

## **Overview of Learning Discipline and Learning Achievement of Students of SMP Negeri 2 Kupang**

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**Abstract.** Learning discipline is a collection of individual and community behaviors that reflect a sense of obedience, compliance supported by awareness to fulfill duties, and obligations to achieve learning goals. Disciplined behavior is always shown by a student who is always present on time, obeys the rules, and behaves in accordance with applicable norms. This study aims to see the picture of learning discipline and learning achievement of students at SMP Negeri 2 Kupang. The type of research is descriptive quantitative research with the univariate analysis method, and the number of samples are 97 students. The data was taken using a scale of learning discipline and mid-semester exam scores. Based on the results of the univariate analysis, it shows that the frequency distribution of learning discipline is in the medium category with 65 respondents while learning achievement is in the low category with 44 respondents.

**Keywords:** *learning discipline, learning achievement, students*

**Abstrak.** Disiplin belajar merupakan kumpulan perilaku individu dan komunitas yang mencerminkan ketaatan, didukung dengan kesadaran dalam menyelesaikan tugas, dan kewajiban dalam mencapai tujuan belajar. Perilaku disiplin selalu ditunjukkan melalui murid yang selalu hadir tepat waktu, mematuhi aturan, dan berperilaku sesuai norma-norma yang berlaku. Penelitian ini bertujuan untuk melihat gambaran terkait disiplin belajar dan prestasi belajar siswa-siswa di SMP Negeri 2 Kupang. Penelitian ini menggunakan penelitian deskriptif kuantitatif dengan metode analisis univariat dan jumlah sampel yang didapat sebanyak 97 siswa. Data diambil dengan menggunakan skala disiplin belajar dan skor ujian tengah semester. Hasil analisis menunjukkan bahwa frekuensi distribusi disiplin belajar berada di kategori sedang dengan jumlah sebanyak 65 responden, sementara prestasi belajar berada di kategori rendah dengan jumlah 44 responden.

**Kata Kunci:** *disiplin belajar, prestasi belajar, siswa*

Article history:

Received 7 July 2024

Received in revised form 14 February 2025

Accepted 14 March 2025

Available online 28 April 2025

### **Introduction**

Education plays an important role for humans, especially in facing the challenges of life. This is because education can affect all aspects of personality and the development of human life. Education is universal, meaning it can be accessed and owned by every child of the nation without exception. In this case, it is closely related to the 1945 Constitution of the Republic of Indonesia, Article 31 paragraph 1, which reads "Every citizen of Indonesia has the right to receive education". One of the goals of Indonesian education is stated in the 1945 Constitution of the Republic of Indonesia in paragraph 4, namely: to educate the life of the nation, the way to realize it is through quality education in every educational unit (Setiawati et al., 2020).

Education is a conscious effort directed at developing the potential of students so that it can be realized in the form of abilities, skills, attitudes, and personalities in accordance with the goals of national education. Students are individuals who are undergoing the education process at school with the aim of gaining knowledge and understanding that will be the foundation for achieving their goals in the future. They are the next generation of the nation who are expected to have adequate abilities to contribute to development and create achievements for the country. Every student can comply with school regulations properly while in the school environment. In achieving this, it is important for students to have a good level of discipline in the school environment. Discipline in this context refers to the ability of individuals to respect and comply with applicable regulations and norms. Discipline means being able to follow and carry out rules and orderly actions in accordance with the laws in force.

According to Arikunto (in Hellida, 2018), learning discipline is defined as an action that reflects a sense of obedience, obedience supported by awareness to fulfill duties and obligations in order to achieve learning goals. According to Mulyasa (in Amalia et al., 2024), learning discipline is an orderly state, where people (students) who are involved in a learning process are subject to the rules that have been set

with self-awareness without any coercion, either written or unwritten rules in changing behavior. In the world of education, student discipline can be seen in how students implement the rules that apply in schools as the location for implementing the teaching and learning process. Students who have a high level of discipline will show their readiness to receive learning in class, pay attention to teachers, study regularly, always do assignments, and always have adequate learning equipment.

In SMP Negeri 2 Kota Kupang, some students still do not care about the discipline imposed in the school. The phenomenon of students who play truant, students are late to school, dress in a way that is not in accordance with school regulations, do not wear complete school attributes, and do not do assignments given by the teacher. This needs to be addressed by re-growing awareness of student discipline, especially learning discipline in the classroom. According to Gunarsa, learning discipline is obedience and compliance with written and unwritten regulations in the process of changing behavior that persists due to practices in the form of experiences of observing, reading, imitating, trying something, listening, and following directions. Learning discipline is one of the supporting factors to improve student learning outcomes. A disciplined attitude in learning is very necessary to achieve a good learning process. A disciplined attitude in learning further sharpens students' skills and memory of the material being taught because they learn according to their own awareness, which ultimately makes it easier for them to overcome problems with the material given and leads to better grades.

According to Slameto, 2010 (in Anwar & Mardiana, 2022), learning achievement is the learning result achieved by students in a particular subject using standardized tests as a measuring tool for student success. Learning achievement can be used as the main benchmark for determining student learning success (Supardi, 2015). Achievement is the result of real work with standards, both in quality and quantity produced by each student. With high achievement, it is very much needed to be able to work together and achieve school goals. According to

Poerwanto 2007 (in Hamdu & Agustina, 2011), learning achievement is the result achieved by someone in learning efforts as stated in the report card. Learning achievement can be shown through the value given by a teacher from the number of subject areas that have been studied by students. Every learning activity certainly always hopes to produce maximum learning. Learning Outcomes are an educational assessment of the development and progress of students regarding their mastery of the teaching materials presented to them and the values contained in the curriculum.

Based on the initial interview survey conducted before conducting the research at State Junior High School 2 Kupang City, information was obtained from the guidance and counseling teacher that student discipline was lacking, this can be seen from the lack of discipline in dressing such as dressing not in accordance with school rules, and incomplete use of school attributes. Lack of discipline in time such as being late to school, and lack of discipline in learning such as not paying attention when the teacher explains during class hours, being late in submitting assignments and skipping class hours.

### **Method**

This study uses a descriptive quantitative research method. Descriptive methods are used to create a systematic, factual and accurate picture or description of existing phenomenon. Quantitative descriptive research is a research that describes variables as they are supported by data in the form of numbers generated from actual conditions. The data analysis technique used in this study is univariate analysis, which is a data analysis technique for one variable independently, each variable is analyzed without being associated with other variables. The population in this study were all students of SMP Negeri 2 Kupang totaling 1049 students. The sampling process in this study used the Lameshow formula, with a sample size of 97 students of SMP Negeri 2 Kupang. The data collection instrument in this study used a scale and documentation. The scale in this study is the Discipline scale. The

scale model used for this study is the Likert scale. The data collection process was carried out by giving questionnaires to respondents to answer.

The discipline scale used is the discipline scale from Sitta AF R (2017) with the first aspect being obedience or regulations towards the school, the second aspect being self-awareness and the third aspect being responsibility (Princess, 2023). The scale consists of 22 favorable and unfavorable items using a Likert scale consisting of 4 answer choices, namely strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS). While documentation is a data collection technique by collecting and analyzing documents that are in accordance with the objectives and focus of the problem in this study using documents on the results of the mid-term exams of students of SMP Negeri 2 Kupang.

## **Results**

Respondents in this study were students of SMP Negeri 2 Kupang with a total of 97 students. Based on age from 97 respondents at SMP Negeri 2 Kupang, the majority of the age group was in the 11-13 year age range, as many as 68. The fewest people were students aged 14-15 years, as many as 29 people (30%). Based on gender of the 97 respondents, the majority were male, as many as 51 people (53%) and female, as many as 46 people (47%). Based on the class of 97 respondents, most of the participants were from 7A class with 31 people (32%). Then 8I class as many as 29 people (30%), 9K class namely 28 people (29%) and 7G class with 9 people (9%).

Univariate analysis of respondents based on discipline and learning achievement of students at SMP Negeri 2 Kupang obtained from data collection and processing will be presented in the form of a frequency distribution table, among others.

### **1. Learning Discipline**

Table 4.

*Descriptive Statistics of Student Learning Discipline at SMPN 2 Kupang*

	Valid	Missing	Median	Mean	Std. Deviation	Minimum	Maximum
<b>Total</b>	97	0	56,000	56,216	3.623	49,000	68,000

Based on the results of the data analysis above, there were 97 respondents from SMPN 2 Kupang students. The results of the data analysis revealed that there was a lowest value of 46, while the highest value is 68. In addition, the results of the data analysis average 56.21 and the standard deviation is 3.62.

Table 5.

*Frequency distribution based on learning discipline of students at SMP Negeri 2 Kupang*

Categories	Frequency	Percent
Low	16	16%
Medium	65	67%
High	16	16%
<b>Total</b>	97	100

Based on the results of the frequency distribution table of learning discipline above, it shows that there were 16 respondents (16%) in the low category, 65 respondents (67%) in the medium category and 16 respondents (16%) in the high category.

## 2. Learning achievement

Table 6.

*Descriptive Statistics of Student Achievement at SMPN 2 Kupang*

	Valid	Missing	Median	Mean	Std. Deviation	Minimum	Maximum
<b>Mark</b>	97	0	78,000	77.155	5.314	61,000	88,000

Based on the results of the data analysis above, there were 97 respondents from SMPN 2 Kupang students. The results of the data analysis revealed that there

was a lowest value of 61, while the highest value is 88. In addition, the results of the data analysis average 77.15 and the standard deviation is 5.31.

Table 7.

*Frequency distribution based on learning discipline of students at SMP Negeri 2 Kupang*

Category	Frequency	Percent
Low	43	44%
Medium	14	14%
High	40	41%
<b>Total</b>	97	100

Based on the results of the frequency distribution table of learning achievement above, it shows that there were 43 respondents (44%) in the low category, there were 40 respondents (41%) in the medium category and 14 respondents (14%) in the high category.

## Discussion

Based on the results of the study, it is known that learning discipline is in the moderate category for 65 students (67%), which means that there are some students who have implemented learning discipline and some who have not implemented their learning discipline. Based on the results of the study, it is also known that student learning achievement is in the Low category for 43 students (44%).

The results of the research support the results carried out by (Suharso et al., 2019) shows that the overall disciplinary behavior of students at school is in the moderate category. This is supported by the results of previous research conducted by (Harut & Anggraini, 2023). The learning discipline of students is in the moderate category with a total of 26 students with a percentage of 50.9%, which means that on

average, some students have implemented learning discipline and some have not implemented their learning discipline well in the school environment or at home, such as being on time in studying which includes coming and going home on time at school, not leaving class, completing assignments according to the time specified and being disciplined in preparing learning equipment. The results of the supporting research conducted by (Putri et al., 2024), student discipline is in the moderate category with 64 respondents or 21.3%, which means that in general student discipline behavior needs to be improved further to achieve existing learning objectives. The research results are supported by (Asri et al., 2021), there is a positive relationship between learning motivation and learning achievement. Learning interest and learning motivation simultaneously or together have a positive relationship with learning achievement. This means that the higher the learning interest and learning motivation of students together, the higher the student's learning achievement will be.

According to Thorndike, learning is a process that occurs due to the interaction between stimulus and response. The stimulus in question is in the form of stimulation such as thoughts, feelings, which can be captured by the senses (Mytra et al., 2022). Behaviorist learning theory is a theory proposed by Gage and Berliner about behavioral changes because of experience. This school of thought emphasizes the formation of behavior that appears as a result of learning (Rusli & Kholik, 2013b). This behaviorist learning theory emphasizes that the stimulus or behavior that will be given to students is a learning process that they go through, which is expected to produce a response to behavioral changes that are learning outcomes obtained from the influence of the student's environment. This theory views learning outcomes or behavioral changes as occurring naturally, not from a person's will or awareness to make a change (Mytra et al., 2022).

Learning discipline is everything around students that influences the student's learning process both directly and indirectly. Learning discipline plays a very important role in teaching and learning activities. Calm and conducive



learning discipline will make teaching and learning activities effective which will then affect student learning achievements. Students are less disciplined in terms of not collecting assignments given, not concentrating during learning, coming to school late, not wearing clothes according to school rules, lack of motivation to learn, peer influence, lack of student discipline, and lack of student concentration during the learning process result in low student learning achievement.

This happens because parents are too strict with their children so that when at school the child can do anything because he is not supervised by his parents. Students also do not wear school clothes that are not in accordance with school rules on the grounds that their clothes are wet, this happens because students lack attention from their parents and students do not have motivation in themselves. Lack of motivation from within the students themselves, Students feel pressured by high expectations or demands from the family, peer relationships such as when learning takes place there are friends who disturb and invite to talk and do not pay attention to the teacher who is teaching and have a negative impact on student learning achievement and lack of concentration because lack of sleep can reduce children's focus energy. Learning discipline has a significant influence on learning achievement. Therefore, efforts need to be made to improve students' learning discipline, such as increasing students' motivation, interests and abilities, and creating a conducive learning environment. Discipline is a very important foundation for achieving martial arts success. Students who have high discipline tend to have better achievements. Therefore, it is important to develop good discipline in the learning process.

### **Conclusion**

Based on the results of the study, it can be concluded that student discipline is classified as moderate with a percentage of 67% and student learning achievement is in the low category with a percentage of 44%. This indicates that students are not optimal and need to be improved to achieve better learning

achievement. Therefore, efforts need to be made to improve student discipline, such as increasing motivation, interest, and improving a conducive learning environment.

### *Suggestions*

Based on this research, several things that can be suggested by the researcher are as follows:

1. For Students

Students need to develop learning motivation by setting clear learning goals, following a structured learning schedule, following a good learning process, and rewarding themselves for the learning achievements they have achieved.

2. For Teachers

Teachers need to increase supervision of students to ensure that students follow the learning process well, teachers can hold meetings with parents to discuss action plans and strategies to improve children's discipline.

3. For parents

Parents need to increase supervision of their children to ensure that their children are following the learning process well, and parents can pay attention to their children and guide them to comply with applicable school regulations.

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