

THE INFLUENCE OF STUDENTS' DISCIPLINE ON LEARNING OUTCOMES (SURVEY STUDY OF VOCATIONAL SCHOOL NEGERI 5, EAST JAKARTA)

Amirah Setiawati¹, Nadya Fadilla² & Eka Larasati³

email : amirasetiawati@gmail.com¹, Nadya.fadilla@gmail.com², laraseca96@gmail.com³

Faculty of Psychology

Program Study Masters of Psychology

Persada Indonesia University Y.A.I. Jakarta Indonesia

ABSTRACT

The phenomenon of low student discipline is characterized by frequent violations of school disciplinary regulations, which will result in decreased learning outcomes. In fact, students will take school discipline more lightly when distance learning takes place. So that uncontrolled behavior will result in poor morals and a sense of responsibility. Basically, student discipline is influenced by various factors, including learning outcomes. Students who are disciplined in the rules will improve learning outcomes in the process of obeying the rules or having good morals. Vice versa, if discipline is not adhered to by students then learning outcomes will also be low. This research aims to analyze the influence of student discipline on their learning outcomes. Because it shows how important discipline at school is for life. And the second goal is to measure how much influence student discipline has on learning outcomes. That way, students will have a change in attitude after complying with the rules, especially increasing their sense of responsibility. This research uses a Correlational Descriptive Analytical method and is quantitative in nature. Determining the subjects in this research was carried out using the cluster technique method (Cluster Sampling), consisting of 42 students. The data collection technique was carried out using a questionnaire. This questionnaire is used to determine the influence of student discipline on Islamic Religious Education learning outcomes. The research results show that there is an influence of student discipline on learning outcomes as evidenced by the r_o value of 0.425. These results are greater than the r_t at the 5% significance level, namely 0.301, and the 1% significance level, namely 0.389. In this case, it means that there is a moderate/sufficient correlation with the influence of student discipline on learning outcomes at SMK Negeri 5 East Jakarta. From the results of this research, it can be concluded that student discipline influences learning outcomes, meaning that the better the discipline of students who adhere to discipline, the better the learning outcomes.

Keywords: Students, Discipline, Learning Results.

INTRODUCTION

The issue of education in Indonesia is very complex. Various problems arise not only in the issue of educational concepts, regulations and budgets, but the issue of implementing education from various systems in Indonesia also contributes to the complexity of educational problems in Indonesia. Since the beginning of the reform era, many people have been shocked by the educational problems that exist in our country. This stems from many people's assessment of the output of education in Indonesia which is not in accordance with the goals of education in Indonesia. The moral decline of the nation's children, lack of work ethic, low skills, increasing corruption and unemployment among intellectuals (graduates) are increasing day by day. Of

course, this is very worrying for education observers in Indonesia, leading to the conclusion that there is something wrong with the education system in our country.

Teachers should pay attention to the progress of their students, apart from that, homeroom teachers and parents also play a very important role in advancing a student's intelligence. Bearing in mind that influencing factors do not only come from within the students, it is hoped that teachers will be able to work together with various parties, including teachers, homeroom teachers, school principals and even parents of students in order to carry out the teaching and learning process optimally.

One way to improve the quality of education in schools is through achieving student learning outcomes in learning. According to Hilgrad, quoted by Sanjaya (2010, p. 125), "Learning outcomes are a process of change through a series of activities or training procedures, either in the laboratory or in a natural environment." Learning is a process of a person's mental activity in interacting with the surrounding environment so that positive changes in behavior occur, including changes in knowledge, attitudes and psychomotor skills."

In these three aspects of changes in learning outcomes, this research emphasizes changes in behavior or affective aspects. In social emotional and spiritual development, affective aspects also grow and develop along with the values and character that are reflected in the individual's personality. Therefore, affective development also talks about aspects of social intelligence, emotional intelligence, spiritual intelligence, as well as values and character education.

The habit of high self-discipline, meaning that every student at school should always get used to being disciplined by obeying all existing regulations such as wearing a good and polite uniform or obeying based on conscience. Conscience is essentially a character decision that tells us that we must do good and avoid evil. A disciplined life in the school environment will create a school atmosphere that is safe, orderly and enjoyable.

Based on Maria Mediatrix's argument (Semarang, iNews.id, 13, July 2020), the learning process for the new academic year 2020-2021 is carried out remotely or online. Students are required to wear school uniforms, even at home. "Students must wear school uniforms, then take a photo and then send it to their homeroom teacher," said the spokesperson for Maria Mediatrix Middle School Semarang, Wiryatmoko.

According to him, students started taking part in distance learning at 07.30 WIB. For class VII students who are starting the new school year today, an online introduction to the school environment has also been carried out. In fact, the new students were also immediately given assignments. "The task is still about the material during the introduction to school. The aim is just to ensure that the new students are connected online with their homeroom teacher," he said.

In the 2020/2021 academic year, according to him, there are 222 class VII students who will start their education at this school. The obligation to wear school uniforms during learning from home is also enforced at SMAN 2 Semarang. The principal of SMAN 2 Semarang, Yuwana, said that it is hoped that students will still feel the school atmosphere even though they are studying from home. "If at the beginning of the online learning process there were still some who didn't wear uniforms, starting this new academic year everyone is required to wear uniforms," he said.

Some students who dress arbitrarily will result in negative attitudes towards other students. That way, whether the learning outcomes presented have been conveyed in their lives, and apart from that, the teacher also provides an attitude that will be emulated by other students.

Students will dress neatly and may be seen by many of their friends, therefore their positive demeanor will always spread good relationships, so as to raise awareness of the importance of being disciplined. It's not just the religious aspect that is discussed, but it's about maintaining good self-esteem, clothing that is polite to look at and looks neat, and for students' learning as adults they will need tidiness and good discipline.

The purpose of the affective explanation above is one of ethics or manners. As is known, learning outcomes are not only measured in terms of knowledge, but also influence the attitudes and skills of students. For this reason, changing the attitude of each individual student is also a major factor in the development of student discipline. Where by changing the attitudes of students during the disciplinary process, students' thinking patterns will change to become better individuals so that students can achieve steadfastness and consistency in something. Thus, the teacher or the school involved must make rules that are easy to understand, one of which is by obeying morning absences by wearing neat school clothes, which can be one of the factors in changing students' attitudes to become more positive towards the discipline of school rules.

The facts that occurred in the field during the pandemic were that students were required to carry out school activities using the online system, and had to wear neat uniforms during the pandemic. Based on initial observations when the researcher carried out Field Experience Practice (PPL) activities at the SMKN 5 school, there was a lack of discipline in the students' dressing personality in wearing uniforms. SMKN 5 during the pandemic was absent in the morning via Vidio Jitsi where students had to report themselves to the teacher neatly, but at the end of the day, were the students still wearing their neat clothes? This is a big challenge for students to always dress neatly in uniform when online schooling takes place. And this will be a comparison of teachers who are educators, do teachers feel the students' discipline during this online activity?

Apart from that, regarding suitability (relevance) if seen carefully, in the school environment, students are subjects who are learning in general. The term learning is the result of mastering knowledge which is expressed in the form of changes in behavior regarding what students must achieve while studying at school (Sinar 2018, p. 20).

Based on this understanding, the achievement of student learning outcomes is supported by several influencing factors, namely internal and external factors. Internal factors include physical and psychological factors in the form of interest, intelligence, talent, level of intelligence, independence, personality and motivation. External factors include environmental (natural and social) and instrumental (curriculum, programs, facilities, methods).

In general, the relevance mentioned above is quite ideal when related to the current situation:

1. Internal factors could be caused by the attitude of a child who has not been motivated by parents or a teacher to be disciplined and obey the rules.
2. External factors include the environment caused by the surrounding environment which is less supportive, and the lack of a curriculum that educates people to be disciplined according to rules or religion. Programs that are less interesting such as means or methods.
3. Learning outcomes will be very visible from the students' discipline, because the school has been running online for almost a year due to the pandemic.

Based on the description above, researchers are interested in conducting research entitled "The Influence of Student Discipline on Learning Outcomes (Survey Study of State Vocational School 5 Jakarta)". With the hope that students can create a good disciplinary atmosphere in order to train a sense of responsibility and care for school rules during the PJJ period.

VARIABLES AND ITS INDICATORS

Table 1: Indicator Variable X (Discipline) and Indicator Variable Y (Learning outcomes)

| Variable | Draft | Indicator | Instrument |
|---------------------------------|---|--|--|
| Student discipline (Variable X) | Discipline is a condition that is created and formed through the process of a series of behaviors that demonstrate the values of obedience, compliance, loyalty, regularity and order. Discipline in the educational process is very necessary because it is not only to maintain a smooth learning atmosphere, but also to create a strong personality for each student. | Sympathy Empathy Obey the rules Discipline Diligence/Diligence | Increases sense of responsibility On time Dress neatly according to school rules. Maintain order. Increase the sense of discipline in obeying order. |
| Learning Outcomes (Y Variable) | Learning Outcomes are the abilities that students have after receiving their learning experience. These abilities include cognitive, affective and psychomotor aspects. | Discipline Knowledge Attitude Teaching Atmosphere Interest | Increase your sense of responsibility and complete tasks on time. Change mindset. Increase the sense of concern for order. Creating an effective and enjoyable learning atmosphere. Build curiosity. |

POPULATION AND SAMPLE

1. Population

The population in this study were class

Table 2: Recapitulation of Number of Class XI Students

| No. | Class | Man | Woman | Amount |
|---------------------|-----------|------------|-----------|------------|
| 1. | XI TL-1 | 32 | 4 | 36 |
| 2. | XI TL-2 | 35 | 0 | 35 |
| 3. | XI TPU | 28 | 4 | 32 |
| 4. | XI TPM-1 | 36 | 0 | 36 |
| 5. | XI TPM-2 | 35 | 0 | 35 |
| 6. | XI TFLM | 35 | 0 | 35 |
| 7. | XI TKR-1 | 34 | 0 | 34 |
| 8. | XI TKR-2 | 35 | 0 | 35 |
| 9. | XI TMPO | 36 | 0 | 36 |
| 10. | XI TAV-1 | 19 | 14 | 33 |
| 11. | XII TAV-2 | 21 | 14 | 35 |
| 12. | XI TEDK | 31 | 3 | 34 |
| Total Number | | 377 | 39 | 416 |

2. Sample

From the population of class

The sampling technique used was the Proportional Random Sampling technique by lottery. According to Arikunto (2002:124). In random sampling, each class in the population has the opportunity to be sampled. Proportionality is used to determine the number of samples in each class. This sampling is the process carried out to select and take samples for class XI at SMKN 5 Jakarta.

RESEARCH METHODS

This research uses a correlational analytical descriptive method because this research is quantitative in nature. Descriptive analytics is "systematically and accurately describing facts and characteristics about a population or a particular field, then analyzing and presenting the data systematically, so that it is easier to understand and conclude." (Kisworo and Sofana 2017: 66).

Meanwhile, correlational according to Sudjana, et al. is "correlation studies study the relationship between two or more variables, namely the extent to which variations in one variable are related to variations in other variables". (Sudjana, et al. 2007: 77) This research aims to find out whether or not there is an influence between variable X and variable Y.

DATA COLLECTION TECHNIQUE

To obtain the necessary data and facts, researchers conducted the following research:

1. Observation (Observation)

The researcher's method of collecting data is to look directly at the research object. Researchers once joined students' distance learning by using Zoom or Jitsi during the course to observe students' discipline.

2. Interview

The method for collecting this data can be done through interviews with students who are the targets of the research and interviewing teachers who will be the comparison students.

3. Questionnaire (Questionnaire)

SMKN 5 Jakarta implemented offline learning according to health protocols, so researchers distributed questionnaires using Google Form to students.

DATA ANALYSIS TECHNIQUE

To measure how much influence student discipline has on learning outcomes, in this study researchers used data analysis techniques, namely Product Moment Correlation by Pearson. And the formula used:

$$r_{xy} = \frac{n \cdot \sum XY - (\sum X \cdot \sum Y)}{\sqrt{[n \cdot \sum X^2 - (\sum X)^2][n \cdot \sum Y^2 - (\sum Y)^2]}}$$

Information:

r = Product moment correlation coefficient

X = Independent variable (independent variable)

Y = Dependent variable (dependent variable)

n = Number of respondents (sample)

$\sum XY$ = The number of products of the independent variable and the dependent variable

The correlation coefficient (r) shows the degree of correlation between the independent variable (X) and the dependent variable (Y). The correlation coefficient value must be within the limits of -1 to +1 ($-1 \leq r \leq +1$). The calculation results will provide three alternatives, namely:

1. If the r value is close to positive (+), it means that variable X has a strong and positive influence on the development of variable Y.
2. If the r value approaches negative (-) it means that variable X has a strong and negative influence on the development of variable Y.
3. If the value of r is close to zero (0), then variable X has little influence on the development of variable Y. This means that increasing or decreasing variable X does not affect variable Y.

DATA ANALYSIS

In analyzing data on the influence of discipline on the learning outcomes of students at SMK Negeri 5 Jakarta, researchers submitted a questionnaire or questionnaire to 42 students with 20 statements for variable X (Students' Discipline) and 20 statements for variable Y (Learning Results).

In assigning value weights to the items in the questionnaire, researchers used weighting rules for Likert scale measurements. For positive item weights strongly agree = 5, agree = 4, unsure = 3, disagree = 2, and strongly disagree = 1, while for negative item weights strongly agree = 1, agree = 2, unsure = 3, disagree = 4, and strongly disagree = 5 (Sudjana and Ibrahim, 2007: 107).

Data regarding the influence of the level of discipline on student learning outcomes at SMK Negeri 5 Jakarta were taken from the results of answers to questionnaires or questionnaires given to class XI students at SMK Negeri 5 Jakarta as a sample, totaling 42 people. Each questionnaire has been given a score and the total weight of each control questionnaire which the researchers distributed on Friday, March 26 2021.

**Table 3: Variable X Questionnaire Score Results (Discipline)
Regarding Variable Y (Learning Outcomes)**

| Respondent | Var. X | Var. Y | Respondent | Var. X | Var. Y |
|------------|--------|--------|------------|--------|--------|
| 1 | 80 | 70 | 22 | 74 | 66 |
| 2 | 83 | 73 | 23 | 73 | 87 |
| 3 | 76 | 80 | 24 | 77 | 77 |
| 4 | 69 | 75 | 25 | 85 | 71 |
| 5 | 81 | 73 | 26 | 83 | 70 |
| 6 | 88 | 73 | 27 | 78 | 75 |
| 7 | 74 | 83 | 28 | 70 | 86 |
| 8 | 80 | 85 | 29 | 77 | 70 |
| 9 | 81 | 75 | 30 | 79 | 75 |
| 10 | 77 | 85 | 31 | 80 | 85 |
| 11 | 80 | 72 | 32 | 78 | 77 |
| 12 | 100 | 100 | 33 | 80 | 88 |
| 13 | 77 | 72 | 34 | 71 | 93 |
| 14 | 72 | 72 | 35 | 78 | 79 |
| 15 | 75 | 60 | 36 | 76 | 72 |
| 16 | 80 | 85 | 37 | 81 | 80 |
| 17 | 79 | 60 | 38 | 73 | 75 |
| 18 | 72 | 60 | 39 | 77 | 90 |
| 19 | 82 | 80 | 40 | 86 | 76 |
| 20 | 90 | 95 | 41 | 92 | 93 |
| 21 | 84 | 84 | 42 | 63 | 60 |
| | | | Total | 3311 | 3257 |

In analyzing data on the influence of discipline on student learning outcomes at SMK Negeri 5 Jakarta using the data contained in the table above. Then to create a frequency distribution table, the researcher used the following steps:

Step 1: Find the Largest (H) and Smallest (L) Scores from Variables X and Y.

The largest scores for Variables X: 100 and Y: 100

The smallest scores for Variables X: 63 and Y: 60

Step 2: Find the Class Range Value (R).

Highest score minus lowest score for variable X: $100 - 63 = 37$

The highest score minus the lowest score for variable Y: $100 - 60 = 40$

Step 3: Find the number of class intervals (K) for variables X and Y.

$$BK = 1 + (3.3) \log N$$

$$= 1 + (3.3) \log 42$$

$$= 1 + (3.3) 1.62324929$$

$$= 5.8744993 \rightarrow 6$$

Step 4: Find the length of the class interval (P).

$$\text{Variable Interval Class Length X} = R/k = 37/6 = 6.16 \rightarrow 6$$

$$\text{Variable Interval Class Length Y} = R/k = 40/6 = 6.66 \rightarrow 7$$

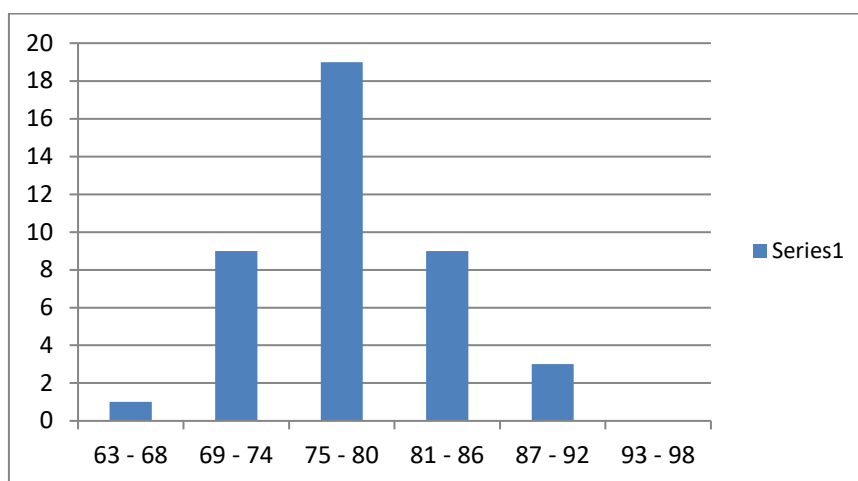
Step 5: Create a Frequency Distribution Table for Variables X and Y.

Table 4: Frequency Distribution of Variable X (Discipline)

| No. | Interval Class | Frequency (F) | Middle Value | Real Value |
|---------------|----------------|---------------|--------------|--------------|
| 1. | 63 - 68 | 1 | 65 | 62.5 - 67.5 |
| 2. | 69 - 74 | 5 | 71 | 68.5 - 74.5 |
| 3. | 75 - 80 | 12 | 77 | 74.5 - 80.5 |
| 4. | 81 - 86 | 15 | 83 | 80.5 - 86.5 |
| 5. | 87 - 92 | 5 | 89 | 86.5 - 92.5 |
| 6. | 93 - 98 | 3 | 95 | 92.5 - 98.5 |
| 7. | 99 - 104 | 0 | 101 | 98.5 - 104.5 |
| Amount | | 42 | | |

Based on the table above, the researcher created an interval frequency histogram graph for each interval class above as follows:

Graph 1: Variable Frequency Graph X (Discipline)

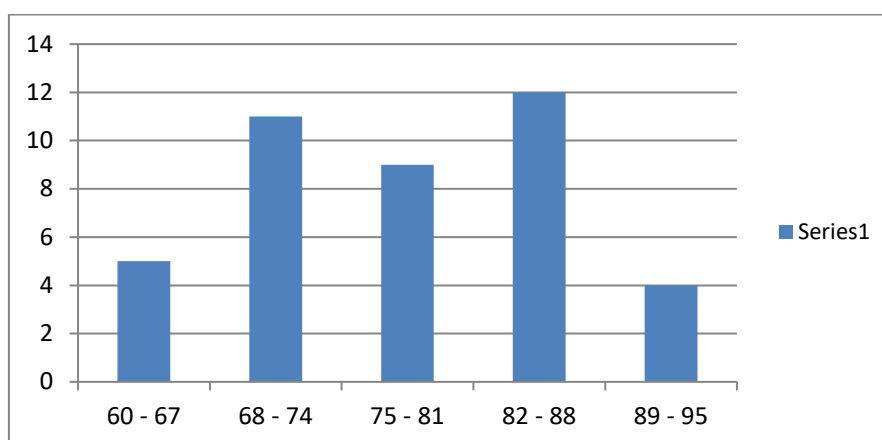


Based on the graph above, it shows that filling out the questionnaire on variable

Table 5: Frequency Distribution of Variable Y (Learning Outcomes)

| No. | Interval Class | Frequency (F) | Middle Value | Real Value |
|---------------|----------------|---------------|--------------|--------------|
| 1. | 60 - 67 | 5 | 62 | 59.5 - 67.5 |
| 2. | 68 - 74 | 11 | 70 | 67.5 - 74.5 |
| 3. | 75 - 81 | 9 | 77 | 74.5 - 81.5 |
| 4. | 82 - 88 | 12 | 84 | 81.5 - 88.5 |
| 5. | 89 - 95 | 4 | 71 | 88.5 - 95.5 |
| 6. | 96 - 102 | 1 | 98 | 95.5 - 102.5 |
| Amount | | 42 | | |

Based on the table above, the researcher created an interval frequency histogram graph for each interval class above as follows:

Graph 2: Y Variable Frequency Graph (Learning Results)

Based on the graph above, it shows that filling out the questionnaire on variable Y (Learning Outcomes) shows that the score with the highest frequency is in the range of 82-88 and 80-81 for 12 students and the lowest frequency is in the range of 89-95 for 4 students. .

Step 6: Find the Average (Mean).

Table 6: Number of X Variable and Y Variable

| Variable | Amount |
|--------------|------------|
| N | 42 |
| $\sum X$ | 3311 |
| $\sum Y$ | 3257 |
| $\sum X^2$ | 262775 |
| $\sum Y^2$ | 256397 |
| $(\sum X)^2$ | 10.962.721 |
| $(\sum Y)^2$ | 10.608.049 |
| $\sum XY$ | 10783927 |

From the table data above, the average value of the two variables above can be seen using the formula:

$$\text{Variable X} \rightarrow M_x = \frac{\sum X}{N} = \frac{3311}{42} = 79$$

$$\text{Variable Y} \rightarrow M_y = \frac{\sum y}{N} = \frac{3257}{42} = 78$$

Step 7: Find the Correlation Index Number between Variable X and Variable Y (r_{xy}).

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

$$r_{xy} = \frac{257861 - \frac{10783927}{42}}{\sqrt{\left[(262775) - \frac{(10962721)}{42} \right] \left[(256397) - \frac{(10608049)}{42} \right]}}$$

$$r_{xy} = \frac{1.100}{\sqrt{[1757,8] [3.824,4]}}$$

$$r_{xy} = \frac{1.100}{\sqrt{6.722.530}}$$

$$r_{xy} = \frac{2.592}{1.100}$$

$$r_{xy} = 0,425$$

The calculation above is an analysis using Pearson product moment correlation which is used to calculate correlation using data variations. The diversity of the data can show correlation. This correlation calculates the data as is, does not rank the data. Pearson correlation is suitable for parametric statistics. Because Pearson is a type of parametric statistics. Then the researcher will compare the calculation results using SPSS non-parametric calculation results with the following results:

Table 7: Results of Correlation Analysis of Variable X with Variable Y

| Descriptive Statistics | | | |
|------------------------|-------|----------------|----|
| | Mean | Std. Deviation | N |
| Student Discipline | 78,83 | 6,548 | 42 |
| Learning outcomes | 77,55 | 9,658 | 42 |

Based on calculations using SPSS version 22, the average (mean) value of the two variables above can be seen, namely variable X with an average value of 78.83 and variable Y with an average value of 77.55. Meanwhile, using statistical calculations parametric, then it can be seen that the results are exactly the same in steps 1 to step 7.

Table 8: Correlation Analysis of Variable X with Variable Y

| Model Summary | | | | | | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | ,425 ^a | ,180 | ,160 | 8,853 | ,180 | 8,796 | 1 | 40 | ,005 |

a. Predictors: (Constant), Student Discipline

1. R is also called the Correlation Coefficient
The R value explains the level of relationship between the independent variable is 42%.
2. R Square is called the coefficient of determination

The coefficient of determination is how much variation in Y is caused by X. From the table you can read the square value (R²) of 0.180. The coefficient of determination value can be obtained by squaring the correlation value $0.425^2 = 0.180$ or 18%.

This means that 18% of the variation that occurs in influencing students' character is caused by discipline and the remaining 82% (100% - 18%) is influenced by other variables not used in this research. Or in other words, the magnitude of the influence of student discipline on learning outcomes at SMK Negeri 5 Jakarta is 18%. The remaining 81% is other factors that influence student discipline, including family, peers, community environment, and so on.

Table 9: Results of Correlation Analysis of Variable X with Variable Y

| Correlations | | | |
|----------------------------|---------------------|--------------------|---------------------------|
| | | Student Discipline | Student Learning Outcomes |
| Level Discipline | Pearson Correlation | 1 | ,425 |
| | Sig. (2-tailed) | | ,005 |
| | N | 42 | 42 |
| | | | |
| Learning outcomes Learners | Pearson Correlation | ,425 | 1 |
| | Sig. (2-tailed) | ,005 | |
| | N | 42 | 42 |
| | | | |

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the output results above, it can be seen that the resulting correlation value is 0.425 or 42%. This shows that there is an influence of student discipline on learning outcomes at SMK Negeri 5 Jakarta. This is reinforced by the adjusted correlation coefficient (R adjusted), which is 42%. This means that the better the discipline produced by students, the better the learning outcomes that are formed from students.

DATA INTERPRETATION

Based on the calculations above, the correlation between the results of the questionnaire research or the influence of student discipline on learning outcomes at SMK Negeri 5 Jakarta is 0.425. To find out the influence of the two variables being studied, there are ways to interpret them, namely:

1. Provide a simple interpretation of the product moment correlation index numbers.
- 2.

Table 10: Product Moment Correlation Index Figures

| The size of "r" Product Moment (ryx) | Interpretation Description |
|---|--|
| 0,00 - 0,20 | There is indeed a correlation between variable x and variable y, but the correlation is very weak or very low, so the correlation is ignored (it is assumed that there is no correlation between variable x and variable y). |
| 0,20 - 0,40 | Between variable x and variable y there is a weak / very low correlation. |

| | |
|-------------|---|
| 0,40 - 0,70 | Between variable x and variable y there is a moderate / sufficient correlation. |
| 0,70 - 0,90 | Between variable x and variable y there is a strong/high correlation. |
| 0,90 - 1,00 | Between variable x and variable y there is a very strong / very high correlation. |

From the calculation above, an r_{xy} of 0.425 has been successfully obtained. If you pay attention, the correlation index number that the researchers obtained has a positive sign. This means that the correlation between variable X (Discipline) and variable Y (Learning Outcomes) has an influence on student discipline on their learning outcomes.

This means that student discipline has an influence in improving learning outcomes for students at SMK Negeri 5 Jakarta. If you look at the r_{xy} obtained, namely 0.425, it turns out that it is located between 0.40 – 0.70 based on the guidelines in the table. So it can be stated that the correlation between variable X and variable Y is a correlation that is classified as moderate/sufficient.

3. Provide an interpretation of the "r" product moment correlation index number, by looking at the table of "r" product moment values. To see the effect of the two variable model, the research formulated an alternative hypothesis (H_a) and a null hypothesis (H_0), the hypothesis is as follows:
 - a. Null Hypothesis (H_0): there is no influence of student discipline on learning outcomes.
 - b. Alternative Hypothesis (H_a): there is an influence of student discipline on learning outcomes.

To test the hypothesis above, it is proven by comparing "r" obtained through calculations or "r" observations (r_o) with the amount "r" listed in this table "r" product moment (r_t), first looking for degrees of freedom (db) or degree of freedom whose formula is as follows:

$$Df = N - nr$$

Information:

Df = Degrees of freedom

N = Number of cases

Nr = Number of variables that are correlated

The total number of samples in this study was 42 students, so $N = 42$. The variables that were sought for correlation were variables X and Y, so $nr = 1$. The Df was easily obtained, namely $Df = 42 - 1 = 41$.

Consulting the table of "r" product moment values, it can be seen that Df is 41, the "r" product moment value is obtained at a significant level of 5% = 0.301 and a significant level of 1% = 0.389.

DISCUSSION AND IMPLICATIONS

1. Discussion

This research discusses student discipline regarding learning outcomes. This research consists of several theories as references, these theories are limited to several indicators in the research instrument. This research has two instruments, namely student discipline instruments (X) and learning outcomes (Y).

In the student discipline variable (X) there are 4 indicators. The first indicator is that students behave politely in speaking. The second is that students look good in wearing school uniforms when online school hours start until they end. The third is doing and submitting assignments

on time. The fourth is a good responsible teacher to create a good image for the school. The fourth is if the absence permit is not received by the teacher in charge.

In the learning outcome variable (Y) there are 4 indicators. The first indicator is the desire to succeed. The second is to determine the follow-up to the assessment results. The third is to improve the learning process. And the fourth is to increase students' application of learning.

Based on the interpretation of the data in table 9, it shows that student discipline has an influence on learning outcomes at SMK Negeri 5 Jakarta of 0.425.

It is known that student discipline has an influence on learning outcomes at SMK Negeri 5 Jakarta. The level of correlation is moderate/sufficient, namely 0.40 - 0.70. So it is understandable that student discipline has a 42% influence on results. With this, it is proven that the influence of student discipline on learning outcomes at SMK Negeri 5 Jakarta is influential.

2. Implications

This research is strengthened from the results of interviews with resource persons, namely teachers at SMK Negeri 5 Jakarta as follows:

"Discipline is very important at SMK Negeri 5 Jakarta because the majority at this school are men and focus more on technical or productive fields. So to discipline students is very, very important. The first reason is that it is hoped that it will be able to create a comfortable learning atmosphere at SMK Negeri 5 Jakarta, of course it is comfortable and peaceful in the classroom. How to discipline students without violence so that they will not feel pressured in carrying out discipline at school. Students who are present on time at school hours at SMK Negeri 5 Jakarta at 06:30 in the morning must be in class, especially during PJJ, they must be online at 06:30 and students must also have attendance before 06:30, which means they must Even earlier, students at SMK Negeri 5 Jakarta have sanctions that are given when PJJ takes place, namely that the assignments that are left behind will become a kkm, which means that the students will do remedial work for their assignments, parents will be summoned if they are absent for more than 3 times. , Summons for those who already have a record of excessive violations with a letter with an official stamp of 10,000, will then be consulted with 4 representatives, namely: homeroom teacher, parents, student affairs and school principal. "If students get a DO from school, the Islamic teacher will discuss it regarding their future morals."

Then the Islamic Religion teacher at SMK Negeri 5 continued the discussion while he was an Islamic Religion teacher "I really understand the current situation and atmosphere, maybe before the pandemic our children did not have as many disciplinary challenges as they did. Such as school time or worship time, namely prayer, socializing with friends, and how to dress politely and well, but we really provide supervision to parents so that their children always obey the school disciplinary rules even though there is a pandemic, there are many differences, especially as religious teachers, it will be very understand the way children speak and how they care about the politeness tasks that have been given by the teacher, politeness in other areas of morals will be the teacher's responsibility, if there is a problem, the teacher used to be asked about the child's morals being taught, but now the pandemic will provide full supervision. "Parents, it is possible that children's discipline decreases because they think there is no teacher supervision, even though teachers will really pay attention to their students' disciplinary attitudes."

The following is the answer from one of the students at SMK Negeri 5 Jakarta "As a good student, I try to allocate my time when absent in the morning before school starts, then I also try to wear a neat uniform according to discipline. Because discipline and neatness are a form of success as a result of efforts to get used to it. Even though at first it is compulsion, it will become a source of neat disciplined habits for the future. The second factor that causes difficulty in complying with school regulations is the lack of learning facilities such as poor

networks, so that assignments that you want to submit are delayed. And waking up in the morning for school is a very difficult atmosphere to develop into a diligent person. Thirdly, thank God, I have been disciplined, such as being absent in the morning is a source of appropriate timing which can be used as an example for carrying out the 5 daily prayers. Being disciplined in clothing makes you accustomed to wearing neat clothes."

The results of this research prove that student discipline is one of the factors that can determine high or low learning outcomes. Student discipline must be considered, because discipline will greatly influence the learning outcomes for the students themselves. If students have good and high discipline, they will obtain good and high learning outcomes and knowledge, and vice versa. This will of course enable schools, teachers and students to achieve optimal teaching and learning activities.

CONCLUSION

From the results of research entitled The Influence of Students' Discipline Level on Learning Outcomes at SMK Negeri 5 Jakarta, the researchers can briefly conclude as follows:

1. There is an influence of student discipline on learning outcomes at SMK Negeri 5 Jakarta.
2. Analysis of the calculation results using the t-test formula with a r_o result of 0.425. Thus, based on the results of $r_o > r_t$ at a significance level of 5% and $r_o > r_t$ at a significance level of 1%, the Alternative Hypothesis (H_a) is accepted or approved while the Null Hypothesis (H_n) is rejected. This means that there is a positive influence of student discipline on student learning outcomes at SMK Negeri 5 Jakarta.

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