The Correlation of Discipline and Responsibility on the Learning Outcomes of Civic Education in Grade 4

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Abstract: The objective of this study was to investigate the correlation of discipline and responsibility on the students' learning outcomes of civic education in grade 4 SDN Gugus Dwija Krida Mijen Semarang. This study employed a quantitative method with the correlation type of study. The sampling technique used was Proportional Random Sampling as many as 110 students. The techniques of data collection employed questionnaire, documentation, and interview. The techniques of data analysis were descriptive statistics, normality test, linearity test, simple correlation analysis, multiple correlation analysis, and significance test. The result of the study showed that: (1) there was a correlation of discipline on the students' learning outcomes of civic education with the correlation coefficient of calculated r = 0.621 and categorized strong as well as contributing 38.5%; (2) there was a positive correlation of responsibility on the students' learning outcomes of civic education, with the correlation coefficient of calculated r = 0.636 and categorized strong as well as contributing 40.4%; and (3) there was a positive and significant correlation of discipline and responsibility simultaneously on the students' learning outcomes, with the correlation coefficient of calculated r = 0.700, categorized strong and the calculated F = 51.287 as well as contributing 48.9%.

Keywords: learning outcomes of civic education; discipline; responsibility

I. INTRODUCTION

Article 3 Law No 20 of 2003 on the National Education System stated that The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character, who are healthy, knowledgeable, competent, creative, independent, and as citizens, are democratic and responsible

In Indonesia, character education has been conducted in every school from primary level to the higher level. Character education in primary schools is implemented through learning in each subject. One of the subjects implementing character education is civic education. In the primary level, civic education aims to enhance students' awareness and insight into the status, rights, and obligations in community, nation, and state lives, as well as improving the quality of himself as a human being.

According to Lickona (2018), there are three essential components of characters, including moral knowing, moral feeling, and moral action. The three components affect among others and shape good characters; therefore, teachers should concern with the components when building students' characters. Character building concerning the three components can be implemented through daily habituation in the learning at schools. All subjects, particularly in the 2013 Curriculum

are integrated with character values stated in the lesson plan and syllabus. The characters built can also affect students' learning outcomes.

According to the study carried out by Benninga, Berkowitz, Kuehn, and Smith (2010) in a primary school in California, character building will affect students' learning outcomes. Students' academic achievement is getting higher following the improvement of character building. Susanto (2016) mentioned that learning outcomes are affected by internal and external factors.

Character values such as discipline and responsibility are from students' attitude or the internal factor which can affect their learning outcomes. Based on the interview result in grade 4 of five state primary schools in SDN Gugus Dwija Krida Mijen Semarang, the researcher identified several problems related to character education which in turn affect students' learning outcomes. The problems are the low level of students' discipline, for example, coming late to class, submitting tasks after the deadline, and having low responsibility. Students' attitudes toward their friends are not good, students are less independent, lack of parents' attention, students are not ready for learning, and lack of learning sources.

Another research that supports this current study is Aslianda (2017) indicating a positive correlation of learning discipline on the students' learning outcomes. A study by Ari, Marzuki, and Sulistyarini elaborated that students coming to class and submitting the tasks on time gained good learning outcomes. Moreover, Kantun Toni,

et al (2013) showed that learning discipline of the students affected learning outcomes, meaning that the more discipline a student is, the higher learning outcomes will be. The similar research was conducted by Yasmin, Santoso, and Utaya (2018) showing that there was a very strong and significant relationship of discipline and responsibility.

II. METHOD

This study employed a quantitative approach with correlation type. Correlational research aims to investigate whether there is a correlation, and if yes, how strong and significant the correlation is (Arikunto, 2010). This study used multiple paradigms with two independent variables. In this study, the two independent variables were discipline and responsibility, and one dependent variable which was learning outcomes of civic education.

The population of the study was four graders at SDN Gugus Dwija Krida Mijen Semarang as many as 110 students. The sampling technique employed in this study was proportional random sampling. According to Arikunto (2013), proportional sampling was a sampling technique that takes representatives of each group in the population so that the sample will be more representative.

In this study, the research employed questionnaire, interview, and documentation as the techniques for collecting data. After deciding the techniques of collecting data, the researcher created the instruments based on the research indicators.

The instruments were then tested, aiming to obtain valid and reliable instruments. Validity test of the instruments used product moment formula and the reliability test used Cronbach Alpha formula. The techniques of data analysis in this study comprised descriptive statistics analysis, prerequisite analysis, and final data analysis using simple correlation and multiple correlation tests. The data analysis used the help of SPSS program version 16.

III. RESULT AND DISCUSSION

A. Discipline

To determine the descriptive category of discipline variable, a category table is designed as follows (Table 1).

Table 1
Discipline Category

Score	Number of Students	Number of Students in Percentage	Category	Mean
82 – 100	51	46%	Excellent	
63 – 81	53	48%	Good	80.23 (Good)
44 – 62	5	5%	Fair	
25 – 43	1	1%	Poor	

B. Responsibility

To determine the descriptive category of responsibility variable, a category table is designed as follows (Table 2).

Table 2
Responsibility Category

Score	Number of Students	Number of Students in Percentage	Category	Mean
82 – 100	46	42%	Excellent	
63 – 81	56	51%	Good	79.01 (Good)
44 – 62	8	7%	Fair	
25 – 43	0	0%	Poor	

C. Data of Learning Outcomes in Civic Education

Data categorization from the students' learning outcomes in civic education is divided into four categories, they are: poor, fair, good, and excellent. Below are the assessment criteria (Table 3).

Table 3
Category of Learning Outcomes in Civic Education

Interval	Category	Frequency	Percentage	Mean
86-100	Excellent	16	15%	
71-85	Good	47	43%	71.67 (Good)
56-70	Fair	39	35%	
≤ 55	Poor	8	7%	

D. Normality Test

Normality test was used by the researcher to determine whether the data is normally distributed. Based on the normality test, score for the discipline variable (X_1) was 0.366, the responsibility variable (X_2) was 0.588 and the variable of civic education learning outcomes (Y) was 0.659. Each variable had a significance level greater than 0.05 so that the variables were normally distributed.

E. Linearity Test

The correlation of two variables is linear if the significance level is greater than 0.05. On the contrary if the significance level is lower than 0.05, the correlation of two variables is not linear. Based on the result of analysis test, the significance level of *Deviation from Linearity* was 0.781 > 0.05 meaning that there was a linear correlation of discipline variable and learning outcomes in civic education. Meanwhile, the linearity test of responsibility variable obtained significance level of *Deviation from Linearity* 0.285 > 0.05, meaning that there was a linear correlation of responsibility variable and learning outcomes in civic education.

F. Simple Correlation Test

Simple correlation analysis was used to test the hypothesis and examine how strong the correlation of discipline and learning outcomes in civic education. If the calculated r > r table, Ha is accepted, on the contrary, if the calculated r < r table, Ha is rejected (Table 4).

Table 4
The Result of Simple Correlation Test

Variable	Sig (2-tailed)	Pearson Correlation	t_{table}	Desc.
X_1 and Y	0.000	0.621	0.195	Strong
X_2 and Y	0.000	0.636	0.195	Strong

For the discipline variable with learning outcomes of civic education, the calculated r was 0.621. The calculated r > r table (0.621 > 0.195), so there was a strong correlation of discipline and learning outcomes in civic education of four = 100 – 25= 75 graders at SDN Gugus Dwija Krida Mijen Semarang. Interval range =75 (19). According to Elly (2016), one of discipline student characteristics is obeying learning rules at school. Another opinion from Fadlillah (in Awaludin et al, 2017) stating that discipline is an action indicating obedience to rules and policies. According to Tu'u (2004), discipline plays a significant role as it affects students' learning outcomes. Students with self-discipline will reach learning success. Meanwhile, students without self-discipline and often

break the school regulations will face burdens in optimizing their potentials and achievement. According to O. Stanley Ehiane (2014), students' learning discipline can affect students' academic achievement. In line with the theoretical review and previous studies, it can be concluded that there is a correlation of discipline and learning outcomes of civic education

In the responsibility variable with learning outcomes of civic education, the obtained r was 0.636. Since the calculated r > r table (0.636 > 0.195), there was a strong correlation of responsibility and learning outcomes in civic education of four graders at SDN Gugus Dwija Krida Mijen Semarang. If students' responsibility is good, the learning outcomes will increase, however, if the students' responsibility is poor, the learning outcomes will decrease. Asmani (2013) stated that responsibility is an attitude or behavior when a person accomplishes her/his tasks and obligation as she/he should do for her/himself, community, environment (natural, social, cultural), state, and the Almighty God. According to Bertens (in Keke, 2014), responsibility means being able to answer when asked about the actions that she/he did. A responsible person has explanation about her/his actions, not only able to answer but also must answer the question, so she/he cannot avoid explaining the reasons behind her/his action.

Rahayu (2016) said that a student must have self-responsibility. In line with Spock (in Sulistyarin), a person with high responsibility will develop her/his potentials through learning on their will. Based on the theoretical review and the opinions, the result of this study proved that there is a correlation of responsibility and learning outcomes in civic education. If students' responsibility is good, the learning outcomes will increase, however, if the students' responsibility is poor, the learning outcomes will decrease.

G. Multiple Correlation Test

Multiple correlation test in this study was used to test the correlation of discipline and responsibility on the learning outcomes in civic education. If the calculated r > r table, Ha is accepted, on the contrary, if the calculated r < r table, Ha is rejected (Table 5).

Table 5
The Result of Multiple Correlation Test

Variable	R	R Square	Adjusted R Square	Std. Error
X_1 and X_2 on Y	0.700	0.489	0.480	7.91048

The Table 5 above shows that the calculated r was 0.700. Meanwhile, the r table at error rate 5% and N = 10 was 0.195. Hence, the correlation of discipline and responsibility on the learning outcomes in civic education grade 4 SDN Gugus Dwija Krida Mijen Semarang was strong. From the calculation of determinant coefficient, it obtained R^2 = 0.489. It means that the contribution of discipline and responsibility on the learning outcomes in civic education grade 4 SDN Gugus Dwija Krida Mijen Semarang was 48.9%. According to Thomas Lickona, indirect character education will build another character of the students, including responsibility. Moral discipline will shape students' responsibility. According to Yasmine (2016) the characteristics of responsibility are in the

discipline aspect. In other words, responsibility comes from discipline. Zubaedi (in Yasmine, 2016) stated that responsibility emerged when there is a sense of belonging, discipline, and empathy. Therefore, discipline can affect students' responsibility.

Discipline and responsibility are also internal factors or come from students which affect their learning outcomes. Discipline and responsibility grow from students' daily habits. Students with learning discipline will inevitably affect their learning outcomes. According to Zubaedi (in Yasmine, 2016), responsibility is indicated by discipline, hence, a disciplined person means a responsible person. A responsible person will affect her/his learning outcomes. Based on the research by Ari, Marzuki and Sulistyarini, the higher students' responsibility is, the higher learning outcomes in social science will be. In conclusion, high discipline and responsibility will affect students' learning outcomes. Based on the theoretical review and the result of this study, there is a correlation of discipline and responsibility on the students' learning outcomes.

IV. CONCLUSION

Based on the result of the study conducted at SDN Gugus Dwija Krida Mijen Semarang, it can be concluded that: (1) there is a correlation of discipline on the students' learning outcomes of civic education in grade four at SDN Gugus Dwija Krida Mijen Semarang; (2) there is a correlation of responsibility on the students' learning outcomes of civic education in grade four at SDN Gugus Dwija Krida Mijen Semarang; and (3) there is a correlation of discipline and responsibility on the students' learning outcomes in grade four at SDN Gugus Dwija Krida Mijen Semarang. The students' learning outcomes of civic education in grade four at SDN Gugus Dwija Krida Mijen Semarang are affected by discipline and responsibility by 48.9%, and by other factors up to 51.15%.

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