Indonesian Journal of Education Research (IJoER)
Vol. 4, No. 3, June 2023, pp. 58~63
ISSN: 2722-1326, DOI: 10.37251/ijoer.v4i3.585

The Effect of Learning Discipline and Learning Independence on Economics Learning Outcomes of Class X Students

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Article Info

Article history:

Received May 4, 2023
Revised May 26, 2023
Accepted Jun 10, 2023

Keywords:

Discipline
Independence
Learning outcomes

ABSTRACT

Purpose of the study: To find out whether there is an influence of learning discipline and learning independence on the economics learning outcomes of class X students of SMA Negeri 2 Kerinci.

Methodology: This research is a quantitative research. And in accordance with the problems raised, this research is classified as Ex-Post Facto research. The population in this study were 122 class X students of SMA Negeri 2 Kerinci. The respondents taken in this study were 55 respondents (students). In this study, the tool used by researchers to collect data on variables X1 and X2 was by using a questionnaire or questionnaire, while the Y variable in this study was obtained from the results of daily tests for class X SMA Negeri 2 Kerinci students, documentation was taken to strengthen the data collection tool in this study. Data collection was carried out by distributing intelligence test questions to students of SMA Negeri 2 Kerinci. Prior to distributing the questions, the questions used must be good and appropriate or in other words the validity and reliability tests of the instrument have been carried out which can only then be presented to respondents. Respondents were asked to choose one answer by giving a checklist. Data analysis techniques, using normality, linearity and regression tests.

Main Findings: There is a positive and significant influence between student learning discipline (X1) and student learning independence (X2) on economic learning outcomes (Y) of class X SMA N 2 Kerinci simultaneously with a calculated F value greater than Ftable (Fcount = 27.135> Ftable 3.20) with a significance of 0.000<0.05. The coefficient of determination = 0.511 gives an understanding of economic learning outcomes 51.1% is determined by Learning Discipline and Student Learning Independence in learning while the remaining 48.9% is explained by other factors not examined. This means that the better the student's learning discipline and the higher the student's learning independence will result in an increase in student economics learning outcomes.

Novelty/Originality of this study: Knowing that there is a positive and significant influence between student learning discipline (X1) and student learning independence (X2) on economic learning outcomes (Y) class X SMA N 2 Kerinci.

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1. INTRODUCTION

Education is an aspect of life that is very basic for the nation-building of a country [1]. Education has an important role in ensuring the development and continuity of the nation. Education is a process of improving, improving, changing one's knowledge, skills and behavior as an effort to educate people through teaching and training activities [2]. Education has a decisive role for individual self-development, especially for the development of the nation and state. The development of a nation cannot be separated from the educational process because through education quality human resources are expected to be the spearhead in development so that it can be formed. One of the things that need attention is the quality of education which greatly determines success in the educational process [3].

The success of a person in pursuing education is influenced by several factors that influence each other. The existence of internal factors and external factors are very influential for a person in pursuing his education [4], [5]. Internal factors are factors that come from within the individual itself, for example the level of intelligence, intelligence, emotion, critical thinking ability, psychological state and others. While external factors are factors that come from outside the individual, for example the school environment where a person studies knowledge, educational facilities, both facilities at home or at school.

In studying economics, students will be successful if there is a willingness to learn, high curiosity, independent learning from students and discipline in learning. A student can be said to be disciplined if he does a job in an orderly and regular manner. Good study discipline will be able to encourage students to achieve good learning outcomes as well [6]. But in reality, the level of student learning discipline between students is different from one another.

Furthermore, to understand the following understanding of learning, several definitions of learning are put forward, including that learning is an effort made 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. The teacher's activities to create conditions that allow students' learning processes to take place optimally are called learning activities. In other words learning is the process of making people learn. The teacher's duty is to help people learn by manipulating the environment so that students can learn easily, meaning that the teacher must make a selection of various existing learning strategies, which most enable the student learning process to take place optimally.

The success of education will be achieved by a nation if there is an effort to improve the quality of education of the nation itself [7], [8]. To produce quality human resources in the educational process is strongly influenced by the success or failure of learning activities. Success in learning can be seen from the results achieved by students, because learning achievement is the result that has been done.

Assessment of learning outcomes should apply a comprehensive assessment system that includes three aspects, namely cognitive, psychomotor and affective aspects. In general, learning outcomes can be grouped into three aspects, namely cognitive, psychomotor, and affective. Whatever the type of subject, it always contains these three aspects but has a different emphasis. Practical subjects put more emphasis on the psychomotor domain, while concept subjects put more emphasis on the cognitive domain. However, both types of learning contain an affective domain.

In addition, students have low self-discipline in learning and lack of curiosity about the subject. This is indicated by the behavior of students who complete homework at school, do not wear school uniforms according to the time determined by the school, there are students who come late to school which interferes with learning concentration, and there are students who are late in submitting assignments given by the teacher [9]. Another problem found is that student learning independence is still relatively low. Due to the low student independence marked by the presence of students who are embarrassed to ask when facing difficulties understanding the subject matter, passive students in teaching and learning activities and the presence of students cheating during daily tests. The dominant cause is the student's assumption that economics is a subject that is considered difficult for most students. This assumption causes students to be less enthusiastic about studying economics and do not want to know about the lessons being studied, the level of independence in learning and learning discipline is lacking due to the students' lack of seriousness in learning. Students tend to be passive and only listen to explanations from the teacher then record what has been recorded or explained by the teacher on the blackboard. When the teacher gives a question they are reluctant to answer and tend to wait for an answer from the teacher and then record it. This shows the lack of independence and discipline in studying economics for students which then affects learning outcomes.

Learning discipline is a form of self-control that is carried out consciously or because of encouragement from other parties to carry out learning activities [10]. With habituation, discipline can be formed in an individual. A disciplined student will be able to share his time in carrying out all daily routines, obey all rules in the environment where he is and be able to adapt to the environment around him [11]. In terms of learning, students who are disciplined will easily absorb the subject matter compared to students who are not disciplined.

This is because students who are disciplined in learning will always spend most of their time each day for study or useful activities. Therefore the discipline of learning is very influential on student learning outcomes.

In addition, in learning discipline is one of the things that is important in achieving maximum targets in the learning process. Study discipline is very important for students. This discipline needs to be instilled continuously so that it will become a habit for students. People who are successful in their respective fields generally have high discipline [12]. We recommend that people who fail are generally not disciplined.

The independence of learning in economics subjects achieved by students is inseparable from the factors that influence it [13]. To be able to achieve high achievement requires more active learning independence. If a student has realized the goal he wants to achieve, namely increasing the best possible independent learning. Student Learning Independence is needed so that they have responsibility in managing and disciplining themselves, as well as developing the ability to learn on their own accord. These attitudes need to be owned by students as students because this is a characteristic of the maturity of an educated person.

2. RESEARCH METHOD

This research is a quantitative research. And in accordance with the problems raised, this research is classified as Ex-Post Facto research. The population in this study were 122 class X students of SMA Negeri 2 Kerinci. The respondents taken in this study were 55 respondents (students). In this study, the tool used by researchers to collect data on variables X1 and X2 was by using a questionnaire or questionnaire, while the Y variable in this study was obtained from the results of daily tests for class X SMA Negeri 2 Kerinci students, documentation was taken to strengthen the data collection tool in this study. Data collection was carried out by distributing intelligence test questions to students of SMA Negeri 2 Kerinci. Prior to distributing the questions, the questions used must be good and appropriate or in other words the validity and reliability tests of the instrument have been carried out which can only then be presented to respondents. Respondents were asked to choose one answer by giving a checklist. Data analysis techniques, using normality, linearity and regression tests.

3. RESULTS AND DISCUSSION

To find out the level of student learning outcomes, the variable level categories are obtained as followst:

Table 1. Categories of Student Learning Outcomes (Y)

No.	Value Intervals	Frequency	Percentage %	Category
1	$76,5 \leq 82$	21	38,2 %	Very high
2	$73,5 \leq 76,5$	12	21,8 %	Tall
3	$70,5 \leq 73,5$	12	21,8 %	Currently
4	$67,5 \leq 70,5$	4	7,3%	Low
5	$62 \leq 67,5$	6	10,9%	Very low
Jumlah		55	100%	

Based on table 1 above, it can be seen that the category of student learning outcomes is very high as many as 21 students with a percentage of 38.2%, in the high category as many as 12 students with a percentage of 21.8%, in the medium category as many as 12 students with a percentage of 21.8% , the low category is 4 students with a percentage of 7.3% and the very low category is 6 students with a percentage of 10.9%. Based on table 4.2 above, it shows that the frequency of the greatest learning outcome variable is on a scale of $76.5 \leq 82$ with a frequency percentage score of 38.2%, which means the learning outcome variable is in the Very High category.

The data collected is data about the influence of Learning Discipline and Independent Learning on student learning outcomes. The data that has been collected is analyzed. To analyze whether the data is normal or not, in this case the Kolmogorov Smirnov formula is used using the IBM SPSS Statistics application version 23.0. based on the calculation results, it can be said that the data obtained is normal. This can be seen in table 2 below:

Table 2. Results of Normality Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
learning outcomes	,108	55	,164	,964	55	,098
Study discipline	,109	55	,155	,982	55	,593
Independent Learning	,100	55	,200*	,981	55	,516

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, it can be seen that the calculation of the significance of the Kolmogorov-Smirnov & Shapiro-Wilk variable Learning Outcomes (y) is 0.164 & 0.098 while the Learning Discipline variable is 0.155 & 0.593 and the independent learning variable is 0.200 and 0.516 (larger than Alpha (α) = 0.05) So it can be concluded that the data obtained on the variables Results, Discipline, and Learning Independence are normally distributed.

To find out whether the linear model used is correct or not, a linearity test is carried out first. In this study, the help of the IBM SPSS Statistics application version 23.0 was used. The use of a linear model was said to be appropriate and probability values (in the written ANOVA table Sig) could be used with a level of significance (0.05 or 0.01). If the probability > 0.05 then the model is rejected and if the probability < 0.05 then the model is accepted. The summary of the linearity test in this study can be seen in tables 4.8 and 4.9 below:

Table 3. The results of the linearity test for the variables Y and X1, Y and X2

		Sig.
Learning Outcomes* Discipline	Deviation from Linearity	0,133
Learning Outcomes * Independent Learning	Deviation from Linearity	0,181

The table above explains that the probability value is 0.000 so it can be concluded that the model is appropriate and acceptable. This is in accordance with the requirements of the linearity test, namely if the probability value is < 0.05 (from the table it is explained that the probability value = 0.000 < 0.05). The hypothesis tested in this study reads that there is an influence of learning discipline (X1) and learning independence (X2) on student learning outcomes (Y). From the results of calculations using the help of the IBM SPSS Statistics application version 23.0. The following presents the results of the regression analysis which can be seen in the following SPSS output image:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	44,820	4,031		11,118	,000
	Disiplin belajar	,348	,077	,481	4,519	,000
	Kemandirian Belajar	,247	,072	,366	3,437	,001

a. Dependent Variable: Nilai

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	552,429	2	276,215	27,135	,000[b]
	Residual	529,316	52	10,179		
	Total	1081,745	54			

a. Dependent Variable: Nilai
b. Predictors: (Constant), Kemandirian Belajar, Disiplin

Figure 1. SPSS output of multiple regression analysis

From the calculation results in Figure 1 above, we get a multiple regression equation, namely Y = 44.820 + 0.348X1 + 0.247X2. Based on the data above, the positive constant value is 44.820. This shows the positive influence of the independent variables (Learning Discipline and Learning Independence), if the X1 and X2 values are 0, then the Y value is 44.820.

The regression coefficient of the Learning Discipline variable (X1) is 0.348 meaning that if the other independent variable or (X2) has a fixed value and Learning Discipline (X1) has increased by one unit, then the learning outcomes (Y) will have increased by 0.348 The coefficient is positive meaning that there is a positive influence between learning discipline (X1) and learning outcomes (Y). The more student discipline increases, the more student learning outcomes increase.

The regression coefficient of learning independence variable (X2) is 0.247 meaning that if the other independent variable (X1) has a fixed value and learning independence (X2) has increased by one unit, then learning outcomes (Y) will increase by 0.247, the coefficient is positive meaning there is a positive influence between learning independence (X2) with learning outcomes (Y). The higher the independence of student learning, the learning outcomes will increase.

The t test is a test to show the individual effect of the independent variables in the model on the dependent variable. This is intended to determine how far the influence of one independent variable in explaining the dependent variable. The hypotheses to be tested are Ho: pyx1 = 0 and Ha: pyx1 ≠ 0. Based on calculations with the help of the IBM SPSS Statistics application version 23.0., the results of the regression analysis with the t-test, tcount is 4.519 and ttable is 2.007 provided that ttable with dk = n-k = 55-3 = 52 (5% t_{table} distribution), or t_{count} is greater than ttable (t_{count} 4.519> t_{table} 2.007) with a significant value of 0.000. The sig value is smaller than the probability value of 0.05 or the value of 0.000 <0.05. It can be concluded that the variable X1 has a contribution to Y, so that H0 is rejected and Ha is accepted. Then the first hypothesis which reads "There is an Influence Between Student Learning Discipline on Student Learning Outcomes in Class X SMA Negeri 2 Kerinci" can be accepted.

The hypotheses to be tested are H0: pyx2 = 0 and Ha: pyx2 ≠ 0. Based on calculations with the help of the IBM SPSS Statistics application version 23.0., the results of the regression analysis with the t-test, t_{count} are 3.437 and t_{table} 2.007 with the condition that t_{table} is dk = n - k = 55 - 3 = 52 (5% ttable distribution), or tcount is greater than ttable (t_{count}3.437 > t_{table} 2.007) with a significant value of 0.001. The sig value is smaller than the probability value of 0.05 or the value of 0.001 <0.05. It can be concluded that the variable X2 has a contribution to Y, so that H0 is rejected and Ha is accepted. Then the second hypothesis which reads "There is an Effect of Learning Independence on Student Learning Outcomes in Class X SMA Negeri 2 Kerinci " can be accepted.

The simultaneous test is used to determine whether the independent variables, namely Learning Discipline and Learning Independence, simultaneously affect the dependent variable, namely student learning outcomes. Based on calculations with the help of the IBM SPSS Statistics application version 23.0., Simultaneously the influence of Learning Discipline and Learning Independence obtained F_{count} = 27.135 and F_{table} = 3.20 or (F_{count} = 27.135 > F_{table} = 3.20) with a significance F of 0.000. In this study using a significance level of 0.05. An F significance of 0.000 indicates less than 0.05 or (0.000 <0.05). Then the third hypothesis which reads "There is an Effect of Learning Discipline and Learning Independence on Learning Outcomes of Class X Students of SMA Negeri 2 Kerinci" can be accepted.

4. CONCLUSION

There is a positive and significant influence between student learning discipline (X1) and student learning independence (X2) on economic learning outcomes (Y) of class X SMA N 2 Kerinci simultaneously with an F count greater than F table (Fcount = 27.135> Ftable 3.20) with a significance of 0.000 <0.05.

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