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The Influence of Learning Discipline on the Learning Achievement

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ABSTRACT

Learning discipline is an attitude of obedience and obedience to the values that are believed in, including doing certain work that is his responsibility to adapt and gain changes in insight and behavior from his disciplinary experience. This study aims to find out the description of the learning discipline of class X students of the MPLB Department of SMK Negeri 4 Makassar and the influence of learning discipline on the learning achievement of students in class X of the MPLB Department of SMK Negeri 4 Makassar. The purpose is to find out the description and influence of learning discipline on the learning achievement of Class X students of the MPLB Department of SMK Negeri 4 Makassar. This type of research is quantitative. This research was carried out at SMK Negeri 4 Makassar. This research was conducted from April to May 2024. The sample used was 63 people. Data collection techniques are in the form of observations, questionnaires, and documentation. Data analysis techniques are in the form of validity tests, reliability tests, normality tests, descriptive analysis, T (partial) tests, and simple linear regression analysis. The results of the study showed that the indicators used for each of these variables showed where the picture of learning discipline was in the very good category. Based on the T test, it was concluded that there was a significant influence of learning discipline on the learning achievement of class X students of the MPLB Department of SMK Negeri 4 Makassar was declared accepted. This research can be used to improve learning achievement from the aspect of resources.

Keywords: Learning Disciplines, Learning Achievements, Students

INTRODUCTION

Education is an effort to pass on the knowledge and development of one's potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that will make them successful in living a life that is needed by the community (Hasyim et al., 2024; Nasrullah & Saleh, 2024; Wahyuni & Arhas, 2024; Wu et al., 2022). One of the attitudes that needs to be developed in school is discipline in learning. The success of the educational process can be seen from the learning achievements achieved by students (Haenilah et al., 2021; Kim & Asbury, 2020). Learning achievement is used to measure students' understanding of the learning process that has been given. Learning achievement in school is reflected in the study of learning outcomes and reports of learning outcomes (Sunarto et al., 2020; Yousefi & Abdullah, 2019). Students are individuals who are actively engaged in the learning process, so students must be able to actively participate in learning activities, be able to grasp ideas, and be able to understand all aspects that exist in the field of intelligence, attention, motivation, learning methods, and learning disciplines. To achieve satisfactory learning outcomes.

Good learning achievement is what every student wants. The learning achievement possessed by each student is different, depending on each student's ability. There are students with low, medium, and high learning achievements (Arhas et al., 2023; Dekker & Fischer, 2008; Dillon et al., 2020; Lastri et al., 2024; Saleh et al., 2024). In terms of learning achievement, students and teachers, as well as students, can find out about the efforts made in determining satisfactory student learning outcomes. Learning achievement can also be interpreted as a reflection of learning efforts. The better the student's learning efforts, the better the learning achievement they will achieve. So, if a student achieves minimal learning achievement within the specified limits, it is said that the student is successful (in class or graduated).

Learning achievement is one of the measuring tools for the success of a student in the learning and learning process activities that are followed at school (Alonzo et al., 2023; Gao et al., 2020). Learning achievement can also be interpreted as a reflection of learning efforts. The better the student's learning efforts, the better the learning achievement they will achieve. Thus, if a student achieves a minimum learning achievement within the specified boundaries, it is said that the student succeeds (in class or passes). In the implementation of the learning process of teaching, it is necessary to evaluate the learning process that will be used as the maximum benchmark that has been achieved by students after carrying out learning activities during the time that has been established.

Discipline also serves as a means of education. In education, discipline plays a role in cultivating, nurturing, controlling, changing, and beating up certain behaviors in accordance with the laws that are taught and exemplary. Therefore, changes in a person's behavior, including achievements, are the result of a process of education and learning that is encapsulated. Disciplined students are always open to learning about different things. On the contrary, those who are open to learning are always open to learning in a disciplined way. (Bloom & Hukum, 2022) He said that "learning achievement is realized because of changes that occur as a result of student learning, both those with a cognitive, sense (affective) and karsa (psychomotor) dimensions. Creative (cognitive) is one of the domains or psychological domains that encompass every behavior that involves conation (will) and affection (feelings). Cognitive traits are the source as well as the drivers of other traits, namely affective and psychomotor." Discipline in learning is one of the factors that affect student learning achievement. Therefore, changes in a person's behavior, including achievements, are the result of a process of education and learning that is encapsulated.

Table 1: Average Report Card Scores from Class X MPLB Students in the Odd Semester of SMK Negeri 4 Makassar

Class	Number of Students	Average MCC > Value (75)	Average MCC < Value (75)
X MPLB 1	36	20	16
X MPLB 2	36	23	13

MCC = Minimum Completeness Criteria

From the data in Table 1, it shows that there are still many learning achievements of Class X students of SMK Negeri 4 Makassar who have not met the MCC, indicating that the learning achievement of students is still not good. Therefore, the achievements they have achieved still need to be improved

METHODS

The research method used is a quantitative approach with a type of bivariate research (Sugiyono, 2022)which aims to identify or find out the relationship or influence between two or more variables. The population that is the focus of this study is 75 people, so the research sample is 63 students. In determining the research sample, the "simple random sampling" technique was used, (Noor et al., 2022; Sugiyono, 2022). The simple random sampling technique is a method where all members of the population are given the same opportunity to be selected as research samples. This study involves two main variables, namely learning discipline (X) as an independent variable and learning achievement (Y) as a dependent variable. An independent variable is a variable that is believed to affect a bound variable. To collect data related to the problem to be studied, the study used a questionnaire with a Likert

scale. The research instrument is filled with predetermined samples and then tested for feasibility through validity and reliability tests. The data analysis methods used include descriptive analysis and inferential statistical analysis (Schindler, 2019). Descriptive analysis is used to provide an overview of the data collected, while inferential statistical analysis is used to draw deeper conclusions from the data of this study (Field, 2024).

RESULT AND DISCUSSION

To identify the influence of learning discipline on the learning achievement of class X students of SMK Negeri 4 Makassar, the research was conducted by testing hypotheses through questionnaire data analysis using the SPSS 25 application.

Learning Discipline (X)

The results of data processing on adherence to discipline with the aim of becoming an indicator of learning discipline in the category are very good, with a percentage of 87.68%. Compliance with learning activities in schools in the category is very good, with a percentage of 81.84%. Carrying out the tasks for which he is responsible is in the very good category with a percentage of 89.21%. The discipline of learning at home is in the good category with a percentage of 68.70%. The following is the accumulation of these indicators as follows:

Table 2: Learning Discipline Variable Scores (X)

Learning Discipline (X)	Number of Items	Score Achieved	Ideal Score	Achievement %	Category
Obedience to discipline	5	1.381	1.575	87,68	Excellent
Obedience to Learning Activities at School	5	1.289	1.575	81,84	Excellent
Carry out the duties for which they are responsible	5	1.405	1.575	89,21	Excellent
The Discipline of Learning at Home	5	1.082	1.575	68,70	Good
Sum	**20**	**5.157**	**6.300**	**81,86**	**Excellent**

Source: Data processing results using SPSS 25

Based on the analysis of data per indicator, the learning discipline variable is categorized as very good with a percentage of 81.86%. This data shows that learning discipline can be said to be very good.

1. Obedience to school rules

An important aspect in building a conducive and effective learning atmosphere. Judging from the data processing score using the score achievement rate on the indicator of adherence to school discipline, this result shows an achievement rate of 87.68 percent with the very good category. In line with the theory of Fathurrohman (2015), he explains that "adherence to school discipline is essential in forming an effective learning discipline." By adhering to the school schedule, students become accustomed to routines that help them manage study time and breaks effectively. Discipline helps regulate various teaching and learning activities so that the learning process runs smoothly and is structured. Obedience to discipline teaches students to take responsibility for their own actions, whether in terms of doing assignments, being present on time, or following the set rules." The habit of following school rules helps students develop disciplines that are essential for academic success and daily life.

2. Obedience to learning activities at school

Obedience to learning activities at school is the commitment and responsibility of students to follow the rules and procedures set in the educational process. Judging from the data processing score using the score achievement rate on the indicator of adherence to learning activities in schools, this result shows an achievement rate of 81.84 percent with the very good category. In line with the theory of Adinoto (2019), he explains that "adherence to learning activities in schools is a key factor in forming an effective learning discipline." Students who are always present on time show a commitment to their education, helping them start their study day well and not miss the subject matter. Active participation in all learning activities, including practice, group discussions, and assignments, strengthens students' understanding and involvement in the learning process. Participating in all planned learning activities, including extracurricular activities and additional learning, helps students have a richer and more immersive learning experience. Working with classmates on group projects or discussions helps develop social and academic skills.

3. Carry out the duties for which they are responsible

Carrying out the tasks that are his responsibility is a manifestation of his commitment to obligations and effective self-development. According to Purbiyanto & Rustiana (2018), "carrying out the tasks of responsibility is an important aspect of the learning discipline that helps students achieve academic success and develop good character." Judging from the data processing score using the score achievement rate on the indicator of carrying out the tasks for which they are responsible, this result shows an achievement rate of 89.21 percent, with the very good category. Learning discipline is the main key to achieving academic success and optimal self-development. One of the crucial elements of this discipline is the ability and willingness of students to carry out the tasks for which they are responsible. These tasks cover a wide range of aspects, from completing homework and participating in group projects to preparing for exams. Group projects are opportunities for students to learn to work together with others, divide tasks, and take responsibility for their respective parts. In line with the theory of Septiani (2018), "When students carry out tasks in a group project, they learn the importance of collaboration and communication. They also learn how to respect the roles and contributions of each group member, which is an important skill in professional and social life."

4. The Discipline of Learning at Home

The discipline of learning at home is the ability to manage time and actions effectively in learning activities in the home environment to achieve academic and personal goals. According to Muqaddimah (2023), explained that "the discipline of learning at home is an important aspect that supports academic success and personal development of students; homework is a form of assignment given by teachers to deepen students' understanding of the material taught in class." Judging from the data processing score using the score achievement rate on the indicator with the discipline of learning at home, this result shows an achievement rate of 68.70 percent with the good category. Carrying out homework regularly and on time not only helps students master the material, but also builds good study habits. By doing homework, students learn to manage their own time, develop responsibilities, and improve their ability to work independently. In line with the theory of Rendra (2017), he explains that "the discipline of learning at home is key to achieving optimal academic achievement and developing the skills necessary for a successful life." When students adopt disciplined study habits at home, they not only improve their understanding of the subject matter but also develop responsibility, independence, and time management skills. Here are some ways to

apply the discipline of learning at home and the importance of it. Creating a regular study schedule helps students manage their time efficiently.

Learning Achievement (Y)

The learning achievement of class X students of Office Management and Business Services of SMK Negeri 4 Makassar was measured based on report card scores. To find out the distribution of respondents' answers regarding how the description of the learning achievement of class X students of Office Management and Business Services at SMK Negeri 4 Makassar is based on the report card scores that have been determined by the educator, the researcher accumulated the report card scores using a table of score achievement levels, which are as follows:

Table 3. Average Student Report Card

Interval	Frequency	Percentage (%)	Category
≤60	0	0,00	Very Low
61-70	2	3,20	Low
71-80	23	36,50	Enough
81-90	30	47,60	High
91-100	8	12,70	Very High
Sum	**63**	**100,00**	

Source: data processing results

Based on the data in the table, the average report card score is 84. Judging from the achievement rate, the percentage of learning achievement is in the high category (47.60 percent). Learning achievement is the level of achievement or results achieved by students in academic and educational activities, which reflects how well they understand and apply the subject matter that has been taught. The overview of the learning achievement of class X students of the MPLB Department of SMK Negeri 4 Makassar is a variable of the report card score. Judging from the data processing score using the score achievement rate on the report card score, this result shows that the highest percentage value in student learning achievement is in the high category of 47.60 percent. This is in line with research from Aurelya & Amin (2023), which states that "factors that can increase discipline with learning achievement can be seen from the final score of student learning achievement. The higher the attitude of discipline, the higher the student learning achievement.

In line with the theory of Hamdu & Agustina (2011), they explain that "student learning achievement is an important indicator that reflects the outcomes of the educational and learning process." These achievements include not only the grades that students earn on the exam but also various other aspects that indicate their academic development and skills. The scores obtained by students in report cards, midterm exams, final semester exams, and national exams are the main indicators of learning achievement. These values describe the extent to which students understand and master the material taught in school. Learning achievement is reflected in the ability of students to understand and apply the concepts taught. This includes analytical skills, synthesis, and evaluation of the information obtained.

The Influence of Learning Discipline on Student Learning Achievement

The normality test aims to test whether in the regression model the bound variable and the independent variable both have a normal distribution or not. Some of the normality test methods are by looking at the distribution of data at diagonal sources on the Normal P-P Plot

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of regression standardized residual graph (graph method) or by the One Sample Kolmogorov-Smirnov test. The results of this study are as follows:

Table 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		63
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.93085833
Most Extreme Differences	Absolute	.093
	Positive	.093
	Negative	-.092
Test Statistic		.093
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.

Source: SPSS 25 application

From the results of the test, the significance value is 0.200. This means that the significance is greater than 0.05. Based on this data, it can be said that the data is normally distributed. The t-test is used to find out whether independent variables (learning discipline) influence dependent variables (learning achievement). The following are the results of the t-test using the SPSS 25 application.

Table 5. Results of the T Test Efficiency Test (Partial)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	68.150	5.234		13.021	.000
	Learning Discipline	.196	.063	.368	3.091	.003

Source: data processing results

Based on the table above, it is known that the significance value for the influence of the learning discipline variable on student learning achievement is 0.003 < 0.05 and the t-value is calculated 3.091 > t table 1.669 means that the variable X (learning discipline) and the variable Y (learning achievement) has an influence. It can be concluded that the hypothesis is acceptable. That there is a significant influence of learning discipline on learning achievement.

Learning discipline is a combination of various factors that must be developed gradually. It is a skill that is not only useful during school but also throughout life. With good study discipline, students can achieve better academic results and develop positive habits that will be useful in the future. Students who are disciplined in time management can manage their study schedules well so that they have enough time to study each subject. This is in line with research from Aurelya & Amin (2023), which argues that "the relationship between discipline and learning achievement can be seen from the final score of student learning achievement. The higher the attitude of discipline, the higher the student learning achievemen"t. As for the

influence given by the learning discipline variable on the learning achievement of class X students of the MPLB Department of SMK Negeri 4 Makassar, through the results of the partial T test, it was found that learning discipline on the learning achievement of class X students of the MPLB Department of SMK Negeri 4 Makassar. Where the calculated t-value of 3.091 is greater than the t-value of the table, 1.669. This satisfies the requirement that partially free variables have an influence on bound variables.

CONCLUSION

By considering the formulation of the problem and the findings of the data analysis collected regarding the influence of learning discipline on the learning achievement of Class X students of office management and business services at SMK Negeri 4 Makassar, the following conclusions were obtained: overview of the Learning Discipline of Class X Students of the MPLB Department of SMK Negeri 4 Makassar Included in the very good category are the students who, as the majority of respondents, voted strongly agreed with the statement formulated in four indicators on the variables of student learning discipline, namely, obedience to school discipline, obedience to learning activities at school, carrying out tasks for which they are responsible, and learning discipline at home. The description of the learning achievement of class X students of the MPLB Department of SMK Negeri 4 Makassar is included in the high category; the students, as the majority respondents, have a score above 81-90 so that the learning achievement obtained is categorized as high, which means that students absorb the knowledge that has been taught by their teachers. The influence given by the learning discipline variable on the learning achievement of class X students of the MPLB Department of SMK Negeri 4 Makassar means that the results of the partial T test found that learning discipline has an effect on the learning achievement of class X students of the MPLB Department of SMK Negeri 4 Makassar.

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