Relationship between Emotional Intelligence, Learning Motivation, and Discipline in Early Childhood

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Abstract

This study aims to analyze the relationship between emotional intelligence and learning motivation on discipline in early childhood at Ikhwanus Shafa Kindergarten. The method used is a quantitative approach with ex post facto research type. Data were collected through a questionnaire instrument measuring emotional intelligence, learning motivation, and discipline distributed to 27 children as samples. The results of the analysis showed a positive and significant relationship between emotional intelligence and discipline, as well as between learning motivation and discipline, with calculated t values of 2,247 and 3,211, respectively, both of which are greater than the t table. Multiple linear regression test shows the equation $Y = 4.338 + 0.184 X1 + 0.478 X2$, which means that emotional intelligence and learning motivation simultaneously affect early childhood discipline by 57%, while others variables outside this study influences the rest. The contribution of this research is to provide an understanding of the importance of developing emotional intelligence and learning motivation as factors that strengthen discipline in early childhood. This finding can be a reference for educator and parents in support the formation of children's discipline through an approach that pays attention to the emotional and motivational aspects of children.

Keywords: *Emotional Intelligence, Learning Motivation and Discipline, Early Childhood Education*

INTRODUCTION

Early childhood education is the most basic and primary education in developing children's character (Nurlina et al., 2024) . Early childhood has a very valuable age range compared to later ages because of its extraordinary intelligence development (Utama & Dea, 2023) . This age is a unique phase of life, and is in a period of change in the form of growth, development, maturation, both in physical and spiritual aspects that last a lifetime (Fatima & Angkur, 2022) . Education needs to serve the potential and character of children from various aspects of existing development and the potential that children have from an early age. (Kristianto, Susetyo, Utama, Fitriono,

& Jannah, 2023) . In achieving achievements at school or outside school, there are several things that students must have. In addition to students having to excel in academic intelligence and emotional intelligence, students must also have strong learning motivation and discipline (Wardani et al., 2020) .

Discipline includes teaching, guidance or encouragement carried out by adults, the aim is to help children learn to live as social beings and achieve their optimal growth and development (Suradi, 2017) . Discipline is important to teach children because it is hoped that children will be able to socialize with others and be accepted in their environment and can have high morality (Leobisa & Namah, 2022) . So that in the future children grow up with good disciplined qualities. Teaching children to behave in a disciplined manner is not easy. To teach and introduce disciplined behavior to children, you must build a good relationship with them (Laura Junita Sinuraya, Syahrina Effendi, Nany Haryani Harahap, Mery Chistina Batubara, 2021) . This is due to the uniqueness of each child (Faizah, Hamzah, Farantika, Utama, & Anggia, 2024) . Therefore, the effectiveness of the disciplinary approach to children must be adjusted to their uniqueness. In instilling a disciplined attitude, continuous maintenance and coaching must be carried out continuously (Kusumastuti, 2020) . Discipline and responsibility in a person will affect their attitudes, habits, and choice of social environment (Ferdian Utama, 2017) . If discipline is instilled from an early age, children will grow up with a strong character, be persistent, selective in making decisions in socializing and always be effective in carrying out useful activities so that they are not easily trapped in negative things (Rizal, 2019). One of the factors that influences the creation of discipline is internal factors, namely interest and emotion. Emotion is a state within humans that influences adjustments within themselves (Rochanah, 2021) .

On the other hand, emotional intelligence is also a factor that greatly influences discipline (Bear & Soltys, 2020) . According to Muslikhah et al. (2018), emotional intelligence helps children to manage their emotions so that they are more controlled and focused. Children who have good emotional intelligence tend to be able to deal with frustration, regulate their mood, and empathize. Children with low emotional intelligence may show negative attitudes such as being easily angered and having difficulty regulating their mood (Anisah, Sapriya, Hakam, & Syaodih, 2021) . In addition to emotional intelligence, learning motivation also plays an important role in forming discipline (Kamaruddin et al., 2023) . Learning motivation encourages children to have enthusiasm and drive in learning, which comes from within themselves (Leobisa & Namah, 2022) .

Several previous studies have revealed a positive relationship between emotional intelligence, learning motivation, and early childhood discipline. For example, Putri (2019) stated that a child's ability to manage emotions has a direct impact on the discipline shown by the child. Learning motivation has also been shown to have a correlation with learning discipline as stated by Ratnasari et al. (2020) who found that the higher a child's learning motivation, the higher their discipline. This finding is also supported by Darmayant et al. (2021) who emphasized that learning discipline is closely related to children's obedience to the rules at school and at home. Previous studies have revealed a positive relationship between emotional intelligence, learning motivation, and discipline in early childhood. These studies have similarities in their focus on the importance of emotional intelligence and learning motivation as factors

influencing discipline. Putri (2019) found that emotional intelligence influences children's disciplinary attitudes. Meanwhile, research by Ratnasari et al. (2020) shows a correlation between learning motivation and discipline, confirming that learning motivation contributes to increasing learning discipline. This finding is reinforced by Darmayant et al. (2021) who link learning discipline with children's obedience to rules both at home and at school.

Despite having the same focus, the difference between these previous studies lies in the scope of the context and the variables prioritized. Putri (2019) emphasizes more on the aspect of emotional intelligence, while Ratnasari et al. (2020) and Darmayant et al. (2021) highlight the role of learning motivation in relation to discipline, without delving deeply into the direct relationship between the three variables (emotional intelligence, learning motivation, and discipline) simultaneously.

The analysis gap that emerged in this study is the lack of research that comprehensively examines the simultaneous relationship between emotional intelligence, learning motivation, and discipline in one study that focuses on early childhood, especially in the Ikhwanus Shafa Kindergarten environment. Most previous studies only examine partial relationships, such as emotional intelligence with discipline or learning motivation with discipline, but have not included a comprehensive analysis of how these three variables together influence early childhood discipline in a specific educational context. Therefore, this study is expected to fill this gap by investigating the direct and simultaneous relationship between emotional intelligence, learning motivation, and discipline in early childhood at Ikhwanus Shafa Kindergarten.

Through the results of the researcher's observations at Ikhwanus Shafa Kindergarten, in general the level of emotional intelligence, learning motivation and discipline of children is still relatively low. This is evidenced by the fact that there are still children who are not on time when coming to school, do not throw garbage in its place, some do not do the assignments given by the teacher, disturb their friends during learning, some children seem unable to control their own emotions, some children are not able to empathize with their friends, and some children are even afraid to interact with others. Based on these conditions, this study aims to analyze "The Relationship between Emotional Intelligence, Learning Motivation and Discipline in Early Childhood"

METHODOLOGY

This research is a quantitative study with an ex-post method. post facto which aims to examine events that have occurred to identify the causal factors. The two independent variables studied are Emotional Intelligence (X1) and Learning Motivation (X2), while the dependent variable is Discipline (Y). This study focuses on determining the effect of emotional intelligence and learning motivation on early childhood discipline. According to Azwar (2015), the research design describes the relationship between variables and data collection and analysis procedures, while Sugiyono explains that this research is quantitative explanatory which aims to test the relationship between emotional intelligence variables, learning motivation, and discipline (Sugiyono, 2010) . This research was conducted for about two months in the odd semester of the 2023/2024 academic year at Ikhwanus Shafa Kindergarten, East

Jakarta. The research population was group B children at the kindergarten totaling 27 children, with an equal sample size taken using purposive sampling techniques. Data collection techniques in this study include questionnaires and documentation. The questionnaire contains written questions for respondents, while documentation is data collection through relevant documents.

Data analysis was carried out through prerequisite tests including normality tests to ensure normal data distribution using Kolmogorov-Smirnov, and linearity tests to determine the linear relationship between independent variables and dependent variables using the F test (Arias, Arias, & Rodríguez-Medina, 2021) . The statistical hypotheses proposed in this study are:

1. Emotional intelligence does not have a significant influence on discipline, but it is hypothesized that emotional intelligence has a positive influence on early childhood discipline.
2. Learning motivation is also hypothesized to have a positive effect on discipline.
3. Emotional intelligence and learning motivation together are hypothesized to have a positive influence on discipline in early childhood.

RESULTS AND DISCUSSION
Results
In this data description test, the researcher tries to find out the description of the respondents who are the samples in this study. From the collection of questionnaire data from the respondents' answers, with a sample size of 27 children at Ikhawanus Shafa Kindergarten, the test was conducted using SPSS Version 26. The data obtained from the research results are as follows:

Early Childhood Emotional Intelligence Questionnaire
The emotional intelligence questionnaire was given to 27 children in group B. This questionnaire was used to determine the emotional intelligence of children. The emotional intelligence data was obtained from the questionnaire given by the researcher to the parents. Based on the calculation results using SPSS, Descriptive Statistics of the Emotional Intelligence score data are presented in the following table.

Descriptive Emotional Intelligence Scores Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	27	46.00	75.00	65,778	5.89219
Valid N (listwise)	27				

The table above shows that the results of the emotional intelligence questionnaire followed by 27 children, obtained a minimum value of 46 and a maximum value of 75, then the average obtained was 65,778 with a standard deviation of 5.89219.

Early Childhood Learning Motivation Questionnaire
The learning motivation questionnaire was given to 27 children in group B. This questionnaire was used to determine the learning motivation of children. The learning motivation data was obtained from the questionnaire given by the researcher to the parents. Based on the calculation results using SPSS, Descriptive Statistics of the learning motivation score data are presented in the following table.

Table 2. Description of Learning Motivation Score Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation Study	27	35.00	45.00	40.0370	3.25200
Valid N (listwise)	27				

The table above shows that the results of the learning motivation questionnaire followed by 27 children, obtained a minimum value of 35 and a maximum value of 45, then the average obtained was 40.0370 with a standard deviation of 3.25200.

Early Childhood Discipline Questionnaire

The Discipline Questionnaire was given to group B children totaling 27 children. This questionnaire was used to determine discipline in children. Discipline data obtained from the questionnaire given by the researcher to parents. Based on the calculation results using SPSS, Descriptive Statistics of the discipline score data are presented in the following table.

Table 3. Description of Discipline Scores Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation Study	27	27.00	40.00	35.5926	3.04150
Valid N (listwise)	27				

In the table above, it can be seen that the results of the discipline questionnaire followed by 27 children, obtained a minimum value of 27 and a maximum value of 40, then the average obtained was 35.5926 with a standard deviation of 3.04150.

Requirements Analysis Test Results

Validity Test

Validation testing is used to measure the level of validity or legality of a questionnaire question. A questionnaire is considered valid if the question can reveal something that is measured from the questionnaire. The validity test in this study was processed using SPSS Version 26. The validity test in the study was used to measure the validity or not of a questionnaire with a total score at a significance level of 5% and a sample size of 27 respondents. For the validity test, the researcher compared the Pearson correlation of each question item with the product moment r table. If rcount > rtable then the statement item is declared valid. The results of the validity test can be presented in the table below with n = 27, then the df is 27-2 = 25 and α = 5% then the rtable value is 0.3809.

r_i > 0.3809 *maka item pernyataan kuesioner valid*

r_i < 0.3809 *maka item pernyataan kuesioner tidak valid*

coefficient validity test, information was obtained that all question items in each variable had a calculated r value > r table. Based on this, it can be decided that each question item is valid and can proceed to the reliability test.

Reliability Test

Reliability testing is useful for determining whether the research instrument used, in this case the questionnaire, can be used more than once or at least by the same respondent. Reliability calculation is a calculation of the consistency of questionnaire data using the formula Alpha Cronbach. The use of this formula is adjusted to the scoring technique carried out on each item in the instrument. The correlated item-total

correlation value in an indicator to be declared reliable is at least 0.70. The following are the results of the reliability test of each variable.

Table 4. Reliability Test Results

No	Variables	Cronbach's Alpha	Decision
1	Intelligence Emotional	0.865	**Reliable**
2	Motivation Study	0.778	**Reliable**
3	Discipline	0.761	**Reliable**

Reliability test in the table above, information was obtained that all variables have a Cronbach's value. Alpha is > 0.70. Based on this, it can be concluded that all variables are reliable.

Classical Assumption Test

This test is conducted at an early stage after the data is obtained, the purpose of which is to obtain estimates and initial requirements so that the linear regression test can be carried out. The stages carried out in this test are:.

Normality Test

normality test is used to determine whether the residual data obtained is normally distributed or not (Ghozali, 2018). There are two ways to detect whether the residual normally distributed or not in the normality test, namely by means of graphic analysis and statistical analysis. In this study, the normality test by statistical analysis uses the Kolmogorov-Smirnov test, to make decisions in the normality test Kolmogorov Smirnov can be done by comparing the Asymp. Sig. (2-tailed) values, with the significance used α = 0.05. The basis for decision making is to look at the probability figure p, with the following provisions:

If the Asymp. Sig. (2-tailed) value > 0.05 then the normality assumption is met.

If the Asymp. Sig. (2-tailed) value < 0.05 then the normality assumption is not met.

The following are the results of the Normality test using statistical analysis presented in the table below :

Normality Test Results

One- Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		27
Normal Parameters [a,b]	Mean	.0000000
	Std. Deviation	1.91573183
Most Extreme Differences	Absolute	.127
	Positive	.080
	Negative	-.127
Test Statistics		.127
Asymp. Sig. (2-tailed)		.200 [c,d]
a. Test distribution is Normal.		
b. Calculated from data.		

| c. Lilliefors Significance Correction. |
| d. This is a lower bound of the true significance. |

normality test with Kolmogorov-Smirnov in the table above, the probability value of p or Asymp. Sig. (2-tailed) is 0.200. Because the probability value of p, which is 0.200, is greater than the significance level, which is 0.05. This means that the normality assumption is met. In addition to using statistical analysis, the normality test can also be seen using graphic analysis in the form of histograms and normal P-Plots. The following are the results of the graphic analysis.
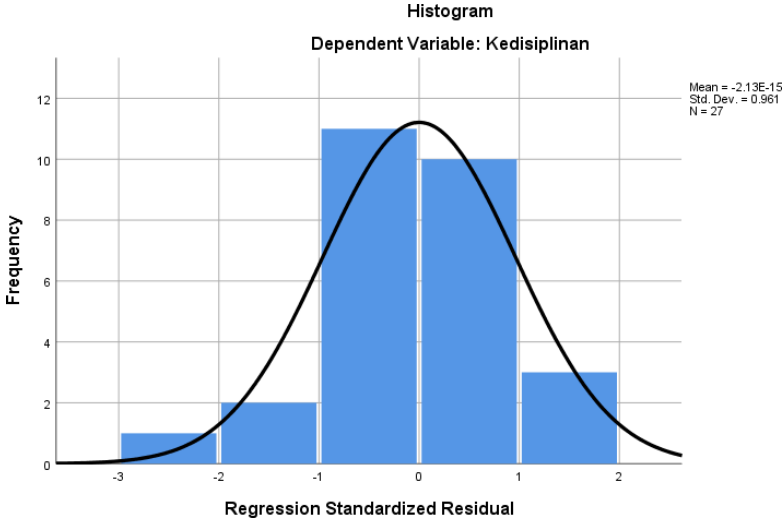

Figure 1. Results of the Normality Graph Test

Based on the histogram graph above, it can be seen that the data distribution is bell-shaped. While in the normal p-plot graph, it can be seen that the sample points follow the diagonal line from the bottom left to the top right. Based on this, it can be concluded that the data is normally distributed and the assumption of normality is met.

Linearity Test

Linearity test is used to see whether the model specifications used are correct or not. Whether the function used in an empirical study should be linear, quadratic or cubic. With the linearity test, information will be obtained whether the empirical model should be linear, quadratic or cubic, the basis for making decisions on the linearity test as follows.

If the value of Sig. Deviation from Linearity. > 0.05 then the linearity assumption is met

If the Sig. Deviation value from Linearity. < 0.05 then the linearity assumption is not met

The following are the results of the Linearity Test presented in the table below.

Linearity Test Results

Variables	Sig.	Decision
Intelligence Emotional	0.150	Linearity Fulfilled
Motivation Study	0.129	Linearity Fulfilled

The probability value (Sig) of the Emotional Intelligence variable is 0.150 while Learning Motivation is 0.129. Because the probability value (Sig) of all variables is

more than the significance of 0.05 or 5%, it can be concluded that the linearity assumption is met.

Hypothesis Testing Results

Hypothesis testing is used to determine whether there is an influence of the independent variable on the dependent variable either partially or simultaneously, and how much influence the independent variable has in the regression model. In this study, multiple linear regression analysis tests were used to predict how much influence Emotional Intelligence and Learning Motivation have on Discipline. The calculation of this test was carried out with the help of SPSS 25, while the results of the hypothesis test are divided into two, namely simultaneous tests using f and partial tests using the t test. The following are the results of the hypothesis test.

Simultaneous Test (F Test)

Simultaneous testing is carried out to determine the influence of several independent variables simultaneously on one dependent variable. The basis for making decisions for this F test is as follows:

- If the Sig. value < 0.05 or Fcount > Ftable then the independent variable has a simultaneous effect on the dependent variable.
- If the Sig. value > 0.05 or Fcount < Ftable then the independent variable does not have a simultaneous effect on the dependent variable.

By using a sample of 27, 2 independent variables and a significance level of 5%, the Ftable obtained was (k; nk-1) = (2, 24) = 3.402.

Table 7. Simultaneous Test Results

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	145,098	2	72,549	18,247	.000 ^{b}
	Residual	95,421	24	3.976		
	Total	240,519	26			
a. Dependent Variables : Discipline						
b. Predictors : (Constant), Motivation Study, Intelligence Emotional						

Based on the table above, the information obtained is a significance value of 0.000 <0.05 and the Fcount value of 18.247> Ftable of 3.402, which means that the independent variables in the form of Emotional Intelligence and Learning Motivation have an effect on the dependent variable of Discipline. Thus, it can be concluded that there is a significant simultaneous influence of the independent variables in the form of Emotional Intelligence and Learning Motivation on the dependent variable in the form of Discipline.

Partial Test (t-Test)

Partial test is conducted to determine the influence of each independent variable on the dependent variable partially. Partial test can be conducted through t-test statistics by comparing the Sig. t value with the alpha value of 0.05 and also tcount with ttable, the basis for decision making as follows.

- If Sig. < 0.05, or if positive when tcount > ttable, while if negative when - tcount < - ttable then the independent variable has a partial effect on the dependent variable.
- If Sig. > 0.05, or if positive when tcount < ttable, whereas if negative when - tcount > - ttable then the independent variable does not have a partial effect on the dependent variable.

By using a sample of 27, 2 independent variables and a significance level of 5%, the t table obtained was $(\alpha/2; nk) = (0.025; 36) = 2.059$

Table 8. Partial Test Results

Coefficients				
		a		
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

Based on the results of the t-test, which are presented in the table above, the following information was obtained:

- The Emotional Intelligence variable has a significance value of 0.034, this value is smaller than 0.05. While for the calculated t, the value obtained is 2.247
- ttable (2.059) then the Emotional Intelligence variable has an effect on the Discipline variable. So the first hypothesis, H1: the Emotional Intelligence variable has a significant partial effect on the Discipline variable "accepted".

The Learning Motivation variable has a significance value of 0.004, this value is smaller than 0.05. While for the calculated t, the value obtained is 3.211 > t table (2.059) then the Learning Motivation variable has an effect on the Discipline variable. So the second hypothesis, H2: the Learning Motivation variable has a significant partial effect on the Discipline variable "accepted"

Correlation Test

Correlation is used to measure the strength of the linear association (relationship) between two variables. The type of relationship between variables can be positive and negative, in this study using Pearson correlation. The Pearson correlation test is part of parametric statistics, where this test is used when the data is normally distributed. The following are the results of the Pearson correlation test, which are presented in the table below :

Testing was carried out at a significance level (α value) of 0.05.

Hypothesis

H0 = There is no relationship between the independent variable and the dependent variable

H1 = There is a relationship between the independent variable and the dependent variable

Basis for Decision Making

- If the Sig. (2-tailed) value < 0.05, then H0 is rejected and H1 is accepted.
- If the Sig. (2-tailed) value > 0.05, then H0 is accepted and H1 is rejected.

In addition, in correlation there is also a correlation coefficient value. The correlation coefficient is a statistical measurement of covariance or association between two variables whose magnitude ranges from -1 to +1. If the correlation coefficient is positive, then the two variables have a unidirectional relationship, but if it is negative then the two variables have an inverse relationship.

<p style="text-align: center;">Table 10. Hypothesis Test Results</p>

Connection	Sig.	Coefficient Correlation
Intelligence Emotional with Discipline	0.000	0.658
Motivation Study with Discipline	0.000	0.721

Based on the table above, it is obtained information that in the relationship between Emotional Intelligence and Discipline, a significance value of 0.000 is obtained, the value is <0.05, so H0 is rejected and H1 is accepted, which means there is a relationship between Emotional Intelligence and Discipline. At the correlation coefficient figure of 0.658, it means that the level of closeness of the relationship (correlation) between the variables of Emotional Intelligence and Discipline is 0.658 or falls into the strong criteria. In the relationship between Learning Motivation and Discipline, a significance value of 0.000 is obtained, the value is <0.05, so H0 is rejected and H1 is accepted, which means there is a relationship between Learning Motivation and Discipline. At the correlation coefficient figure of 0.721, it means that the level of closeness of the relationship (correlation) between the variables of Learning Motivation and Discipline is 0.721 or falls into the strong criteria.

Discussion

The discussion of the results of this study shows a positive and significant influence of emotional intelligence and learning motivation on discipline in early childhood at Ikhwanus Shafa Kindergarten, East Jakarta. The positive relationship between emotional intelligence and discipline, as evidenced by the results of statistical tests (t-value of 2.247> t table 2.059 with a significance of 0.034), indicates that the higher the emotional intelligence, the higher the level of children's discipline. This is in line with the theory of emotional intelligence put forward by Goleman which states that emotional intelligence plays an important role in managing emotions and behaviors that support self-discipline. Children's ability to recognize, understand, and manage their emotions helps them adapt to regulations and rules, thereby increasing discipline (Goleman, 2020) .

Learning motivation is also proven to have a positive and significant relationship to discipline, with the results of the t-test (t count of 3.211> t table 2.059 and significance of 0.004). This finding is in line with the theory of learning motivation explained by McClelland, where motivation plays a role as an intrinsic drive that influences learning goals and behavior, including discipline. Strong learning motivation encourages children to achieve learning goals and follow rules that support discipline (McClelland, 1965) .

From the multiple linear regression analysis, the equation $Y = 4.338 + 0.184X_1 + 0.478X_2$ was obtained, which shows that emotional intelligence (X1) and learning motivation (X2) together influence discipline (Y). The regression coefficient value shows that learning motivation has a greater influence (0.478) than emotional intelligence (0.184), indicating that the intrinsic drive to learn tends to be more significant in improving discipline than emotional management.

The coefficient of determination (Adjusted R Square) of 0.570 indicates that 57% of the variation in discipline is explained by emotional intelligence and learning motivation, while the remaining 43% is influenced by other factors not examined in

this study. This supports the theory that discipline is influenced by various factors, including environmental factors, experiences, and other aspects that shape a child's character (Bandura, 1986). These external factors include support from the family environment, the role of teachers, and social conditions that also have an impact on the formation of children's discipline.

Overall, the results of this study strengthen previous studies that show that emotional intelligence and learning motivation are important aspects in developing discipline in early childhood. Thus, the variables of emotional intelligence and learning motivation together provide a relationship to discipline in early childhood at Ikhwanus Shafa Kindergarten, East Jakarta. This shows that in forming discipline, many factors influence both aspects of knowledge and characteristics that shape behavior, environmental factors, and other factors that have not been studied.

CONCLUSION

This study shows that emotional intelligence and learning motivation have a positive and significant influence on early childhood discipline at Ikhwanus Shafa Kindergarten, East Jakarta. Emotional intelligence helps children manage their emotions and behavior, thereby increasing their ability to be disciplined. Learning motivation, as an intrinsic drive, plays a greater role in increasing discipline, indicating that strong motivation drives children to obey rules and achieve learning goals. Regression analysis shows that these two variables together influence discipline by 57%, while the rest is influenced by other factors not studied, such as environment and experience. This study supports the view that the formation of discipline in children involves a combination of aspects of knowledge, behavioral characteristics, and external support.

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