The Influence of Intellectual Intelligence and Emotional Intelligence on Student Discipline in Learning Islamic Education at SMP Negeri 2 Parepare

Zulfiah[1], Hamdanah[2]

[1]*Pascasarjana Institut Agama Islam Negeri Parepare*
[2]*Institut Agama Islam Negeri Parepare*
[1]*zulfiah@iainpare.ac.id*
[2]*hamdanah@iainpare.ac.id*

Abstract

This study discusses the effect of intellectual and emotional intelligence on student discipline in Islamic education for Class VIII SMP Negeri 2 Parepare. This study aims to determine the effect of intellectual and emotional intelligence on students' discipline in learning Islamic education class VIII SMP Negeri 2 Parepare. This study uses a quantitative approach, with a correlational research type with multiple linear regression. The number of samples in this study was 110 students, while data collection used observation, questionnaire and documentation methods, then analyzed descriptively and inferentially. The results showed, 1) The level of Intellectual Intelligence of Class VIII students of SMP Negeri 2 Parepare was included in the above average category based on Alfred Bine's IQ classification with a value of 110. While the Emotional Intelligence Level of Class VIII students of SMP Negeri 2 Parepare was included in the category the results obtained from the study 6439: 7920 = 81.3%. 2) Discipline Level of Class VIII Students of SMP Negeri 2 Parepare is included in the high category from the research results 6007: 7040 = 85.3%. 3) Intellectual Intelligence and Emotional Intelligence together significantly influence the discipline of learners in the learning PAI in Junior High School 2 of Pare Pare with a value of F_{count} 22.732> F_{table}3.08 so that it has a significant effect with the coefficient of determination obtained by 0.298 or 29.8% , which means that the contribution of the intellectual and emotional intelligence variables is 29.8% and 70.2% is influenced by other factors which are not examined in this study.

Keywords: *intellectual intelligence, emotional intelligence, discipline*

1. Introduction

The world of education and teaching the problem of intelligence is one of the main problems, therefore it is not surprising that many people discuss this problem, both specifically and in general with other discussions about the role of intelligence in the educational process, some consider it so important that it is considered decisive in terms of success. and whether someone is learning, while on the other hand there are also those who think that intelligence is an important factor that determines the success or failure of

a person, especially when a child is very young, intelligence has a very big influence (Suryabrata, 2005). Intelligence is the ability to see a pattern and describe the relationship between patterns in the past and knowledge in the future. Intelligence that is often honed will make someone more intelligent (Jahja, 2011).

In Wikipedia, intellectual *intelligence* or *intelligence quotient* (IQ) is a general term used to describe the nature of the mind which includes a number of abilities, such as the ability to reason, plan, solve problems, think abstractly, understand ideas, use language, and learn. Intelligence is closely related to the cognitive abilities possessed by individuals . Intelligence can be measured using an IQ test tool.

Meanwhile, emotional intelligence is the ability of individuals to recognize, control and organize their own feelings and feelings of others deeply so that their presence is pleasant and coveted by others. Goleman further explained that emotional intelligence is divided into five main areas, namely the ability to recognize one's own emotions, manage self-emotions, motivate oneself, recognize other people's emotions, and the ability to build relationships with others.

Intellectual intelligence and emotional intelligence are inseparable intelligence in achieving educational goals. The old view shows that the high quality of intellectual intelligence is seen as a factor that affects an individual's success in learning or achieving success in life. However, it has been developed that the most dominant factor influencing the success (success) of an individual in his life is not solely determined by the high intellectual intelligence, but by the emotional stability factor which the expert, Daniel Goleman, calls *Emotional Intelligence* (Syamsu, 2011). Based on his observations, many people fail in life not because they have low intellectual intelligence, but because they lack emotional intelligence. Not a few people are successful in life because they have emotional intelligence even though their intellectuals are only at an average level.

In the world of education today, we realize that to achieve achievements at school and outside of school, there are several factors that must be possessed by students. Besides students must excel in academic intelligence (intellectual) and emotional intelligence, students must also have strong disciplinary behavior. That is because discipline is an educational rule that refers to a kind of involvement of the rules in achieving the right standard of behavior or activity (Arikunto, 1993).

Discipline is closely related to the intelligence of students, sometimes students have high intelligence but have poor discipline, or vice versa, there are students who have good

discipline but have less intelligence. Seeing the behavior of students who often carry out deviant behavior in the learning process, both are less disciplined, such as: (1) being late for Islamic Education lessons at the first hour, (2) if the lesson is at the last hour of the lesson, one by one they leave school. This happens because of the lack of discipline that students have even though the intelligence possessed by students is very high.

Discipline is a condition that is created and formed through the process of a series of behaviors that show the values of obedience, obedience, loyalty, order and order. When discipline is integrated with him, then the attitude or action he does is no longer felt as a burden, on the contrary, if he does not act as usual, it will become a burden for him. Allah says in QS An-Nisa / 4: 103 "Indeed, the time of prayer has been determined for those who believe".

Desire, willingness, hard work and real concepts are the beginning to create an increase in the determinants of the future of students who are more qualified and highly competitive. Based on what was stated above, intellectual intelligence, emotional intelligence and discipline are very important in various human activities, as one of the tools to make it easier to achieve goals.

The problem formulations in this study are 1) What is the level of intellectual and emotional intelligence possessed by grade VIII students of SMP Negeri 2 Parepare?; 2) What is the level of discipline of students in learning Islamic Education class VIII SMP Negeri 2 Parepare? and, 3) Is there an influence of intellectual intelligence and emotional intelligence both partially and collectively on students' discipline in learning Islamic education class VIII SMP Negeri 2 Parepare?

2. Study The Literature and Basis of Theory
2.1. Literature Review

Research conducted by Yushita Marini with the research title The influence of intellectual intelligence, emotional intelligence and spiritual intelligence on ethical attitudes of accounting students, self-confidence as a moderating variable (studies at state universities in the city of Medan).

Based on the results of research conducted, it shows that intellectual intelligence, emotional intelligence, and spiritual intelligence simultaneously have a significant effect on the ethical attitudes of accounting students, but only partially emotional intelligence and spiritual intelligence have a significant and dominant effect on students' ethical attitudes, while intellectual intelligence is partially no effect. In addition, the results of

this study also show that self-confidence has a significant effect on the relationship between intellectual intelligence, emotional intelligence and spiritual intelligence on the ethical attitudes of accounting students. The relationship of research conducted by previous research both discusses intellectual intelligence.

Some of the research results that have been stated above, there are also several book references that are relevant and can support the researcher's research, including the following: Abu Ahmadi and widodo supriyano, with their book entitled The *Psychology of Learning* , published by Rineka Cipta in this book, describe the notion of intelligence, the factors that influence intelligence and the kinds of intelligence tests (Abu & Supriyono, 2004).

M. Dayono in his book entitled *Educational Psychology* published by Rineka Cipta in this book presents various things about intelligence, understanding of intelligence, theories about intelligence, factors that influence intelligence (Dalyono, 2015). Sumadi Suryabrata, in his book entitled *Educational Psychology* published by Raja Grafindo has described the characteristics of other individuals, including the problem of intelligence, the nature of intelligence and measurement of intelligence (Suryabrata, 2005). In Sugiyono's book entitled *Educational Research Methods, Quantitative Approaches, and R & D* published by Alfabeta which describes various forms of research methods and various problems or about research and is very helpful for researchers in determining the research method taken (Sugiyono, 2017).

2.2. Theoretical basis

Intelligence in English is called *intelligence* , and Arabic is called *Al-Zaka* , according to the meaning of Language is understanding, speed, and perfection of something (Ramayulis, 2019). In the sense of the dual ability to understand something quickly, precisely and perfectly. Intelligence in the large Indonesian dictionary is about intelligence, intelligence. Perfection of reason (such as intelligence, sharpness of thought). Intelligence has a very broad sense (Kemdikbud, 2011). Intellectual or *intelligence* comes from the Latin *intelliger* e which means to organize, connect, or unite with one another (*to organize, to relate, to bind together*). According to the committee, the pedagogical term which raised Stern's opinion, what is meant by intellectual is "the power to adapt to new conditions using thinking tools according to their goals" (Jahja, 2011).

Intellectual intelligence is intelligence that demands empowerment of the brain, heart, body, and human activation to interact functionally with others (Kemdikbud, 2011). Intellectual intelligence or IQ was first introduced by Alfred Binet, a French psychologist in the early 20th century. Alfred Binet, a pioneering utsms character for measuring intelligence who lived between 1857-1911, together with Theodore Simon defined intelligence as consisting three components, namely (a) the ability to direct thoughts or direct action, (b) the ability to change the course of action when the action has been carried out, and (c) the ability to criticize yourself or perform *autocriticism* (Saifuddin, 2013).

It can be concluded that intellectual intelligence is a form of individual ability to think, process and control their environment maximally and act in a directed manner and be able to conclude something. Intellectual intelligence is different for everyone in solving the problems they face in learning. Intelligence is very important in learning and plays a role in determining whether a person is successful or not in learning. With brain empowerment, it will increase one's thinking power.

Emotional intelligence or *Emotional Quotient* (EQ) is sensitivity to recognize and manage feelings of oneself (*self awareness*) and others (*empathy*). Emotional intelligence is the ability to recognize the inner atmosphere of oneself and others, to be able to process their emotions into a potential, a source of motivation, a basis for social interaction, and so on, all of which lead to their behavior and personality (Dani Ronnie, 2006).

Emotional with the root word emotion comes from the Latin root word ' *movere* ' which means 'to move, to move.' Then added with the prefix 'e' to mean 'moving away.' This meaning implies that the tendency to act is imperative with emotions (Hude, 2006). Daniel Goleman in defining emotion refers to the most literal meaning taken from the *Oxford English Dictionary* which *defines* emotion as any activity or upheaval of thought, feeling, lust, every great and overflowing mental state (Putra & Mardison, 2018). Furthermore, Daniel Goleman said that emotion refers to a typical feeling and thoughts, a biological and psychological state, and a series of tendencies to act.

From the two meanings above, it can be concluded that discipline is an attitude and behavior that reflects obedience and obedience to the rules, regulations, prevailing norms, both written and unwritten in order to achieve goals. Therefore, discipline in the learning process is needed to keep the learning environment running smoothly, safely and

peacefully. However, not only to maintain the condition of the learning and teaching environment to run smoothly, but also to create a strong personality for each student. Discipline indicators that can be applied in the classroom include teachers and students arrive on time, upholding the principle by providing *punishment* for violators and rewards for achievers, running school rules.

Discipline indicators are used as a reference to determine student attitudes, especially disciplinary attitudes. In addition to disciplinary indicators in the classroom and in subjects, discipline indicators in general are also set by the Ministry of National Education, including complete assignments on time, taking care of each other with friends so that all class assignments are done well, always invite friends to maintain class order, remind friends who break the rules with polite and non-offensive words, dress politely and neatly, obey school rules (Supranoto, 2015).

Student discipline will affect their learning achievement so that there is a need for the role of teachers to develop discipline. Discipline is one of the things that is emphasized in building children's character in learning. Students who are disciplined with children will get used to being punctual in carrying out daily activities, because the most important aspect of discipline is the attitude of strength and obedience to the rules and carrying out the discipline consciously to achieve the expected goals. Discipline in english means adherent, follower, student. While in Latin, *diciplina* means training or education, character development, and politeness. In the context of teacher training, discipline leads to activities that educate teachers to obey school rules. In discipline there are elements which include a code of conduct, consistent rules, punishment and reward. in this case, teachers are pressed to be able to behave well towards their work so that they can produce graduates who are superior in competition (Barnawi & Arifin, 2012).

The meaning of discipline when viewed in terms of language is memory and character training to create supervision (self-control), or the habit of obeying rules and orders. So the meaning of complete discipline is the awareness to do a job in an orderly and orderly manner according to the applicable regulations with full responsibility without coercion from anyone (Mas'udi, 2000).

Meanwhile, according to Djamarah, discipline is "an order that can regulate the life order of individuals and groups" (Djamarah, 2002). Discipline in a broad sense includes every kind of influence that is shown to help students so that they can understand and

adapt to the demands of their environment and it is also important about how to resolve the demands that students may want to show against their environment (Rohani, 2004).

Based on these definitions, discipline can be seen from the obedience (compliance) of students to the rules (rules) relating to school hours, which include school entry and exit hours, student compliance in dress, student compliance in following activities. at school, and so on. So all activities of students who are seen in compliance are related to the learning process at school or while they are at school.

2.3. *Hypothesis*

The hypotheses in this study are:

Ho = There is no significant effect of intellectual and emotional intelligence both partially and collectively on student discipline in learning Islamic religious education class VIII SMP Negeri 2 Parepare.

Ha =   There is a significant effect of intellectual intelligence and emotional intelligence both partially and collectively on student discipline in learning Islamic religious education class VIII SMP Negeri 2 Parepare.

3. Research Methodology

This research uses a quantitative approach. The quantitative approach is research whose data is in the form of words, sentences, schemes and pictures. Where this type of research chooses the type of correlational research with multiple linear regression. Correlational research is research that will look at the relationship between a variable or several variables with other variables. Where the characteristics of correlational research are: (1) Connecting two or more variables, (2) The magnitude of the relationship is based on the correlation coefficient, (3) In seeing the relationship there is no manipulation as in experimental research, and (4) The data is quantitative.

This research was conducted for approximately two months. The location which is the place of this research is SMP Negeri 2 Parepare which is located on Jalan Lahalede No. 84 Parepare. In quantitative research based on data that a symptom can be classified and identified, and the symptom relationship is causal, (cause-and-effect) it is defined as a mindset that shows the influence between the variables to be studied. The substance of this research is the improvement of students 'intellectual and emotional intelligence so that they can simultaneously influence students' discipline.

In this case the researcher determines the number of population to be the object of research, namely class VIII SMP Negeri 2 Parepare, with the following

Table 3.1: State of the Research Population

No.	Class	Number of Students
1.	VIII 1	31
2.	VIII 2	31
3.	VIII 3	32
4.	VIII 4	31
5.	VIII 5	24
6.	VIII 6	32
7.	VIII 7	23
8.	VIII 8	29
9.	VIII 9	30
10	VIII 10	24
11	VIII 11	23
	Total	**310**

Source: Administration of SMP Negeri 2 Parepare. 2018

The sample in this study were students of class VIII on the grounds that the best criteria to be used as research samples. Between grades VII and IX, class VIII has many opportunities because they are not busy preparing for the national exam, while class VII is still a beginner.

The number of samples in this study can be seen in the following table:

Table 3.2: State of the Research Sample

No.	Class	Number of Students
1.	VIII 1	11
2.	VIII 2	11
3.	VIII 3	11
4.	VIII 4	11
5.	VIII 5	9
6.	VIII 6	11
7.	VIII 7	8
8.	VIII 8	10
9.	VIII 9	11
10.	VIII 10	9
11.	VIII 11	8
	Total	**110**

Source: Administration of SMP Negeri 2 Parepare.

The population of this study were all students in class VIII consisting of 11 groups with a total of 310 students. Sampling was done by using *Disproportionate stratified*

random sampling . Sampling was taken by means of heterogeneity representing each class and the selected samples were 110 students from Class VIII SMP Negeri 2 Parepare in the field of Islamic Religious Education. Talking about data collection in order to obtain accurate and scientific data, several techniques are used to collect data, namely: observation , questionnaires and documentation.

The measuring instrument in this study is called a research instrument that will find out whether there is or not the effect of variable (X) on variable (Y). The instruments used by researchers were : observation guidelines, questionnaire lists and documentation.

a. Instrument Validity Test

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum_X 2 - (\sum_X)2][n\sum_Y 2 - (\sum_Y)2]}}$$

Information:

r_{xy} = The variable correlation coefficient X with Y

Σx = Total distribution score

Σy = Total score distribution Y

Σx^2 = The sum of squares of the X distribution score

Σy^2 = The sum of the squares of the Y distribution score

Σxy = The sum of the multiplication of the X and Y scores. [31]

The criteria for testing is done by comparing the value of r $_{xy}$ with r $_{table}$ at a significant level of 5%. If the value of r $_{xy\ is}$ positive and r $_{xy}$ r $_{table,}$ then the question item is considered valid so that the instrument can be used in research. $\alpha = \geq$

b.   Rally test a Bilitas Instruments

Done by using the *Alpha-Cronbach* coefficient formula

$$r_i = \frac{K}{K-1}\left(1 - \frac{S_i^2}{S_t^2}\right)$$

Where:

r_i = Cronbach's alpha-coefficient value

K = Number of valid instrument items

S_i^2 = Item variant

S_t^2 = Total variance

With:

$$S_i^2 = \frac{JK_i}{n} - \frac{JK_s}{n^2}$$

$$S_t^2 = \frac{\sum x_t^2}{n} - \frac{(\sum x_t)^2}{n^2}$$

Where:

JK_i = The sum of the squares of the item

JK_s = The sum of the squares of the subject

Xt = Total score of valid question items

With the test criteria if r $_{i\ is\ 0.6}$, the instrument is said to be reliable. $\geq$

After the research data was collected, the researcher processed the existing data using analysis with percentage formulations using the following formula:

$$\underline{\quad}P = \frac{F}{N} \times 100$$

Ket moans :
P = Percentage
F = Frequency
N = Number of samples

Then proceed with descriptive analysis and inferential analysis.

To fulfill these requirements, several analyzes are required including normality test and linearity test. The normality test is used to determine whether the sample data comes from a normally distributed population. The data normality test was performed using the *IBM SPSS Statistics* application . with the following assessment criteria, If then the data is normally distributed with a significance level of = 5%. $t\ hitung \geq t\ tabel \propto$

Linearity test, according to Tulus Winarsunu to calculate the linearity relationship the formula is used:

$$\frac{R^2(N-m-1)}{m(1-R^2)}$$

$$f_{reg} =$$

Information:

Freg: F price of the regression line
N : count the cases
M : count the preditor
R^2 : square of the correlation coefficient

Linearity testing shows that the independent variable on the dependent variable has a significance value greater than 0.05 (significance> 0.05). Linearity test is intended to determine whether the relationship of each independent variable is used as a predictor to have a linear or irregular relationship with the dependent variable. Data linearity test was performed using the *IBM SPSS Statistics* application

2. Inferential Analysis

a) Correlation Test

The formula for the *Pearson product moment* correlation is as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 y^2}}$$

Information: r_{xy} = the correlation value of each question item
x = the value of the question item
y = total score of the question item
n = number of respondents

The process of calculating the formula for the results of the correlation analysis is carried out with the help of the *IBM SPSS Statistics* software program .

b) Regression Analysis

The formula for multiple regression analysis is as follows:

$$\hat{Y} = a + b_1 X_1 + b_2 X_2$$

Information:
X_1 = Intellectual Intelligence
X_2 = Emotional Intelligence
$\hat{Y}$ = Student Discipline
a = Constant
b = coefficient of the relationship between Intellectual Intelligence and emotional intelligence on student discipline.

In conducting this regression analysis, it is processed using the statistical calculation of *IBM SPSS Statistics* computer services .

c) T test

T test with the following formula:

$$\frac{r\sqrt{(n-2)}}{\sqrt{1-r^2}}$$

$t_{hit} =$

Information:

r: correlation coefficient
n: number of respondents, (n-2 = dk, degrees of freedom)

d) F test

The formula for the F Test is as follows:

$F_{table} = F (k; nk)$

Information:

K: Number of Variables
N: Number of respondents

e) Relative Contribution (SR)

Relative donations use the following formula:

$$SRx\% = \frac{\text{Effective contribution x\%}}{R_{square}}$$

$$\text{Or, SRx\%} = \frac{\text{SEx\%}}{R^2}$$

f)   Effective Contribution (SE)

The effective contribution can be calculated using the following formula:

$$\text{SEx\%} = \text{Beta}_x \text{ x Correlation Coefficient x } 100\%$$

$$\text{SEx\%} = \text{Beta}_x \text{ xr}_{ry} \text{ x } 100\%$$ or

4. Results and Discussion

4.1. Description of Research Results

The level of intellectual intelligence in Islamic Education learning in class VIII SMP Negeri 2 Parepare is in the above average category. This was obtained based on the IQ classification used with a percentage result of 72.7% , while the level of emotional intelligence in PAI learning for Class VIII SMP Negeri 2 Parepare obtained the results of the study was 6439 and the criterion score was 7920 so emotional intelligence was 81.3% of the criteria set. So the emotional intelligence variable is in the high category, namely 81.3%. The level of discipline of students in learning Islamic Education class VIII SMP Negeri 2 Parepare obtained the results of the study was 6007 and a critical score is 7040 so that the student's discipline is 85.3% of the set criteria. So the student discipline variable is in the high category, namely 85.3%.

4.2. Hypothesis test

4.2.1. The Effect of Intellectual Intelligence on Discipline of Class VIII Students of SMP Negeri 2 Parepare

The first hypothesis proposed is "there is a significant influence between intellectual intelligence on the discipline of grade VIII students of SMP Negeri 2 Parepare." In other words, it is assumed that the higher the intellectual intelligence of the students, the higher the discipline of the VIII grade students of SMP Negeri 2 Parepare, on the contrary, the lower the intellectual intelligence of the students, the lower the discipline of the VIII grade students of SMP Negeri 2 Parepare. Based on

the results of data analysis, it can be concluded that there is no influence on intellectual intelligenceon the discipline of students in learning Islamic Education Class VIII SMP Negeri 2 Parepare with a value of R or the correlation coefficient is 0.033 or 0.33% is in the low category. The value of R square or the value of the coefficient of determination obtained is 0.001 or 0.01%.

4.2.2. The Effect of Emotional Intelligence on Discipline of Class VIII Students of SMP Negeri 2 Parepare

The second hypothesis proposed is "there is a significant influence between emotional intelligence on the discipline of grade VIII students of SMP Negeri 2 Parepare". In other words, it is assumed that the higher the emotional intelligence of the students, the higher the discipline of the VIII grade students of SMP Negeri Parepare. Conversely, the lower the emotional intelligence of the students, the lower the discipline of the VIII grade students of SMP Negeri 2 Parepare. Emotional intelligence on student discipline in Islamic Education Class VIII SMP Negeri 2 Parepare has an influence with the R value or the correlation coefficient is 0.546 or 54.6% is in the medium category. The value of R square or the coefficient of determination obtained is 0.298 or 29.8%.

4.2.3. The Relationship between Intellectual Intelligence and Emotional Intelligence of Class VIII Students of SMP Negeri 2 Parepare

Based on the correlation analysis, the significance value obtained is 0.793> 0.05, it can be said that the X_1 variable with the X_2 variable is not correlated or there is no relationship between intellectual intelligence and emotional intelligence. So it can be concluded that intellectual intelligence and emotional intelligence have no relationship with the level of the relationship, which is in a negative direction with the *pearson correlation* value -, 025.

4.2.4. Effect of Intellectual Intelligence and Emotional Intelligence in together against the Discipline of Students Class VIII SMPN 2 Parepare

Multiple analysis shows that intellectual intelligence and emotional intelligence together have an influence on students' discipline in learning PAI Class VIII SMP Negeri 2 Parepare. The magnitude of the correlation is in the low category , this means that the R square value obtained is 29.8 %, this means that intellectual and emotional intelligence simultaneously or together can have an influence on student discipline in learning PAI Class VIII SMP Negeri 2 Parepare,

the remaining 70.2% is determined by other factors or variables not examined in this study.

5. Conclusion

The level of intellectual intelligence in Islamic Education learning in class VIII SMP Negeri 2 Parepare is in the above average category. This was obtained based on the IQ classification used with a percentage result of 72.7%, while the level of emotional intelligence in PAI learning for Class VIII SMP Negeri 2 Parepare obtained the results of the study was 6439 and the criterion score was 7920 so emotional intelligence was 81.3% of the criteria set. So the emotional intelligence variable is in the high category, namely 81.3%.

The level of discipline of students in learning Islamic Education class VIII SMP Negeri 2 Parepare obtained the results of the research was 6007 and the criterion score was 7040 so that the discipline of students was 85.3% of the set criteria. So the student discipline variable is in the high category, namely 85.3%.

Based on the results of data analysis, it can be concluded that there is no influence of intellectual intelligence on students' discipline in PAI class VIII SMP Negeri 2 Parepare with an R value or correlation coefficient of 0.033 or 0.33% in the low category. The value of R square or the value of the coefficient of determination obtained is 0.001 or 0.01%. Meanwhile, emotional intelligenceThere is an influence on students' discipline in PAI class VIII SMP Negeri 2 Parepare with the R value or the correlation coefficient is 0.546 or 54.6% is in the medium category. The value of R square or the coefficient of determination obtained is 0.298 or 29.8%. Multiple analysis shows that intellectual intelligence and emotional intelligence together have an influence on students' discipline in learning PAI Class VIII SMP Negeri 2 Parepare. The magnitude of the correlation is in the low category, this means that the R square value obtained is 29 ,8% this means that intellectual intelligence and emotional intelligence simultaneously or together can have an influence on the discipline of students in learning PAI Class VIII SMP Negeri 2 Parepare, the remaining 70.2% is determined by other factors or variables not examined in the study.

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