THE EFFECT OF LEARNING DISCIPLINE AND LEARNING ENVIRONMENT ON STUDENTS' LEARNING OUTCOMES AT SMP NEGERI 1 DIMEMBE

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ABSTRACT

The main problem in this study is the low social studies learning outcomes which are thought to be influenced by the lack of learning discipline and a less supportive learning environment. This study aims to determine the effect of learning discipline and learning environment on the learning outcomes of Social Studies (IPS) of class VIII students of SMP Negeri 1 Dimembe. This study uses a quantitative approach with a survey method. The sample in this study amounted to 54 students selected through purposive sampling techniques. The instruments used were questionnaires to measure the level of learning discipline and learning environment, as well as documentation values to determine students' social studies learning outcomes. Data analysis was carried out using multiple linear regression. The results of the study showed that learning discipline had a positive and significant effect on students' social studies learning outcomes. Likewise, the learning environment had a positive and significant effect on social studies learning outcomes. Simultaneously, learning discipline and learning environment had a significant effect on social studies learning outcomes with a fairly strong contribution. These findings indicate that improving student learning outcomes does not only depend on academic ability, but also on non-cognitive factors such as learning habits and a supportive environment. Therefore, efforts to improve social studies learning outcomes need to include strengthening student discipline and improving the learning environment, both at school and at home.

Keywords: *Learning Discipline, Learning Environment, Learning Outcomes*

INTRODUCTION

Education is a fundamental aspect in the development of a nation. The success of education is greatly influenced by various factors, both internal and external. One indicator of the success of the educational process in schools is student learning outcomes. Learning outcomes reflect the achievement of student competencies in a subject, including Social Sciences (IPS), which has an important role in shaping

students' understanding of society and their environment. In the learning process, learning discipline is an internal factor that greatly determines the success of student learning. Learning discipline includes students' ability to manage time, obey school rules, and have motivation and responsibility for the learning process. According to Raharjo (2021), students who have high learning discipline tend to show more optimal learning outcomes compared to students who are less disciplined. Learning discipline is a reflection of students' attitudes and mental readiness in receiving and processing information provided by the teacher.

In addition, learning environment factors also have a significant influence on student learning outcomes. A conducive learning environment includes a comfortable classroom atmosphere, good social relationships between students and teachers, and adequate learning support facilities. According to research results from Lestari & Nugroho (2020), a positive learning environment can increase students' motivation and concentration in following lessons, thus having a direct impact on improving their learning outcomes.

The social studies subject itself requires students to understand complex social, economic, and cultural concepts. This requires concentration, perseverance, and active learning interactions. Therefore, learning discipline and learning environment are two factors that cannot be separated in the social studies learning process. At SMP Negeri 1 Dimembe, the difference in student learning outcomes in social studies is still quite significant, which is thought to be related to the variables of discipline and student learning environment.

Based on initial observations conducted at SMP Negeri 1 Dimembe, it was found that some students did not have adequate learning discipline. This can be seen from the delay in completing assignments, lack of preparation before exams, and low activity in class discussions. In addition, several aspects of the learning environment such as noise, inadequate facilities, and less than harmonious relationships between students also affect the comfort and effectiveness of social studies learning in class VIII.

These problems indicate the need for further research to determine the extent to which learning discipline and the learning environment influence student

learning outcomes, especially in social studies. This research is expected to provide a clear picture of the factors that influence student learning success, so that it can be used as a basis for schools in designing more effective learning strategies.

Several previous studies have also shown relevant findings. Research by Dewi & Andriani (2021) found that learning discipline has a positive effect on the learning outcomes of high school students in Jakarta. Meanwhile, Prasetyo (2022) in his research on junior high school students in Surabaya found that the learning environment has a major contribution to improving social studies learning outcomes. The results of these studies provide a theoretical basis that both variables are worthy of being tested simultaneously in the context of SMP Negeri 1 Dimembe.

LITERATURE REVIEW
Learning Discipline

Learning outcomes are evidence of success that students have achieved where each learning activity can cause a unique change (Permana & Setuju, 2020). Learning discipline is an individual's attitude and behavior that is shown in the form of compliance with rules, consistency in learning, and responsibility for the learning process and results. According to Sardiman (2021), learning discipline reflects students' ability to manage time, follow a study schedule, and maintain focus and motivation in learning activities. Learning discipline not only includes compliance with external rules, but also self-control in managing internal urges such as laziness or distractions from the surrounding environment.

Learning discipline is part of learning independence, namely how students can direct themselves in learning without depending on the direct supervision of teachers or parents. Djam'an Satori (2020) states that learning discipline is the main foundation in developing students' academic abilities and personalities

According to Hurlock (2016), there are three elements of learning discipline, namely: (a) Regulations and laws that function as guidelines for good assessment. (b) Punishment for violations of regulations and laws. The punishment given is in the form of sanctions that have educational value and are not only intended to scare,

but also to make children aware so that they do not repeat deviant actions again. (c) Rewards for good behavior or efforts to behave socially well. Rewards can be given in verbal and non-verbal forms so that children are more motivated to do good.

Indicators of learning discipline according to Moenir (2010:96) are: Time discipline, including: being on time in studying, including coming and going home from school on time, not leaving class/skipping during lessons, completing assignments according to the time set and Action discipline, including: obeying and not opposing applicable regulations, not being lazy in studying, ordering others to work for him, not liking to lie, not cheating, not making noise, and not disturbing others who are studying.

Learning Environment

The learning environment is everything that is around students and influences the learning process directly or indirectly. Martinis Yamin, (2017) Learning environment is an artificial situation that concerns the physical environment as well as the social environment. According to Slameto (2020), the learning environment is an external condition that includes physical, social, and psychological, which plays a role in supporting or inhibiting the achievement of student learning goals. A good learning environment can increase student comfort and concentration, thus having a positive impact on learning outcomes. Meanwhile, according to Mulyasa (2021), the learning environment is a combination of the physical environment (such as classrooms, facilities, and teaching aids), the social environment (teacher-student relationships and between students), and the emotional environment (support and sense of security in learning). These three aspects need to be considered in an integrated manner to create an effective learning situation.

The learning environment has a number of indicators that have been formulated by education experts as a reference in assessing the extent to which the environment supports the student learning process. According to Slameto (2020), learning environment indicators include physical, social, and psychological aspects that are integrated into an effective learning atmosphere. Physical aspects include classroom comfort, availability of facilities and infrastructure, adequate lighting,

and good air ventilation. A neat and clean environment will provide a comfortable atmosphere for students to concentrate on learning.

Learning Outcomes

Learning outcomes are students' abilities obtained after learning activities (Nugraha, 2020). Learning outcomes are certain competencies or abilities achieved by students after participating in the teaching and learning process and include cognitive, affective, and psychomotor skills (Wulandari, 2021). According to Mustakim (2020), learning outcomes are everything achieved by students with certain assessments that have been determined by the curriculum of the previous educational institution.

Learning outcomes are a measure of the achievement of learning objectives by students which include cognitive, affective, and psychomotor aspects. Learning outcomes are influenced by various factors which can generally be classified into two, namely internal factors and external factors (Dimyati & Mudjiono, 2021; Sari & Hartono, 2023).

According to Moore (Ricardo & Meilani, 2017) there are three domains of learning outcome indicators, namely:

1. Cognitive domain, including knowledge, understanding, application, assessment, creation, and evaluation.
2. Effective domain, including acceptance, answering, and determining values.
3. Psychomotor domain, including fundamental movement, generic movement, ordinative movement, creative movement

RESEARCH METHOD

This study uses a quantitative approach with a correlational associative research type, which aims to determine the relationship and influence between two independent variables, namely learning discipline and learning environment, on the dependent variable, namely student learning outcomes. The quantitative approach was chosen because it is able to measure data objectively and use statistical tools to test hypotheses (Sugiyono, 2022). Correlational research is used to see the

relationship between variables without manipulating existing variables, so that the results reflect real conditions in the field.

The population in this study were all students of class VIII of SMP Negeri 1 Dimembe in the 2024/2025 academic year. Based on data obtained from the school, the number of students in class VIII was 54 people, so the saturated sampling technique (census) was used, namely all members of the population were sampled because the number was small and it was possible to study it as a whole. This technique is suitable for use in population research (Creswell & Guetterman, 2021).

Data collection was carried out using a closed questionnaire, which was compiled based on theoretical indicators of each variable. The data analysis technique used in this study was multiple linear regression analysis, with the help of the SPSS version 25 program. The operationalization of the variables is explained as follows: the learning discipline variable is measured through indicators of compliance with the study schedule, consistency in completing assignments, and responsibility for the learning process (Fatimah & Zulkarnain, 2022). The learning environment variable is measured through indicators of physical comfort of the classroom, social relationships in the classroom, psychological atmosphere, and the availability of learning facilities (Sari & Hartono, 2023). Meanwhile, learning outcomes are measured based on the daily test scores for the even semester social studies subject obtained from subject teachers as official quantitative data.

FINDINGS

Normality Test and Linearity Test

The normality test was conducted to determine whether the residual data was normally distributed, which is one of the assumptions in linear regression analysis. Based on the results of the Kolmogorov-Smirnov test, a significance value of more than 0.05 was obtained, so it can be concluded that the data is normally distributed. Meanwhile, the linearity test aims to ensure that the relationship between the independent variables (learning discipline and learning environment) and the dependent variable (learning outcomes) is linear. The results of the linearity test show that the significance value on the linear line is less than 0.05 and the

significance value on the deviation from linearity is greater than 0.05, so it can be concluded that there is a linear relationship between each independent variable and the dependent variable.

Normality Test .

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		54
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.77006375
Most Extreme Differences	Absolute	.214
	Positive	.214
	Negative	-.204
Test Statistic		.214
Asymp. Sig. (2-tailed)		.000[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The output results of the one-sample normality test show that the significance value is 0.200 > 0.05, so it can be concluded that the data is normally distributed.

Table 2. Linearity Test

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
Learning Outcomes * Learning Discipline	Between Groups	(Combined)	4594.100	31	148.197	2.973	.005
		Linearity	1798.608	1	1798.608	36.079	.000
		Deviation from Linearity	2795.492	30	93.183	1.869	.566
	Within Groups		1096.733	22	49.852		
	Total		5690.833	53			

Based on the results of the linearity test, the significance value in the Deviation from Linearity row is 0.566 (> 0.05), so it can be concluded that there is no deviation from linearity. Thus, the relationship between the independent and

dependent variables is linear. In addition, the significance value in the Linear row of 0.000 (< 0.05) indicates that the linear relationship is statistically significant.

Hypothesis Testing

Multiple hypothesis testing was conducted to determine the simultaneous influence between learning discipline and learning environment on student learning outcomes. Based on the results of the F test, a significance value (Sig.) was obtained that was less than 0.05, which means that simultaneously both independent variables have a significant effect on the dependent variable. Thus, the null hypothesis (H_0) which states that there is no influence between learning discipline and learning environment on student learning outcomes is rejected, and the alternative hypothesis (H_1) is accepted. These results indicate that the combination of learning discipline and a conducive learning environment together contribute to improving student academic achievement.

Table 3. R Square Test

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.997[a]	.994	.994	.78502
a. Predictors: (Constant), Learning Environment, Learning Discipline				
b. Dependent Variable: Learning Outcomes				

Based on the summary model table, the R Square value of 0.994 indicates that 99% of the variation in learning outcome variables can be explained by the learning discipline and learning environment variables used in this regression model. The remaining 1% of the variation is caused by other factors not examined.

Table 4. Coefficients

Coefficients[a]						
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.388	.596		2.331	.024
	Learning Discipline	.514	.011	3.016	11.239	.021
	Learning Environment	.788	.012	1.006	9.151	.000
a. Dependent Variable: Learning Outcomes						

Based on the Coefficient table, it is obtained that the learning discipline variable has a coefficient value of 0.514 with a significance value of 0.021 (<0.05) which indicates that learning discipline has a significant effect on learning outcomes. The higher a person's learning discipline, the better their learning outcomes will be. While the learning environment has a coefficient value of 0.788 with a significance value of 0.000 (<0.05) which also indicates a significant effect on learning outcomes. The better the student's learning environment, the better their learning outcomes will be. Based on the comparison of the calculated t value with the t table with df = 60 and α = 0.05, the calculated t value for the learning discipline variable (11.239) and the learning environment (9.151) is greater than the t table (2.23). Thus, it can be concluded that the two independent variables have a significant partial effect on learning outcomes.

DISCUSSION

The Influence of Learning Discipline on Students' Social Studies Learning Outcomes at SMP Negeri 1 Dimembe

The results of the study indicate that learning discipline has a positive and significant effect on the social studies learning outcomes of students at SMP Negeri 1 Dimembe. This is proven through a linear regression analysis which shows a significance value of less than 0.05 and a positive regression coefficient, which means that the higher the level of student learning discipline, the better the learning outcomes achieved. This finding confirms the importance of the role of discipline as an internal factor that directly influences students' academic achievement.

Learning discipline in this study includes aspects of compliance with the study schedule, perseverance in completing assignments, and the ability to manage time and avoid distractions during the learning process. Students who show consistency in learning generally have higher grades because they tend to use their study time effectively. This finding is in line with the opinion of Fatimah and Zulkarnain (2022) who stated that learning discipline is a strong predictor of students' academic achievement because it is related to time management, individual responsibility, and focus on learning goals.

In addition, students who have high discipline tend to be better able to follow the learning process as a whole, both in class and in independent activities at home. This strengthens the findings of Siregar (2023) who stated that discipline helps students adjust to academic demands, thereby improving understanding and retention of subject matter. In the context of social studies subjects, discipline is very much needed because the material taught is conceptual and requires systematic understanding and critical thinking skills.

This study also supports the results of a study conducted by Hartati (2021), which shows that students with a high level of learning discipline have a greater chance of achieving above average grades, especially in subjects that require analysis such as social studies. Discipline helps students build productive learning habits, such as reading material before learning, actively asking teachers, and repeating material independently. These habits cumulatively have an impact on improving student learning outcomes.

The Influence of Learning Environment on Student Learning Outcomes at SMP Negeri 1 Dimembe

The results of the study showed that there was a significant influence between the learning environment and student learning outcomes. Data obtained through questionnaires and simple regression statistical analysis revealed that the more conducive the learning environment felt by students, the higher their learning outcomes. The learning environment in question includes the physical condition of the classroom, the comfort of the place to study at home, the psychological atmosphere, and social interactions in the school environment.

Slameto (2020) said that the student learning environment that influences learning achievement consists of the family environment, school environment and community environment. The school environment is one of the environments that has a major influence on the development and learning outcomes of students. A good learning environment is an environment that can support students' success in their studies. The learning environment in question is the condition of the learning room that is clean, comfortable, fresh and bright and has sufficient ventilation to

create a pleasant learning atmosphere, while the relationship between students and teachers is well established and will foster students' enthusiasm in receiving the material given by the teacher and supported by a conducive environment, learning media and teaching aids that are indeed relevant to a learning process that is also played directly by the role of a teacher in a demonstration in front of the class.

Maulana Rafli, et al (2024) An educator and education personnel are the main pillars in implementing comfortable and conducive learning environment conditions in schools. An educator must also be able to create positive relationships with students. However, sometimes there are still some educators or education personnel who still do not understand how to build a decent educational environment for each student.

Farid (2014), the influence of the environment on the learning outcomes of students is quite large, because school is the second social environment after the family that will be known by students. Students' friends at school who are diligent or have good results will certainly motivate students to improve their results with the aim of being equal to or even exceeding their friends. A good school is a school that has quality teachers.

The Influence of Learning Discipline and Learning Environment on Learning Outcomes at SMP Negeri 1 Dimembe

The results of the study indicate that both learning discipline and learning environment have a significant influence on student learning outcomes, both partially and simultaneously. Based on multiple regression analysis, it was found that the learning discipline variable provides a greater contribution than the learning environment to student learning outcomes. This shows that regular learning habits and students' responsible attitudes in carrying out learning obligations play a dominant role in determining their academic achievement.

The role of schools and parents in forming disciplined learning habits from an early age, while providing a supportive learning environment. Teachers can apply learning strategies that build student responsibility and independence, while parents can create a comfortable learning atmosphere at home. Thus, the synergy

between internal factors (learning discipline) and external (learning environment) will create a healthy and productive educational ecosystem.

The learning environment conditions are less supportive, students with a high level of learning discipline are still able to maintain good learning outcomes. Conversely, a good learning environment does not always guarantee high learning outcomes if it is not balanced with strong discipline. This confirms that the two variables complement each other, and the interaction of the two is very important in creating optimal learning conditions.

Wijiyanto (2017) explained that learning achievement is influenced by learning discipline and the learning environment, where the research also emphasized that students must maximize their learning discipline, obey the rules, and the learning environment should be calm and safe so that students feel comfortable learning at home, school or in the community.

CONCLUSION

The results of the study indicate that learning discipline has a significant and positive influence on student learning outcomes. Students who demonstrate high discipline in learning such as perseverance in completing assignments, consistency in following study schedules, and the ability to manage time obtain better academic grades than students who do not have regular study habits. Statistical analysis shows that the variable of learning discipline makes a strong contribution to improving learning outcomes.

In addition, this study also found that the learning environment has a significant influence on student learning outcomes. A comfortable, organized learning environment supported by positive interactions both at home and at school also increases students' concentration and motivation to learn. Adequate facilities, a calm atmosphere, and support from parents and teachers are important aspects that form effective learning conditions, which ultimately affect the achievement of learning outcomes.

Simultaneously, learning discipline and the learning environment together have a positive and significant influence on student learning outcomes. These two

variables complement each other in creating ideal conditions for learning success. However, from the results of the analysis, learning discipline was proven to have a more dominant influence. This shows that although the learning environment is important, learning success still depends heavily on the attitudes and learning behaviors of the students themselves.

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