

The Effect of Learning Discipline on Independence Student Learning

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ABSTRACT

The Influence of Learning Discipline on Students' Independent Learning. Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Pakuan University, Bogor 2020. This research is a quantitative study with a causal approach. This study aims to determine the effect of learning discipline on the learning independence of fifth grade students at Gunung Gede State Elementary School, North Bogor District, Bogor City. The population of this study was 117 students with a total sample of 54 students. This research was conducted in the even semester of the 2019/2020 school year. The results of the study show that the influence of learning discipline on student learning independence is shown by statistical analysis that shows produce a correlation coefficient (rxy) of 0.38. This shows that there is an influence between learning discipline on student learning independence, while the coefficient of determination (r²) of 0.14 or 14%. The remaining 86% is determined by another factor. The average student learning independence of 14% is determined by the discipline of learning through the regression equation = 54.93+(0.41X), meaning that each unit increase in the value of learning discipline will cause an increase in student learning independence by 0.41 units. Based on the results of this study, it can be concluded that there is a positive influence between learning discipline on student learning independence in fifth grade students of Gunung Gede State Elementary School, North Bogor District, Bogor City, Even Semester of the 2019/2020 Academic Year.

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Introduction

A good education will be able to achieve prosperity and create a better life, and can actively develop its potential and demand the government to continue to make reforms in improving the quality of education. In the education process, the level of the education unit that is considered the initial stage of education is elementary school. At this time, students experience the educational process and the learning process. The learning process is something that can never be separated from human beings. Humans actually continue to

learn in life, even starting in the womb and Humans learn to be better. Activities and learning processes can occur anywhere in human life. One of them is the learning process in quality schools that should involve the human mentality optimally in order to improve the quality of education.

The success of the quality of education will be achieved by a nation if there is an effort to improve the country's quality of education. Improving the quality of education in schools is directly related to students as students; one of the efforts used is to increase student independence study. Although student learning independence is not the main benchmark to determine student learning success, from that process, we can form a positive character from within students from an early age.

But in reality, students are often passive in learning activities. Especially in the learning process in the classroom and outside the classroom. So that the learning process is centered only on the teacher, students' shyness can indicate this to ask questions. Students are less enthusiastic in learning activities, indifferent when the teacher explains, and reluctant to find out things they don't know.

These problems are reflected in several existing research and surveys, such as the PISA survey (The Program for International Student Assessment) organized by the OECD (Organization for Economic Cooperation and Development) in in 2015 the quality of education in Indonesia was ranked 64th out of 72 countries and 20% of students in OECD member countries reported skipping school at least once in the last two weeks. Regarding unsatisfactory learning achievement also occurs in students in West Java, where research on the KEMENDIKBUD website shows that around 74.94% of learning achievement students in West Java are not doing well.

The data describe the importance of independent learning. When how students have high learning independence, the student's learning discipline is high as well. And vice versa, if the student's learning independence is low, the student's learning discipline will be lower. With high independence in learning, students will be more active and enthusiastic in carrying out the learning process.

Based on data obtained during observations in class V of Gunung Gede State Elementary School, North Bogor District, Bogor City, there were problems experienced, including: The low enthusiasm of students in learning so that it affected the learning independence, laziness results in low student learning independence, teacher-centered learning process so that learning independence is lacking, student lack of self-confidence results in low learning independence in learning regularity, low student independence due to lack of student learning discipline.

In addition to interviews with the homeroom teacher, data on student learning independence was obtained by distributing questionnaires to samples of class VA, VB, VC. The sample is 50 students consisting of 20 students in class VA and 15 students in class VB and VC. Based on the results of the questionnaire, it is known that the low level of student learning independence there are 20 respondents (40%) who have quite low independence in learning

Students' independence in learning is essential because, with the independence of learning, students can self-direct, control their behavior, and have obedience in themselves. Independence also contributes to learning activities because, independently, children have a strong will to learn.

The purpose of this study is to determine the effect of learning discipline on student learning independence. While the formulation of the research problem, namely; Is there any influence of learning discipline on student learning independence?

Learning independence is the readiness that exists within a person to learn on his initiative or willingness without coercion from others.

Asrori (2013:128) suggests that the word "independence" comes from the basic word "self" which gets the prefix "ke" and the suffix "an" which then forms a state word or noun. Because independence comes from the basic word "self", then the discussion about independence cannot be separated from the discussion about self-development of the "self" itself.

Independence can stand alone, the state can manage and overcome its own interests without the help of others. In this case, according to Desmita (2012: 185-186), independence is a condition in which a person has a competitive desire to advance for his own good, and is able to have self-confidence and carry out tasks to be responsible for what he does.

Furthermore, Nurhayati (2011:138) emphasizes that learning independence is the ability to take responsibility for learning. Learning independence is defined as the psychological relationship of the learner with the learning process and material, as well as a situation in which learning is fully responsible for making decisions and applying them in learning.

Learning independence can be seen from how students can determine the goals, methods, and media used in the learning process. This is clarified by Suid (2017:71) who says that learning independence is one of the factors that determine student success in learning, so that this independent attitude is important for anyone who wants to achieve success in life.

Independent learning as an activity based on self-awareness and not depending on others accompanied by an attitude of responsibility, confidence, initiative in completing tasks and obligations. As clarified According to Tirtarahardja and La Sulo (2013: 50) independence in learning is defined as a learning activity that lasts longer than driven by their own will, their own choice, and their own responsibility for learning.

Based on the theory above, it can be synthesized that learning independence is the readiness of children to act naturally in achieving a goal that is felt in the belief that exists in themselves with full responsibility to achieve the desired learning success.

The teaching and learning process in the classroom needs a conducive and comfortable atmosphere. In addition, students in the learning process need consistency in participating in learning, students in that consistency need an attitude that keeps them on that consistency, namely learning discipline. According to Amri (2013:162) learning discipline is the attitude of someone who shows obedience or compliance with existing rules or regulations and is done with pleasure and self-awareness. Furthermore, the opinion of Daryanto and Darmiatun (2013: 49) learning discipline is responsible social behavior and optimal independence function in a social relationship that develops on the basis of the ability to manage/control, motivate and self-independence.

A series of good behavior that is carried out continuously shows one's obedience in terms of discipline. Furthermore, Fajriani's opinion (2016:95) Learning discipline is a form of obedience and obedience of students in carrying out the rules that have been set by the school, with the creation of learning discipline in students who are expected to be able to behave according to the rules.

Reinforced by the opinion of Melvin and Surdin (2017: 6) learning discipline is an attitude, behavior, and actions of students to carry out learning activities in accordance with decisions, rules and norms that have been set together, both written approval or not written between students and teachers at school or with parents at home to get mastery, knowledge, proficiency, nor policy.

The opinion above is different from Wiyani (2013: 160) learning discipline is an effort made by the teacher as a class manager to make students have the ability to control themselves and behave in an orderly manner in class.

Based on the above theory, it can be synthesized that learning discipline is a series of attitudes, the behavior of students who show obedience and obedience in regularly learning on the basis of their self-awareness to learn and without coercion.

Method

The research was carried out with a causal approach to the fifth-grade students of Gunung Gede State Elementary School, North Bogor District, Bogor City 2019/2020. The population in this study were all fifth-grade students of Gunung Gede State Elementary School, North Bogor District, Bogor City, totaling 117 students. The research sample was taken using the Taro Yamane formula, which resulted in 54 students as the research sample.

This research consists of two variables, namely learning discipline as the independent variable (X) and independent learning as the dependent variable (Y), with the constellation of research problems as follows:

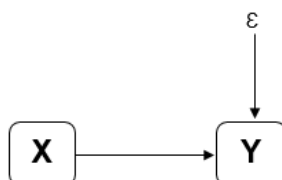


Figure 1. Constellation of Research Problems

Results and Discussion

The research data are grouped into two parts consisting of dependent variable data, namely learning independence (Y) and independent variable data, namely learning discipline (X). The research questionnaire instrument that had previously been tested on fifth grade students of Gunung Gede State Elementary School, North Bogor District, Bogor City.

Table 1. Statistical Data Research Results

Elements of Statistics	Variable	
	X	Y
Minimum Score	81	71
Maximum Score	114	111
Score range	33	40
Average (Mean)	98.61	94.96
Median	100	94
Mode	104	94
Standard Deviation (SD)	9.048	9.56
Variance (G2)	81.86	91.395
Total Score	5325	5128

Table 2. Frequency Distribution of Research Result Data Variable Learning Independence (Y)

Class Interval	Class Limit	Tpuff	Point	
			Absolute	fcumulative
71 - 76	70.5 - 76.5	73.5	2	2
77 - 82	76.5 - 82.5	79.5	2	4
83 - 88	82.5 - 88.5	85.5	10	14
89 - 94	88.5 - 94.5	91.5	14	28
95 - 100	94.5 - 100.5	97.5	9	37
101 - 106	100.5 - 106.5	103.5	9	46
107 - 112	106, -112.5	109.5	8	54
Amount			54	-

Based on the calculation results, the total score for the Independent Learning variable (Y) is 5128, with the highest score 111 and the lowest score 71. Then the mean 94.96, score range 40, many grades 7, class distance 6, median 94, mode 94, standard deviation 9.56 and variance 91.395.

The results of the frequency distribution can be seen in the histogram diagram below.

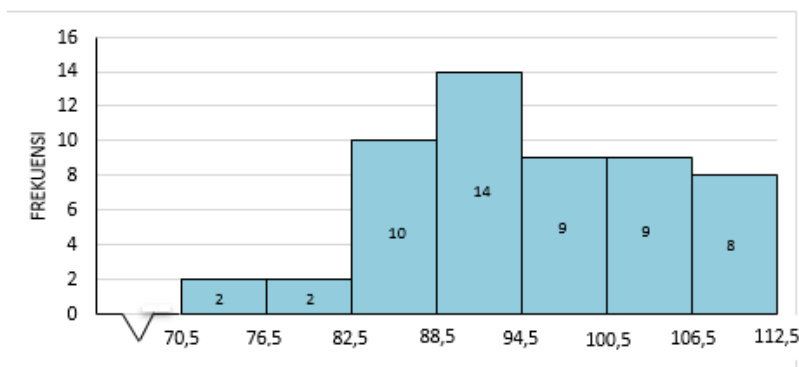


Figure 2. Histogram Diagram of Result Data Independent Learning (Y)

Based on the histogram diagram above, it can be explained that the highest number of frequencies lies in the range of values 89-94 as many as 14 students (25.93%) and the lowest frequency in the range of values 71-76 and 77-82 as many as 7 students (3.70%).

Table 3. Frequency Distribution of Result Data Variable Research Learning Discipline (X)

Class Interval	Class Limit	Point		
		Middle	Absolute	fcumulative
81 - 85	80,5 - 85,5	83	6	6
86 - 90	85,5 - 90,5	88	7	13
91 - 95	90,5 - 95,5	93	8	21
96 - 100	95,5 - 100,5	98	6	27
101 - 105	100,5 - 105,5	103	13	40
106 - 110	105,5 - 110,5	108	10	50
111 - 115	110,5 - 115,5	113	4	54
Amount			54	-

Based on the calculation of Learning Discipline which consists of 23 statement items filled out by 54 respondents, the following results are obtained: the total score is 5325, with the highest score 114 and the lowest score 81, thus the range of scores obtained is 33, many grades 7, distance grade 5, the mean score is 98.61, the median is 100, the mode is 104, the standard deviation is 9.048 and the variance is 81.86. The results of the frequency distribution can be seen in the histogram diagram below.

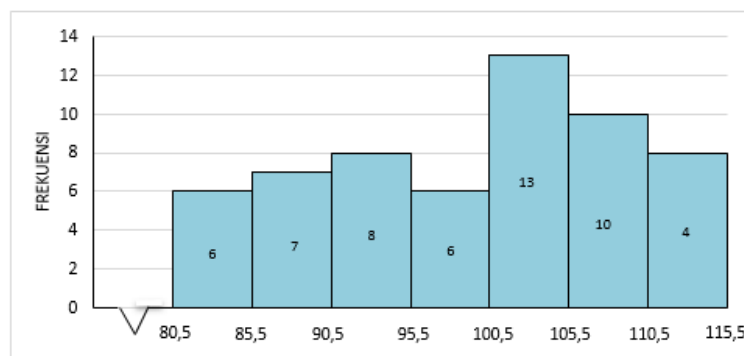


Figure 3. Histogram Diagram of Learning Discipline Results (X)

Based on the histogram diagram above, it can be seen that the highest number of frequencies lies in the range of values 101-105 as many as 13 students (24.07%) and the lowest is in the range of 111-115 (7.42%).

Table 4. Frequency Distribution of Result Data Variable Research Learning Discipline (X)

No	Standard Error Estimate	Lcount	Ltable	Conclusion
1	Variable (X) and (Y)	0.112	0.121	Normal ^a

^a Normal Terms Lcount < Ltable

Based on results test normality with using Test liliefors found Lcount = 0.112. The price is smaller than the price Ltable = 0.121 at the level of = 0.05, it can be concluded that $H_0 = Lcount < Ltable$. This means the standard error of the estimate is normal.

Table 5. Home Testgenicity variance

No	The variance tested	Fcount	Ftable	Conclusion
1	(Y) top (X)	1.12	4.02	Homogeneous ^a

^a Significance level test Fcount < Ftable

Based on the results of the calculation of the homogeneity of the data on Student Learning Independence and Learning Discipline, it is obtained Fcount of 1.12 for the number of samples 54 and the significant level = 0.05 obtained Ftable of 4.02. If Fcount < Ftable means homogeneous, while Fcount > Ftable means not homogeneous.

The effect of learning discipline (X) on learning independence (Y) is expressed in the form of a regression equation, namely = $a + bx$. After going through the calculations to find a and b, the form of the regression equation changes to = $54.93 + 0.41X$. Data regarding the regression equation can be seen in the following scatter diagram:

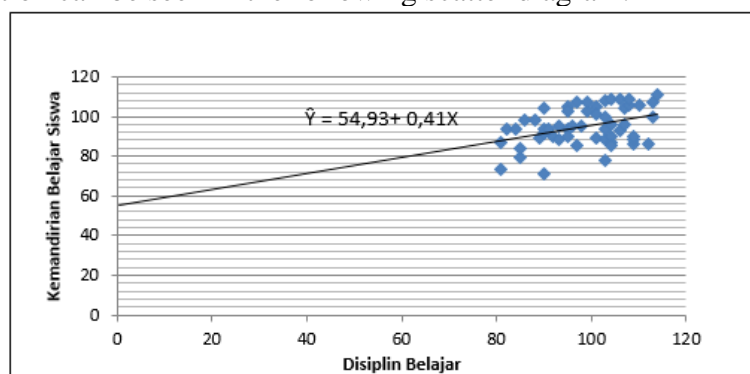


Figure 4. Transmitted Diagram of the Effect of Learning Discipline (X) on Independence Study (Y)

Based on the results of the calculation of the regression equation analysis in the scatter diagram above, it shows the closeness between the data variables X and Y where every one unit increase in the learning discipline variable (X) will cause an increase in the learning independence variable (Y) by 0.41 units. The scatter diagram also depicts a correlation, that is, there is a positive influence of the learning discipline variable on learning independence. The existence of the regression results is used to test the hypothesis about whether there is a positive influence of learning discipline (X) on learning independence (Y).

Table 6. Calculation of ANOVA Variable Learning Discipline (X) on Independence Learn (Y)

Source Variance	DK (df)	JK	RJK	Fcount	Ftable	Conclusion
Total	54	491814			0.05	
Regression (a)	1	486970.07	486970.07	9.12	4.02	Significant
Regression (b/a)	1	722.92	722.92			

Residue	52	4121.01	79.25			
Tuna Match	24	- 792747.99	- 33031.17			
Error (error)	28	834869	29816.75	- 1.11	1.91	linear

Based on the results of the calculation of the regression significance test obtained $F_{count} = 9.12$ with $F_{table} (\alpha = 0.05) = 4.02$ with so $F_{count} > F_{table} = 9.12 > 4.02$. Means the influence of Learning Discipline on the Independent Learning of Students who indicated by the regression equation that is very significant.

Regression linearity test for Learning Discipline (X) on Student Learning Independence (Y), obtained the value of $F_{count} = -1.11$ while $F_{table} (\alpha = 0.05) = 1.91$ with dk in the numerator ($k-2$) = 24 and dk in the denominator (nk) = 28. For writing the null hypothesis (H_0) is rejected if the linear regression hypothesis $F_{count} > F_{table} (\alpha = 0.05)$ and if $F_{count} < F_{table} (\alpha = 0.05)$ means (H_0) accepted. In conclusion, the data on Learning Discipline and Student Learning independence have a pattern of significant influence linear.

Table 6. Calculation of ANOVA Variable Learning Discipline (X) on Independence Learn (Y)

N	Coefficient track	Coefficient Determination	Significance		Conclusion
			Tcount	Ttable	
54	0.38	0.14	2,935	2,000	Significant ^a

^a Terms of significance test level $T_{count} > T_{table}$

In this study, the path coefficient of 0.38 which is in the positive range is 0.200 - 0.399 which indicates that the influence of learning discipline on learning independence is in the low category.

Based on the calculation of the coefficient of determination the value of $r^2 = 0.38$ with a coefficient of determination of 14%, from these data it can be formulated that learning discipline can play a role by contributing 14% to learning independence. While 86% are independent influenced by other factors.

After that, the path coefficient significance test was carried out with the t test. Coefficient significance test criteria the correlation is the same as the path coefficient i.e. $t_{count} > t_{table}$, then the correlation coefficient is declared significant. Based on the results calculation is obtained $t_{count} = 2,935$ with $t_{table} (\alpha=0.05) = 2,000$ thus $t_{count} > t_{table} (\alpha=0,05) = 2,935 > 2,000$, which means the coefficient of the Learning Discipline path to Student learning independence is significant, so it can be concluded that there is a positive and significant effect of learning discipline on student learning independence.

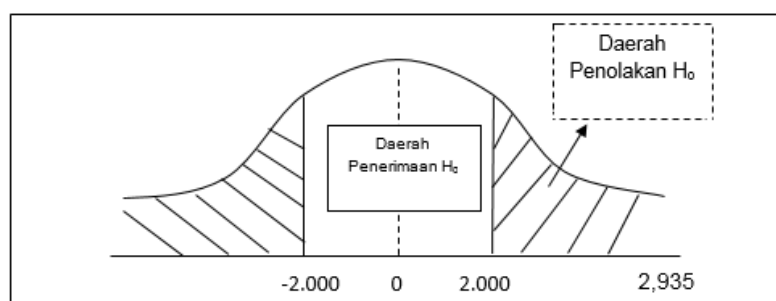


Figure 5. Rejection and Acceptance Curve H_0

Based on the results of the data analysis of hypothesis testing, it was obtained that there was a positive influence between discipline on learning independence. This shows that the

research hypothesis is accepted, meaning that learning discipline contributes to student learning independence.

The effect of learning discipline on learning independence in statistical analysis is shown by the results of the significance test and regression with the regression equation $=54.93+(0.41X)$. This means that every one unit increase in the learning discipline variable will cause an increase in learning independence by 0.41 units.

The power of the influence of learning discipline on learning independence is indicated by the correlation coefficient of 0.38. The coefficient value shows that there is a low influence between learning discipline variables on learning independence. The magnitude of the contribution of learning discipline to independent learning is shown by the correlation coefficient (r_{xy}) of 0.38 with a coefficient of determination of 0.14. It means that an increase or decrease in learning independence is influenced by the level of learning discipline by 14%, while other factors influence the remaining 86%.

The results of these calculations are supported by the results of research conducted by Intan Febriyanti Winoto (2014) entitled "The Effect of Learning Discipline on Independence Class V students of SDN 03 Brujul, Jaten sub-district, Karanganyar district, 2014/2015 academic year". Obtained r count = 0.760. Then consulted with r table with the number of $N = 28$ at a significant level of 5% obtained r table = 0.374 with a coefficient of determination $r^2 = 0.76 = 76\%$. This means that there is a significant influence of Learning Discipline on Learning Independence at SDN 03 Brujul, Jaten District, Karanganyar Regency, for the 2014/2015 Academic Year, which is 76%.

In addition, this research is confirmed by research conducted by Tri Puji Anjarani. 2016. Faculty of Education. Semarang State University. With the title "The Influence of Learning Discipline on Social Studies Learning Outcomes for Fifth Grade Students at SDN Gugus dr. Cipto Mangunkusumo, Juwana District, Pati Regency". The value of $t_{count} > t_{table}$ ($23.421 > 1.987$) so that there is a positive and significant effect of learning discipline on student learning outcomes at SDN Gugus dr. Cipto Mangunkusumo. Learning discipline on student learning outcomes obtained a correlation of 0.733 indicating that the influence between discipline on student learning outcomes is in the strong category and has a positive relationship direction.

The results of this data analysis are supported by several theories, namely the opinion of Nurhayati (2011:138) who argues that learning independence is the ability to take responsibility for learning. Learning independence is defined as the psychological relationship of the learner with the learning process and material, as well as a situation in which learning is fully responsible for taking decisions and apply them in learning.

Learning Discipline is the behavior or actions of students to obey all rules and regulations at school or at home in order to form a better character. As stated by Melvin and Surdin (2017:6) learning discipline is an attitude, behavior, and actions of students to carry out learning activities in accordance with decisions, rules and norms that have been set together, both approvals written or unwritten between students and teachers at school and with parents at home to gain mastery, knowledge, skills, and policies.

Based on the description above, it shows that there is an influence between learning disciplines on learning independence based on the statistical analysis above logically and can be proven. This result illustrates that increasing student learning independence can be influenced by the level of learning discipline both at school and outside school.

Conclusion

Based on the results of the causal research conducted using a quantitative approach in chapter IV, it was concluded that there was a low positive influence of Learning Discipline on the Learning Independence of Class V students at the Gunung Gede State Elementary School, North Bogor District, Bogor City, for the 2019/2020 academic year.

This can be shown from the regression equation $=54.93+(0.41X)$. This means that every one unit increase in the Learning Discipline variable will cause an increase in Student Learning Independence by 0.41 units. The magnitude of the contribution of Learning Discipline to Independent Learning Students are shown by the correlation coefficient (rxy) of 0.38 with a coefficient of determination of 0.14. This means that the increase or decrease in Student Learning Independence is influenced by the level of Learning Discipline by 14% as many as 30 students, while 86% is influenced by other factors, namely 46 students.

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