

## Learning Discipline as a Determinant of Students' Civic Education Learning Achievement in Secondary Schools

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### Abstract

Education plays a vital role in shaping a knowledgeable, well-characterized, and responsible generation. Students' academic achievement is influenced not only by cognitive abilities but also by their attitudes and learning discipline. This study aims to obtain empirical, valid, and reliable evidence regarding the effect of learning discipline on students' Civic Education (PPKn) outcomes. The research applied a quantitative method with a correlational approach, using proportional random sampling to collect data. The instruments used were Likert-scale questionnaires for the learning discipline variable (X) and the Civic Education learning outcomes variable (Y). Data analysis employed Pearson's Product Moment correlation after meeting normality requirements. The resulting simple regression equation was  $\hat{Y} = -44.82 + 0.95X$ . Hypothesis testing showed that the regression was significant ( $F_{\text{calculated}} = 261.17 > F_{\text{table}} = 4.20$ ) and linear ( $F_{\text{calculated}} = -1.325 < F_{\text{table}} = 3.44$ ). The correlation coefficient was  $r_{xy} = 0.537$ , and the t-test indicated a significant relationship ( $t_{\text{calculated}} = 3.375 > t_{\text{table}} = 1.701$ ). The coefficient of determination was 28.84%, meaning learning discipline contributed 28.84% to Civic Education learning outcomes. Thus, there is a positive and significant relationship between learning discipline and Civic Education achievement—the higher the discipline, the better the students' learning outcomes.

Keywords: Civic Education, Learning Discipline, Pearson Product Moment, Quantitative Research

## 1 INTRODUCTION

Discipline can be understood as a form of self-control that enables individuals, particularly children, to regulate their behavior more effectively. For children, discipline is highly beneficial as it creates a sense of security and stability, which are essential for their psychological development. When children learn to discipline themselves, they also begin to understand and fulfill their responsibilities. This process involves learning to restrain their desires, delaying gratification, and sometimes sacrificing immediate pleasures in order to achieve long-term goals.

The responsibilities that children perform regularly and in an orderly manner eventually shape their self-discipline. In the context of education, discipline plays an essential role in facilitating the learning process. A disciplined approach to studying contributes to smoother learning activities, allowing children to focus better and retain knowledge more effectively. As a result, disciplined students are more likely to achieve satisfactory learning outcomes, which reflect both cognitive mastery and personal growth.

To reach these satisfactory outcomes, discipline becomes a key requirement. A child who is disciplined finds it easier to grasp scientific knowledge, comprehend lessons, and carry out their duties promptly. This mastery of knowledge is often linked with structured activities, such as participating in organizations or group work. When students become accustomed to engaging in organizational activities, they naturally develop and apply

discipline in their daily routines. This habitual practice must be continuously nurtured so that it becomes ingrained in their character, forming what is known as learning discipline. With strong learning discipline, students are expected to achieve improved academic performance across multiple fields of study.

Discipline itself is considered one of the many factors closely associated with student learning outcomes. In this study, the focus is on students' understanding of organizational concepts at SMP Negeri 127 Jakarta Barat. To determine whether discipline has a significant effect on academic achievement, it is necessary to examine the extent of its correlation with learning outcomes. The underlying assumption is that disciplined students are better equipped to organize their study routines, manage their time efficiently, and demonstrate greater consistency in their learning efforts, all of which contribute to improved performance.

In a broader sense, every individual who wishes to progress in life constantly seeks to gain and expand experience in various ways, one of which is through learning. Learning is defined as a change in behavior resulting from experience. This definition emphasizes that learning is not merely the acquisition of knowledge, but also a transformation in attitudes, habits, and skills that shape the individual's overall development.

## **2 RESEARCH METHODS**

Based on the variables studied, the research problems formulated, and the hypotheses proposed, the method employed in this study is a quantitative research method with a correlational approach. This approach was selected because the research aims to determine the degree of relationship between two variables, namely the independent variable and the dependent variable. The independent variable (X) in this study is learning discipline, while the dependent variable (Y) is students' learning outcomes. The focus of the research is to examine whether learning discipline significantly influences and contributes to the variation in students' academic achievement, particularly in the subject of Civic Education (PPKn).

To obtain representative data, the sampling technique applied was simple random sampling. This technique was chosen because it provides each member of the population an equal probability of being selected as part of the sample, thereby reducing sampling bias and ensuring the validity of the data. By using simple random sampling, even individuals located in more isolated or less visible segments of the population have the same opportunity to be included in the sample. This ensures that the sample accurately reflects the population and strengthens the reliability of the research findings.

The use of a quantitative correlational method combined with random sampling allows the study not only to measure the level of relationship between learning discipline and learning outcomes but also to generalize the findings to the wider population. In this context, the population refers to all students of SMP Negeri 127 Jakarta Barat, while the selected sample represents a smaller but proportionate part of that group. The application of this methodology supports the research objective of producing empirical, valid, and reliable evidence regarding the role of learning discipline as a determining factor in students' academic success.

## **3 RESULT AND DISCUSSION**

Based on the problems that have been formulated, this research is designed to obtain knowledge derived from accurate, valid, reliable, and trustworthy data and facts. The central focus of this study is to investigate whether there is a significant relationship between learning discipline and students' Civic Education (PPKn) learning outcomes, particularly in the aspect of describing the concept of organization at SMP Negeri 127 Jakarta Barat. The purpose of this investigation is not only to identify the existence of such

a relationship but also to measure the strength and direction of the correlation between the two variables. Learning discipline, as the independent variable, is considered a crucial behavioral factor influencing how students manage their study habits, fulfill their academic responsibilities, and maintain consistency in their learning activities. On the other hand, the dependent variable, students' learning outcomes in Civic Education, reflects the academic achievement and understanding of civic knowledge, values, and skills—especially in grasping and explaining the concept of organization as part of the curriculum. By grounding the research in empirical evidence, the study emphasizes the importance of discipline in shaping positive academic behaviors. Data collected will allow the researcher to test the hypothesis that higher levels of learning discipline contribute to better learning outcomes. This process ensures that the conclusions drawn are not speculative but rather supported by statistically valid and reliable findings. Ultimately, the research aims to provide deeper insights into how behavioral factors such as discipline directly affect educational success, offering valuable contributions to the field of educational psychology and classroom practice at the junior high school level.

### 3.1 Sub Hasil

The findings of this research provide a clear description of the Civic Education (PPKn) learning outcomes of students at SMP Negeri 127 Jakarta Barat. Based on the data collected, the average score of students' Civic Education learning outcomes was 21.367. The highest frequency of scores was found within the range of 5–25. Below this range, it was observed that 8 respondents (26.67%) achieved scores below the average, which indicates a tendency toward high learning outcomes overall, as most students performed above this threshold.

In terms of learning discipline, a portion of respondents, specifically 9 students (30%), were found to have discipline scores below the average. This finding suggests that, in general, the level of learning discipline among students at SMP Negeri 127 Jakarta Barat can be categorized as relatively good, since the majority scored above the mean. This demonstrates that discipline is consistently practiced by most students, though a smaller group still struggles to maintain adequate self-regulation in their studies.

To further examine the relationship between learning discipline and learning outcomes, a significance test of the correlation coefficient was conducted between the paired scores of the two variables. The analysis revealed a value of  $t_{\text{calculated}} = 3.375$ , which is greater than  $t_{\text{table}} = 1.701$ . These results confirm that the correlation coefficient  $r_{xy} = 0.537$  is statistically significant. Thus, it can be concluded that there is a positive and meaningful relationship between learning discipline and students' Civic Education learning outcomes.

The coefficient of determination, calculated as  $r^2 = (0.537)^2 = 28.84\%$ , shows that learning discipline contributes 28.84% to the variation in Civic Education learning outcomes. This means that nearly one-third of students' academic success in Civic Education can be explained by their level of learning discipline, while the remaining percentage is likely influenced by other internal and external factors such as motivation, teaching quality, peer environment, and access to learning resources.

Empirical evidence from this research confirms that learning discipline significantly influences Civic Education achievement. The positive relationship observed indicates that when students demonstrate higher levels of discipline in their study habits—such as consistent routines, adherence to learning schedules, and responsible completion of tasks—their academic outcomes in Civic Education improve correspondingly. Conversely, low levels of learning discipline tend to result in unsatisfactory learning outcomes.

In summary, this study highlights the critical role of discipline as one of the supporting factors that directly affect students' performance in Civic Education. With discipline contributing nearly 30% to learning success, it is evident that efforts to strengthen students' learning discipline should be prioritized within the educational process to enhance both individual and overall academic achievement at SMP Negeri 127 Jakarta Barat.

### 3.2 Sub Pembahasan

The research data are intended to provide a comprehensive overview of how the collected information is distributed and how it reflects the characteristics of the studied population. To achieve this, the raw data were processed using descriptive statistical techniques, which include calculating the mean, median, mode, variance, standard deviation, class range, number of classes, class width, frequency distribution, and histogram graphs. These statistical measures allow for a detailed description of the data, helping to identify central tendencies, variability, and patterns in the respondents' answers.

In accordance with the number of variables and the research problem, the data description is divided into two categories, each corresponding to the variables investigated: learning discipline as the independent variable (X) and Civic Education (PPKn) learning outcomes as the dependent variable (Y). This categorization makes it possible to clearly analyze the influence of the independent variable on the dependent one and to determine the nature of their relationship.

The data on Civic Education learning outcomes were collected using an instrument consisting of 30 items, answered by 30 student respondents. The theoretical score range for the instrument was from 0 to 30, which represents the possible minimum and maximum scores students could achieve. Based on the results, the lowest score recorded in the research was 5, while the highest score achieved was 25.

The analysis further revealed that the mean (average) score of students' Civic Education learning outcomes was 21.367, which indicates that, on average, students performed relatively well in the assessment. The median score, which represents the midpoint of the data distribution, was 25, suggesting that half of the students scored at or above this level. Similarly, the mode—the most frequently occurring score—was also 25, reinforcing the observation that a significant proportion of students attained high scores near the upper range of the scale.

Regarding the variability of the data, the variance was calculated at 36.585, and the standard deviation was found to be 6.049. These measures of dispersion show that while the majority of scores were clustered around the mean, there was still a moderate spread in the data, indicating differences in student performance levels. The presence of a standard deviation of over six points highlights that not all students achieved equally high results, and there were variations in their mastery of the subject matter.

In summary, the descriptive analysis of Civic Education learning outcomes provides strong evidence that most students at SMP Negeri 127 Jakarta Barat performed above average, with a concentration of scores at the higher end of the distribution. The calculated statistics not only summarize the data but also create a foundation for further inferential analysis, particularly in examining the relationship between students' learning discipline and their achievement in Civic Education.

### 3.3 Tabel

The frequency distribution of Civic Education learning outcome data can be seen in Table 1 below:

Tabel 1. Frequency Distribution of Students' Civic Education Learning Outcomes

| No    | Class Interval | <i>Lower Limit</i> | <i>Upper Limit</i> | <i>Absolute Frequency</i> | <i>Relative Frequency (%)</i> |
|-------|----------------|--------------------|--------------------|---------------------------|-------------------------------|
| 1     | 5 – 8          | 4.5                | 8.5                | 1                         | 3.33                          |
| 2     | 9 – 12         | 8.5                | 12.5               | 4                         | 13.33                         |
| 3     | 13 – 16        | 12.5               | 16.5               | 0                         | 0.00                          |
| 4     | 17 – 20        | 16.5               | 20.5               | 3                         | 10.00                         |
| 5     | 21 – 24        | 20.5               | 24.5               | 3                         | 10.00                         |
| 6     | 25 – 28        | 24.5               | 28.5               | 19                        | 63.33                         |
| Total |                |                    |                    | 30                        | 100.00                        |

Tabel 1 The data on students' Civic Education learning outcomes were obtained from an instrument consisting of 30 statement items answered by 30 respondents. The theoretical score range of the instrument was from 0 to 30. Based on the instrument, the lowest score obtained for the Civic Education learning outcome variable was 5, while the highest score was 25. The mean score was 21.367, the median score was 25, the mode was 25, the variance was 36.585, and the standard deviation was 6.049.

The frequency distribution of students' learning discipline patterns can be seen in Table 2 below:

Table 2. Frequency Distribution of Learning Discipline

| No    | Class Interval | <i>Lower Limit</i> | <i>Upper Limit</i> | <i>Absolute Frequency</i> | <i>Relative Frequency (%)</i> |
|-------|----------------|--------------------|--------------------|---------------------------|-------------------------------|
| 1     | 46 – 50        | 45.5               | 50.5               | 4                         | 13.33                         |
| 2     | 51 – 56        | 50.5               | 56.5               | 1                         | 3.33                          |
| 3     | 57 – 62        | 56.5               | 62.5               | 2                         | 6.67                          |
| 4     | 63 – 68        | 62.5               | 68.5               | 2                         | 6.67                          |
| 5     | 69 – 74        | 68.5               | 74.5               | 5                         | 16.67                         |
| 6     | 75 – 80        | 74.5               | 80.5               | 16                        | 53.33                         |
| Total |                |                    |                    | 30                        | 100.00                        |

Tabel 2 The data on learning discipline were obtained from an instrument consisting of 30 statement items answered by 30 respondents. The theoretical score range of the instrument was from 30 to 90. Based on the instrument, the lowest score obtained for the Learning Discipline variable was 46, while the highest score was 78. The mean score was 69.667, the median score was 76, the mode was 78, the variance was 114.506, and the standard deviation was 10.701.

### 3.4 Gambar

Figure 1. Histogram Chart of Students' Civic Education Learning Outcomes

**Figure 1**  
**Histogram Chart of Students' Civic Education Learning Outcomes**

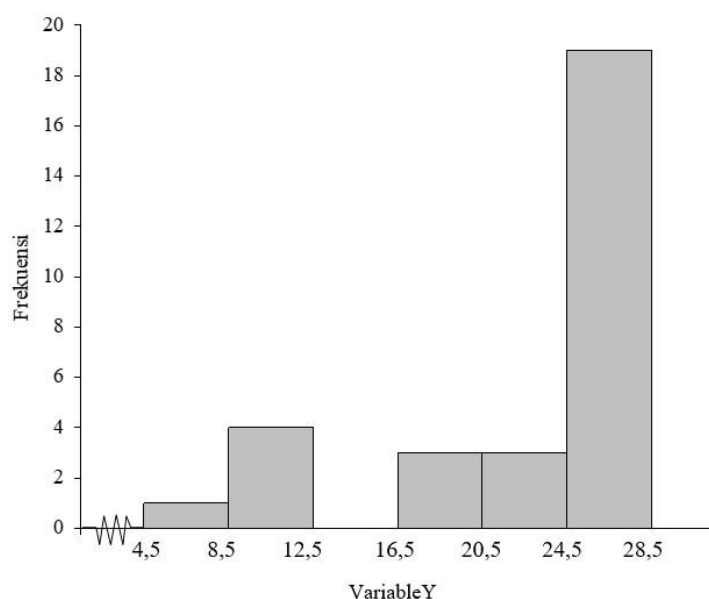
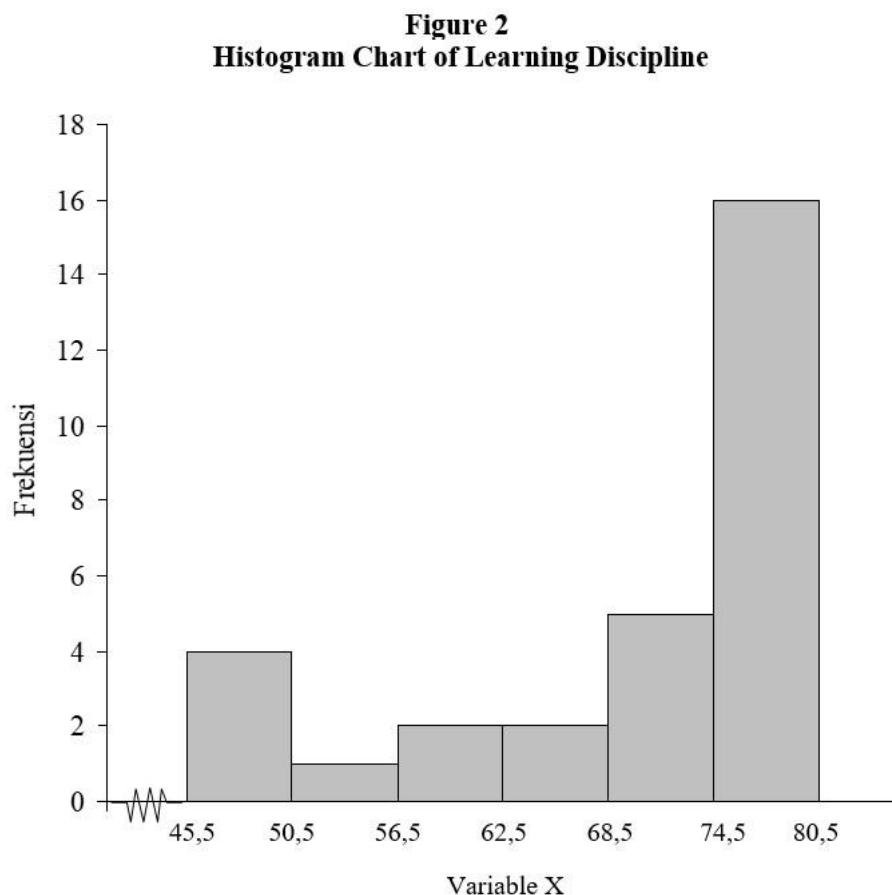


Figure 2. Histogram Chart of Learning Discipline



The histogram generated from the data above shows that most respondents scored within the midpoint range of 27, which has the highest frequency of 19 students. This indicates that the majority of students achieved high scores in the measured variable (e.g., learning outcomes or learning discipline), reflecting a tendency for the data to be concentrated in the highest class interval.

The lowest frequency is found at the midpoint of 7 with only 1 respondent, while at the midpoint of 15 there are no respondents at all (frequency = 0). This pattern produces a histogram that is skewed to the left (positively skewed), with most of the data concentrated in the higher class intervals.

#### 4 CONCLUSION

Based on the results of several statistical tests, it can be concluded that the research hypothesis entitled "The Influence of Learning Discipline on Civic Education Learning Outcomes of Students at SMP Negeri 127 West Jakarta" has been empirically tested and proven. This conclusion is supported by the results of hypothesis testing which show that the calculated t-value ( $t\text{-count} = 3.375$ ) is greater than the critical value from the t-table ( $t\text{-table} = 1.70$ ). Since  $t\text{-count} > t\text{-table}$ , the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted, indicating that learning discipline has a significant influence on students' Civic Education learning outcomes.

The correlation coefficient obtained ( $r_{xy} = 0.537$ ) indicates a positive and moderate relationship between learning discipline and Civic Education learning outcomes. In other words, improvements in learning discipline are associated with higher learning outcomes

among students. Furthermore, the coefficient of determination ( $R^2 = 28.84\%$ ) shows that learning discipline accounts for 28.84% of the variance in students' Civic Education learning outcomes. The remaining 71.16% is influenced by other factors not examined in this study, such as teaching methods, learning environment, student motivation, or parental support.

These findings emphasize that learning discipline plays a crucial role in determining academic achievement, particularly in Civic Education. Students who consistently demonstrate good learning discipline—such as adhering to study schedules, completing assignments on time, and maintaining focus during lessons—tend to achieve higher scores compared to those with lower discipline. This suggests that fostering strong learning discipline is an essential strategy for schools and educators to improve overall student performance..

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