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The Influence of Emotional Intelligence, Learning Facilities, Parenting Styles, and Peer Environment on the Learning Outcomes of Economics Subjects of Grade XI Students of SMA N 1 Rambatan with Learning Discipline as an Intervening Variable

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Abstract: This study aims to analyze the influence of emotional intelligence, learning facilities, parenting styles, and peer environment on learning discipline and their impact on student learning outcomes. The research method used is associative with a quantitative approach. The study population was all eleventh-grade students at SMAN 1 Rambatan, with a sample of 76 students drawn using stratified random sampling based on parental education level. Data collection was conducted using a closed-ended questionnaire, while data analysis used path analysis and a t-test to test hypotheses. The results indicate that emotional intelligence, learning facilities, parenting styles, and peer environment significantly influence learning discipline. Furthermore, these five variables, along with learning discipline, also significantly influence student learning outcomes. The magnitude of the influence varied based on parental education level, with parenting styles having the largest contribution to learning outcomes in the low-education group (27.4%), while learning facilities contributed the most in the high-education group (11.8%). This study concludes that learning discipline and learning outcomes are significantly influenced by both internal and external factors, with the strength of the influence varying depending on parental educational background.

Keywords: Emotional Intelligence, Learning Facilities, Parenting Style, Peer Environment, Learning Facilities, Learning Outcomes.

Introduction

Education is one of the most important human needs. Currently, education is certainly the most important thing introduced to humans, because through education, humans can acquire knowledge, values, attitudes, and skills (Shavkidinova et al., 2023). Education is useful for improving the quality of reliable human resources, and being able to balance life in today's globalized world (Sumual et al., 2024). Education can be defined as guidance or assistance that needs to be provided by adults to the development of children to reach maturity, with the aim of children being able to understand and carry out their life goals, without the help of others. The assistance provided is certainly like tutoring to support the development of their knowledge (McFarlane, 2016).

Based on Law No. 20 of 2003 concerning the national education system, which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, noble morals and skills needed by themselves, society, nation and state. To achieve these learning outcomes, we need to know how the results achieved from the student's learning. These results can be seen from the changes that occur in the student, with achievements from cognitive, affective, psychomotor aspects (Astra et al., 2021).

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Learning outcomes are specific abilities acquired after students participate in learning activities (Wahdi et al., 2024). Learning outcomes relate to changes that occur in cognitive, affective, and psychomotor domains after completing the learning process (Anand et al., 2024). Learning outcomes demonstrate optimal changes in conditions that are beneficial for increasing knowledge, improving understanding, enhancing skills, and gaining broad and new insights and perspectives on something (Artama et al., 2024).

According to Franz et al., (2022), Learning outcomes are the ability to do something according to the knowledge, experience and skills that they have, so the more achievements students have, the higher the level of students' ability to do things in the future.

From the understanding according to the experts above, it can be concluded that learning outcomes are results obtained by students in the learning process after mastering and practicing the learning materials given by the teacher to students based on interactions with the environment (Lubis et al., 2023).

Syamsi & Khamim (2023), Discipline is a condition created through a training process that is developed into a series of behaviors that contain elements of obedience, compliance, loyalty, and order, all of which are carried out as a responsibility aimed at self-awareness. Krskova et al., (2021), Learning discipline is one element in the theory of educational discipline that aims to shape students' habits of complying with the rules and regulations that apply in the school environment so that students can develop personalities that are in accordance with the norms that apply in society. Harahap (2023). Emotional intelligence is managing feelings in such a way that they are expressed appropriately and effectively, enabling people to work together smoothly toward common goals. Thus, emotional intelligence results from individual activities in training one's own emotional functions or those of others, so it is more of a learning outcome. Ibrahim (2023), Educational facilities are all devices, equipment, materials and furniture that can be moved and are directly used in the educational process at school, while infrastructure is the basic facilities that indirectly support the achievement of educational goals at school. Sarni et al., (2024) Parenting patterns are the methods or efforts made by parents to consistently raise, educate, care for, and guide their children with the aim of forming character, personality, and instilling values for children's adaptation to their surroundings. According to Atika et al (2024) Peer relationships are relationships between individuals in children or adolescents of the same age level that involve relatively high levels of familiarity within the group. According to Slameto (2010) Peers are friends who have an influence on someone, both positive and negative. With peers, we can choose which friends we will hang out with.

Tanah Datar Regency is an area located in the middle of West Sumatra Province with its capital in Batusangkar, Tanah Datar Regency is an area with a large population, but the people of Tanah Datar Regency always prioritize education, students who graduate from high school compete to continue to college, as well as the Tanah Datar Regency government which always prioritizes education in Tanah Datar Regency (Tou et al., 2023). The government supports advanced education, especially through the existence of student fees provided by the government, such as the Smart Indonesia Card and in the form of free school fees from the education office or BAZNAS student fees for elementary, junior high, high school and college levels, not only the BAZNAS institution, the Tanah Datar regent's government also provides student fees for state universities.

Tanah Datar Regency is very large and forms several sub-districts within the area, including an area called Rambatan District, which also supports education, where facilities and infrastructure are built in the sub-district, such as school buildings from kindergarten to high school (Hidayat et al., 2021). In Rambatan District, students excel through academic and non-academic competitions, which trigger how the achievements of students in Rambatan District have good or bad potential in learning outcomes. Therefore, I am interested in taking my research location in Tanah Datar Regency, Rambatan District, regarding student learning outcomes.

In Rambatan sub-district, there are 2 high schools, namely Negeri 1 Rambatan and SMA Negeri 2 Rambatan. Each school has a different accreditation, SMAN 1 Rambatan has accreditation A while SMAN 2 Ramabatn has accreditation B. School accreditation is determined by the school's grades, the average USP score in 2023/2024 SMAN 1 Rambatan has an average of 77. And at SMAN 2 Rambatan, the average USP score in 2023/2024 SMAN 2 Rambatan has an average of 80. Thus, the author is interested in conducting research at SMAN 1 Rambatan. So in this study, the author examines the title The Influence of Emotional Intelligence, Learning Facilities, Parenting Patterns, and Peer Environment on Learning Outcomes of Economics Subjects of Grade XI Students of Sma N 1 Rambatan with Learning Discipline as an Intervening Variable.

Method

This type of research is associative research. According to Sugiyono (2011), Associative research is research that seeks causal, symmetrical, and interactive

relationships between one variable and another. With an associative research design, researchers can describe relationships between variables, test hypotheses, develop generalizations, and develop theories with universal validity.

This research was conducted at SMAN 1 Rambatan with a population of 11th grade students in economics totaling 131 people, then a sample of 76 people was taken. The sampling technique in this study used stratific random sampling. By selecting a sample based on the level of parental education. Data collection was carried out by providing a questionnaire containing indicators of emotional intelligence, learning facilities, parental parenting patterns, peer environment, and learning discipline. Analysis in decision making used tests in SPSS, namely causality tests, path tests, and t-hypothesis tests.

Results and Discussion

The research results that have been obtained include the following:

1. Causality Test (Granger Causality)

Table 1. Causality Test (Granger Causality)

Pairwise Granger Causality Tests
Date: 08/22/25 Time: 19:42
Sample: 1 76
Lags: 1

Null Hypothesis:	Obs	F-Statistic	Prob.
M does not Granger Cause Y	75	0.05208	0.8201
Y does not Granger Cause M		0.55563	0.4585
X4 does not Granger Cause Y	75	0.47639	0.4923
Y does not Granger Cause X4		0.12172	0.7282
X3 does not Granger Cause Y	75	0.20888	0.6490
Y does not Granger Cause X3		0.99732	0.3213
X2 does not Granger Cause Y	75	0.19843	0.6573
Y does not Granger Cause X2		3.20210	0.0777
X1 does not Granger Cause Y	75	1.06991	0.3044
Y does not Granger Cause X1		0.02965	0.8638
X4 does not Granger Cause M	75	0.27757	0.5999
M does not Granger Cause X4		0.09749	0.7558
X3 does not Granger Cause M	75	0.80446	0.3728
M does not Granger Cause X3		0.03705	0.8479
X2 does not Granger Cause M	75	0.42130	0.5184
M does not Granger Cause X2		3.33130	0.0721
X1 does not Granger Cause M	75	1.40821	0.2393
M does not Granger Cause X1		0.33473	0.5647
X3 does not Granger Cause X4	75	0.13966	0.7097
X4 does not Granger Cause X3		0.60512	0.4392
X2 does not Granger Cause X4	75	5.2E-05	0.9943
X4 does not Granger Cause X2		1.83568	0.1797
X1 does not Granger Cause X4	75	0.04538	0.8319
X4 does not Granger Cause X1		1.05199	0.3085
X2 does not Granger Cause X3	75	2.27744	0.1356
X3 does not Granger Cause X2		2.83895	0.0963
X1 does not Granger Cause X3	75	0.42914	0.5145
X3 does not Granger Cause X1		0.20316	0.6535
X1 does not Granger Cause X2	75	0.00084	0.9770
X2 does not Granger Cause X1		0.29172	0.5908

Source: Eviws2025 Data Processing Results

It can be seen in the data table that there is a reciprocal causal relationship with a probability value of 0.05 as follows:

1. Study discipline (M) statistically does not affect study outcomes (Y) as evidenced by Prob ≥ 0.05 of 0.8201 ≥ 0.05 and study outcomes (Y) statistically does not affect study discipline (M) as evidenced by Prob ≥ 0.05 of 0.4584 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the study discipline and study outcomes variables.
2. Peer environment (X4) statistically does not affect learning outcomes (Y) as evidenced by Prob ≥ 0.05 of 0.4923 ≥ 0.05 and learning outcomes (Y) statistically does not affect peer environment (X4) as evidenced by Prob ≥ 0.05 of 0.7282 ≥ 0.05. So it can be concluded that there is no two-way variable causality for peer environment variables and learning outcomes.
3. Parenting patterns (X3) statistically do not affect learning outcomes (Y) as evidenced by Prob ≥ 0.05 of 0.6490 ≥ 0.05 and learning outcomes (Y) statistically do not affect parenting patterns (X3) as evidenced by the Prob ≥ 0.05 value of 0.3213 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the parenting pattern and learning outcomes variables.
4. Learning facilities (X2) statistically do not affect learning outcomes (Y) as evidenced by Prob ≥ 0.05 of 0.6573 ≥ 0.05 and learning outcomes (Y) statistically do not affect learning facilities (X2) as evidenced by the Prob ≥ 0.05 value of 0.0777 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the variables of learning facilities and learning outcomes.
5. Emotional Intelligence (X1) statistically does not affect learning outcomes (Y) as evidenced by the Prob ≥ 0.05 value of 0.3044 ≥ 0.05 and learning outcomes (Y) statistically does not affect emotional intelligence (X1) as evidenced by the Prob ≥ 0.05 value of 0.8638 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the

emotional intelligence and learning outcomes variables.

6. Peer environment (X4) statistically does not affect learning discipline (M) as evidenced by Prob ≥ 0.05 of 0.5999 ≥ 0.05 and learning discipline (M) statistically does not affect peer environment (X4) as evidenced by Prob ≥ 0.05 of 0.7558 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the peer environment and learning discipline variables.
7. Parenting patterns (X3) statistically do not affect learning discipline (M) as evidenced by Prob ≥ 0.05 of 0.3728 ≥ 0.05 and learning discipline (M) statistically does not affect parenting patterns as evidenced by the Prob ≥ 0.05 value of 0.8479 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the parenting pattern and learning discipline variables.
8. Learning facilities (X2) statistically do not affect learning discipline (M) as evidenced by Prob ≥ 0.05 of 0.5184 ≥ 0.05 and learning discipline (M) statistically does not affect learning facilities as evidenced by the Prob ≥ 0.05 value of 0.0721 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the variables learning facilities and learning discipline.
9. Emotional intelligence (X1) does not statistically affect learning discipline (M) as evidenced by Prob ≥ 0.05 of 0.2393 ≥ 0.05 and learning discipline (M) does not statistically affect emotional intelligence as evidenced by the Prob ≥ 0.05 value of 0.5647 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the variables of emotional intelligence and learning discipline.
10. Parenting patterns (X3) statistically do not affect the peer environment (X4) as evidenced by Prob ≥ 0.05 of 0.7097 ≥ 0.05 and the peer environment (X4) statistically does not affect parenting patterns (X3) as evidenced by the Prob ≥ 0.05 value of 0.4392 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the parenting pattern and peer environment variables.
11. Learning facilities (X2) statistically do not affect the peer environment (X4) as evidenced by Prob ≥ 0.05 of 0.9943 ≥ 0.05 and the peer environment (X4) statistically does not affect learning facilities (X2) as evidenced by the Prob ≥ 0.05 value of 0.1797 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the variables of learning facilities and peer environment.
12. Emotional intelligence (X1) does not statistically affect the peer environment (X4) as evidenced by Prob ≥ 0.05 of 0.8319 ≥ 0.05 and the peer environment (X4) does not statistically affect parenting patterns (X3) as evidenced by the Prob ≥ 0.05 value of 0.3085 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the variables of emotional intelligence and peer environment.
13. Peer environment (X4) statistically does not affect parenting patterns (X3) as evidenced by Prob ≥ 0.05 of 0.1494 ≥ 0.05 and parenting patterns (X3) statistically does not affect peer environment (X4) as evidenced by Prob ≥ 0.05 of 0.5574 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the peer environment and parenting patterns variables.
14. Learning facilities (X2) statistically do not affect parenting patterns (X3) as evidenced by Prob ≥ 0.05 of 0.1356 ≥ 0.05 and parenting patterns (X3) statistically do not affect learning facilities (X2) as evidenced by the value of Prob ≥ 0.05 of 0.0963 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the variables of learning facilities and parenting patterns.
15. Emotional intelligence (X1) statistically does not affect parenting patterns (X3) as evidenced by Prob ≥ 0.05 of 0.5145 ≥ 0.05 and parenting patterns (X3) statistically does not affect emotional intelligence (X1) as evidenced by the value of Prob ≥ 0.05 of 0.6535 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the variables of emotional intelligence and parenting patterns.
16. Emotional intelligence (X1) does not statistically affect learning facilities (X2) as evidenced by Prob ≥ 0.05 of 0.9770 ≥ 0.05 and learning facilities (X2) statistically do not affect emotional intelligence (X1) as evidenced by the Prob ≥ 0.05 value of 0.5908 ≥ 0.05. So it can be concluded that there is no two-way variable causality for the variables of emotional intelligence and learning facilities.

2. Path Analysis Results

a. Sub-Structure Path Analysis I

Sub-structure path analysis I in this study examines the influence of emotional intelligence, learning facilities, parenting patterns, and peer environment on students' learning discipline.

The following are the results of data processing in substructure I:

Table 2. Sub-Structure Path Analysis I

Endogenous Variables	Exogenous Variables	Path Coefficient	thitung	Sig	Note
Learnin	Emotional Intelligence	0.155	2,695	0.009	Sig

g Discipline	(X1)				
	Learning Facilities (X2)	0.241	4,326	0,000	Sig
	Parenting Patterns (X3)	0.664	9,994	0,000	Sig
	Peer Environment (X4)	0.163	2,700	0.009	Sig
				F count: 70.754	
				F sig : 0.000	
				R Square : 0.799	

Source: SPSS 2025 Processed Results

The equation of sub-structure path 1 is as follows:

M=PMX1+PMX2+PMX3+PMX4

M=0.155X1+0.241X2+0.664X3+0.163X4

Judging from the results of the path analysis in the table above, we can see that the table above shows a calculated F value of 70.754 with a significant value of 0.000 ≤ 0.05. This shows that the variables of emotional intelligence (X1), learning facilities (X2), parenting patterns (X3), peer environment (X4) simultaneously have a significant effect on the learning discipline of class XI students in economics subjects at SMAN 1 Rambatan. Thus, it can be stated that the F test has been fulfilled so that partial testing can be continued (t test).

From the results of the analysis of the influence of emotional intelligence (X1) on the variable of learning discipline, the path coefficient PMX1 = 0.155 is shown. The calculated t value = 2.695 with a sig level of 0.009 <0.05. Based on the data analysis, it shows that emotional intelligence has a significant effect on the learning discipline of class XI students in the subject of ekpnpmi SMAN 1 Rambatan. This provides an illustration that if emotional intelligence increases, student learning discipline in learning will also increase. Of the entire sample group of parents of students with high and low education, the one who contributes most to student learning discipline is the higher education sample group with a path coefficient of 0.201 with a calculated t of 2.626. If emotional intelligence increases by one unit, learning discipline increases by 0.201 in each unit.

From the results of the analysis of the influence of learning facilities (X2) on the learning discipline variable, the path coefficient PMX2 = 0.241. The calculated t value = 4.326 with a sig level of 0.000 <0.05. Based on the data analysis, it shows that learning facilities have a significant effect on the learning discipline of class XI students in the ekpnpmi subject of SMAN 1 Rambatan. This provides an illustration that if the learning facilities are better, the learning discipline of students in learning will also increase. Of the entire sample group of parents of students with high and low education, the one who contributes most to student learning discipline is the higher education sample group with a path coefficient of 0.268 with a calculated t of 3.530. If learning facilities increase by one unit, learning discipline increases by 0.268 in each unit.

From the results of the analysis of the influence of parenting patterns (X3) on the variable of learning discipline, the path coefficient PMX3 = 0.664. The calculated t value = 9.994 with a sig level of 0.000 <0.05. Based on the data analysis, it shows that parenting patterns have a significant effect on the learning discipline of class XI students in the subject of economics at SMAN 1 Rambatan, and among all variables such as emotional intelligence, learning facilities, parenting patterns, peer environment, the greatest contribution in improving student learning discipline is from the variable of parenting patterns with a path coefficient of 0.664. This provides an illustration that if the parenting patterns are better, the student's learning discipline in learning will improve. Of the entire sample group of parents of students with high and low education, the one that contributes most to student learning discipline is the high education sample group with a path coefficient of 0.725 with a calculated t of 8.467. If parenting patterns increase by one unit, learning discipline increases by 0.725 in each unit.

From the results of the analysis of the influence of the peer environment (X4) on the learning discipline variable, the path coefficient PMX4 = 0.163. The calculated t value = 2.700 with a sig level of 0.000 <0.05. Based on the data analysis, it shows that the peer environment has a significant influence on the learning discipline of class XI students in the economics subject of SMAN 1 Rambatan. This provides an illustration that if the peer environment increases, student learning discipline in learning will also increase. Of the entire sample group of parents of students with high and low education, the one who contributes most to student learning discipline is the low education sample group with a path coefficient of 0.287 with a calculated t of 2.851. If the peer environment increases by one unit, learning discipline increases by 0.287 in each unit.

The magnitude of the coefficient of influence of other variables can be seen from the residual coefficient ($Py2_{\varepsilon 1}$).

$$P_{x2\varepsilon 1} = \sqrt{1 - R^2 YX1X2X3X4}$$

$= \sqrt{1 - 0.799}$

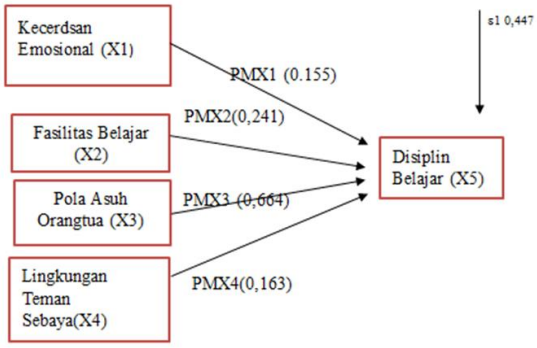
$= \sqrt{0,20}$

= 0.447

= 0.447 x 0.447

Based on the calculation results of the influence of other variables, a coefficient value of 0.447 was obtained. This indicates that the magnitude of the influence of other variables on learning discipline is 20.8% (0.447 X 0.447). Therefore, it can be concluded that other variables have a 20% influence on learning discipline.

The results of sub-structure 1 data can be seen in the image below.



b. Sub-Structure Analysis II

The path analysis of substructure II in this study examines the influence of emotional intelligence, learning facilities, parenting patterns, peer environment, and learning discipline on student learning outcomes. The following are the results of data processing in substructure II:

Table 3. Sub-Structure Analysis II

Endogenous Variables	Exogenous Variables	Path Coefficient	thitung	Sig	Note
Learning Outcomes (Y)	Emotional Intelligence (X1)	0.132	4,117	0,000	Sig
	Learning Facilities (X2)	0.330	9,940	0,000	Sig
	Parenting Patterns (X3)	0.461	8,454	0,000	Sig
	Peer Environment (X4)	0.162	4,844	0,000	Sig
	Learning Discipline (M)	0.249	3,969	0,000	Sig
				F count: 238.423	
				F Sig : 0.000	
				R Square : 0.945	

Source: SPSS 2025 Data Processing Results

The equation of sub-structure path II is as follows:
Y=PYX1+PYX2+PYX3+PYX4+PYM
Y=0.132X1+0.330X2+0.461X3+0.162X4+0.249M

It can be seen from the table above that the table above shows the calculated F value of 238.423 with a significant value of 0.000 ≤ 0.05. This shows that the variables of emotional intelligence (X1), learning facilities (X2), parenting patterns (X3), peer environment (X4), learning discipline (M) simultaneously have a significant effect on the learning outcomes of class XI students in economics subjects at SMAN 1 Rambatan. Thus, it can be stated that the F test has been fulfilled so that partial testing can be continued (t test).

From the results of the path analysis test of the influence of the emotional intelligence variable (X1) on the Learning Outcome Variable (Y) shows the path coefficient PYX1 = 0.132 The calculated t value = 4.177 with a sig level of 0.000 <0.05. Based on the data analysis, it shows that emotional intelligence has a significant effect on the learning outcomes of class XI students in economics subjects at SMAN 1 Rambatan. This provides an illustration that the better the emotional intelligence, the learning outcomes will actually increase. Of the entire sample group of parents of students with high and low education, the one who contributes most to student learning outcomes is the low education sample group with a path coefficient of 0.100 with a calculated t of 2.453. If emotional intelligence increases by one unit, learning outcomes increase by 0.100 in each unit.

From the results of the path analysis of the influence of the learning facilities variable (X2) on the Learning Outcome Variable (Y) shows the path coefficient PYX2 = 0.330. The calculated t value = 9.940 with a sig level of 0.000 <0.05. Based on the data analysis, it shows that learning facilities have a significant effect on the learning outcomes of class XI students in economics subjects at SMAN 1 Rambatan. This provides an illustration that the higher the learning facilities, the learning outcomes actually increase. Of the entire sample group of parents of students with high and low education, the one who contributes most to student learning outcomes is the higher education sample group with a path coefficient of 0.344 with a calculated t of 5.984. If learning facilities increase by one unit, learning outcomes increase by 0.344 in each unit.

From the results of the path analysis of the influence of the parenting pattern variable (X3) on the Learning Outcome Variable (Y) shows the path coefficient PYX3 = 0.461. The calculated t value = 8.454 with a sig level of 0.000 <0.05. Based on the data analysis, it shows that parenting patterns have a significant effect on the learning outcomes of class XI students in economics subjects at SMAN 1 Rambatan, and among all variables such as emotional intelligence, learning facilities, parenting patterns, peer environment and learning discipline, the greatest contribution in improving student learning outcomes is from the parenting pattern variable with a path coefficient of 0.461. This provides an illustration that the higher the parenting pattern, the higher the learning outcomes. Of the entire sample group of parents of students with high and low education, the one that contributes most to student learning outcomes is the low education sample group with a path coefficient of 0.524 with a calculated t of 8.201. If the parenting pattern increases by one unit, the learning outcomes increase by 0.524 in each unit.

From the results of the path analysis of the influence of the peer environment variable (X4) on the Learning Outcome Variable (Y) shows the path coefficient PYX4 = 0.162. The calculated t value = 48.44 with a sig level of 0.000 <0.05. Based on the data analysis, it shows that the peer environment has a significant effect on the learning outcomes of class XI students in economics at SMAN 1 Rambatan. This provides an illustration that the higher the peer environment, the higher the learning outcomes. Of the entire sample group of parents of students with high and low education, the one who contributes most to student learning outcomes is the low education sample group with a path coefficient of 0.140 with a calculated t of 2.933. If the peer environment increases by one unit, learning outcomes increase by 0.140 in each unit.

From the results of the path analysis of the influence of the learning discipline variable (M) on the Learning Outcome Variable (Y) shows the path coefficient PYM = 0.249. The calculated t value = 3.969 with a sig level of 0.000 <0.05. Based on the data analysis, it shows that learning discipline has a significant effect on the learning outcomes of class XI students in economics subjects at SMAN 1 Rambatan. This provides an illustration that the higher the learning discipline, the learning outcomes actually decrease. Of the entire sample group of parents of students with high and low education, the one that contributes most to student learning outcomes is the higher education sample group with a path coefficient of 0.293 with a calculated t of 2.584. If learning discipline increases by one unit, learning outcomes increase by 0.293 in each unit.

The magnitude of the coefficient of influence of other variables can be seen from the residual coefficient ($Py2_{\varepsilon 1}$).

$$P_{x2\varepsilon 1} = \sqrt{1 - R^2 YX1X2X3X4X5}$$

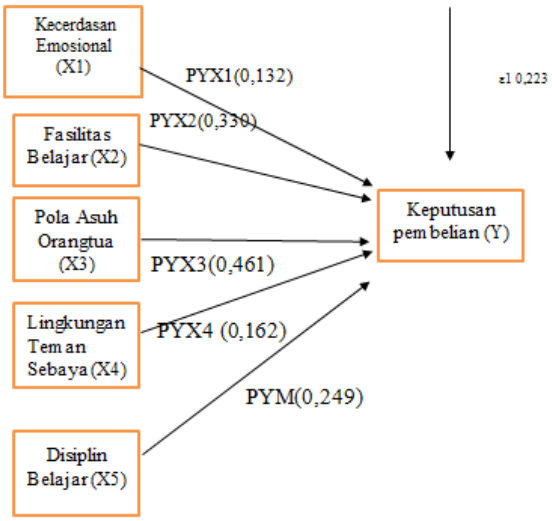
$$= \sqrt{1 - 0.945}$$

$$= \sqrt{0,05}$$

$$= 0.223$$

$$= 0.223 \times 0.223$$

Based on the calculation results of the influence of other variables, a coefficient value of 0.223 was obtained. This indicates that the magnitude of the influence of other variables on learning discipline is 5% (0.223 X 0.223). Therefore, it can be concluded that other variables have a 5% influence on learning outcomes.



3. Hypothesis Test t

Table 4. Hypothesis Test t

No	Variables	Coefficient	t Table	t Count	Sig	Note
1	X1→M	0.155	1.66691	2,695	0.009	Significant

2	X2→M	0.241	1.66691	4,326	0,000	Significant
3	X3→M	0.664	1.66691	9,994	0,000	Significant
4	X4→M	0.163	1.66691	2,700	0.009	Significant
5	X1→Y	0.132	1.66691	4,117	0,000	Significant
6	X2→Y	0.330	1.66691	9,940	0,000	Significant
7	X3→Y	0.461	1.66691	8,454	0,000	Significant
8	X4→Y	0.162	1.66691	4,844	0,000	Significant
9	M→Y	0.249	1.66691	3,969	0,000	Significant

From the table above, the influence of each variable that influences learning discipline (M) and learning outcomes (Y) is:

1. Hypothesis 1, there is an influence of emotional intelligence on learning discipline, in the emotional intelligence variable the path coefficient value is 0.155. This coefficient value is significant because the calculated t value is 2.695> t table 1.66691 with a significant value of 0.009 <0.05, this means that H0 is rejected. Ha is accepted, thus it can be said that there is a significant influence between emotional intelligence on learning discipline in class XI students at SMAN 1 Rambatan.
2. Hypothesis 2, there is an influence of learning facilities on learning discipline, in the learning facilities variable the path coefficient value is 0.241. This coefficient value is significant because the calculated t value is 4.326 > t table 1.66691 with a significant value of 0.000 < 0.05, this means that H0 is rejected and Ha is accepted, thus it can be said that there is a significant influence between learning facilities on learning discipline in class XI students at SMAN 1 Rambatan.
3. Hypothesis 3, there is an influence of parenting patterns on learning discipline, in the parenting pattern variable, the path coefficient value is -0.365. This coefficient value is significant because the calculated t value is 9.994 > t table 1.66691 with a significant value of 0.000 <0.05. This means that H0 is rejected. Ha is accepted. Thus, it can be said that there is a significant influence between parenting patterns on learning discipline in class XI students at SMAN 1 Rambatan.
4. Hypothesis 4, there is an influence of the peer environment on learning discipline, in the peer environment variable, the path coefficient value is 0.163. This coefficient value is significant because the calculated t value is 2.700 > t table 1.66691 with a significant value of 0.009 < 0.05. This means that H0 is rejected. Ha is accepted. Thus, it can be said that there is a significant influence between the peer environment on learning discipline in class XI students at SMAN 1 Rambatan.
5. Hypothesis 5, there is an influence of emotional intelligence on learning outcomes, in the emotional intelligence variable, the path coefficient value is 0.132, the coefficient value is significant because the calculated t value is 4.117 > t table 1.66691 with a significant value of 0.000 < 0.05, this means that H0 is rejected, Ha is accepted, thus it can be said that there is a significant influence between learning facilities on learning outcomes in class XI students at SMAN 1 Rambatan
6. Hypothesis 6, there is an influence of learning facilities on learning outcomes, in the learning facilities variable the path coefficient value is 0.330. This coefficient value is significant because the calculated t value is 9.9940 > t table 1.66691 with a significant value of 0.000 < 0.05. This means that H0 is rejected and Ha is accepted. Thus, it can be said that there is a significant influence between learning facilities on learning outcomes in class XI students at SMAN 1 Rambatan.
7. Hypothesis 7, there is an influence of parenting patterns on learning outcomes, in the parenting pattern variable, the path coefficient value is 0.461. This coefficient value is significant because the calculated t value is 8.454 > t table 1.66691 with a significant value of 0.000 < 0.05. This means that H0 is rejected and Ha is accepted. Thus, it can be said that there is a significant influence between parenting patterns on learning outcomes in class XI students at SMAN 1 Rambatan.
8. Hypothesis 8, there is an influence of the peer environment on learning outcomes, in the peer environment variable, the path coefficient value is 0.162. This coefficient value is significant because the calculated t value is 4.884 > t table 1.66691 with a significant value of 0.000 < 0.05. This means that H0 is rejected. Ha is accepted. Thus, it can be said that there is a significant influence between the peer environment on learning outcomes in class XI students at SMAN 1 Rambatan.

9. Hypothesis 9, there is an influence of learning discipline on learning outcomes, in the learning discipline variable the path coefficient value is 0.249. This coefficient value is significant because the calculated t value is 3.969 > t table 1.66691 with a significant value of 0.000 < 0.05. This means that H0 is rejected. Ha is accepted. Thus, it can be said that there is a significant influence between learning discipline on learning outcomes in class XI students at SMAN 1 Rambatan.

Conclusion

Based on the research questions on the problems and research questions and discussions that have been carried out, the following conclusions can be drawn:

1. Emotional intelligence has a significant effect on learning discipline The effect of emotional intelligence on learning discipline, in the emotional intelligence variable, the path coefficient value is 0.155. This coefficient value is significant because the calculated t value is 2.695> ttable 1.66691 with a significant value of 0.009 <0.05, this means that H0 is rejected. Ha is accepted. From the entire sample group of parents of students with high and low education, the one who contributes the most to student learning discipline is the high education sample group of 0.5%, thus it can be said that there is a significant influence between emotional intelligence on learning outcomes through learning discipline in class XI students at SMAN 1 Rambatan.
2. Facilities have a significant effect on learning discipline, The influence of learning facilities on learning discipline, on the learning facilities variable, the path coefficient value is 0.241. This coefficient value is significant because the calculated t value is 4.326> ttable 1.66691 with a significant value of 0.000 <0.05, this means that H0 is rejected, Ha is accepted. From the entire sample group of parents of students with high and low education, the one who contributes the most to student learning discipline is the higher education sample group of 2.7%, thus it can be said that there is a significant influence between learning facilities on learning outcomes through learning discipline in class XI students at SMAN 1 Rambatan.
3. Parenting patterns have a significant effect on learning discipline, the effect of learning facilities on learning discipline, in the learning facilities variable, the path coefficient value is 0.241, this coefficient value is significant because the calculated t value is 4.326> ttable 1.66691 with a significant value of 0.000 <0.05, this means that H0 is rejected, Ha is accepted, From the entire sample group of parents of students with high and low education, the most contributing to student learning discipline is the high education sample group of 9.7%, thus it can be said that there is a significant influence between parenting patterns on learning outcomes through learning discipline in class XI students at SMAN 1 Rambatan.
4. Peer environment has a significant effect on learning discipline. There is an influence of peer environment on learning discipline, in the peer environment variable, the path coefficient value is 0.163. This coefficient value is significant because the calculated t value is 2.700> ttable 1.66691 with a significant value of 0.009 <0.05, this means that H0 is rejected. Ha is accepted. From the entire sample group of parents of students with high and low education, the one who contributes most to student learning discipline is the low education sample group of 0.9%, thus it can be said that there is a significant influence between the peer environment on learning outcomes through learning discipline in class XI students at SMAN 1 Rambatan.
5. Emotional intelligence has a significant effect on learning outcomes. There is an effect of emotional intelligence on learning outcomes, in the emotional intelligence variable, the path coefficient value is 0.132, the coefficient value is significant because the calculated t value is 4.117> ttable 1.66691 with a significant value of 0.000 <0.05, this means that H0 is rejected, Ha is accepted. From the entire sample group of parents of students with high and low education, the one who contributes most to student learning outcomes is the high education sample group of 1%, thus it can be said that there is no significant influence between emotional intelligence on learning outcomes in class XI students at SMAN 1 Rambatan.
6. Learning facilities have a significant effect on learning outcomes, there is an influence of learning facilities on learning outcomes, in the learning facilities variable, the path coefficient value is 0.330. This coefficient value is significant because the calculated t value is 9.9940> ttable 1.66691 with a significant value of 0.000 <0.05, this means that H0 is rejected and Ha is accepted. From the entire sample group of parents of students with high and low education, the one who contributes the most to student learning outcomes is the high education sample group of 11.8%. Thus, it can be said that there is a significant influence of learning facilities on learning outcomes in class XI students at SMAN 1 Rambatan.
7. Parenting patterns have a significant effect on learning outcomes. There is an influence of parenting patterns on learning outcomes, in the parenting

pattern variable, the path coefficient value is 0.461. This coefficient value is significant because the calculated t value is 8.454> ttable 1.66691 with a significant value of 0.000 <0.05, this means that H0 is rejected and Ha is accepted. From the entire sample group of parents of students with high and low education, the one who contributes most to student learning outcomes is the low education sample group of 27.4%, thus it can be said that there is a significant influence of parenting patterns on learning outcomes in class XI students at SMAN 1 Rambatan.

8. Peer environment has a significant effect on learning outcomes. The influence of peer environment on learning outcomes, in the peer environment variable, the path coefficient value is 0.162. This coefficient value is significant because the calculated t value is 4.884> ttable 1.66691 with a significant value of 0.000 <0.05, this means that H0 is rejected and Ha is accepted. From the entire sample group of parents of students with high and low education, the one who contributes most to student learning outcomes is the low education sample group of 1.9%, thus it can be said that there is a significant influence of peer environment on learning outcomes in class XI students at SMAN 1 Rambatan.
9. Learning discipline has a significant effect on learning outcomes. The effect of learning discipline on learning outcomes, in the learning discipline variable, the path coefficient value is 0.249. This coefficient value is significant because the calculated t value is 3.969> ttable 1.66691 with a significant value of 0.000 <0.05, this means that H0 is rejected and Ha is accepted. From the entire sample group of parents of students with high and low education, the most contributing to student learning outcomes is the high education sample group of 8.5%, thus it can be said that there is a significant influence of learning discipline on learning outcomes in class XI students at SMAN 1 Rambatan.

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