

## THE INFLUENCE OF LEARNING DISCIPLINE ON STUDENTS' LEARNING OUTCOMES

**OSCO PARMONANGAN SIJABAT**

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INFO ARTIKEL	ABSTRAK
<p><b>Riwayat Artikel :</b> Diterima: 17-09-2024 Disetujui: 17- 10-2024</p> <hr/> <p><b>Kata Kunci :</b> Disiplin Belajar; Hasil Belajar; Siswa.</p>	<p>Penelitian ini bertujuan untuk mendeskripsikan secara mendalam terkait disiplin belajar merupakan suatu sikap mental yang tercermin dalam tindakan atau perilaku individu, kelompok atau masyarakat berupa ketaatan terhadap peraturan yang ditetapkan oleh etika, norma dan aturan yang berlaku dalam masyarakat untuk tujuan tertentu. Tujuan penelitian ini adalah untuk mengetahui pengaruh disiplin belajar terhadap hasil belajar IPS siswa kelas V SD Negeri 091523 Pardamean Negeri Asih Kabupaten Simalungun. Metode yang digunakan dalam pengumpulan data adalah metode angket (angket), metode dokumentasi, observasi atau observasi. Metode angket digunakan untuk memperoleh informasi dari responden, jenis angket tidak langsung dan tertutup yaitu jenis angket yang sudah memberikan jawaban. Teknik analisis data menggunakan Chi Square. Berdasarkan hasil penelitian menunjukkan nilai koefisien kontingensi yang diperoleh setelah dibandingkan dengan tabel product moment sebesar 16,91, kemudian lebih besar dari tabel “r” pada taraf signifikan 5% (9,488). Sehingga hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Hal ini menunjukkan bahwa terdapat pengaruh yang signifikan disiplin belajar terhadap hasil belajar IPS siswa kelas V SD Negeri 091523 Pardamean Negeri Asih Kabupaten Simalungun tahun ajaran 2022/2023.</p>
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<p><b>Article History :</b> Received : 17-09-2024 Accepted : 17-10-2024</p> <hr/> <p><b>Keywords:</b> Learning Dicipline; Learning Outcomes; Students.</p>	<p><i>This study aims to describe in depth related to learning discipline is a mental attitude that is reflected in the actions or behavior of individuals, groups or communities in the form of obedience to rules set by ethics, norms and rules that apply in society for certain purposes. The purpose of this study was to determine the effect of learning discipline on social studies learning outcomes for fifth grade students at SD Negeri 091523 Pardamean Negeri Asih, Simalungun Regency. The method used in data collection is a questionnaire method (questionnaire), documentation method, observation or observation. The questionnaire method is used to obtain information from respondents, the type of questionnaire is</i></p>

*indirect and closed, namely the type of questionnaire that has provided answers. Data analysis technique using Chi Square. Based on the results of the study, it shows that the contingency coefficient value of 16.91 has been obtained after being compared with the product moment table, then it is greater than the "r" table at a significant level of 5% (9.488). So that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This shows that there is a significant influence of learning discipline on social studies learning outcomes for fifth grade students at SD Negeri 091523 Pardamean Negeri Asih, Simalungun Regency, in the 2022/2023 academic year.*

## INTRODUCTION

Education is a process of human interaction between educators and students to achieve the goals of education itself. Discipline is one of the attitudes (behaviors) that must be possessed by students. Students will get satisfactory learning outcomes if students can be disciplined, especially in learning. Discipline does not grow and just exists, but it needs to be fostered by teachers and parents. Discipline is something that absolutely must be applied to students in the teaching and learning process, learning discipline is one way to help students to be able to develop their self-control during the teaching and learning process so that it can help accelerate the educational goals that have been mandated in law [7]. In accordance with the interests of education, in our country efforts have been made to improve the quality of education as stipulated in Law no. 20 of 2003 Chapter II Article 4:75 concerning the goals of Indonesian National Education which states: "National education aims to educate the life of the nation and develop the Indonesian person as a whole, namely human beings who believe and fear God Almighty and are virtuous, have knowledge and skills, are healthy and spiritual, have a strong and independent personality, and have a sense of social and national responsibility." [1]. From the above statement it can be concluded that education plays a role in building a complete Indonesian human being as the embodiment of the Pancasila man. In other words, building education plays a role in building qualified human resources who are skilled in carrying out development in various sectors. To achieve these national education goals, the government has made efforts, among others, by providing training courses for teachers as responsible persons in school education institutions. In this framework the teacher is not merely a teacher who transfers knowledge, but also as an educator and conveyer of values and at the same time as a mentor who provides direction and guides students in learning. In this regard, the teacher actually has a unique and very complex role in the teaching and learning process in an effort to deliver students who have a strong attitude and discipline. Discipline is one of the attitudes that must be possessed by students. Students will get satisfactory learning outcomes if students can be disciplined, especially in learning. Learning Discipline does not grow and just exists, but it needs to be fostered by teachers and parents. Discipline is something that absolutely must be applied to students in the teaching and learning process[18].

Learning discipline is one way to help students develop self-control during the teaching and learning process so that it can help accelerate the educational goals mandated by law. Slameto (2013) states that learning discipline is a process of effort by a person to obtain a new change in behavior as a whole, as a result of his own observations in interaction with his environment [2]. According to Tu'u (2004) learning discipline is an attitude (behavior) that must be possessed by students. With discipline that arises because of self-awareness, students can succeed in their studies [3]. According to Blanford (in Aqib 2014), discipline is the development of students' internal mechanisms so that students can manage themselves. Students who are accustomed to discipline will make the best use of their time at home and at school so that they will show their readiness in the learning process at school, while students who are not disciplined show less readiness in learning [4]. From some of the

experts' opinions, it can be concluded that learning discipline is very important for the development of students for a bright future, because with discipline, students will be motivated to achieve what students want and aspire to. Besides that, Discipline is also very useful for educating students to prefer the rules or schedules that students have set so that they can produce satisfactory results. Learning discipline can be created through habituation and is done continuously. The creation of learning discipline in schools can support the teaching and learning process.

However, it is often found that discipline is not paid enough attention to by elementary school children. The rules that have been set are sometimes often ignored by some students. Some students do not comply with school rules, such as some students do not wear complete school uniforms. There were some students who did not bring textbooks and there were also students who did not bring books according to the schedule determined by the teacher [17]. School assignments from the teacher were not done, came late, when the teacher explained the lesson there were some students who did not pay attention to the teacher's explanation and homework was done at school, there were even some students who sometimes did not do their homework [6]. The phenomenon that occurs in class V students at SD Negeri 091523 Pardamean Negeri Asih is a decrease in student learning outcomes. This can be seen from the value data of fifth grade students at SD Negeri 091523 Pardamean Negeri Asih. Based on these data, it can be seen that there has been a decrease in learning outcomes for fifth grade students at SD Negeri 091523 Pardamean Negeri Asih in the past year.

**Table 1. Grade V Grade List of SD Negeri 091523 Pardamean Negeri Asih T.A. 2022/2023**

No.	Subjects	Minimum Completeness Criteria (KKM)	% Passed	% Under Minimum Completeness Criteria (KKM)
1.	Religion	75	60,86	39,14
2.	Pancasila and Citizenship Education (PPKn)	75	58,69	41,31
3.	Indonesian Languages	75	56,52	43,48
4.	Mathematics	70	47,82	52,18
5.	Natural Sciences (IPA)	70	63,04	36,96
6.	Social Sciences (IPS)	75	43,47	56,53
7.	Cultural Arts and Craft (SBDP)	75	45,65	54,35
8.	Sports Physical Education and Health (PJOK)	75	71,73	28,27
9.	Simalungun ScriptLanguage (BAS)	70	76,08	23,92

From the table above we can see the results of achieving grade V grades at SD Negeri 091523 Pardamean Negeri Asih, in religious subjects out of 46 students only 28 students achieved the minimum completeness criteria (KKM), in PPKN subjects only 27 students achieved KKM, in Indonesian languages only 26 students achieved KKM, in Mathematics 22 students achieved KKM, then in Science subjects only 29 students achieved KKM, in Social Studies subjects only 20 students achieved KKM, then SBDP subjects only 21 students who reached the KKM, and in the PJOK subject only 33 students had reached the KKM, then in the Simalungun Script language subject only 35 students had reached the KKM. Of the 46 students, there were only a few students who completed the KKM because the students lacked discipline in learning, so that it could affect learning outcomes. Undisciplined behaviors like this can affect student learning outcomes. Order and discipline are very important in creating a conducive school culture and climate through the creation of learning discipline[16]. Many factors influence student learning outcomes besides discipline, including student learning activities. Usually, student learning activities are carried out in various forms such as individually, in pairs, small groups. Based on the description above, it can be concluded that learning discipline is a process of how students develop self-control during the teaching and learning process, the role of a teacher and parents is very important. Improving the quality of education in schools is one of them through the achievement of student learning outcomes in learning. Learning activities are influenced by two important components, namely teachers and students. The teacher's task is related to being a teacher, namely that the teacher is in charge of conveying lessons to students so that students understand well the knowledge conveyed. However, student learning outcomes are influenced by many factors, both from within the learner or from the outside

environment. Sudjana, (2005) Learning outcomes are abilities that students already have after experiencing the learning process [5]. Learning outcomes are influenced by internal factors (physical, psychological, and fatigue factors) and external factors (family, school and community factors). Student learning outcomes can be influenced by many factors, both factors from within the students themselves or external factors. Discipline affects learning outcomes, but not all learning outcomes are influenced by discipline. This is because learning outcomes are not only influenced by other factors such as interests, talents, intelligence, motivation, and so on. The low learning outcomes of students are of course influenced by various complex factors, which are related to each other. One of the factors that can affect learning achievement is the teacher's teaching discipline. In this regard, it is necessary to emphasize that the principle of teaching is to facilitate and provide motivation to learn [8]. While teaching is the activity of providing conditions that are conducive and stimulating and directing the learning activities of students/subjects to acquire knowledge, skills, values and attitudes that can bring about changes in behavior as well as changes and self-awareness as individuals. On this occasion not all the factors that influence student learning outcomes are examined. Therefore, researchers only want to know "The Influence of Learning Discipline on Social Studies Learning Outcomes of Class V Students of SD Negeri 091523 Pardamean Negeri Asih Academic Year 2022/2023".

## METHOD

The type of research used in this research is descriptive quantitative research. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling data collection techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical in nature with the aim of testing hypotheses which has been set. Population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions [9]. In this study, the population consisted of all students at SD Negeri 091523 Pardamean Negeri Asih for the 2022/2023 academic year, totaling 108 students. Sampling in this study was carried out by purposive sampling, in which the researcher took samples with specific aims and objectives according to the required number and desired characteristics in this study. Thus the sample in this study were all fifth grade students, totaling 46 students whose ages ranged from 10-12 years [15]. The research instrument is a tool used to measure observed natural and social phenomena. Specifically, this phenomenon is called a research variable. One of the tools used is the use of questionnaires or questionnaires. The questionnaire used is a closed written statement in which options are provided to provide answers to the items of each instrument using the Likert scale formula described above. The questionnaire has several questions with optional answer choices such as "always", "often", "sometimes" and "never". Research instruments are used to obtain data or information that can be justified [10]. In this case data or information regarding the influence of disciplined learning on student learning outcomes.

### 1. Validity test

Validity is a measure that shows the level of validity or suitability of an instrument. Because the instrument is said to be valid if  $r_{count} > r_{table}$ . To test the validity of the instrument, the Pearson correlation formula was used as stated, namely [12]:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}(N\sum Y^2 - (\sum Y)^2)}}$$

### 2. Reliability Test

Reliability is defined as something that can be trusted. In statistical analysis in research, the reliability test serves to determine the level of consistency of a questionnaire used by researchers, so that the questionnaire can be relied upon to measure research variables, even though this research was carried out repeatedly with the same questionnaire or questionnaire.

This means that the results obtained in research conducted repeatedly remain the same. To test the reliability of the instrument is done by testing the validity first. After all the questions or statements are valid, compare the rtable values with rcount. To test the reliability of the instrument can be calculated by the alpha formula, as stated, namely [13]:

$$r_{11} \left( \frac{K}{K-1} \right) \left( 1 - \frac{\sum \alpha_b^2}{\alpha_t^2} \right)$$

Data collection methods are techniques or methods that can be used by researchers to collect data. Meanwhile, to obtain complete and relevant data in order to be able to draw conclusions from the results of the research which obtained a result that can be trusted and justified for its truth, valid data is needed about the discipline of learning with learning outcomes. Based on the research objectives above, the research uses tools to obtain data, namely [14]:

1. Observation

Observation is an activity of focusing attention on an object by using all the senses. In terms of implementation, this study used non-participant observation. Because researchers are not directly involved and only as observers. Researchers record, analyze, and can then make conclusions from the implementation of learning discipline to be able to find out student learning outcomes at SD Negeri 091523 Pardamean Negeri Asih.

2. Questionnaire

This questionnaire contains statements addressed to fifth grade students at SD Negeri 091523 Pardamean Negeri Asih as respondents. The questions in the questionnaire were given to respondents by giving a check mark (✓) on alternative answers that match these criteria. This method is given to students to get data about discipline. A number of these questions include the disciplinary learning variable. The questionnaire contains a list of statements with four alternative answers, namely always, often, sometimes, never. To score the Likert category scale, answers are given a weight of 1,2,3,4. Questionnaire measurements used a Likert Scale which was modified into four alternative answers to determine the score of the instrument and avoid doubtful answers from respondents as well as the need for quantitative analysis. Respondents then ticked the answer in the answer column provided.

3. Documentation

Documentation is used to collect documentary data. This method is used to obtain data owned by the school related to student learning outcomes, the names and number of students at SD Negeri 091523 Pardamean Negeri Asih from the samples taken.

Data analysis is the process of systematically searching for and compiling data obtained from questionnaires and documentation, by organizing the data into categories, choosing which ones are important and which will be studied, and making conclusions so that they are easily understood by oneself and others. After the research data has been collected, the next step is data analysis [11]. To prove whether or not the hypothesis is correct, before carrying out data processing or statistical data analysis, it must go through a process known as the prerequisite test or requirements test on the data obtained, as for the steps as follows:

1. Normality test

Parametric statistics require that each variable to be analyzed must have an abnormal distribution before testing the hypotheses is carried out first by testing the data abnormality. The data normality test was carried out for the two variables to be studied. The formula used is the Chiikadrati formula (X<sup>2</sup>), i namely i:

$$X^2 = \sum_{i=1}^k \frac{(f_o - f_h)^2}{f_h}$$

2. Linearity Test

One of the assumptions of the regression analysis is linearity. This is meant whether the regression line between x and y forms a linear line or not. The linearity test is used to determine whether each independent variable as a predictor has a linear relationship or not with the

dependent variable. Decision making for this linearity test by comparing  $F_{count}$  with  $F_{table}$ . If  $F_{count} < F_{table}$  at a significant level of 5% then the regression is linear.  $F_{count} \geq F_{table}$ , there is no linear relationship between the independent variables and the dependent variable. With this research linearity testing using SPSS.

3. t test

The t test was used to test the significant level of the independent variable's partial effect on the dependent variable. The test is carried out by comparing it icount iwith ittable. With the provisions of  $t_{count} > t_{table}$  and significant value to the dependent variable. Carrying out tests that the hypothesis proposed is accepted or rejected, so the formula itcount i is used as follows i:

$$t_i = \frac{b_i}{s_b}$$

**RESULTS AND DISCUSSION**

**Data About Learning Discipline**

To obtain data regarding the Discipline of learning, the author uses the direct questionnaire method which is shown directly to students. Based on the results of calculating the mean and standard deviation of the results of the questionnaire regarding learning discipline, the next step is to determine the level of self-concept of the respondents. The measurement categories for respondents are divided into three categories, namely good, sufficient, and low. To find the category scores obtained by dividing as follows:

1. Good

$$= mean + SD \leq X$$

$$= mean + 30 + 5$$

$$= 35 \leq X$$

2. Enough

$$= mean - 1.SD \leq X < mean + 1.SD$$

$$= 30 - 1.5 \leq X < 30 + 1.5$$

$$= 30 - 5 \leq X < 30 + 5$$

$$= 25 \leq X < 35$$

3. Not Enough

$$= X < mean - 1.SD$$

$$= X < 30 - 1.5$$

$$= X < 25$$

From the results of data processing, it can be seen that student learning discipline is classified as good, there are 25 students or (54.35%) who are classified as sufficient, there are 11 students or (23.91%) and who are classified as lacking, there are 10 students or (21.74). %).

**Data About Learning Outcomes**

To obtain learning outcomes for fifth grade students at SD Negeri 091523 Pardamean Negeri Asih, Simalungun Regency for the 2022/2023 Academic Year, the researcher has collected data through documentation data that the authors obtained from the Monthly Report Card Scores, namely March 2023. The full results of the data can be presented by the author in the following table:

**Table 2. Learning Outcomes of Class V**

No	Respondent	Value	Information
1	AB	76	Enough

2	AI	67	Enough
3	AH	67	Enough
4	AS	75	Enough
5	CA	80	Enough
6	CD	84	Enough
7	DN	76	Enough
8	FB	76	Enough
9	LR	85	Enough
10	RV	76	Enough
11	VR	90	Good
12	IF	87	Good
13	AR	76	Enough
14	AF	65	Not Enough
15	FP	77	Enough
16	BF	83	Enough
17	AN	82	Enough
18	RM	67	Not Enough
19	A	86	Good
20	SM	65	Not Enough
21	MF	89	Good
22	IA	88	Good
23	DA	86	Good
24	AR	75	Enough
25	AR	89	Good
26	E	90	Good
27	HH	77	Enough
28	MW	79	Enough
29	MR	87	Good
30	SA	89	Good
31	VM	90	Good
32	LH	78	Enough
33	K	88	Good
34	UH	90	Good
35	DP	90	Good
36	FD	87	Good
37	DP	89	Good
38	RP	60	Not Enough
39	A	90	Good
40	YC	88	Good
41	MA	70	Not Enough
42	FR	76	Enough
43	RH	89	Good
44	NS	90	Good
45	IA	89	Good
46	ME	90	Good

Based on the criteria contained in the monthly report card book SD Negeri 091523 Pardamean Negeri Asih, the following data can be obtained:

**Table 3. Frequency Distribution of Learning Outcomes for Class V**

No	Value	Frequency	Category	Percentage
1	86-90	22	Baik	47,82%
2	76-85	17	Cukup	36,96%
3	65-75	7	Kurang	15,22%
Total		46		100%

Based on the table above, it can be seen that of the 22 students who became the research sample who had good learning outcomes (47.82%), 17 students (36.96%) had moderate learning outcomes and 7 students (15.22%). So, it can be understood that the learning outcomes of class V students at SD Negeri 091523 Pardamean Negeri Asih, Simalungun Regency, for the 2022/2023 academic year are quite good. In order to be able to test this hypothesis, the existing data will be analyzed and processed using the Chi Square formula as follows:

$$x^2 = \sum \left[ \frac{(f_o - f_h)^2}{f_h} \right]$$

**Table 4. Chi Kuadrat ( $x^2$ ) Calculation Work Table**

NO	$f_o$	$f_h$	$(f_o - f_h)$	$(f_o - f_h)^2$	$\frac{f_o - f_h}{f_h}$
1	17	$\frac{25 \times 22}{46} = 11,95$	5,05	25,50	2,13
2	8	$\frac{25 \times 17}{46} = 9,23$	-41,23	1,51	0,16
3	0	$\frac{25 \times 7}{46} = 3,80$	-3,8	1514,44	3,8
4	3	$\frac{11 \times 22}{46} = 5,26$	-2,25	5,10	0,16
5	6	$\frac{11 \times 17}{46} = 4,06$	1,94	3,76	0,92
6	2	$\frac{11 \times 7}{46} = 1,67$	0,33	0,10	0,05
7	2	$\frac{10 \times 22}{46} = 4,78$	-2,78	7,72	1,61
8	3	$\frac{10 \times 17}{46} = 3,69$	0-0,69	0,47	0,12
9	5	$\frac{10 \times 7}{46} = 1,52$	3,48	12,11	7,96
Jumlah			$\sum \frac{f_o - f_h}{f_h} = 16,91$		

Based on the calculation table of Chi Square ( $x^2$ ) the price of Chi Square ( $x^2$ ) is 16.91. Furthermore, to find out whether there is an influence of learning discipline on student learning outcomes in Class V must be tested with a Chi Square value ( $x^2$ ) with the table of test criteria  $db = 4$  obtained from  $db = (r-1)(C-1)$  :

$r$  = Independent variable (learning discipline)

$C$  = Dependent Variable (Fiqh learning results of students)

Because the two variables in this study are classified at the criteria level and are poured into 3 columns, the independent and dependent variables are 3, then  $r$  and  $C$  are reduced by 1:

$$db = (r-1) (C-1)$$

$$= (3-1) (3-1)$$

$$= 2 \times 2$$

$$= 4$$

Using a  $db$  of 4, the Chi Square ( $x^2$ ) table at a significant level of 5% is 9.488, thus meaning that the Chi Square ( $x^2$ ) count is greater than the Chi Square ( $x^2$ ) table, namely  $16.91 > 9.488$ . Furthermore, to find out how much the relationship between the two is then the contingency coefficient is used which is often denoted by  $C$ , with the following formula:

$$C = \sqrt{\frac{X^2}{X^2 + N}}$$

$$C = \sqrt{\frac{44,74}{44,74 + 46}}$$

$$C = \sqrt{\frac{44,74}{90,74}}$$

$$C = \sqrt{0,49}$$

$$C = 0,7$$

In order for the Chi Square ( $x^2$ )  $C$  value obtained to be used to assess the degree of association between factors, this  $c$  value needs to be compared with the contingency coefficient. This maximum  $C$  value is calculated by the formula:

$$C_{maks} = \sqrt{\frac{m-1}{m}}$$

M here is the minimum value between the number of rows and columns in the above calculation. The contingency list consists of 3 rows and 3 columns so that:

$$\begin{aligned}
 C_{maks} &= \sqrt{\frac{m-1}{m}} \\
 &= \sqrt{\frac{3-1}{3}} \\
 &= \sqrt{\frac{2}{3}} \\
 &= \sqrt{0,667} \\
 &= 0,816
 \end{aligned}$$

The closer the value of C is to  $C_{maks}$  the greater the degree of association. In other words, one factor is more related to another factor, from the calculation above, the price  $C = 0.7$  is obtained with  $C_{maks} = 0.816$ , then look at the maximum contingency coefficient (KK) table, that is, there is a fairly close relationship. Thus this understanding proves that there is a significant influence between learning discipline on learning outcomes at SD Negeri 091523 Pardamean Negeri Asih, Simalungun Regency, in the 2022/2023 academic year.

### Research Discussion

Learning Discipline is a mental attitude that is reflected in the actions or behavior of individuals, groups or communities in the form of obedience to rules set by ethics, norms and rules that apply in society for certain purposes. Based on the results of the calculations that the authors have done above, what the authors then do is interpret the Chi squared results calculated with the Chi squared table, and the calculated Chi squared price is greater than the Chi squared table price at a significant level of 5% at  $df = 4$ , where Chi the calculated square is 16.91 while the table Chi squared value at a significant level of 5% is 9.488 thus, the calculated Chi squared value ( $\chi^2$ ) is greater than the table Chi squared at a significant level of 5%. So that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This shows that there is a significant influence of learning discipline on the learning outcomes of Class V students at SD Negeri 091523 Pardamean Negeri Asih, Simalungun Regency, in the 2022/2023 academic year.

### CONCLUSION

Based on the results of the research that the authors conducted and after analyzing the collected data, it can be concluded that learning discipline affects the learning outcomes of Class V students at SD Negeri 091523 Pardamean Negeri Asih, Simalungun Regency, in the 2022/2023 academic year. Discipline of student learning is classified as good out of 46 students there are 25 students or 54.35%, those with sufficient discipline are 11 students or 23.91%, and the discipline is lacking there are 10 students or 21.74%. The learning outcomes of Class Students of SD Negeri 091523 Pardamean Negeri Asih Simalungun Regency for the Academic Year 2022/2023 found that of the 22 students who were the research sample who had good learning outcomes (47.82%), 17 students (36.96%) had moderate learning outcomes ) and those with less learning outcomes were 7 students (15.22%). From the results of the analysis that has been carried out using the Chi Square formula ( $\chi^2$ ) shows that the calculated Chi Square price ( $\chi^2$ ) is greater than the Chi Square price ( $\chi^2$ ) table at the 5% level, namely  $16.91 > 9.488$ . So that the alternative hypothesis ( $H_a$ ) is accepted and the null

hypothesis (Ho) is rejected. This shows that there is a significant influence between learning discipline on learning outcomes for Class V students at SD Negeri 091523 Pardamean Negeri Asih, Simalungun Regency, in the 2022/2023 academic year.

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