

The Influence of Teacher Discipline and School Environment on Student Learning Outcomes

Indra Wati^{1*}, Bukman Lian², Mulyadi²

¹SD Negeri 3 Pratama Mandira

²Universitas PGRI Palembang

*Corresponding author. Email: indraw245@gmail.com

ABSTRACT

The purpose of conducting this research is to provide a clear and straightforward description of the effect of teacher discipline and the school environment on student learning outcomes, either partially or simultaneously. Researchers obtained the data through questionnaires, documentation and observation. For this reason, researchers used quantitative descriptive methods to carry out this research process. The results achieved from this study are that teacher discipline has a positive and significant effect on student learning outcomes, the school environment partially has a positive and significant impact on student learning outcomes. Simultaneous testing proves that the two variables (teacher discipline and school environment) together have a positive and significant effect on student learning outcomes at SD Negeri Pratama Mandira.

Keywords: Teacher Discipline, School Environment, Learning Outcomes

1. INTRODUCTION

As most people know, the quality of a person's life is determined by many factors and one of them is through education. It is believed that with good education, a person's personal quality will be better, which in turn has an impact on the quality of his life. That is why it is important to pay attention to the education provided by schools. Most people have realized that education aims to form a superior personality and character.

The understanding that through education a decent quality of life will be obtained is one of the goals of education. This has also been stated in Law Number 20 of 2003 concerning the national education system [1]. Especially in article 3 which states that education has the function of developing abilities and shaping the character and civilization of a nation with dignity in order to educate the life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen.

Most of the teaching staff or teachers who teach at Mandira 3 Pratama Primary School are State Civil Servants (ASN) whose discipline has also been regulated in Government Regulation No. 53/2010 concerning Civil Servant Discipline [2]. In the first

chapter of the regulation, especially Article 1 paragraph (1), it is stated that the discipline of Civil Servants is the ability agreed by Civil Servants to comply with their obligations and stay away from and not do prohibited things as specified in the regulations contained in the law. a law and / or a regulation regarding official service which if this is not obeyed by the employee or is violated will be subject to disciplinary punishment in accordance with the type of violation committed.

There is an affirmation in Article 3 paragraph (11) in Government Regulation Number 53 that every state civil servant is obliged to come to work and comply with the provisions regarding working hours. Even if they violate these regulations, disciplinary sanctions and even administrative sanctions that lead to dismissal can be applied to civil servants. Discipline is a word that describes the accuracy of something and is often heard in everyday life. This word has become popular in the community and is a topic that continues to be discussed.

Discipline is a binding rule so that it has an influence on the order of personal and group life. Discipline comes from within the soul as a result of the urge to obey this discipline. Even so, sometimes discipline also grows because of the work environment that supports discipline to continue. Therefore, discipline can be referred to as order, namely compliance with a rule that has been set collectively. Being disciplined means

having the attitude to obey (obey) the existing rules or regulations that have been regulated [3].

The work environment in this case is the school is everything that is in the work location or school, which is indicated to have an influence on someone directly and / or indirectly.

The work environment is everything related to facilities and infrastructure for work operations around the educator (as a worker) when performing their main duties and functions and can affect the implementation of work [4]. This work environment is also directly related to the place of work, all facilities and equipment or equipment used to help work, the cleanliness of the room and its surroundings, adequate lighting, tranquility, including communication established by a group of people at the work site.

The work environment is a whole tool or what is also known as the tools and materials that are owned, the surrounding environment where a person does his job, utilizes the right method of work, and the division of responsibility for the work being completed [5]. So, it is clear that the work environment is one of the important factors in the implementation of a job called performance for a teacher (educator) at school.

In essence, this research has been conducted by Yaqin [6], it is stated that the discipline variable and the school environment have a positive impact on student learning outcomes. For this reason, the researcher wants to prove the consistency of the results obtained.

Supported by preliminary data identified by the researcher, that some teachers who teach are still not optimal in time discipline. Likewise, the school environment is still indicated as a school environment that is sufficiently supportive of the learning process. One of the findings obtained by the researcher during the preliminary study was that some teachers did not take advantage of the learning time properly. This is an indication of teacher discipline that has not been optimal in utilizing students' learning time. Implementation of incomplete learning administration at the time of learning is an indication that the teacher's discipline towards learning completeness is also not optimal. Likewise, in the assumption of student learning outcomes which only meet the minimum limits and have not exceeded the completeness criteria.

To facilitate the research process and not to be ambiguous, the researcher focused on examining the effect of teacher discipline and the school environment on student learning outcomes at SD Negeri Pratama Mandira.

2. METHODS

This research was conducted at SD Negeri Pratama Mandira which is located at Bumi Pratama Mandira, Sungai Menang District, Ogan Komering Ilir Regency. The research was carried out from July to October 2020.

The method used in this research uses correlational quantitative research methods. According to Arikunto [7], quantitative correlational research is research that is

intended to determine whether there is a relationship between data or several variables. According to Gulo [8], the research method is the method used by a researcher in order to obtain information and analyze it so that it becomes a described finding.

According to Nazir [9] and Riyanto [10], the research method is used by researchers so that the implementation of research can be directed according to the research objectives.

Another opinion is expressed by Sukardi [11] and Sukmadinata [12] which states that the research method must pay attention to the aspects being studied, as this research was conducted in educational institutions, so in the process the method used is the educational research method.

A total of 75 students from 142 people were used as samples in this study. Research information obtained through questionnaires, documentation and observation.

3. RESULTS AND DISCUSSION

The data obtained from the implementation of the research has been analyzed, so that it is known that the data is normally distributed and there are no symptoms of heteroscedasticity.

Furthermore, hypothesis testing was carried out on the research, so that the tcount value for testing hypothesis 1 was 6.402. Then the value is interpreted at t table which is 1.993 which means that the alternative hypothesis (H_a) for testing hypothesis 1 is accepted. Therefore, it is stated that teacher discipline has a positive and significant effect on student learning outcomes at SD Negeri Pratama Mandira.

It can also be seen through the significance value, which is $0.000 < 0.05$, which means that the alternative hypothesis (H_a) for H_1 is accepted. The correlation coefficient or the magnitude of the relationship between teacher discipline and student learning outcomes is 60.0%, and is included in the category of a fairly strong relationship. The determinant coefficient or the magnitude of the influence of the teacher's discipline variable on student learning outcomes is 36.0% which means it has a low influence.

For testing the second hypothesis, it is known that the t-count value is 6,119 for the school environment variable. From this value, it is interpreted at the value of t table which is equal to 1.993, which means $t_{count} > t_{table}$; $6,119 > 1,993$. Based on this, it is stated that the alternative hypothesis is accepted, which means that the school environment has a positive and significant effect on student learning outcomes at SD Negeri Pratama Mandira.

To confirm these results, it can also be seen that the significance value is $0.000 < 0.05$, which means that the alternative hypothesis (H_a) is accepted and the statistical hypothesis (H_0) is rejected. The correlation coefficient or the magnitude of the relationship between the school environment and learning outcomes is 58.2%. The magnitude of the relationship is in a fairly close category. In the R square column, there is a value of

0.339 which means the determinant coefficient or the magnitude of the influence of school environment variables on student learning outcomes at SD Negeri Pratama Mandira is 33.9% and is included in the low influence category.

Furthermore, testing the third hypothesis, is a simultaneous hypothesis testing or testing together. Intended as testing jointly, namely the independent variables are jointly tested on the dependent variable. The Fcount value of the test results is $27.094 > F_{table}$ of 3.124, which means that there is a positive and significant influence on teacher discipline and the school environment on student learning outcomes at SD Negeri Pratama Mandira.

Confirming these results can be seen from the significance value obtained, namely $0.000 < 0.05$, which means the alternative hypothesis (H_a) is accepted and the statistical hypothesis (H_0) is rejected. As much as 65.5%, together, the discipline of teachers and the school environment has a relationship with student learning outcomes of SD Negeri Pratama Mandira, thus it is included in the category of a fairly close relationship or quite high. Teacher discipline and the school environment jointly affect the learning outcomes of students at SD Negeri Pratama Mandira by 42.9% and fall into the category of quite high influence.

The effect of teacher discipline on student learning outcomes

The results of this study support several previous studies, such as that conducted by Yaqin [6] that discipline is able to optimize the results achieved. As with research conducted by Nashir [13], teacher discipline in teaching can have a positive impact on student achievement. It is no different from research conducted by Maruya [14], that discipline will optimize student learning outcomes.

However, in contrast to the research conducted by Arianto [7], discipline is stated to have no positive and significant effect on the results achieved. Even so, it is natural that there are differences in results in research because many factors can be the difference. That is why it is necessary to carry out continuous testing to test the consistency of these variables.

The influence of the school environment on student learning outcomes

Regarding the achievements of this study, it also confirms the research conducted by Yaqin [6] that the school environment has a positive and significant impact on student learning outcomes. Likewise, with research conducted by Nashir [13], and Maruya [14]. For this reason, this research was conducted, as a reinforcement of previous research on similar variables. In addition, it also tests the consistency of the effect of independent variables when testing different sample characteristics.

The influence of teacher discipline and the school environment on student learning outcomes

Most of the respondents in this study stated that the student learning outcomes at SD Negeri Pratama Mandira were categorized as good. There are only 4 (four) people who achieve very good learning outcomes. Teacher discipline and the school environment jointly affect the learning outcomes of students at SD Negeri Pratama Mandira by 42.9% and fall into the category of quite high influence.

The results of this research also provide confirmation of several previous studies. Like the research conducted by Yaqin [6] with a research focus on discipline and the school environment on student learning outcomes, research by Sulfemi [15] with a research focus on discipline and the school environment on student learning outcomes. The same thing also happened to Martina, Khodijah & Syarnubi's [16] research, which examines the school environment on student learning outcomes.

These studies state that simultaneously discipline and the school environment can have a positive impact on student learning outcomes. That is why the consistency of these variables has been proven empirically by the results of this study. It is not just knowledge given by the teacher, but through giving examples or exemplary of the disciplinary behavior shown by the teacher. Such a thing is stated as a hidden curriculum or a hidden curriculum from within a teacher.

4. CONCLUSION

Based on the results of the analysis that has been carried out, as well as a discussion of important matters in this study, it is stated that 1) teacher discipline has a positive and significant effect on student learning outcomes; 2) the school environment has a positive and significant influence on student learning outcomes; 3) teacher discipline and the school environment together have a positive and significant effect on student learning outcomes at SD Negeri Pratama Mandira.

REFERENCES

- [1] Kementerian Pendidikan Nasional. (2003). *Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Kementerian Pendidikan Nasional.
- [2] Pemerintah Republik Indonesia. (2010). *Peraturan Pemerintah Nomor 53 Tahun 2010 tentang Disiplin Pegawai Negeri Sipil*. Jakarta: Pemerintah Republik Indonesia.
- [3] Djamarah, S. B. (2002). *Rahasia Sukses Belajar*. Jakarta: Rineka Cipta.

- [4] Sutrisno, E. (2010). *Manajemen sumber daya manusia*. Jakarta: Kencana.
- [5] Sedarmayanti. (2011). *Manajemen Sumber Daya Manusia*. Bandung: PT. Refika Aditama.
- [6] Yaqin, M. A. (2015). *Pengaruh disiplin dan lingkungan sekolah terhadap hasil belajar siswa di Madrasah Aliyah Nurul Islam Bades Pasirian Lumajang*. Malang: Universitas Islam Negeri Maulana Malik Ibrahim.
- [7] Arikunto, S. (2013). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- [8] Gulo, W. (2002). *Metode penelitian*. Jakarta: Gramedia Widiasarana Indonesia.
- [9] Nazir, M. (2011). *Metode penelitian*. Jakarta: Ghalia Indonesia.
- [10] Riyanto, A. (2012). *Buku ajar metodologi penelitian*. Jakarta: EGC.
- [11] Sukardi. (2011). *Metodologi Penelitian Pendidikan*. Jakarta: Bumi Aksara.
- [12] Sukmadinata, N. S. (2008). *Metode penelitian pendidikan*. Bandung: Remaja Rosdakarya.
- [13] Nashir, A. (2016). Pengaruh kedisiplinan guru terhadap prestasi belajar. *Tarbawi, Volume 1 Nomor 1*.
- [14] Maruya, S. (2016). Pengaruh kedisiplinan guru mengajar terhadap peningkatan motivasi dan hasil belajar siswa dalam pembelajaran Aqidah Akhlak di MIN 1 Kota Bengkulu. *Al-Bahtsu, Volume 1 Nomor 2*, 249-258.
- [15] Sulfemi, W. B. (2018). Pengaruh disiplin ibadah sholat, lingkungan sekolah dan intelegensi terhadap hasil belajar peserta didik mata pelajaran Pendidikan Agama Islam. *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan, Volume 16 Nomor 2*, 166-178.
- [16] Martina, Khodijah, N., & Syarnubi. (2019). Pengaruh lingkungan sekolah terhadap hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam di SMP Negeri 9 Tulung Selapan Kabupaten OKI. *Jurnal PAI Raden Fatah, Volume 1 Nomor 2*.