence and learning discipline.

The novelty of this research lies in the indicators of learning outcomes used, which refer to cognitive and psychomotor aspects. In addition, the lack of research on learning outcomes in the subject of Number Processing Applications (*Spreadsheet*) is also a novelty and attraction in this research.This is because these subjects are introductory and basic lessons for students as well as one of the application programs that will be implemented in accounting lessons, especially in the area of competence in Accounting and Institutional Finance.

LITERATURE REVIEW
Employment Absorption

According to Law No. 13 of 2003 article 1 concerning manpower, it is stated that labor is anyone who is able to do what aims to produce goods and services to meet their own or community needs (KEMENPERIN, 2003) Meanwhile, according to Todaro and Smith states that labor is all residents of a country who can produce goods and services, if there is a demand for labor and the population can participate in these activities. , absorption and distribution of the working population exist in various economic sectors. (Kuncoro, 2002)

Minimum Wage

The decline in wages is the beginning of the effect of output on labor demand, resulting in the depreciation of the company's production costs. In a perfectly competitive market, if it is estimated that the price of the product is fixed, then the decrease in production costs will optimize profits, so the company will increase the use of labor. Based on article 23 paragraph 1 of Government Regulation (PP) Number 36 of 2021, it states that the minimum wage is the lowest monthly wage with the provisions of a basic wage without allowances or basic wages and fixed allowances. The minimum wage is the lowest

wage paid every month by business actors to workers for the sacrifice of services provided during the production process for a certain period of time, if business actors pay workers below the minimum wage, they will get sanctions for what they do. (Indonesia, 2021) In the theory proposed by Mankiw, it states that wages will always adjust to the supply and demand of labor in order to create a balance. However, based on the facts in the field, it is said that there is not always a balance between wages and labor, especially if there is interference from the government and forms of protest from workers or labor unions. wages, the higher the wage, the smaller the employer's demand for labor. (Antiyatna et al., 2016)

Education Level

According to Adrew E. Sikula in the journal Desak Ketut Ratna Dewi, education level is a long-term process that uses a systematic and organized procedure, in which managerial workers learn conceptual and theoretical knowledge for general purposes. (Dewi, 2016) The level of education is a process that must be followed by students to gain knowledge, develop skills or skills and shape the characteristics of students by going through several levels or levels of education in a managerial or planned manner. According to Tirtarahardja and Sulo, in a journal published by Imam Buchori, education as preparation of the workforce is defined as an activity to guide students so that they have the basic provisions to work. The basics that must be possessed by students are knowledge, attitudes and skills in order to be able to compete in the world of work. (Buchari, 2016)

Gross Regional Domestic Product

According to the Central Statistics Agency (BPS), Gross Regional Domestic Product is the amount of added value produced by all production units in an area during 1 period or the final total of goods and services produced by business units in an area within 1 year . Meanwhile, another opinion says that the Gross Regional Domestic Product is the value of the overall production of goods and services produced as a result of economic activity in an area within a certain period of time or 1 year. (Soebagyo, 2007) Gross regional domestic product has a role in the labor market as stated by Keynes in Boediono, that what happens in the labor market only follows what happens in the goods market, in the sense that GRDP can increase employment , if the demand for *output* also increases.

Previous Research

1. In a study conducted by Djupiansyah Ganie in 2017 with the title "Analysis of the Effect of Wages, Education Level, Population and PRDB on Labor Absorption in Berau Regency, East Kalimantan". This study uses secondary data and library studies, while for data collection using a documentation model and using data *times series* from 2006-2015 with data analysis techniques using multiple linear analysis techniques. From this study it can be concluded that wages, education level and gross regional domestic product have a negative and insignificant effect on employment in Berau Regency, East Kalimantan. Simultaneously, the variables of wages, education level, population, and gross regional domestic product have a significant and significant effect on employment in Berau Regency, East Kalimantan. The factor that has the biggest influence on employment in Berau Regency compared to other variables is the population. (Ganie, 2017)
2. The research entitled "The contribution of education level and minimum wage to labor absorption in Medan City in 2012-2015" was conducted by Fransisca Natalia Sihombing in 2017. The descriptive method is the method used in this study and uses

secondary data from 2012-2015 . Multiple linear data analysis technique with IBM SPSS software. The results that have been found by this study are that the level of education and the minimum wage have an influence on employment where every 1% increase in the level of education will also increase the number of workers by 0.342% and so does the minimum wage, every 1% increase in the number of workers will increase the number of employees. workforce by 0.015%. Therefore, if it is concluded that the contribution of the level of education and the minimum wage to employment in the city of Medan is 70.10%. (Sihombing, 2017)

HYPOTHESIS DEVELOPMENT
Emotional Intelligence on Learning Outcomes The
development of a person's emotional intelligence is positively correlated with academic success, social, as well as mental health. Thus, the more emotionally intelligent a person is, the greater the chance of success (Mashar, 2011, p. 60). Based on the results of research (Ventini, Hartati, & Sukardjo, 2018) that emotional intelligence has a positive and significant effect on learning outcomes, when emotional intelligence can be controlled properly, namely at a high level, it will certainly make learning outcomes higher, and vice versa. Furthermore, (Rahman et al., 2015) stated that the higher the level of emotional intelligence of students, the learning outcomes are also high, and vice versa. Furthermore, (Nwadinigwe & Azuka-Obieke, 2012) which revealed that there is a positive relationship between emotional intelligence skills and academic achievement so that by developing students' emotional intelligence skills, it will lead to an increase in academic achievement.

H1: Emotional intelligence has an influence on learning outcomes

Learning Discipline on Learning Outcomes
Discipline in complying with any rules and regulations that apply at school and at home is very influential on learning outcomes or achievement (Habsari, 2005, p. 76). Then, (Eshetu, 2014) stated that discipline is a basic requirement for the success of teaching and learning in schools and is a concern of teachers. The results presented by (Haditama, Wardi, & Syamwil, 2018) are that between parental attention, learning discipline, learning motivation are interrelated and have an influence on learning outcomes. This is because the better the attention given by parents, it will encourage high learning discipline so that students also have high motivation which has an impact on student learning outcomes which will increase. In addition, it is supported by the results (Anggraini, Patmanthara, & Purnomo, 2017) that discipline has a positive and significant effect on learning outcomes, meaning that discipline plays an important role in learning in order to learn effectively and efficiently. A high learning discipline attitude in the learning process will provide maximum learning outcomes. Furthermore, (Gitome, Katola, & Nyabwari, 2013) that discipline ideally means more than just obeying rules and regulations and requires students' ability to distinguish what is right or wrong, where there is good discipline, there is an increase in academic performance.

H2: Learning discipline has an influence on learning outcomes

Emotional Intelligence, and Learning Discipline on Learning Outcomes
Based on the results of research conducted by Lisa Febrianti and Lucky Rahmawati (Febrianti & Rachmawati, 2018), stated that emotional intelligence and learning discipline have a positive and significant effect on learning outcomes. In another study, (Putri et al., 2020) stated that learning discipline and emotional intelligence had a positive and significant effect on learning outcomes. Furthermore, the results of research (Yudha, 2018) state that emotional intelligence and learning discipline have a positive and significant effect on learning outcomes

H3: Emotional intelligence and learning discipline have an influence on learning outcomes
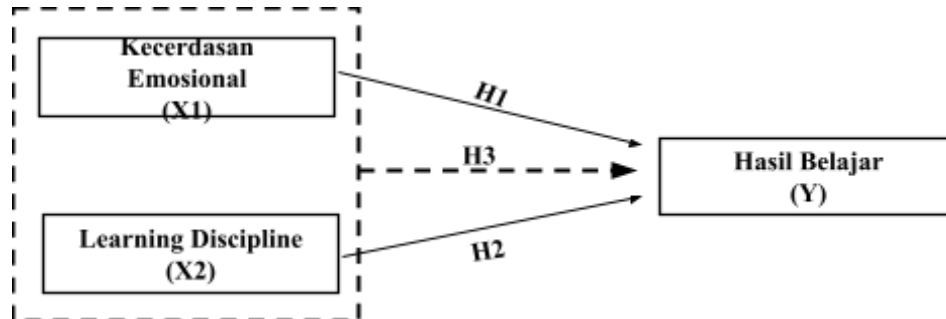

Figure 1 Research Constellation

METHOD

This research was conducted at SMK Negeri 13 Jakarta, which is located at Jl. Rawabelong II-E, Palmerah, West Jakarta. The research approach used in this study is a quantitative approach with survey research methods. The population of this research is the students of class X of Institutional Accounting and Financial Expertise Competence, amounting to 108 students. The sampling technique used is*proportional random sampling*. In determining the number of samples in this study, it refers totable *Isaac* and *Michael's* with an error rate of 5% (Sugiyono, 2009, p. 80) in order to obtain a sample of 84 students. The data used is primary data for variables of emotional intelligence and learning discipline with data collection techniques used is a questionnaire with a Likert scale, then secondary data for learning outcomes variables with data collection techniques in the form of documentation data.

RESULTS AND DISCUSSION

Validity Test Validity

test was carried out by analyzing the results of the instrument trial. With the aim of indicating the level of accuracy of the instrument in measuring a variable. Thethe instrument are declared valid if $r_{count} > r_{table}$, whereas if $r_{count} < r_{table}$ items ofthen the item is declared invalid or *dropped.*

Based on the instrument testing that has been carried out with an r_{table} of 0.361, for the emotional intelligence variable there are 25 valid instruments and 5 instruments are declared *dropped*, so the percentage of valid instrument items is 83.33% and the percentage of instrument items that *drop is* 16 ,67%. Furthermore, the learning discipline variable contained 27 valid instrument items and 3 instruments were declared *dropped*, so the percentage of valid instrument items was 90% and the percentage of instrument items *dropped* was 10%.

Reliability Test Reliability

test is conducted to show the extent to which the instrument can provide consistent measurement results when measurements are repeated. In this study, the reliability test

was carried out using theformula *Alpha-Cronbach's* with the help of the SPPS version 26 application.

Table 1Reliability Test

Variable	Cronbach's Alpha
Emotional Intelligence	0.922
Learning Discipline	0.960

Normality Test

The results of the normality test using Kolmogorov Smirnov can be concluded that the data in this study are normally distributed. It can be proved that the significance level is 0.200 > 0.05. So it can be concluded that the data from the four variables are normally distributed and the data can be used for further analysis.

Linearity Test

The results of the linearity test of emotional intelligence variables obtained a significance value of 0.000 <0.05. It can be seen that the emotional intelligence variable data has a linear relationship to learning outcomes. Then, the results of the linearity test of the learning discipline variable showed that the data significance value of 0.000 <0.05 can be seen that the learning discipline variable data has a linear relationship to learning outcomes.

Multiple Linear Regression Equation

Multiple linear regression equation was used to predict the relationship between two independent variables (X_1 and X_2) on the dependent variable (Y). The calculation of multiple linear regression test between learning outcome variables (Y), emotional intelligence (X_1) and learning discipline (X_2) can be seen in table 3.

Table 2 Regression Equation

	Coefficientsª					
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	**34.773**	2.957		11.758	**.000**
	Kecerdasan Emosional (X1)	**.297**	.018	.801	16.268	**.000**
	Disiplin Belajar (X2)	**.148**	.019	.375	7.622	**.000**
a. Dependent Variable: Hasil Belajar (Y)						

From the data above, it can be seen that the multiple regression equation obtained is as follows:
$$= 34.773 + 0.297X_1 + 0.148X_2$$

Table 3 shows the constant value of 34.773 meaning that if emotional intelligence and learning discipline are worth 0, then the learning outcomes are worth 34,773 . Regression coefficient valueX₁ of 0.297 means thateach additional value on emotional intelligence variable (X_1)would give rise score of 0.297 on learning outcomes (Y). The significant value of 0.000 indicates that there is a significant

influence of the variables X_1 to Y because 0.000 <0.05. This shows that the better the emotional intelligence, the higher the learning outcomes.

Regression coefficient value X_2 of 0.148 means each additional values in the discipline of learning (X_2) will give rise to a score of 0.148 on learning outcomes (Y). A significance value of 0.000 indicates that there is a significant effect of the X variable$_2$ on Y because 0.000 <0.05. This shows that the better the discipline of learning, the higher the learning outcomes.

T TEST

test This test is carried out to determine whether or not there is an influence of the independent variable on the dependent variable, provided that if $t_{count} > t_{table}$ then there is an influence between the independent variable and the dependent variable and vice versa.

Table 4 Partial Regression Coefficient Test (t-test)

	Coefficients^a				
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	34.773	2.957		11.758	.000
Kecerdasan Emosional (X1)	.297	.018	.801	**16.268**	.000
Disiplin Belajar (X2)	.148	.019	.375	**7.622**	.000
a. Dependent Variable: Hasil Belajar (Y)					

Before carrying out the t test, it is necessary to have a *degree of freedom* at a significance level of 0.05 to determine the value of t table with the formula df = nk-1, so that the value of df = (84-2-1) = 81. Thus, the value of t obtained$_{table\ is}$ of 1.98969.

Based on table 4, the emotional intelligence variable has a t-value of 16,268. This value is greater than the value of t_{table} (16.268 > 1.89699) which means that there is a positive and significant influence between emotional intelligence and learning outcomes. Furthermore, learning discipline variable has a value of t_{count} equal to 7.622. This value is greater than the value of t_{table} (7.622 > 1.98969, meaning that there is a positive and significant influence between learning disciplines on learning outcomes.

F TEST

The F test is a test conducted to determine the effect of the independent variables together on the dependent variable. The significance value set in this study is 0.05. If the significance value of the research model is less than 0.05 and $F_{count} > F_{table,}$ then there is a jointly significant effect of the independent variable on the dependent variable.

Table 5 Simultaneous Regression Coefficient Test (Test F)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1147.333	2	573.667	**166.151**	**.000**[b]
	Residual	279.667	81	3.453		
	Total	1427.000	83			
a. Dependent Variable: Hasil Belajar (Y)						
b. Predictors: (Constant), Disiplin Belajar (X2), Kecerdasan Emosional (X1)						

Before performing the F test, it is necessary to have a *degree of freedom* at a significance level of 0.05 to determine the value of the F table with the formula df = (k-1; nk-1), so that the value of df = 3-1; 84-2-1) = (2 ; 81). So, the Ftable value obtained is df for the numerator (N1) = 2 and df for the denominator (N2) = 81 is 3.11.

In Table 5 shows the significant value of 0.000 is smaller than the significance level of 0.05 with the estimation of F_{count} equal to 166.151. This value is greater than the $Fvalue_{table}$, which is 166.151 > 3.11. It can be concluded that there is a positive and significant influence jointly between emotional intelligence and learning discipline on learning outcomes.

Coefficient of Determination Test The coefficient of determination
analysis is used to determine the percentage of the contribution of the independent variable simultaneously to the dependent variable.

Table 1 Coefficient of Determination

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.897[a]	.804	.799	1.858
a. Predictors: (Constant), Disiplin Belajar (X2), Kecerdasan Emosional (X1)				
b. Dependent Variable: Hasil Belajar (Y)				

Based on table 6, it can be seen from R square or R² in the model summary table of 0.804. It can be concluded that it amounted to 80.4% of emotional intelligence variable (X_1 and the discipline of study (X_2) simultaneous effect on student learning outcomes, and the rest is influenced by other variables that are out of this study.

DISCUSSION
1. **Emotional IntelligenceLearning Outcomes**

onBased on the results of statistical analysis shows the coefficient value of X_1 in the multiple regression equation test is 0.297 which means that if emotional intelligence has increased by 1 point, the learning outcomes will increase by 0.297 with a constant of 34.773 assuming X_2 remains. The value of the coefficient X_1 is positive, meaning that if there is an increase in emotional intelligence, then student learning outcomes also increase. Then, the results of the partial significance test (t

test) for emotional intelligence obtained $t_{count} > t_{table}$ (16.286 > 1.89699) and significance (0.000 < 0.05) so it can be concluded that the first hypothesis (H_1) is accepted.

These results indicate that emotional intelligence has a positive and significant effect on learning outcomes. The results of this study are in line with research conducted by (Prafitriani, Umanailo, Indrayani, Lisaholit, & Chamidah, 2019) that emotional intelligence has a positive and significant effect as indicated by a regression coefficient analysis of 0.614 and the significance results using statistical analysis of the t test obtained t_{count} = 9,832 > t_{table} = 1,983.

Then, the results of the study (Maemunah, Herman, & Rahmatullah, 2018) with a regression coefficient of 0.357 which means that there is a positive relationship between emotional intelligence and student learning outcomes, and statistical analysis of the t test shows the value of t_{count} = 2,980 > t_{table} = 2.00 with a significance level of 0.004 <0.05. The results of the study (Zahed-Babelan & Moenikia, 2010) show that the regression coefficient for each component of emotional intelligence includes interpersonal skills (social awareness and interpersonal relationships) of -0.368, general mood (self-motivation) of 0.220, and intrapersonal abilities (self-awareness). self and self-expression) of 0.163 with each significance value of 0.000, which means that there is a positive and significant influence between emotional intelligence on academic achievement. Furthermore, (Joibari & Mohammadtaheri, 2011) with the correlation coefficient between emotional intelligence scores and academic achievement (r=0.881). The significance of the correlation coefficient was analyzed using the t test which has a positive correlation with an accuracy of 99% and a *p value of* 0.01.

2. **Learning Discipline Against Learning Outcomes**

Based on the results of statistical analysis showedcoefficient of X_2 thetest multiple regression equation is 0.148 which means when the discipline of learning has increased 1 point then the study result will be increased by 0.148 to 34.773 assuming constant X_2 remains. The value of the coefficient X_2 is positive, meaning that if there is an increase in learning discipline, then student learning outcomes will also increase. Then, the results of the partial significance test (t test) for emotional intelligence obtained $t_{count} > t_{table}$ (7.622 > 1.89699) and significance (0.000 < 0.05) so it can be concluded that the first hypothesis (H_2) is accepted.

These results indicate that learning discipline has a positive and significant effect on learning outcomes. The results of this study are in line with the results of research (Ning, 2020) which shows that student discipline has a positive and significant effect on learning outcomes. Then, the results of research (Novalinda et al., 2020) showed that there is influence between the discipline of learning and student learning outcomes as indicated by the regression coefficient of 0.888 with a significance value of 0.000 for significance value <0.05 with R^2= 0.252.

The results of the study (Handayani & Subakti, 2021) show that there is an influence between learning disciplines on learning outcomes, as shown by the results of the calculation of the hypothesis test obtained t_{count} 9.906 > t_{table} 1.696 and the calculation of the coefficient of determination obtained R^2= 0.760 or 76% of learning outcomes students who are influenced by student learning discipline factors. Furthermore, research results (Simba, Rather, & Kabuka, 2016). shows that learning discipline has a positive and significant effect on learning outcomes, as indicated by the values (R = 0.480) and (R^2 = 0.230) at the significance level of p < 0.05.

3. **The Effect of Emotional Intelligence and Learning Discipline on Learning Outcomes**

Based on the results of the F test, it was obtained that $F_{count} > F_{table}$ (166.151 > 3.11) with a significance value of 0.000. The significance value obtained is less than 0.05, so it can be concluded that the third hypothesis (H3) is accepted, that is, the two independent variables have a significant effect on learning outcomes. In this case, the variables of emotional intelligence and learning discipline have a significant effect on learning outcomes. In addition, the value of the coefficient of determination (R Square) obtained results of 0.804, this also means that emotional intelligence and learning discipline contribute 80.4% influence on student learning outcomes.

These results indicate that learning discipline has a positive and significant effect on learning outcomes. The results of this study are in line with the results of the study (Putri et al., 2020). shows the results of the analysis $F_{arithmetic} > F_{table}$ (39.251 > 3.55), which means that emotional intelligence and learning discipline simultaneously affect learning outcomes and is indicated by the coefficient of determination, namely 74.4% student learning outcomes are influenced by emotional intelligence and learning discipline . Then, the results of the study (Febrianti & Rachmawati, 2018) showed that the F test obtained a significance value of 0.000 because <0.05. In addition, the value of the coefficient of determination $(R^{2)}$of 0.486 means that 48.6% of emotional intelligence variable and simultaneously learn discipline influence on learning outcomes.

The results of the study (Yudha, 2018) show that the value of F = 5.341 with (sig) = 0.001. In addition, the value of R = 0.265 and R *Square* = 0.214, these values imply that 21.4% of learning discipline and emotional intelligence simultaneously have an effect on learning outcomes. Furthermore, research results (Ngila & Makewa, 2017). shows that emotional intelligence and student discipline have a positive and significant effect on learning outcomes. This is indicated by the value in the analysis results of R = 0.229 with a value of p = 0.001 <0.05.

CONCLUSION AND SUGGESTIONS
Conclusion

Referring to the data obtained and then analyzed in the previous discussion, it can be concluded that:

1. Emotional intelligence has a positive and significant influence on the learning outcomes of spreadsheet applications in class X Accounting and Finance at SMK Negeri 13 Jakarta. This indicates that if the level of emotional intelligence of students is high, then learning outcomes will increase and vice versa if the level of emotional intelligence is low, learning outcomes will decrease.

2. Learning discipline has a positive and significant influence on the learning outcomes of number processing applications (*spreadsheet*) in class X Accounting and Finance at SMK Negeri 13 Jakarta. This indicates that if the student's learning discipline is high, there will be an increase in learning outcomes. Meanwhile, if students' learning discipline is low, there will be a decrease in learning outcomes.

3. Emotional intelligence and learning discipline have a positive and significant influence on the learning outcomes of number processing applications (*spreadsheets*) in class X Accounting and Finance at SMK Negeri 13 Jakarta. This indicates that the higher the level of emotional intelligence and learning discipline possessed by a student, will have an impact on the higher learning outcomes that students get. Meanwhile, if the level of emotional intelligence and learning discipline of a student is low, it will have an impact on decreasing student learning outcomes.

Suggestion

Based on the lowest indicator on the variable of emotional intelligence and learning discipline, namely the ability of students to build relationships or in other words social skills and student discipline behavior in completing assignments. Researchers hope that teachers can improve students' social skills by varying the delivery of material with two-way communication or discussions with students, such as holding face-to-face online more often so that students are happy and enjoy the online learning process and interact more actively. In addition, teachers are also expected to be able to adjust the level of students' abilities in giving assignments so that students do not feel bored with the assignments given and do not trigger a sense of laziness so that students remain disciplined during online learning. With the support of the teacher's role in increasing emotional intelligence and student discipline in learning, it will give good results in learning.

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