

The Effect of Emotional Intelligence, Learning Interest, and Discipline on Students' Learning Outcomes in SMP Negeri 141 Jakarta

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Abstract:- Learning outcomes are one of evaluation parameters for schools to measure students' achievement. This research was conducted on students of SMP Negeri 141 Jakarta. The authors wanted to know the factors determined learning outcomes and focused on emotional intelligence, learning interest, and discipline. The method used the proportionate stratified random sampling technique with 83 respondents, 51.53% from 8th grade and 48.47% from 9th grade. This research was conducted quantitatively with multiple linear regression analysis by testing the hypothesis. The results showed that 78.3% of learning outcomes were influenced by variables of emotional intelligence, learning interest and discipline, while the remaining 21.7 % was influenced by other factors outside of this study such as teacher performance, learning facilities and school culture. Emotional intelligence, learning interest and discipline together have a significant effect on students' learning outcomes of SMP Negeri 141 Jakarta. This means the higher emotional intelligence, learning interest and student discipline, the higher the student's learning outcomes.

Keywords:- Emotional Intelligence, Learning Interest, Discipline and Learning Outcomes.

I. INTRODUCTION

The development of education world in Indonesia from year to year has experienced many changes along with the challenges in preparing qualified human resources and able to compete in the global era. One of the problems faced by our nation is the low quality of education at every level of education. The high and low quality of education can be seen from learning outcomes because learning outcomes is a form of evaluation in the process of implementing learning in an educational institution.

Students' learning outcomes in SMP Negeri 141 Jakarta have decreased in few last school years. This was indicated by the value of learning outcomes over the past three years which has degenerate according to figure 1.

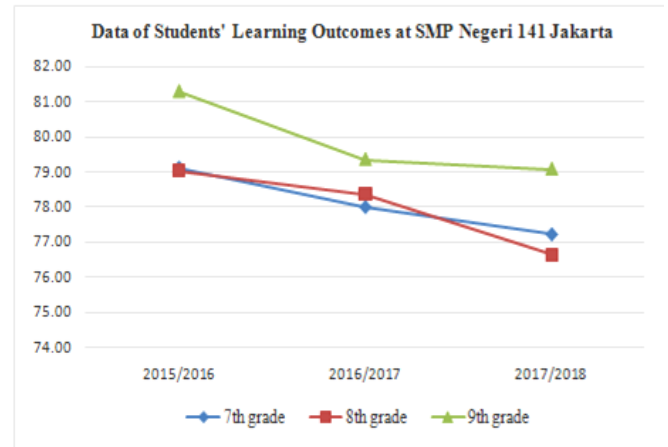


Fig 1:- Students' learning outcomes of SMP Negeri 141 Jakarta for 2015/2016-2017/2018 school year
 Source: Administration of SMP Negeri 141 Jakarta

Based on figure 1, during the last three years the students' learning outcomes of each class in SMP Negeri 141 Jakarta experienced a negative trend because it increasingly touched the lowest point of the Minimum Mastery Criteria (KKM) of 75. Furthermore, in the last two years SMP Negeri 141 Jakarta National Examinations score is still low at 53.83 in 2016/2017 school year and 58.92 in 2017/2018 school year in table 1.

School Year	Indonesian	Science	Math	English	Total	Average
2014/2015	78.45	82.34	80.36	82.27	323.42	80.86
2015/2016	79.45	57.32	45.25	68.54	250.56	62.64
2016/2017	73.51	47.57	45.62	48.60	215.30	53.83
2017/2018	79.64	60.34	47.07	48.62	235.67	58.92

Table 1:- Students' National Examinations score 2015/2016-2017/2018 School Year
 Source: Administration of SMP Negeri 141 Jakarta

Referring to Ministry of Education and Culture Regulation No. 5 of 2015, the average National Examination in 2016/2017 school year falls into deficient category, and the National Examination score in the 2017/2018 school year in fair category. This shows SMP Negeri 141 Jakarta needs to make improvements to improve learning outcomes, because according to Ministry of Education and Culture Regulation Number 4 of 2018

learning outcomes is an activity of measuring and evaluating student competencies by educational units.

Interviews have been conducted with principals, teachers, and students about the factors that influence learning outcomes. The factors include the following:

- Teacher Performance
- Emotional Intelligence
- Learning Interest
- Discipline
- Learning Facilities
- School Organization Culture

After held the interview, the author held a pre-survey to 30 students of SMP Negeri 141 Jakarta and got the results that factors influence learning outcomes are emotional intelligence, learning interest, and discipline. Based on these backgrounds, the authors chose the topic as follows:

"The effect of emotional intelligence, learning interest, and discipline on students' learning outcomes in SMP Negeri 141 Jakarta".

II. LITERATURE REVIEW

A. Emotional Intelligence

The term emotional intelligence was first revealed in 1990 by psychologist Peter Salovey of Harvard University and John Mayer of the University of New Hampshire to explain the emotional qualities that important for success. Cooper and Sawaf in Tridhonanto (2009:4) explain that emotional intelligence is the ability to feel understanding, and apply emotional power and sensitivity selectively as a source of energy and influence humane. According to Riyanto (2015:259) Emotional intelligence (EQ) is a bridge between what is known and what is done. The higher emotional intelligence (EQ), the more skilful to do what is known it's true.

According to Goleman (2015:43) explained emotional intelligence is the ability to motivate oneself and endure frustration, control impulses and not overestimate pleasure, regulate moods and keep stress loads from paralyzing the ability to think, empathize and pray. Based on several definitions above, it can be concluded that emotional intelligence is the ability and skill of an individual to recognize and manage emotions themselves so they can motivate themselves to take action in maximizing their own potential.

B. Learning Interest

Every human being has a tendency to always interact with something in their environment. If something gives a sense of pleasure and feels beneficial to them, there's a change someone would be interested in it. According to Susanto (2013:16) interest is an encouragement in a person or a factor that causes interest or attention effectively, which causes the choice of an object or activity that is beneficial, pleasant and brings satisfaction to them.

Moreover, Hurlock (2011:114) defines that interest is a source of motivation that encourages people to do what they want.

Syah (2011:152) explains that interest is a tendency and high enthusiasm or a great desire for something. Interest directs actions to a purpose and an impetus for those actions. In the context of education, Slameto (2013:13) states that learning interest is related to activities and efforts to achieve knowledge. The attention of students in the classroom can be conditioned by allowing students to get used to learning. Learning habits will affect learning itself, which aims to gain knowledge, attitudes, skills and skills including making a schedule and its implementation, reading and taking notes, repeating learning material, concentration and working on tasks.

C. Discipline

According to Mulyasa (2010:191), discipline is something that is very necessary in everyday life in the community or in an organization. Discipline is the key to personal's success. With discipline someone can use all of their innate talent abilities. Furthermore, according to Handayani (2015) student learning discipline is a very necessary attitude in learning process because with high discipline students can learn regularly and can achieve accomplishments. Learning discipline is a very important condition and determines students' success in learning process.

Asmani (2010:94) said that discipline is very important in learning activities. With discipline students will know the importance of responsibility, and good at managing time. Discipline can also create comfortable and conducive learning environment to support learning activities

D. Learning Outcomes

According to Nawawi in Susanto (2013:5) learning outcomes can be interpreted as students' success rank in study subjects in schools stated in the scores obtained from the test results about a number of certain subjects. In addition, according to Arifin (2012:258) learning outcomes are the result of an interaction between learning and teaching and an increase in students' mental abilities. While Dimiyati and Mudjiono (2013:3) explain that learning outcomes are the result of an interaction between learning and teaching.

Based on the learning taxonomy triggered by Bloom, Nurochim (2013:14) divides learning outcomes into three main domains, namely cognitive, affective, and psychomotor. Furthermore, Sudjana (2009:3) explains student learning outcomes in essence is a change in behaviour as a result of learning in a broader sense covering the fields of cognitive, affective and psychomotor. Based on a number of definitions above, it can be concluded that learning outcomes are the result of a learning process through interactions between teachers and students that include cognitive, affective and psychomotor aspects.

E. Previous Research

There are several studies that explain the factors in theoretical review above. In a study, Putri et. al (2017) said that learning interest and emotional intelligence simultaneously influence the achievement of learning outcomes. The learning interest will encourage students to learn better and emotional intelligence is the ability to control and use emotions in a positive and productive direction.

In terms of discipline, studies conducted by Gorbunovs et. al (2016) found that self discipline has a

positive impact on learning outcomes. Students' learning outcomes do not depend on students' start competence level but on self-discipline, because it is a key factor in learning and enables them to achieve their main goals. Thus, self-discipline in the learning process is a key indicator for improving learning outcomes.

F. Conceptual Framework

Based on the results of theoretical research and previous research on influence of emotional intelligence, learning interest, and discipline on learning outcomes, the authors developed the following framework (figure 2).

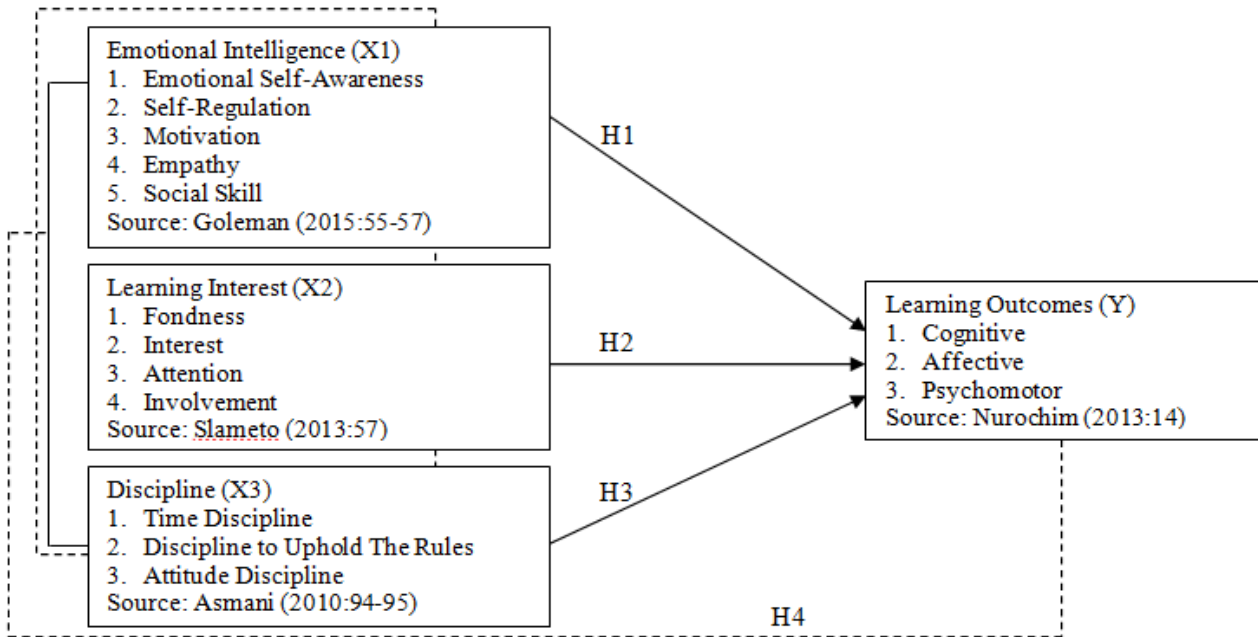


Fig 2:- Conceptual Framework
Source: Theoretical Review

G. Hypothesis

Based on frame work above, the hypotheses in this study are as follows:

- Emotional Intelligence has a positive and significant effect on learning outcomes
- Learning interest has a positive and significant effect on learning outcomes
- Discipline has a positive and significant effect on learning outcomes
- Emotional intelligence, learning interest, and discipline simultaneously have a positive and significant effect on learning outcomes

III. METHODOLOGY

Based on the conceptual framework above, the purpose of this study was to achieve comprehension about analysis the effect of emotional intelligence, learning interest, and discipline on learning outcomes. This study uses descriptive research methods with quantitative approaches. Descriptive methods are used to describe the phenomena that occur in this study and quantitative methods were used to explain the relationship between research variables.

The population of this study was 252 students from 8th grade and 237 students from 9th grade in SMP Negeri 141 Jakarta so total population was 489 students. The sampling technique in this study used the proportionate stratified random sampling technique, which is determination of the sample based on population's proportion of each class. Using the proportionate stratified random sampling technique, sampling proportion in 8th grade was 51.53% or 43 respondents and the proportion in 9th grade was 48.47% or 40 respondents with total samples 83 respondents with an error rate 10%.

Also, authors applied a survey method by distributing questionnaires to respondents. The operational definitions of variables in this study are emotional intelligence (X₁), learning interest (X₂), discipline (X₃), and learning outcome (Y). Moreover, this study used multiple linear regression analysis supported by SPSS version 25. The process of this data contains analysis 1) Validity Test 2) Reliability Test 3) Classical Assumption Test consisting of Normality Test, Multicollinearity Test, and Heteroscedasticity Test 4) Hypothesis Test consisting of Determination Test, t test (partial), and F Test (simultaneous).

IV. RESULT AND DISCUSSION

A. Validity and Reliability

The results of validity test aims to reveals the validity of questionnaire items. The value of r_{table} is 0.2159 with a significant level of 5% ($\alpha = 0.05$). A questionnaire is valid

when $r_{count} > r_{table}$ with sig. < 0.05 . The results showed that the statement of the questionnaire emotional intelligence variable (X_1), learning interest (X_2), discipline (X_3), and learning outcomes (Y) showed the value of $r_{count} > r_{table}$ with sig. < 0.05 . So, the researchers consider that all the questionnaire items are valid as explained in table 2 below.

Num	$r_{count} X_1$	Description	$r_{count} X_2$	Description	$r_{count} X_3$	Description	$r_{count} Y$	Description
1	.694**	Valid	.584**	Valid	.852**	Valid	.698**	Valid
2	.463**	Valid	.576**	Valid	.748**	Valid	.686**	Valid
3	.829**	Valid	.689**	Valid	.772**	Valid	.580**	Valid
4	.642**	Valid	.651**	Valid	.829**	Valid	.768**	Valid
5	.739**	Valid	.671**	Valid	.647**	Valid	.727**	Valid
6	.755**	Valid	.642**	Valid	.441**	Valid	.520**	Valid
7	.762**	Valid	.703**	Valid			.474**	Valid
8	.747**	Valid	.674**	Valid			.578**	Valid
9	.773**	Valid					.593**	Valid
10	.766**	Valid					.500**	Valid
11	.806**	Valid						

Table 2:- Result of Validity Test
Source: Analysis Result with SPSS version 25

According to Riyanto (2018) the result of reliability test of a questionnaire is reliable when the answer upon statement is consistent. Subsequently, a questionnaire is reliable if its Cronbach's Alpha value > 0.80 . Therefore, the

researchers conclude that all questionnaires item of emotional intelligence (X_1), learning interest (X_2), discipline (X_3), and learning outcomes (Y) are reliable as explained in table 3 below.

Variable	Cronbach's Alpha	Requirement	Result
Emotional Intelligence (X_1)	0.910	> 0.800	Reliable
Learning Interest (X_2)	0.803	> 0.800	Reliable
Discipline (X_3)	0.810	> 0.800	Reliable
Learning Outcome (Y)	0.812	> 0.800	Reliable

Table 3:- Result of Reliability Test
Source: Analysis Result with SPSS version 25

B. Classic Assumption Test

The results of normality test using the Kormogorov-Smirnov Test indicate that the value of Asymp. Sig. (2-tiled) has a value of $0.200 > \alpha = 0.05$. Furthermore, testing using the normal P-P plot chart shows that the data in the histogram graph approaches the diagonal line so it can be concluded that the data tested has a normal distribution. The results of normality in this study can be seen in figure 3 below.

Multicollinearity test results show that the VIF value of each variable is < 10 and the tolerance value is > 0.10 . It can be concluded that the data tested does not occur multicollinearity in the regression model as shown in table 4 below.

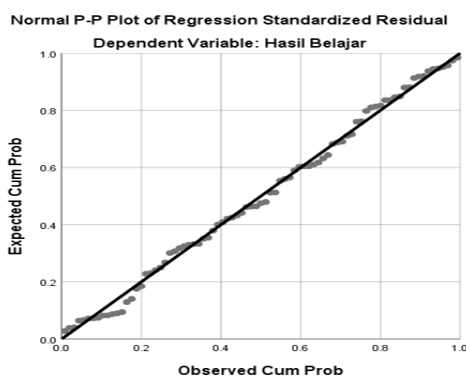


Fig 3:- Normal Graphic with P-Plot
Source: Analysis Result with SPSS version 25

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Emotional Intelligence	0.454	2.201
Learning Interest	0.670	1.492
Discipline	0.508	1.967

Table 4:- Result of Multicollinearity Test
Source: Analysis Result with SPSS version 25

The result of heteroscedasticity test shows that the point randomly spread, are not forming specific and clear pattern, and are spread both at the top and bottom of 0 in Y axis. Thus, the researchers conclude that heteroscedasticity does not occur in this research. The results of heteroscedasticity test in this study can be seen in figure 4 below.

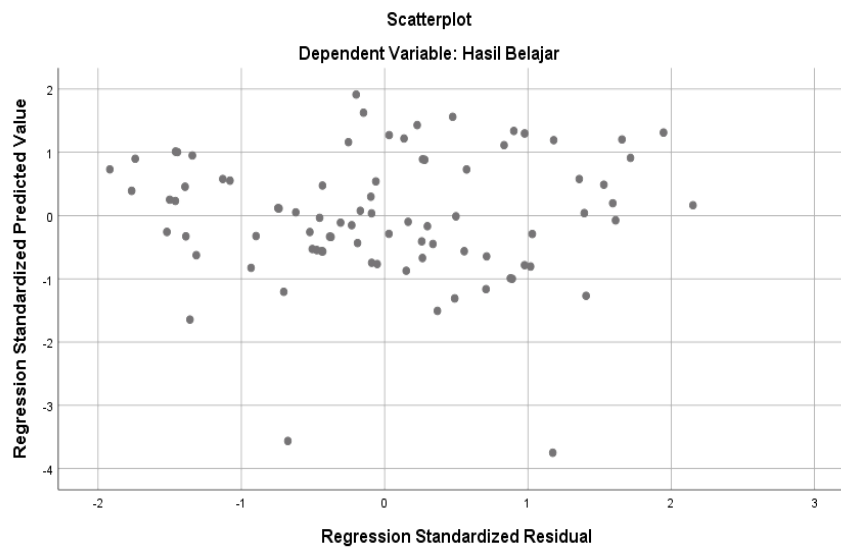


Fig 4:- Normal Graphic with P-Plot
Source: Analysis Result with SPSS version 25

C. Hypothesis Test

This analysis generates the equation structure type that is conveying the connection between emotional intelligence, learning interest, and discipline variables towards learning outcomes. This test is conducted by using determination coefficient, t test and F test. The results of this test are explained in table 5 below.

Based on the table above, the Adjusted R Square value is 0.783. This means that the emotional intelligent, learning interest, and discipline variables strongly affect the learning outcomes variable (78.3%). Meanwhile the rest, 21.7% is affected by other variables outside the research model.

The results of partial test upon the students' independent variables of emotional intelligence, learning interest, and discipline towards the dependent variable of learning outcomes can be seen from the results of t test. The t_{table} value in this study is 1.99045, said to be significant if $t_{count} > t_{table}$ and $Sig. < 0.05$. The result of analysis is the influence of emotional intelligence variable on learning outcomes variable are positive with the regression coefficient $\beta = 0.339$ and significant with the value $t_{count} = 7.560 > t_{table} = 1.99045$ and $Sig. 0.000 < 0.05$ with an influence level of 0.576 or 57.6%, thus H1 is accepted and tested, so it can be concluded that emotional intelligence has a positive and significant effect on learning outcomes.

The result of analysis is the influence of learning interest variable on learning outcomes variable are positive with the regression coefficient $\beta = 0.201$ and significant with the value of $t_{count} = 4.168 > t_{table} = 1.99045$ and $Sig. 0.000 < 0.05$ with an influence level of 0.262 or 26.2%, thus H2 is accepted and tested, so it can be concluded that learning interest has a positive and significant effect on learning outcomes.

The result of analysis is the influence of discipline variable on the learning outcomes variable are positive with

the regression coefficient $\beta = 0.122$ and significant with the value of $t_{count} = 2.504 > t_{table} = 1.99045$ and $Sig. 0.014 < 0.05$ with an influence level of 0.180 or 18.0%, thus H3 is accepted and tested, so it can be concluded that discipline has a positive and significant effect on learning outcomes.

In order to figure out the value of the simultaneous influence of emotional intelligence, learning interest, and discipline variables to learning outcomes variable, the F test is applied. On alpha rate of 0.05, the F_{table} is 2.72. When the researchers compare F_{count} to F_{table} , then the F_{count} of 99,884 $> F_{table}$ of 2.72 and $Sig. 0.000 < 0.05$. Thus H4 is accepted and tested, so it can be concluded that emotional intelligence, interest in learning, and discipline simultaneously have a positive and significant effect on learning outcomes.

Then the researcher conducted multiple linear regression analysis and obtained the equation:

$$Y = 1.544 + 0.339X_1 + 0.201X_2 + 0.122X_3$$

The equation explains that emotional intelligence has the biggest impact on learning outcomes. The equation also shows that all regression coefficient which have positive connection means that the more increase the independent variables (emotional intelligence, learning interest and discipline) have, the more impact (increase) the learning outcomes variable.

D. Correlation among Dimensions

Based on the correlation among dimensions, the researchers reveal that the dimensions of the emotional intelligence variable, learning interest variable, and discipline variable have the most significant influence to the dimension of learning outcomes dependent variable. The results of the correlation among dimensions is shows in table 5 below.

Variable	Dimension	Learning Outcomes (Y)		
		Cognitive	Affective	Psychomotor
Emotional Intelligence (X ₁)	Emotional Self-Awareness	.664**	.794**	.583**
	Self-Regulation	.571**	.541**	.633**
	Motivation	.613**	.695**	.675**
	Empathy	.636**	.662**	.677**
	Social Skill	.585**	.593**	.605**
Interest Learning (X ₂)	Fondness	.613**	.532**	.502**
	Interest	.276*	.452**	.459**
	Attention	.287**	.459**	.358**
	Involvement	.454**	.590**	.456**
Discipline (X ₃)	Time Discipline	.546**	.430**	.515**
	Discipline to Uphold The Rules	.425**	.404**	.528**
	Attitude Discipline	.489**	.672**	.487**

Table 5:- Correlation among Dimensions
Source: Analysis Result with SPSS version 25

E. Discussion

The results of this study reveal that emotional intelligence partially has a positive and significant influence towards students' learning outcomes of SMP Negeri 141 Jakarta with $t_{\text{count}} = 7.560 > t_{\text{table}} = 1.99045$ and $\text{Sig. } 0.000 < 0.05$ shows that increase of student emotional intelligence, will also improve the learning of SMP Negeri 141 Jakarta that equals 0.576. Based on the correlation among dimensions, the highest correlation with the level of strong correlation is shown in the dimension of emotional self-awareness with the affective dimension, the highest correlation with the level of strong correlation shown in the dimension of self-regulation with the psychomotor dimension, the highest correlation with the level of strong correlation is shown in the dimension of motivation with affective dimension, the highest correlation with the level of strong correlation is shown in the dimension of empathy with the psychomotor dimension, and the highest correlation with the level of strong correlation is shown in the dimensions of social skill with the psychomotor dimension. The results of this study are in line with the research conducted by Sriyono (2017) on The Effect of Emotional Intelligence and Student Learning Interest on The Achievement of Economic Learning at Madrasah Aliyah in Indonesia. The study explained that emotional intelligence and learning interest simultaneously had a significant effect on economic learning achievement.

Furthermore, the results of this study reveal that learning interest partially has a positive and significant influence towards students' learning outcomes of SMP Negeri 141 Jakarta with $t_{\text{count}} = 4.168 > t_{\text{table}} = 1.99045$ and $\text{Sig. } 0.000 < 0.05$ shows that increase of student learning interest, will also improve the learning of SMP Negeri 141 Jakarta that equals 0.262. Based on the correlation among dimensions, the highest correlation with the level of the strong correlation is shown in the dimensions of fondness with cognitive dimension, the highest correlation with the level of moderate correlation is shown in the dimensions of interest with psychomotor dimension, the highest correlation with the level of moderate correlation is shown in the dimensions of attention with affective dimension and correlation the highest with level of moderate correlation is

shown in the dimension of involvement with the affective dimension. The results of this study are in line with the research conducted by Jamilah and Gatot (2017) on The Influence of Classroom Climate, Learning Interest, Learning Discipline and Learning Motivation to Learning Outcomes on Productive Subjects. The study explained that class climate, learning interest, learning discipline and learning motivation simultaneously had a significant effect on learning outcomes.

On the results of the above research it can be seen that discipline has a positive and significant influence on students' learning outcomes in SMP Negeri 141 Jakarta with $t_{\text{count}} = 2.504 > t_{\text{table}} = 1.99045$ and $\text{Sig. } 0.014 < 0.05$ shows that increase of student discipline, will also improve the learning of SMP Negeri 141 Jakarta that equals 0.180. Based on the correlation among dimensions, the highest correlation with the level of moderate correlation is shown in the dimensions of time discipline with cognitive dimension, the highest correlation with the level of moderate correlation is shown in the dimension of discipline to uphold the rules with the psychomotor dimension, and the highest correlation with the strong correlation is shown in the dimension of attitude discipline with affective dimension. The results of the study are in line with the research conducted by Jeffrey and Ade (2017) on The Effects of Achievement Motivation, Learning Discipline and Learning Facilities on Student Learning Outcomes. The study explains that achievement motivation, learning discipline, and learning facilities simultaneously influence the learning outcomes.

Finally, this study shows that emotional intelligence, learning interest, and discipline have a simultaneous effect on students' learning outcomes at SMP Negeri 141 Jakarta as indicated by the value of $F_{\text{count}} = 99.884 > F_{\text{table}} = 2.72$ and $\text{Sig. } 0.000 < 0.05$ with Adjusted R Square = 0.783. Thus, the researcher concludes that emotional intelligence, learning interest, and discipline have a simultaneous effect on students' learning outcomes at SMP Negeri 141 Jakarta at 78.3% while the remaining 21.7% of learning outcomes are influenced by other variables outside of this research model.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Conclusions can be obtained based on data analysis' study through validation of hypotheses that have been determined in this study, namely:

- There is a positive and significant influence between emotional intelligence on students' learning outcomes in SMP Negeri 141 Jakarta.
- There is a positive and significant influence between learning interest on students' learning outcomes in SMP Negeri 141 Jakarta.
- There is a positive and significant influence between disciplines on students' learning outcomes in SMP Negeri 141 Jakarta.
- Simultaneously emotional intelligence, learning interest, and discipline have a positive and significant effect on students' learning outcomes in SMP Negeri 141 Jakarta.

B. Suggestions

- Because emotional intelligence has an influence on students' learning outcomes in SMP Negeri 141 Jakarta, the organization needs to do:

- Help students to maximize their ability to explore and investigate an object or event systematically, critically, logically and analytically through inquiry learning methods that match the students' characteristics so they can express their discovery confidently.
- Create two-way communication between teachers and students and parents with students. With two-way communication, both teachers and parents will understand students' character, strengths and weaknesses, so that they can help students increase their awareness.
- Provide positive feedback on each student for their success on doing a task or being able to solve a problem in learning. With positive feedback it will foster confidence so that students' self-awareness to continue learning will increase.
- Make students' learning outcomes target and implementing system reward and punishment so they have a greater sense of responsibility for targets they make.
- Occasionally the teacher makes several small groups in the class to discuss. This discussion is intended to open up individual potential and enhance collaboration between groups.
- Schools participate in implementation strategies in the teaching and learning process to improve emotional intelligence through joint study programs, comparative studies, the provision of learning support tools, and the recruitment of honorary teachers with the scientific field.

- Because learning interest has an influence on students' learning outcomes in SMP Negeri 141 Jakarta, the organization needs to do:

- Make quizzes/games to related subjects. These quiz/games are intended to increase student activity in the classroom so will bring up new ideas that can be used by teachers and school to increase students' potential.
- Utilization of applications to support technology-based learning such as RuangGuru, SIAP online, QBaca, Mentor Mathematics, etc. With the use of technology-based applications and supported by parents' supervision could increase student' learning interest so it will foster a sense of liking in the school's subjects.
- Besides using technology-based applications, a breakthrough needs to be tried is to create a kind of mini library with an open concept in every corner of the school so students don't feel bored when reading books and not fixated on the library room.
- All teachers must show enthusiasm in teaching, with enthusiasm indirectly will flow positive suggestions to students in attending lessons so it will foster a sense of love for teachers and the lessons taught. In addition to showing enthusiasm in teaching, all teachers also must pay attention to body language properly in lessons delivering. This is very important because it will create interesting interactions with students.
- Occasionally the teacher uses different media in delivering a subject, like using new educational technologies and other visual media. For example, using a projector to deliver a learning material through pictures or videos related to the subject, also the teacher can use the surrounding environment such as a mini comparative study to traditional markets to learn socializing, record buying and selling activities, etc.
- Because learning interest as an influence on students' learning outcomes in SMP Negeri 141 Jakarta, the organization needs to do:
- Teachers and employees must be able to become a starting point for managing the behavior of their students, for example discipline to not be angry, no hurry in lessons delivering, get to class before the lesson begins, etc.
- Make study groups schedule so they can exchange ideas and practice discipline in the student's attitude.
- All students are expected to make strict learning rules for themselves. This assertive attitude will foster discipline in students' attitude in learning, so students can control the things prevent them from learning. With the strict rules of learning, students can set the time to study and the time to play. When learning time, students must totality and fully concentrate on learning accompanied by parents' figure in supervising and educating their children well.
- The teacher must create a comfortable learning atmosphere such as use learning media, paying attention to lighting in the classroom, noise level. Furthermore, teachers and parents also play an important role in creating this learning atmosphere by paying attention to study rooms, lighting, sufficient learning facilities at home. If learning atmosphere is comfortable, it will

increase discipline of attitude in learning so students don't quickly finish learning activities or not lazy in taking lessons.

- The school must communicate with parents to participate in teaching moral values and daily application in family, community and school environment to shape good behavior in everyday life. With that behavior it will produce good habits for these students so that it will increase the sense of discipline and responsibility within themselves.
- To improve the learning outcomes of students at SMP Negeri 141 Jakarta through emotional intelligence, learning interest, and discipline in the neighborhood SMP Negeri 141 Jakarta can be done by:
 - Periodically evaluation students' learning outcomes 141 Jakarta SMP Negeri every month, semester and yearly and control and improve factors that influence learning outcomes achievement.
 - Make semester and annual programs based on age and grade level.
 - Modify teachers approach to students based on their characteristics in SMP Negeri 141 Jakarta both to high achieving students, non-achieving students and students who have mental retardation.
 - Related to further research, it is expected to be able to conduct more extensive and in-depth research on improving student learning outcomes from other variables that have not been examined by the author such as teacher performance, learning facilities and school organizational culture and development.

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