The Influence of Emotional Intelligence, School Environment, Teacher Role, and Peers on Student Learning Discipline Through Learning Motivation as an Intervening Variable for Grade VII Students in Integrated Social Studies Subjects at SMP N 2 Bonjol

Ratna[1]*, Stevani[2], Fifi Yasmi[3]

[1]Faculty of Economics and Business, Economic Education Study Program, PGRI University of West Sumatra, Indonesia.

Abstract: This study aims to analyze the influence of emotional intelligence, school environment, teacher role, and peer group on the motivation and learning discipline of students at SMP N 2 Bonjol. Using a quantitative approach with an associative research method, data were obtained from 100 students selected through proportional random sampling. Analysis was conducted using path analysis. The results showed that emotional intelligence, teacher role, and peer group had a positive and significant influence on learning motivation, while the school environment did not have a significant influence. Furthermore, all independent variables, including learning motivation, were proven to have a positive and significant influence on student learning discipline. Based on these findings, it is recommended that students continue to develop emotional intelligence and positive relationships with peers. Teachers are expected to be motivators and role models of discipline, schools need to create a conducive learning environment, and parents should provide emotional support and supervision so that disciplined learning habits can be formed comprehensively.

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

Introduction

Education is an integral part of development that plays a role in accelerating the pace of development (Ramdani, et al., 2021). Education plays a significant role in improving human resources, namely by enhancing the nation's intelligence, which is ultimately expected to fuel development itself (Artayasa, et al., 2024). Education is an effort undertaken to develop the abilities and personalities of individuals through specific activities such as teaching, mentoring, or training, as well as individual interactions with the environment to achieve a better human being (Yustiqvar, et al., 2019). Education is one of the most important things in human life because it can produce a better generation of the nation, with potential and foster a person's thinking ability for a better life (Saravanakumar, 2020). Education is a planned system in providing guidance to develop the physical and spiritual potential of students in achieving the process of maturity and goals so that they are able to carry out their life's tasks independently (Yeshenkulova, 2025).

However, as time goes by, the development of science and technology is increasingly rapid. The flow of globalization is increasingly powerful and all information is increasingly easily accessible. From this phenomenon, problems arise, including the decline in morals and lack of discipline in learning. Low morals/attitudes of students are caused by increasingly advanced developments in the era, each generation has different experiences and views of the world around them, so that it will affect the way they act and respond

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E-mail: ratnaratnaa49@gmail.com

to things (Mihr, 2022). Learning outcomes are certain abilities obtained after students participate in learning activities (Lubis, et al., 2019). Learning outcomes are related to changes that occur in cognitive, affective and psychomotor aspects after going through the learning process. Learning outcomes show changes in the best conditions so that they have benefits for increasing knowledge, making understanding of knowledge, improving skills, having broad and new insights and views for something.

According to Anjarani in Negara (2019) learning discipline is a series of student behavioral attitudes that show obedience or compliance to study regularly both at school and at home based on their self-awareness to study without any coercion. And according to(Dankhi, 2020) learning discipline is a person's willingness, which arises from self-awareness, to follow the regulations that apply in an organization. According to (Slameto, 2015), learning discipline is the regularity and compliance of students in carrying out learning obligations according to established rules, both at school and in other environments. Discipline in learning includes being present on time, participating in learning activities well, obeying the rules implemented by the school, and behaving according to applicable norms.

According to (Aitama, 2016), discipline is a method used to shape character and teach individuals to practice self-control and engage in behavior that is acceptable to society or the surrounding environment. The term discipline in Indonesian is often associated with and combined with the terms order and discipline.

From the several definitions above, it can be concluded that learning discipline is a moral attitude of students that has been formed through a process of a series of behaviors that demonstrate the values of obedience, compliance, regularity and order, with the existence of moral value references with the help of supervision from parents, teachers in supervision of the family environment, friendships and school environment.

There are 4 indicators of learning discipline according to (Risnaini & Nurkhin, 2016) as follows:

a. Compliance with school rules means students are serious about studying at school, obeying school rules, wearing uniforms according to regulations, and not violating school rules.
b. Compliance with learning activities at school, such as paying attention while lessons are taking place, taking notes on material, asking about material that is not clear and bringing textbooks according to the lesson schedule.
c. Compliance with tasks such as doing tasks ordered by the teacher, not delaying in doing tasks and being on time in collecting assignments and doing homework.
d. Compliance with home learning activities, such as using free time to review learning at home.

Sarnoto (2019) states that learning motivation is an internal and external drive that causes a person or individual to act, act to achieve goals, so that behavioral changes in students are expected to occur. Dimyati & Mudjiono, 2020) define learning motivation as a mental drive that drives and directs human behavior to learn. Darmayanti et al., 2021) states that emotional intelligence is the ability to motivate or encourage oneself to persist in the face of frustration, control emotions, regulate moods so that they do not become a burden and become a reason to paralyze the ability to think. According to (Goleman, 2017) emotional intelligence is a person's ability to monitor their feelings and emotions, both for themselves and others, understand these two things and use them to guide subsequent thoughts and actions. According to (Zuhri, 2017) the school environment is the primary educational environment after the family, because in the school environment there are students, teachers, administrators, counselors, principals, guards and others who live together and carry out education in an orderly and well-planned manner. According to (Nurharli et al., 2022)said that the role of the teacher is to create harmonious and enthusiastic relationships in teaching and learning interactions in the classroom, in showing activities in learning with a smile, being able to control emotions, and being able to be professional so that the teacher's various personal problems can be put in their proper place.

At SMP N 2 Bonjol, the author found several issues related to learning discipline. One of them was a lack of student discipline in participating in learning activities at school, resulting in learning that did not align with what had been planned or expected. This lack of discipline in learning, emphasized to students, led to students not focusing on their learning, and thus, the instruction provided by teachers was not well received by them.

The author is interested in conducting research at SMP N 2 Bonjol with the title "The Influence of Emotional Intelligence, School Environment, Teacher Role, Peers on Student Learning Discipline Through Learning Motivation as an Intervening Variable for Grade VIII Students in Integrated Social Studies Subjects at SMP N 2 Bonjol".

Method

This type of research is associative research. The type of research conducted by the author is associative

research. Associative research is research that examines the relationship between two or more variables. There are three forms of associative research: symmetrical relationships, causal relationships, and interactive/reciprocal relationships (Sugiyono, 2019).

This research was conducted at SMPN 2 Bonjol with a population of 134 seventh grade students, then a sample of 100 people was taken. The sampling technique in this study used Proportional Random Sampling. By selecting a random sample, sampling takes into account the consideration of elements or categories in the research population. Data collection was carried out by providing a questionnaire containing indicators of emotional intelligence, school environment, the role of teachers, peers, and learning discipline. Analysis in decision making uses tests in SPSS, namely causality tests, normality tests, path tests, and t-hypothesis tests.

Results and Discussion

The research results that have been obtained include the following.

Causality Test (*Granger causality*)

Pairwise Granger Causality Tests
Date: 08/12/25   Time: 15:04
Sample: 1 100
Lags: 2

Null Hypothesis:	Obs	F-Statistic	Prob.
X5 does not Granger Cause Y	98	1.57640	0.2122
Y does not Granger Cause X5		1.46595	0.2361
X1 does not Granger Cause Y	98	0.47019	0.6264
Y does not Granger Cause X1		2.44488	0.0923
X2 does not Granger Cause Y	98	0.38415	0.6821
Y does not Granger Cause X2		0.01461	0.9855
X3 does not Granger Cause Y	98	1.64691	0.1982
Y does not Granger Cause X3		1.11912	0.3309
X4 does not Granger Cause Y	98	1.06255	0.3497
Y does not Granger Cause X4		0.90979	0.4062
X1 does not Granger Cause X5	98	0.27676	0.7589
X5 does not Granger Cause X1		0.32936	0.7202
X2 does not Granger Cause X5	98	0.86767	0.4233
X5 does not Granger Cause X2		0.82382	0.4419
X3 does not Granger Cause X5	98	4.97523	0.0089
X5 does not Granger Cause X3		3.74718	0.0272
X4 does not Granger Cause X5	98	1.69340	0.1895
X5 does not Granger Cause X4		1.08721	0.3414
X2 does not Granger Cause X1	98	0.42621	0.6542
X1 does not Granger Cause X2		0.01125	0.9888
X3 does not Granger Cause X1	98	3.03579	0.0528
X1 does not Granger Cause X3		0.15041	0.8606
X4 does not Granger Cause X1	98	0.76824	0.4668
X1 does not Granger Cause X4		0.24221	0.7854
X3 does not Granger Cause X2	98	0.96632	0.3843
X2 does not Granger Cause X3		2.59485	0.0801
X4 does not Granger Cause X2	98	0.13639	0.8727
X2 does not Granger Cause X4		0.91242	0.4051
X4 does not Granger Cause X3	98	0.03522	0.9654
X3 does not Granger Cause X4		0.74204	0.4789

Figure 1 Granger Causality

From the causality test table above, we can see a reciprocal relationship or causality with a probability value of ≤ 0.05 or ≥ 0.05, namely as follows:

a. Emotional intelligence (X1) does not statistically affect learning discipline (Y) as evidenced by a prob value of 0.6264 ≥ 0.05 and learning discipline (Y) does not statistically affect emotional intelligence (X1) as evidenced by a prob value of 0.0923 ≥ 0.05, so it can be concluded that there is no two-way variable causality for the variables emotional intelligence and learning discipline.

b. The school environment (X2) does not statistically affect learning discipline (Y) as evidenced by a prob value of 0.6821 ≥ 0.05 and learning discipline (Y) does not statistically affect the school environment (X2) as evidenced by a prob value of 0.9855 ≥ 0.05 so it can be concluded that there is no two-way variable causality for the school environment and learning discipline variables.

c. The role of teachers (X3) does not statistically affect learning discipline (Y) as evidenced by a prob value of 0.1982 ≥ 0.05 and learning discipline (Y) does not statistically affect the role of teachers (X3) as evidenced by a prob value of 0.3309 ≥ 0.05 so it can be concluded that there is no two-way variable causality for the variables of teacher role and learning discipline.

d. Peers (X4) statistically do not influence learning discipline (Y) as evidenced by a prob value of 0.3497 ≥ 0.05 and learning discipline (Y) statistically does not influence peers (X4) as evidenced by a prob value of 0.4062 ≥ 0.05 so it can be concluded that there is no two-way variable causality for the peer and learning discipline variables.

e. Learning motivation (X5) does not statistically affect learning discipline (Y) as evidenced by a prob value of 0.2122 ≥ 0.05 and learning discipline (Y) does not statistically affect learning motivation (X5) as evidenced by a prob value of 0.2361 ≥ 0.05 so it can be concluded that there is no two-way variable causality for the learning motivation and learning discipline variables.

f. The school environment (X2) does not statistically affect emotional intelligence (X1) as evidenced by a prob value of 0.6542 ≥ 0.05 and emotional intelligence (X1) does not statistically affect the school environment (X2) as evidenced by a prob value of 0.9888 ≥ 0.05 so it can be concluded that there is no causality between the school environment and emotional intelligence variables.

g. The role of the teacher (X3) does not statistically affect emotional intelligence (X1) as evidenced by a prob value of 0.0528 ≥ 0.05 and emotional intelligence (X1) does not statistically affect the role

of the teacher (X3) as evidenced by a prob value of 0.8606 ≥ 0.05 so it can be concluded that there is no causality between the variables of the role of the teacher and emotional intelligence.

h. Peers (X4) statistically do not influence emotional intelligence (X1) as evidenced by a prob value of 0.4668 ≥ 0.05 and emotional intelligence (X1) statistically does not influence peers (X4) as evidenced by a prob value of 0.7854 ≥ 0.05 so it can be concluded that there is no causality between the peer variables and emotional intelligence.

i. Learning motivation (X5) does not statistically affect emotional intelligence (X1) as evidenced by a prob value of 0.7202 ≥ 0.05 and emotional intelligence (X1) does not statistically affect learning motivation (X5) as evidenced by a prob value of 0.7589 ≥ 0.05 so it can be concluded that there is no causality between the variables of learning motivation and emotional intelligence.

j. The role of teachers (X3) does not statistically affect the school environment (X2) as evidenced by a prob value of 0.3843 ≥ 0.05 and the school environment (X2) does not statistically affect the role of teachers (X3) as evidenced by a prob value of 0.0801 ≥ 0.05 so it can be concluded that there is no causality between the variables of the role of teachers and the school environment.

k. Peers (X4) statistically do not influence the school environment (X2) as evidenced by a prob value of 0.8727 ≥ 0.05 and the school environment (X2) statistically does not influence peers (X4) as evidenced by a prob value of 0.4051 ≥ 0.05 so it can be concluded that there is no causality between the peer and school environment variables.

l. Learning motivation (X5) does not statistically affect the school environment (X2) as evidenced by a prob value of 0.4419 ≥ 0.05 and the school environment (X2) does not statistically affect learning motivation (X5) as evidenced by a prob value of 0.4233 ≥ 0.05 so it can be concluded that there is no causality between the variables of learning motivation and the school environment.

m. Peers (X4) statistically do not influence the role of teachers (X3) as evidenced by a prob value of 0.9654 ≥ 0.05 and the role of teachers (X3) statistically does not influence peers (X4) as evidenced by a prob value of 0.4789 ≥ 0.05 so it can be concluded that there is no causality between the variables of peers and the role of teachers.

n. Learning motivation (X5) statistically influences the role of the teacher (X3) as evidenced by a prob value of 0.0272 ≤ 0.05 and the role of the teacher (X3) statistically influences learning motivation (X5) as evidenced by a prob value of 0.0089 ≤ 0.05 so that it

can be concluded that there is causality between the variables of learning motivation and the role of the teacher.

o. Learning motivation (X5) does not statistically influence peers (X4) as evidenced by a prob value of 0.3414 ≥ 0.05 and peers (X4) do not statistically influence learning motivation (X5) as evidenced by a prob value of 0.1895 ≥ 0.05 so it can be concluded that there is no causality between the variables of learning motivation and peers.

Normality Test Analysis Results

Table 1. Normality Test Analysis Results OneSample Kolmogrov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parametersa,b	Mean	0E-7
	Standard Deviation	4.56998610
Most Extreme Differences	Absolute	.066
	Positive	.046
	Negative	-.066
Kolmogorov-Smirnov Z		.663
Asymp. Sig. (2-tailed)		.771

Based on the Kolmogorov-Smirnov normality test, the Kolmogorov-Smirnov Z value was 0.663 with a significance level of 0.771. Since the significance level is greater than 0.05, it can be concluded that the data is normally distributed. To calculate the KS statistic value, the following formula is used:

$$Z = D \times \sqrt{N}$$

$$Z = 0.066 \times \sqrt{100} = 0.066 \times 10 = 0.66$$

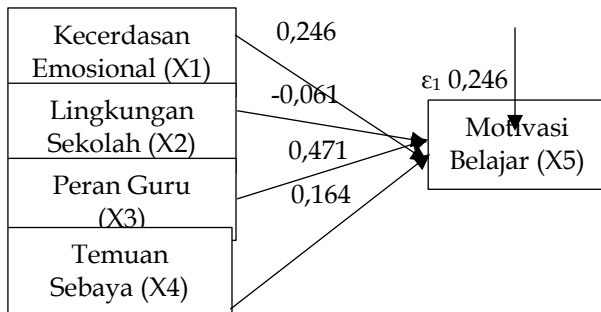**Track Test**

Table 2. Sub Structure I

Endogenous Variables	Exogenous Variables	Path Coefficient	T Count	Sig	Note
Learning Motivation (X5)	Emotional Intelligence (X1)	0.246	2,500	0.014	Significant
	School Environment (X2)	-0.061	-0.773	0.441	Not significant
	The Role of Teachers (X3)	0.471	4,473	0,000	Significant

Peers (X4)	0.164	1,979	0.051	Significant
F Count	29,214			
F Sig	0,000			
R Square	0.552			

$$X5 = PX5X1 X1 + PX5X2 X2 + PX5X3 X3 + PX5X4 X4$$
$$X5 = 0.246X1 + -0.061X2 + 0.471X3 + 0.164X4$$

Figure 2. Sub-struktur Koefisien Jalur X_1, X_2, X_3, X_4 terhadap X_5

Based on the sub-structure path analysis 1 above, the emotional intelligence variable (X1) on the learning motivation variable (X5) shows a path coefficient of PX5X1 of 0.246, a t-value of 2.500 with a significant value of 0.014 ≤ 0.05, which shows that emotional intelligence has a positive and significant effect on learning motivation at SMP N 2 Bonjol. And it provides an illustration that if good emotional intelligence will increase students' motivation in learning.

The influence of the school environment variable (X2) on the learning motivation variable (X5) shows a path coefficient of PX5X2 -0.061 and a t-value of -0.773 with a significant value of 0.441 ≥ 0.05, which indicates that the school environment has no positive effect and no significant effect on students' learning motivation at SMP N 2 Bonjol. This indicates that even though the school has tried to create a conducive, neat, and comfortable environment, these conditions are not necessarily able to directly foster students' learning motivation. In other words, a good school environment does not automatically guarantee an increase in students' learning motivation.

The influence of the teacher's role variable (X3) on the learning motivation variable (X5) shows a path coefficient of PX5X3 of 0.441 and a t-value of 4.473 with a significance value of 0.000 ≤ 0.05, which shows that the teacher's role has a positive and significant effect on students' learning motivation at SMP N 2 Bonjol. And it

provides an illustration that if the teacher's role is good, students' learning motivation will also increase.

The influence of peer variables (X4) on learning motivation (X5) shows a path coefficient of PX5X4 of 0.164 and a t-value of 1.979 with a significance value of 0.05 ≤ 0.05, which shows that peers have a positive and significant influence on students' learning motivation at SMP N 2 Bonjol.
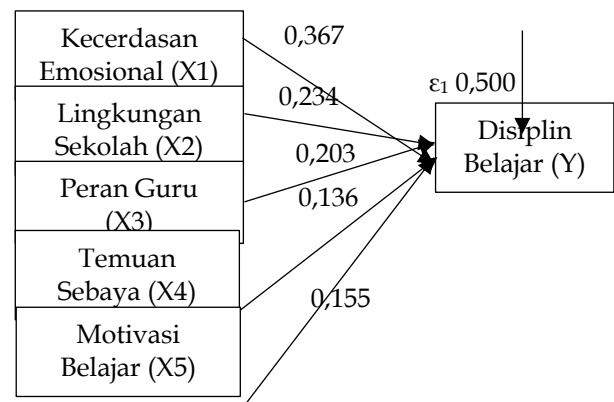
Substructure II
Table 3. Substructure II

Endogenous Variables	Exogenous Variables	Path Coefficient	T Count	Sig	Note
Learning Discipline (Y)	Emotional Intelligence (X1)	0.367	4,418	0,000	Significant
	School Environment (X2)	0.234	3,929	0,000	Significant
	The Role of Teachers (X3)	0.203	2,338	0.022	Significant
	Peers (X4)	0.136	2,136	0.035	Significant
	Learning Motivation (X5)	0.155			

$$Y = PYX1 X1 + PYX2 X2 + PYX3 X3 + PYX4 X4 + PYX5 X5$$
$$Y = 0.367X1 + 0.234X2 + 0.203X3 + 0.136X4 + 0.155X5$$

Figure 3. Sub-struktur Koefisien Jalur X_1, X_2, X_3, X_4, X_5 terhadap Y

From the table above, it can be seen that the influence of the emotional intelligence variable (X1) on learning discipline (Y) shows a path coefficient of PYX1 of 0.367 and a t-value of 4.418 with a significance of 0.000 ≤ 0.05, which shows that emotional intelligence has a

positive and significant effect on student learning discipline at SMP N 2 Bonjol. This provides an illustration that if a child's intelligence is good, their learning discipline will also be good.

The influence of the school environment variable (X2) on learning discipline (Y) shows a path coefficient of PYX2 of 0.234 and a t-value of 3.929 with a significance of 0.000 ≤ 0.05, which indicates that the school environment has a positive and significant influence on student learning discipline at SMP N 2 Bonjol. This provides an illustration that a good and conducive school environment will increase student discipline.

The influence of the teacher's role variable (X3) on learning discipline (Y) shows a path coefficient of PYX3 of 0.203 and a t-value of 2.338 with a significance of 0.022 ≤ 0.05, which indicates that the teacher's role has a positive and significant influence on student learning discipline at SMP N 2 Bonjol. This illustrates that if the teacher's role is good, the learning discipline will also be good.

The influence of peer variables (X4) on learning discipline (Y) shows a path coefficient of PYX4 of 0.136 and a t-value of 2.136 with a significance of 0.035 ≤ 0.05, which indicates that emotional intelligence has a positive and significant influence on student learning discipline at SMP N 2 Bonjol. This provides an illustration that peers can encourage student discipline in learning.

The influence of the learning motivation variable (X5) on learning discipline (Y) shows a path coefficient of PYX5 of 0.155 and a t-value of 2.019 with a significance of 0.046 ≤ 0.05, which shows that learning motivation has a positive and significant influence on student learning discipline at SMP N 2 Bonjol.

Hypothesis Testing

Table 4. Hypothesis Testing

No	Variables	Coefficient	Thitung	Table	Sig	information
1	X1→X5	0.246	2,500	1,661	0.014	Significant
2	X2→X5	-0.061	-0.773	1,661	0.441	Not Significant
3	X3→X5	0.471	4,473	1,661	0,000	Significant
4	X4→X5	0.164	1,979	1,661	0.051	Significant
5	X1→Y	0.367	4,418	1,661	0,000	Significant
6	X2→Y	0.234	3,929	1,661	0,000	Significant
7	X3→Y	0.203	2,338	1,661	0.022	Significant
8	X4→Y	0.136	2,136	1,661	0.035	Significant
9	X5→Y	0.155	2,019	1,661	0.046	Significant

From the table above, you can see the influence of each dependent and independent variable:

a. Testing the First Hypothesis, The first hypothesis of the study is "emotional intelligence has a positive and significant effect on student learning motivation at SMP N 2 Bonjol". Based on data analysis for testing the first hypothesis, it is known that the path coefficient (PX5X1) is 0.246 with a calculated t value of 2.500 ≥ t table 1.661 and a significant value of 0.014 ≤ 0.05. This means that the first hypothesis is accepted.

b. Testing the Second Hypothesis, The second hypothesis of the study is "the school environment does not have a positive and significant effect on student learning motivation at SMP N 2 Bonjol". Based on data analysis for testing the second hypothesis, it is known that the path coefficient (PX5X2) is -0.061 with a calculated t value of -0.773 ≤ t table 1.661 and a significant value of 0.441 ≥ 0.05. This means that the second hypothesis is not accepted.

c. Third Hypothesis Testing, The third hypothesis of the study is "the role of teachers has a positive and significant effect on student learning motivation at SMP N 2 Bonjol". Based on data analysis for testing the third hypothesis, it is known that the path coefficient (PX5X3) is 0.471 with a calculated t value of 4.473 ≥ t table 1.661 and a significant value of 0.000 ≤ 0.05. This means that the third hypothesis is accepted.

d. Fourth Hypothesis Testing, The fourth hypothesis of the study is "peers have a positive and significant influence on students' learning motivation at SMP N 2 Bonjol". Based on the data analysis for the fourth hypothesis testing, it is known that the path coefficient (PX5X4) is 0.164 with a calculated t value of 1.979 ≥ t table 1.661 and a significant value of 0.05 ≤ 0.05. This means that the fourth hypothesis is accepted.

e. Fifth Hypothesis Testing, The first hypothesis of the study is "emotional intelligence has a positive and significant effect on student learning discipline at SMP N 2 Bonjol". Based on data analysis for testing the fifth hypothesis, it is known that the path coefficient (YyX1) is 0.367 with a calculated t value of 4.418 ≥ t table 1.661 and a significant value of 0.000 ≤ 0.05. This means that the fifth hypothesis is accepted.

f. Testing the Sixth Hypothesis, The sixth hypothesis of the study is "the school environment has a positive and significant effect on student learning discipline

at SMP N 2 Bonjol". Based on data analysis for testing the sixth hypothesis, it is known that the path coefficient (YYx2) is 0.234 with a calculated t value of 3.929 ≥ t table 1.661 and a significant value of 0.000 ≤ 0.05. This means that the sixth hypothesis is accepted.

g. Seventh Hypothesis Testing, The seventh hypothesis of the study is "the role of teachers has a positive and significant effect on student learning discipline at SMP N 2 Bonjol". Based on data analysis for testing the seventh hypothesis, it is known that the path coefficient (YYx3) is 0.203 with a calculated t value of 2.333 ≥ t table 1.661 and a significant value of 0.022 ≤ 0.05. This means that the seventh hypothesis is accepted.

h. Testing the Eighth Hypothesis, The eighth hypothesis of the study is "peers have a positive and significant influence on student learning discipline at SMP N 2 Bonjol". Based on data analysis for testing the seventh hypothesis, it is known that the path coefficient (YYx4) is 0.136 with a calculated t value of 2.136 ≥ t table 1.661 and a significant value of 0.035 ≤ 0.05. This means that the eighth hypothesis is accepted.

i. Testing the Ninth Hypothesis, The ninth hypothesis of the study is "learning motivation has a positive and significant effect on student learning discipline at SMP N 2 Bonjol". Based on data analysis for testing the ninth hypothesis, it is known that the path coefficient (YYx5) is 0.155 with a calculated t value of 2.019 ≥ t table 1.661 and a significant value of 0.046 ≤ 0.05. This means that the ninth hypothesis is accepted.

Conclusion

Based on the research results and discussion, it can be concluded that:

1. Emotional intelligence has a positive and significant effect on learning motivation, the coefficient value of the emotional intelligence path is 0.246. This coefficient value is significant because the calculated t value is 2.500 ≥ t table 0.05 (1.661). The higher the emotional intelligence, the higher the student's learning motivation.

2. The school environment does not have a positive and significant effect on learning motivation, the coefficient value of the school environment path is -0.061. This coefficient value is not significant because the calculated t is -0.773 ≤ t table 0.05 (1.661), which shows that the effect is not statistically significant.

3. The role of the teacher has a positive and significant influence on learning motivation, the path coefficient value obtained isThe teacher's role is 0.471. This coefficient value is significant because

the calculated t value is 4.473 ≥ t table 0.05 (1.661). The better the teacher's role, the better the student's learning motivation will be.

4. Peers have a positive and significant influence on learning motivation, the path coefficient value obtained ispeer group is 0.471, this coefficient value is significant because the calculated t value is 1.979 ≥ t table 0.05 (1.661). The better the peers, the more it will increase students' learning motivation.

5. Emotional intelligence has a positive and significant influence on learning discipline, the path coefficient value obtained isThe teacher's role is 0.361. This coefficient value is significant because the calculated t value is 4.418 ≥ t table 0.05 (1.661). The better the emotional intelligence, the better the student's learning discipline will be.

6. The school environment has a positive and significant influence on learning motivation, the path coefficient value obtained isschool environment of 0.234, this coefficient value is significant because the calculated t value of 3.929 ≥ t table 0.05 (1.661). The better the school environment, the better the student's learning discipline will be.

7. The role of the teacher has a positive and significant influence on learning discipline, the path coefficient value obtained isThe teacher's role is 0.203, this coefficient value is significant because the calculated t value is 2.338 ≥ t table 0.05 (1.661). The better the teacher's role, the better the student's learning discipline will be.

8. Peers have a positive and significant influence on learning discipline, the path coefficient value obtained ispeer group is 0.136, this coefficient value is significant because the calculated t value is 2.136 ≥ t table 0.05 (1.661). The better the peers, the better the student's learning discipline will be.

9. Learning motivation has a positive and significant influence on learning discipline, the path coefficient value obtained islearning motivation of 0.155, this coefficient value is significant because the calculated t value is 2.019 ≥ t table 0.05 (1.661). The better the learning motivation, the better it will bestudent learning discipline.

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