The Role of Self-Discipline in Improving Development Student Learning

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Abstract: This study aimed to determine the significant influence between self-discipline and the learning development of grade VIII students at SMP 2 (public school) Kupang City rejected and H_0 was accepted, so it can be explained that the high low self-discipline does not affect the increased learning development of grade VIII students of SMP 2 (public school) Kupang City.

1. Introduction

Implementing education is expected to produce quality and highly competitive human resources to face global competition. The development of the world of education is related to various factors that affectstudents' success. One of them is a discipline that plays a role in student success. A conducive situation or environmental support must support efforts to maintain a disciplined attitude in students. Discipline that arises due to self-awareness, students succeed in their learning; withoutgood discipline, the atmosphere of the school and the classroom becomes less conducive (Tu'u, 2004).

Djamarah (2004) explained that discipline is an effort to get people to be in a flow of attitudes and behaviours that certain norms have established. A disciplined attitude in learning will further hone students' skills, and memory of the material that has been given because students learn according to their consciousness as well as students will always be motivated always to learn so that in theend students will be easier to do the questions from the materialgiven.Learning with directed discipline can avoid laziness and cause student excitement in learning, which will increase students' learning ability.

Discipline is a sense of obedience and obedience to the values that are believed and are his responsibility. In other words, discipline is compliance with regulations or subject to supervision and control. Meanwhile, discipline is an effort by saplings to instill value or coercion so that the subject obeys a rule.Discipline is key to success and success. A person becomes convinced that discipline brings benefits, as evidenced by his actions.After behavingdiscipline, one can feel that the discipline is bitter, but the fruit is sweet. Discipline provides great benefits in a person.For this reason, discipline is necessary to improve anorderly life and increase achievements in learning because of its nature that regulates and educates.

According to Muhardi (2014), the results of previous research at SMP 5 (public school) Jambi city revealed that 84.88% of students generally know that there is a significant influence between self-discipline and learning development. Meanwhile, the results of previous research according to Mustafa (2013) at SMK TI Airlangga Samarinda class X revealed that the factor of complete self-discipline did not bring a significant influence on the development process of learning but because of other factorsin students, namely emotional intelligence, support from the teacher as a guide, intelligence, and motivation that can supportlearning development. Thus the research above can be concluded that discipline is carried out because of the awareness that learning development cannot be achieved without hard work and goodbehavior; learningdevelopment is achieved not only through high self-discipline, but many disciplinary factors can be achieved in learning or doing something.

Parents have their ways and patterns of nurturing and guiding children. Parenting illustrates parents' attitudes and behaviors towards children in interacting and communicating with breast milk.In this parenting activity, parents are expected to provide more attention, rules, and disciplines that can shape the child's character. The family plays an essential role in the child's personal development, both his social, emotional and intellectual development. Therefore, itis increasingly realized that parents and schools must always work together to shape children into competent, responsible and caring people with high social.Thus, family influence plays the most vital role in better motivating students' learning achievement (Hasbullah, 2004).

Judging from the level of student discipline in obeying the regulations at SMP 2 (public school) Kupang City, student discipline is already very high, making the saw feel comfortable and calm in carrying out learning. The initial interview with the Guidance and Counseling teacher (Johansz, 2018) stated that the level of student discipline was already very good and satisfactory, but some students still have not realized the importance of discipline.

Some students succeed brilliantly, but there are still students who have gainedless than encouraging learning achievements, and some even did not move up the grade. Many things that are conveyed are related to the lack of student discipline during the KBM process, including: frequently entering late, not collecting assignments on time, like to make commotion, going in and out of class for various reasons, and not obeying the rules of school rules.Common problems include lack of parental motivation, financialinadequacy and lack of access tobroad learning.The problem will cause students to experience delays in lessons.Handling problems that must be taken is by increasing learning time and providingadditional lessons (socialactivities such as scouting, clean environment or green environment).

Based on observations at SMP 2 (public school) Kupang City, when the author underwent PPL, every student was obliged n to follow the school rules and regulations, butthere were still students who violated those regulations. The data obtained fromguidance and counselling teachers is that there are still students whose grades have decreased due to a lack of awareness of discipline in behavior. From theresults of the data found in class 8 Q, with a total of 36 students, it was found that five students liked to enter and leave the classroom, four students did not collect assignments, and 20 people were late for school.To find outthe results of student learning development, more details can be seen in table 1.

Table 1 GradePoint Average

Class	Number of students	Grade point average	Students are complete	Students are incomplete	Present (%)	
					Complete	Incomplete
8 M	34	70,00	30	4	88,24	11,76
8 Q	36	65,00	34	2	94,44	5,56

Source: Guidance and CounselingDocumentation at SMP 2 (public school) Kupang City

Table 1 shows that there are still students whose learning achievement has decreased, and this is influenced by various factors, namely internal factors and externalfactors. Internal is the lack of discipline and motivation in the learning process, as externalas the way students learn at home. As a result, the learning development of class VIII students at SMP 2 (public school) Kupang City is quite concerning.

Basically, the steps of disciplinary coachingfor students preventively have been carried out by the guidance teacher, such as ClassicalGuidance (class guidance), individualcounselling, consultation with parents, consultation/guidance to the students in the classroom, consultation withthe homeroom teacher. However, the efforts and steps taken by the Guidance and Counseling teachers have not yieldedmaximum results because, based on the initial interview results, the data obtained are still therestudents whose achievement results are declining. Therefore, the school takes policies to increase student discipline with various approaches, namely: disciplining the hours of entry and exit on time, absence before the lesson begins, prohibiting studentsfrom going in and out at the time of the lesson, involving attention from parents, always checks and collecting the tasks that have been given.

The research question in this study is whether there is a significant influence between self-discipline and the learning development of grade VIII students at SMP 2 (public school) Kupang City? Based on these research questions, this study aimed to determine the significant influence between self-discipline and the learning development of grade VIII students at SMP 2 (public school) Kupang City.

2. Method

Based on the type, this research is quantitative (Alexander et al., 2020; Dami et al., 2022; Purnomo et al., 2021; Dami et al., 2022; Dami et al., 2020).According to Sugiyono (2012), this type of research uses quantitative methods because the problemunder study is more common, has alarge area and a degree of varied breast milk which is spacious.

This research was conducted at SMP 2 (public school) Kupang City, East Nusa Tenggara. The populationplanned in the study to be carried out is the entirety of class VIII students of SMP 2 (public school) Kupang City consisting of 15 classes (group learning) with a total ofparticipants were 522 students. The number of samples determined in this study was students (studygroups) of classes VIII M and VIII Q, and from the two classes (VIII M and VIII Q), asub-sample of 35 students was determined. (Study group participants). So, 50% of the students weretaken from the total participants of the sample class. The sampling technique used in this study is *the cluster/area sampling* technique, which is sampling based on region (the area referred to in this study is class) where from all of the region or number of classes VIII, which is the population, two classes are taken as a sample, namely class VIII M and VIII Q). of the total participants of classes VIII M and Q were determined by the Proportional random sampling techniqueto assign 35 students as sub-samples.

This study useda simple linear regression analysis technique with one predictor (x) and criterium (y).Before conductinga hypothesis test, validity and reliability tests are carried out. If $r_{count} > t_{table} = 3.0$ means that the tool is valid, while If the price$r_i r_i$ of > r $_{table}$ = 0.60 – 0.79, then the item is acceptable, and if $r_{count} < t_{table} = 3.0$ means that the measuring instrument is invalid, while the data is declared reliable If the price$r_i r_i$ of > r $_{table}$ = 0.60 – 0.79 then the item is acceptable, while the price is $r_i r_i$ acceptable < r $_{table}$ = 0.60, then the item is unacceptable. The normality test was performed with the *Kolmogorov-Smirnov* test to see if the residual was normallydistributed (Ghozali, 2009). A goodregression model is homoscedasticityor does not occur heteroscedasticity (Ghozali 2006). The decision of whether or not there is autocorrelation seen from the DW value less between the value of du and 4-du (du<DW<4-du), then it means that there is no autocorrelation (Ghozali, 2006). The result of the linearity test with p>0.05 canbe said to be a linear relationshipbetween free and bound variables. The F test is used for hypothesis testing to determine whether the independent variable (X) has a significanteffect on the dependent variable (Y).

3. Result

Respondents consisted of one class with a total of 35 students, the average student in class VIII of SMP 2 (public school) Kupang City was between 11-15 years old with the number of male students was 16 people, and the bumper was 19 people. Based on the picture above, the sample used in thisstudy was 35 students to obtain data on the influence of self-discipline on the learning development of class students. VIII SMP 2 (public school) Kupang City.

The questionnaires distributed amounted to 35 according to the number of respondents; thequestionnaires were divided into two, namely questionnaires for self-discipline variables (X) and questionnaires for student learning development variables (Y). The results of the questionnaire deployment can be seen in table 2.

Table 2. Deployment and Retrieval of Questionnaires

Respond	Number of Questionnaires			
	Disseminated		Returned	
	Frequency	%	Frequency	%
Class VIII	35	100	35	100

By looking at the state of the questionnaire distribution in the table above, it is concluded that the distributed questionnaire was entirely returned accompanied by the respondent's needed answers.

Based on the results of the validity test of 20 items of the self-discipline instrument, 4 items were obtained which had acalculated r-value of < 0.3, namely item number 4 (r = -0.227), 6 (r = 0.162), 10 (r = 0.225), and 14 (r = 0.166). Thus four items of the number are declared invalid and excluded from the analysis. The remaining 16 items have acalculated r-value of at least 0.306 (item number 13) and the highest at 0.744 (items number 2, 11 and 19). Since 16 grains have a calculated value of r >0.3, the 16 grains are declared valid. Based onthe results of the validity test of 20 items instrument Learning Development obtained 3 items that have acalculated r value < 0.3, namely item number 7 (r = -0.182), 12 (r = 0.041), and 16 (r = -0.193). Thus three items of the number are declared invalid and excluded from the analysis. The remaining 17 grains have acalculated r-value of at least 0.327 (item number 11) and the highest at 0.611 (item number 8). Since 17 grains have a calculated value of r >0.3, the 17 grains are declared valid.

All variables have aCronbach alpha coefficient of more than the minimum limit set based on the reliability test results above. Thelowest alpha coefficient occurs in the Learning Progressvariable (0.857), and the highest alpha coefficient occurs in the Self-Discipline variable (0.881). Because the alpha coefficient > 0.6, all instruments will be reliably replaced.

The frequency and percentage of measurement results of self-discipline variables based on these categories are presented in table3.

Table 3 Description of Self-Discipline Variable Measurement

Category	Range	N	%
Very High	4,21 – 5,0	1	3%
Tall	3,41 -4,2	21	60%
Keep	2,61 – 3,4	12	34%
Low	1,81 – 2,6	1	3%

Very Low	1,00 – 1,8	0	0%
Total		**35**	**100%**

From the Table 3, it is known that students' Self-Disciplineleads from medium to high. To be precise, 60% of class VIII studentsof SMP 2 (public school) Kupang City have Self-Discipline in the highcategory and 34% in the mediumcategory. Thus, itcan be said that class VIII studentsof SMP 2 (public school) Kupang City have strong enough self-discipline to know and understand things related to Discipline themselves.

The frequency and percentage of the results of measuring the Learning Progress variables based on these categories are presented in table 4.

Table 4 Description of Learning Development Variable Measurement

Category	Range	N	%
Very High	4,21 – 5,0	0	0%
Tall	3,41 -4,2	0	0%
Keep	2,61 – 3,4	13	37%
Low	1,81 – 2,6	22	63%
Very Low	1,00 – 1,8	0	0%
Total		**35**	**100%**

From the Table4, it can be seen that 63% ofstudents have Learning Progress in the lowcategory and 37% in the mediumcategory. This shows thatthe Learning Progress of class VIII studentsof SMP 2 (public school) Kupang City leads from moderate to low. This indicates that class VIII studentsof SMP 2 (public school) Kupang City have decreased or low learning development.

Based on theKolmogorov-Smirnov one sample test, it is known that Self-Discipline has a value of p=0.681 (P>0.05) which means that self-discipline data are normally distributed.The Learning Progress Variable has a value of p=0.496 (p>0.05) which means that the LearningDevelopment data is normally distributed. Hasil test Glejser found sig. > 0.05 (0.612). These results show that heteroscedasticity occurs in the regression model. The results of the autocorrelation test found *the output* DW value of 2,591 compared to the table value using 5% significance, the number of samples 35 (n) and the number of independent variables 1 (k = 1) of 1,519 then the value du < d < 4-du. So it can be concluded that there is no autocorrelation. The results of the linearity test on the variables of Self-Discipline with Learning Development can be found that the value of P = 0.167 (P>0.05) means that there is linearity in the relationship between Self-Discipline and Learning Development.

The hypothesis test was performed using asimple linear regression test of one predictor. One predictor referred to in this research is one independent variable, namely Self-Discipline. The following will be presented the results of a simple linear regression analysis of one predictor, namely:

Table 5 Results of self-discipline t-test on learning development

		Coefficients[a]				
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Itself.
1	(Constant)	58.941	9.246		6.375	.000
	Discipline	.002	.165	.002	.010	.992
a. Dependent Variable: PLearning						

In Table 5, it is known that the variables entered into the regression model, namely Self-Discipline, do not meet the significant criteria with the result of p-value=0.992 (p-value > 0.05), which means that there is no significant influence between self-discipline and Learning Development in class VIII students of SMP 2 (public school) Kupang City.

The data analysis resultsobtained the equation of regression lines as follows: Y = 58.941 - 0.002X. Based on table 4.10 above it can be concluded that: The test results for self-discipline show a beta value = 0.002 with Sig= 0.000, p > 0.05. This shows that there is a negative and insignificant influence between career information services and the occurrence of career selection independence. Thus H_a is rejected, and H_0 is accepted.

4. Discussion

Research has been carried out on class VIII students ofSMP 2 (public school) Kupang City with a total sample of 35 people.This research was also conducted because he wanted to know the influence of learning discipline on the learning development of class VIII students ofSMP 2 (public school) Kupang City.

Based on the data obtained and the results of data analysisand hypothesis testing, self-discipline is in the moderate category leading to high, because based on descriptive calculations, it was found that 60% is in the highcategory and 34% is in the mediumcategory. So it can be concluded that the self-discipline of class VIII students of SMP 2 (public school) Kupang City is relatively high. However, based on the results ofa descriptive test of learning development, it was found that 63% of students were in a lowcategory, and 37% of students were in the mediumcategory. This indicates that the self-discipline factor does not significantly contribute to the learning development of grade VIII students of SMP 2 (public school) Kupang City. This finding is also reinforced by the results of the hypotheses tests where Self-Discipline does not meet significant criteria with a result of p-value=0.992 (p-value > 0.05). The results of this study are in line with research conducted by Mustafa (2013) at SMK TI Airlangga Samarinda class X reveals that the discipline factor in the self does not fully carry a significant influence in the process of learning development but due to the presence of other factors in students namely emotional intelligence, support from teachers as mentors, intelligence, and motivation that can support learning development.

5. Conclusion

The results of a study on the influence of self-discipline on the learning development of grade VIII students of SMP 2 (public school) Kupang City, it was found that there was no significant influence of self-discipline on the development of learning students' class VIII SMP 2 (public school) Kupang City. This shows that H_a is rejected and H_0 is accepted, so it can be explained that the high low level of self-discipline does not have an influence on improving the learning development of class VIII students of SMP 2 (public school) Kupang City.

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