

# Learning Discipline Level and its Correlation with the Achievement Level of Learning Outcomes of Primary School Students

**Sri Sami Asih**

Department of Primary School Teacher Education  
Universitas Negeri Semarang, Indonesia  
srisamiasih@mail.unnes.ac.id

**Abstract:** Based on the results of observation and interview, students had different levels of learning discipline. Some students were very disciplined, mediocre, and the others were less disciplined in learning. Students also achieved different learning outcomes. Some students achieved high learning outcomes, average outcomes, and the others achieved low outcomes. The objective of this study was to examine the correlation of learning discipline level to the learning outcomes level of fourth-grade students at SDN Cluster Srikandi, Gunungpati, Semarang. This study was a quantitative correlational study. The sampling technique was proportional random sampling, the sample obtained 127 students. The data collection techniques employed questionnaires, documentation, and interview. The data analysis techniques employed descriptive analysis, prerequisite tests (normality, linearity, and hypothesis testing (t-test, simple correlation analysis, F test, and coefficient of determination). The results showed that there was a significant and positive relationship of learning discipline level and the level of students' learning outcomes, with the correlation coefficient of calculated  $r = 0.295$ , while the coefficient of determination 17.4%.

**Keywords:** learning discipline level, learning outcomes level

## I. INTRODUCTION

Education aspect is an important thing in human life because education will create quality human resources that are needed to develop a nation. As stated in the Law Number 20 Year 2003 of National Education System Chapter 1 Article 1 Paragraph 1, education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State.

In this case, education is a process experienced by an individual to achieve her/his life goals. The achievement of learning objectives can be seen from students' learning outcomes. The high and low achievement of students' learning outcomes is affected by various factors. Slameto (2013) revealed that there are two factors affecting students' learning outcomes, they are internal and external factors.

Internal factors are factors affecting learning outcomes that come from within the individual. Internal factors include the level of learning discipline. Prijodarminto in Tu'u (2008) elaborated that discipline is a condition created from behaviors which indicate obedience, loyalty, regularity, or orderliness. Discipline level is a high-low degree of an individual's discipline. Learning discipline is a condition created by behaviors which indicate obedience, loyalty, regularity, or orderliness in terms of achieving learning outcomes. According to Rifa'i and Chatarina (2015), learning outcomes are changes in behavior that students obtain after learning activities. The aspects of behavioral changes are gained based on what the students learn. For

example, if students learn about concepts, behavioral changes of the students will be conceptual understanding. Achievement level of learning outcomes is the degree of learning outcomes obtained by students, including high achievement level, average (medium), and low achievement level. Related to learning discipline level and learning outcomes level, Slameto (2013) mentioned that students who have good learning discipline at schools, at home, or at the library, they will be more successful. In other words, students with high learning discipline are predicted that their learning outcomes will also be high.

The writer conducted the current study at SDN Gugus Srikandi Gunungpati Semarang. From the documentation of learning outcomes at SDN Gugus Srikandi Gunungpati Semarang, the score of mid-semester test of the fourth graders indicated that several students still had low achievement. Based on the interview results with the teacher of the fourth grade as well as the direct observation in the fourth grade SDN Gugus Srikandi Gunungpati Semarang, during learning, several students showed less disciplined behavior. Their obedience to the school regulation provides a direct effect on the better learning outcomes. If students are lack of learning disciplined or have low learning discipline, it will most likely cause low learning outcomes.

A study in an international journal conducted by Njotoge and Nyabuto (2014) asserted that discipline is an essential element to achieve students' academic success both at home and at school. School is an institution who contributes to overcoming indiscipline; hence, school needs to implement guidance and policy to cope with the issue of indiscipline. The objective of this study is to test the correlation of learning discipline level on the achievement level of the fourth graders at SDN Gugus Srikandi Gunungpati Semarang.

## II. METHOD

This study was a quantitative study with linear correlational type. This study aimed to investigate the correlation of learning discipline level (X) as the independent variable on the learning outcomes level (Y) as the dependent variable. The population of this study was the fourth graders at SDN Gugus Srikandi Gunungpati Semarang. The sampling technique employed proportional random sampling with 127 students as the research sample. The techniques of data collection were questionnaires, documentation, and interview.

The questionnaire was used to collect the data of students' learning discipline level, while the documentation was used to obtain the data of students' learning outcomes. Before collecting data, the questionnaire as a research instrument was tested. The instrument testing was conducted to the sample of the population except for the research sample. Furthermore, the researcher conducted validity and reliability tests of the instruments were conducted to obtain valid and reliable statements for the research instrument. The techniques of data analysis employed descriptive analysis, prerequisite tests (normality and linearity) as well as hypothesis testing (t-test, simple correlation analysis, F test, and coefficient of determination test).

## III. RESULT AND DISCUSSION

### Learning Discipline Level

The data of learning discipline level in this study is measured by 5 indicators including: (1) discipline in going to school, (2) discipline in following lesson at schools, (3) discipline in completing tasks, (4) discipline in learning at home, and (5) discipline in obeying the school rules. The data of learning discipline was obtained through questionnaire which consisted of 45 statements. Based on the results, students' learning discipline in the less category was 22 students (17.3%), 43 students (33.9%) were in the fair category, 48 students (37.8%) were in the good category, and 14 students (11.0%) were in the excellent category. In general, learning discipline of the students was in the good category. Further details are shown in the following Table 1.

Table 1  
Score and Percentage Distribution of the Learning Discipline

Interval class			Category	%
			Frequency	
			Less	
105.24	-	120.24	22	17.3
			Fair	
120.25	-	135.25	43	33.9
			Good	
135.26	-	150.26	48	37.8
			Excellent	
150.27	-	165.27	14	11.0
<b>Total</b>			<b>127</b>	<b>100</b>

### Achievement Level of Learning Outcomes

The data on the achievement level of learning outcomes of the fourth graders SDN Gugus Srikandi Gunungpati Semarang was obtained from the result of social science mid test. Based on the results analysis, students' learning discipline in the less category was 2 students (1.6%), 37 students (29.1%) were in the fair category, 60 students (47.2%) were in the good category,

and 28 students (22.0%) were in the excellent category. In general, the achievement level of learning outcomes was in the good category. Further details are shown in the following Table 2.

Table 2  
Score and Percentage Distribution of the Students' Learning Outcomes

Interval Class	Category	Frequency	%
55.00 - 63.75	Less	2	1.6
63.76 - 72.51	Fair	37	29.1
72.52 - 81.27	Good	60	47.2
81.28 - 90.03	Excellent	28	22.0
<b>Total</b>		<b>127</b>	<b>100</b>

### Prerequisite Tests

Normality test was conducted to investigate whether the research data were normally distributed or not. The normality test of this study used Chi-Square formula. Based on the result of data normality test, the chi-square values for learning discipline level and learning outcomes level sequentially were 6.9711 and 8.0702 with the r table 11.07 so that the data were normally distributed.

The linearity test was used to determine whether the correlation line of the independent variable (X) and the dependent variable (Y) creates a linear line or not. If it is not linear, the correlation analysis cannot be continued. The analysis result of linearity test for learning discipline level and achievement level of learning outcomes obtained the calculated  $F - 0.017 < F_{table} 8.549$ ; hence, there was a linear correlation of learning discipline level and achievement level of learning outcomes. From the result of linearity test, it can be concluded that the independent and dependent variables of this study are linear.

### Hypothesis Analysis

The hypothesis analysis employed t-test, simple correlation analysis, F test, and coefficient of determination. The Correlation of Learning Discipline Level on the Learning Outcomes. The correlation significance of learning discipline level on the learning outcomes at the significance level 5% obtained the calculated  $t 3.451 > t_{table} 1.98$ , so the correlation is significance and applies to the population.

Furthermore, simple correlation analysis was conducted to investigate the correlation of learning discipline variable on the social science learning outcomes. Based on the calculation result, the  $r 0.295 > r_{table} 0.176$  so that  $H_{a2}$  is accepted. The positive sign of the calculated  $r 0.295$  indicates that the correlation is positive or in the same direction, which means that the better learning discipline is, the better students' learning outcomes in social science will be.

The calculation result of coefficient of determination obtained the contribution of learning discipline to students' learning outcomes in social science was 17.4%, while the rest 82.6% were affected by other factors. Based on the above calculation, it can be concluded that there is a significance and positive correlation of learning discipline level and the achievement level of learning outcomes of the fourth graders SDN Gugus Srikandi Gunungpati Semarang.

Learning discipline level contributes to the improvement of learning outcomes. In this study, the contribution learning discipline level on the achievement level of learning outcomes in social science is 17.4%. It is due to this study only examines learning discipline level at schools and at home. In fact, learning outcomes are not only affected merely by learning discipline, but also by other internal factors and external factors. However, learning discipline level is considered important as it contributes to the achievement level of learning outcomes.

The results of this study are supported by Santoso (2015) which concluded that there is a significant correlation of learning discipline on the learning achievement in social science with the contribution of 0.329. The interpretation result is similar to the result of the present study, which is 0.295. It supports the results that other factors affect learning outcomes of social science, for example, learning media and learning motivation.

The study conducted by Elly (2016) showed that there is a correlation of discipline and students' learning outcomes. The contribution provided was 66.7%, interpreted in the good category. The study by Kambuaya (2015) revealed a significant effect of discipline on the students' learning achievement, shown from the partial test using t-test, with the calculated  $t\ 6.679 > t_{table}\ 1.983$ .

Research of an international journal carried out by Simba, Agak, and Kabuka (2016) elaborated that students possess different disciplines, including low, medium, high, and very high. Moreover, the study indicated that discipline can improve students' academic performance. Tu'u (2008) explained that discipline plays an important role as it highly affects students' success in learning, creates a good learning atmosphere, so parents hope their children have norms and self-discipline. Discipline is one of several factors supporting success at schools. Students with high learning discipline are easier in mastering lessons and improving their study outcomes.

#### IV. CONCLUSION

The results show that there is a significant and positive correlation of learning discipline level on the achievement level of learning outcomes of the fourth graders SDN Gugus Srikandi Gunungpati Semarang. It is indicated by the calculated  $t\ 3.451 > t_{table}$ , and the result of simple correlation analysis with the calculated  $r\ 0.295 > r_{table}\ 0.176$ , with error level 5% and  $N = 127$ . Furthermore, coefficient of determination is 17.4%. The achievement level of learning outcomes of the fourth graders SDN Gugus Srikandi Gunungpati Semarang (17.4%) is affected by learning discipline level.

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