



Analysis of Discipline Character and Learning Interest on Student Learning Outcomes

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Abstract

This study was motivated by the decline in student learning outcomes in the odd semester of the 2022/2023 school year which was caused by students paying less attention to the explanation and material from the teacher during the learning process. Such as not doing assignments on time, often chatting alone when the teacher explains, lack of interest in learning, and there are some children who have low learning outcomes. Therefore, it is necessary to instill discipline in learning since childhood, because it will help children control themselves in the formation of self-awareness in learning without an element of compulsion. This study aims to determine the relationship between learning discipline and students' interest in learning. The research method used is a quantitative method with a correlational approach that uses ex post facto research. The sample in the study was class III students with a total of 14 people, whose sampling used the saturated sample method because all students in class III were sampled in the study. Data collection was carried out using questionnaire and documentation techniques. The results showed that: 1) There is a significant relationship between learning discipline and student learning outcomes with a Thitung value of 8.131. 2) There is a significant relationship between learning discipline and student learning outcomes with a Thitung of 3.459. 3) There is a significant relationship simultaneously between learning discipline and learning interest on student learning outcomes with a T-count of 6.698.

1. INTRODUCTION

Education cannot be separated from life, because it is a process that lasts a lifetime and education can be said to be successful if the teaching and learning process is carried out effectively and efficiently so that learning outcomes can be achieved more optimally. Discipline students can determine everything that if he does will have an impact on a sense of awareness, no longer because of compulsion. Interest in something can determine everything that is good in education in learning. A lesson will be liked by students if the learning material delivered by the teacher is easily understood by students.

Discipline itself has a meaning, namely an activity that is always carried out and certainly has a purpose[1]. Discipline contains the principle of obedience, namely the ability to behave and act consistently based on a certain value. Discipline can be a tool for preventing and maintaining things that can interfere with and hinder the learning process, therefore various regulations are also enforced at school and at home to improve student discipline and will certainly affect learning outcomes. There are still many students at the elementary school level who lack discipline in learning, such as arriving late, forgetting to do homework, not listening when the teacher explains, talking to themselves, not wanting to do assignments given by the teacher, and even making noise in class[2]. According to Ika Susanti

elementary school students usually tend to like to play with their peers in the classroom during the teaching and learning process, and this situation is generally accepted everywhere so students seem not to be bound by the existing rules in the school environment. Discipline is no longer a coercion or pressure from the outside, but emerges from within students who are already aware, so that discipline has become part of the behavior of everyday life[3].

Interest is an important role that affects the achievement of learning outcomes. Not only that which is expected to produce good learning achievement from a student where he is not interested in learning something[4]. Interest is a moment of tendency that is directed intensively to an object that is considered important. Student interest is also shown by feelings of like and dislike towards the subject. Students who are interested and have certain needs in a subject area, these students tend to always like certain subjects, and these students will have satisfaction if the lesson is able to provide interest for them.

Learning outcomes are the most important part of the teaching and learning process, and there is no teaching and learning process that is independent of assessment[5]. Learning outcomes at school can be seen from students' mastery of the subject matter studied, and the level of mastery or learning outcomes at school is symbolized by numbers or letters. Factors that can influence student success in achieving learning outcomes are grouped into two, namely through internal factors and external factors. Internal factors are certainly factors that come from within the student himself, including the level of intelligence, interest, motivation, discipline and so on[6]. Meanwhile, external factors are all factors that come from outside the student himself, including the family environment, community, association, and so on[7]. A student's interest and learning discipline must have a relationship between the two that influences their learning outcomes, because both are one of the important things in supporting good student learning outcomes.

This study aims to determine the relationship between learning discipline and learning interest on student learning outcomes in Class III at MI Al-Wathoniyah Tegalarjo Rejotangan Tulungagung. Researchers hope that this research can change the discipline of learning, interest in learning and learning outcomes that students get to be maximal and satisfying.

2. METHODS

This study uses quantitative research methods with ex post facto research types. The number of respondents in this study consisted of 14 class III students using the saturation method sampling technique, namely all students from class III became the sample in the study. The data collection technique used in this study was by distributing questionnaires on learning discipline and learning interest, while the learning outcomes were obtained from report cards in odd semesters and documentation. Before the questionnaire or questionnaire was distributed, in this study trials were carried out on classes that had the same or almost the same criteria as the sample class, and then validity and reliability tests were carried out for the validity of the questionnaire and it was feasible to distribute it for research. after the questionnaire was distributed and the data was successfully collected, data processing could be carried out with the help of IBM SPSS version 29.0 in the form of data descriptions, prerequisite tests and hypothesis tests. The prerequisite test used in the study consisted of a normality test using the One-Sample Kolmogorov-Smirnov test. Test the hypothesis using a simple linear regression test and t test.

3. RESULTHS

3.1 Hypothesis Prerequisite Test

Table 1. Output of the Kolmogorov-Smirnov One-Sample Normality Test

		Unstandardized Residual
N		14
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.76138456
Most Extreme Differences	Absolute	.208
	Positive	.119

	Negative	-.208
Test Statistic		.208
Asymp. Sig. (2-tailed) ^c		.103
Monte Carlo Sig. (2-tailed) ^d	Sig.	.100
	99% Confidence Interval	Lower Bound .092
		Upper Bound .108

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Sumber: IBM SPSS versi 29.0

The normality test above using a significance of 5% or 0.05 shows that the significance value is 0.103 > 0.05, so it can be said that the residual values are normally distributed. Questionnaires that are tested with normality can then proceed to hypothesis testing

3.2 Hypothesis testing

The results of hypothesis testing in the study used a simple regression test and t test, based on acceptance or rejection of H_0 with the test criteria using a significance level of 5% or 0.05 and if $T_{count} < T_{table}$ then H_a is rejected and H_0 is accepted with the conclusion that there is no significant relationship between variables. If $T_{count} > T_{table}$ then H_a is accepted and H_0 is rejected with the conclusion that there is a significant relationship between the variables. Calculation of the hypothesis test of the learning discipline variable on learning outcomes using a simple linear regression test can be seen in the table below as follows:

Table 2. Output of the Simple Linear Regression Test for Learning Discipline

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	55.748	3.519		15.840	.000
	Study discipline	.958	.118	.920	8.131	.000

- a. Dependent Variable: Learning outcomes
- b. Source: IBM SPSS versi 29.0

The results of a simple regression test on the learning discipline variable with a significance value of 0.000 < 0.05 with T_{count} 8.131 > T_{table} 2.201. It can be seen that H_a is accepted and H_0 is rejected, meaning that there is a significant relationship between learning discipline and learning outcomes.

Table 3. Output of Simple Linear Regression Test Interest in Learning

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.107	18.436		6.098	.002
	Interest to learn	.741	.508	.688	3.459	.031

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.107	18.436		6.098	.002
	Interest to learn	.741	.508	.688	3.459	.031

a. Dependent Variable: Learning outcomes

b. Source: IBM SPSS versi 29.0

The results of a simple regression test on the learning interest variable with a significance value of 0.031 < 0.05 with Tcount 3.459 > Ttable 2.201. It can be seen that Ha is accepted and Ho is rejected, meaning that there is a significant relationship between learning interest and learning outcomes.

Table 4. Partial Test Output

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.027	6.274		6.698	<.001
	Study discipline	.867	.105	.833	8.238	<.001
	Interest to learn	.438	.177	.250	2.477	.031

a. Dependent Variable: Learning outcomes

b. Source: IBM SPSS versi 29.0

4. DISCUSSION

1. The relationship between learning discipline and student learning outcomes in this study is as follows: Learning discipline has a significant relationship to student learning outcomes in Class III with Tcount in the coefficient table of 8.131 meaning that the higher the student learning discipline, the positive impact will be on increasing student learning outcomes. Discipline in learning and learning achievement has a significant relationship, because students who have a high discipline attitude in their learning can produce maximum achievement, with the application of discipline in learning can increase student achievement in all subjects[8]. This is reinforced by Susanto that discipline makes students orderly in managing themselves in learning activities and other activities[9]. The character of discipline can also lead students to achieve academic and non-academic achievements. Dwi Cahyadi Wibowo says that learning discipline and learning outcomes have a relationship that can affect one another[10].

The higher the learning discipline and the higher the concentration of learning, the better the learning results obtained and vice versa[11]. According to Aslianda discipline has a relationship with learning outcomes meaning that discipline has an important role in realizing good learning outcomes such as carrying out tasks properly (on time)[12]. This is reinforced by Slameto usually students who are smart are students who are disciplined[13]. According to Yasmin the impact of self-awareness is, if he is well disciplined then it will have a good impact on his own success in the future[14]. According to Moeliono in H. Darmadi's book that discipline means obedience (compliance) to rules of procedure, rules, and so on[15].

The researcher concluded that discipline affects learning outcomes, but not entirely. Discipline influences learning outcomes, this is because learning outcomes are not only influenced by discipline but are also influenced by other factors. The teaching and learning process of learning discipline is very necessary, because it aims to prevent students from things that can interfere with the teaching and learning process. Discipline will make students trained and have the habit of doing good actions and

can control their every action so that students will obey and obey the teacher and be orderly towards the teaching and learning activities that are taking place in class. Students who obey teachers and school rules properly will have an impact on student learning outcomes. Good learning results are obtained from a good learning process as well.

2. The relationship between learning interest and student learning outcomes in this study is as follows. Interest in learning has a significant relationship to student learning outcomes in Class III with Tcount in the coefficient table of 3.459 meaning that the higher the discipline of student learning, the positive impact will be on increasing student learning outcomes. Interest in learning has a great relationship to learning outcomes, because with an interest in learning, students will feel more interested in learning and shown by their activeness, participation and enthusiasm in the learning process[16]. This is also in line with Yolanda Dwi Prastika someone who has a low interest in learning will not be able to follow the learning process properly so that he will not be able to produce the best performance in his studies[17]. This is understandable if the interest in learning about the subject is positive or not, then it will be easy for them to adapt to physics subjects so that their learning outcomes are high[18]. Lusiana Rosalina & Junaidi are also in line with this opinion, that interest in learning is related to student learning outcomes[19]. According to Wiradarma the teacher's success in increasing student learning interest is influenced by internal factors and external factors[20]. This is also in line with Ika Wanda Ratnasari that students who are interested in their subject, of course, pay attention and always try to learn more about the subject[21]. Developing an interest in something is basically helping students receive the material presented by educators so that predetermined learning objectives can be achieved[22]. Interest is not innate, but acquired later because interest in something is learned and influences further learning and influences the acceptance of new interests[23]. The researcher concluded that interest in learning can be interpreted when someone who is interested in a learning activity, then someone will have a feeling of interest in learning as shown by diligent study and curiosity about the lesson. Attention to learning is defined as where students can focus on what they are learning. Learning motivation can be seen from conscious effort or encouragement to carry out learning actions and manifest directed behavior in order to achieve learning goals. Furthermore, if someone is interested in a lesson, he will have broader knowledge and know the meaning of a lesson.
3. The relationship between Discipline and interest in learning has a significant relationship to student learning outcomes with a Tcount of 6.698. This shows that discipline and interest in learning have a significant relationship to the learning outcomes of class III students at MI Al-Wathoniyah Tegalrejo for the 2022/2023 Academic Year. According to Ahmad discipline and interest in learning have a significant relationship, because both are important things in supporting good student learning outcomes[24]. This is in line with Indrawijaya that discipline and interest in learning together have a very high ability to explain learning outcomes, because the two are very strongly related[25]. Interest in learning and learning discipline have a great influence on learning, interest and learning discipline must be instilled from oneself in order to have a sense of responsibility [4]. According to Satrijo Budiwibowo so that students can have good learning outcomes, they should have an interest in the lessons that will be studied at school[26]. This is in line with Susintoi so that teachers can maintain and improve student learning outcomes by becoming a motivator for their students[27]. Student changes that occur in learning are in the form of changes in behavior by inference before individuals are placed in learning situations until there are significant changes[28]. Learning outcomes as a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment[29]. The researcher concluded that students who get good learning outcomes are an honor because they will always try to maintain and improve the learning outcomes they have obtained. Learning achievement can also reflect that the implementation of learning carried out by the teacher can be said to be successful. The teacher when implementing teaching, has an important role in achieving a good learning process.

5. CONCLUSION

Discipline in learning has a significant relationship to student learning outcomes, namely obtaining a Tcount of 8.131 with a significant value of 0.001 which implies that there is a relationship between disciplined learning and student learning outcomes. Interest in learning has a significant relationship to student learning outcomes, namely a Tcount of 3.459 with a significant value of 0.031 which implies that there is a relationship between interest in learning and student learning outcomes. Discipline and interest in learning towards learning outcomes have a significant relationship to student learning outcomes,

namely obtaining a Tcount of 6.698 which implies that there is a relationship between discipline and interest in learning on student learning outcomes at MI Al-Wathoniyah Tegalrejo.

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CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest

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