

THE RELATIONSHIP BETWEEN STUDY DISCIPLINE AND ACADEMIC ACHIEVEMENT OF STUDENTS AT SMPIT DARUR RASYID ACEH SINGKIL

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Abstract: This study aims to determine the relationship between learning discipline and academic achievement of students at SMP IT Darur Rasyid Aceh Singkil. This study uses a quantitative approach with explanatory research and correlational design. The sample consisted of 30 students selected using simple random sampling technique. Data on study discipline was collected through a Likert scale questionnaire, while data on academic achievement was obtained through documentation of student report card scores. Data analysis was performed using descriptive statistics, normality tests, and Pearson Product Moment correlation tests. The results showed that there was a positive and significant relationship between study discipline and student academic achievement, with a correlation coefficient of 0.624 and a significance value of $0.001 < 0.05$. These findings indicate that study discipline is an important factor in improving student academic achievement. Therefore, strengthening study discipline needs to be a major concern in efforts to improve the quality of education in schools.

Keywords: learning discipline, academic achievement, correlational research, integrated Islamic school

Introduction

Education has a strategic role in shaping quality human resources, not only in terms of academic knowledge, but also in terms of the attitudes and learning behaviors of students. The success of the educational process in schools is largely determined by various internal factors of students, one of which is learning discipline. Learning discipline is an important foundation in creating a learning atmosphere that is orderly, effective, and oriented towards achieving optimal academic achievement.

Learning discipline can be interpreted as students' obedient and consistent attitude in carrying out their learning obligations in accordance with the rules that have been set, both by the school and by the students themselves. Discipline is reflected in punctuality in attending classes, obedience to school rules, sincerity in doing assignments, and consistency in utilizing learning time. According to Tu'u (2017), learning discipline is a form of self-control that directly influences student learning success. Students with high learning discipline tend to be more focused, responsible, and committed to their learning process.

Academic achievement is an important indicator in assessing students' success in the learning process. Academic achievement is usually manifested in the form of grades or scores

obtained by students through various forms of evaluation. Slameto (2019) explains that learning achievement is not only influenced by intellectual ability but also by non-cognitive factors such as motivation, learning habits, and learning discipline. Thus, learning discipline has a strategic position in supporting students' academic achievement.

In the context of junior high schools, especially in integrated Islamic schools, the formation of study discipline is an integral part of the educational process. Schools not only plays a role in transferring knowledge, but also in shaping students' character and study habits. However, in practice, there are still differences in academic achievement levels among students, which are thought to be related to variations in the level of study discipline possessed by each student.

Based on these conditions, empirical scientific studies are needed to determine the extent of the relationship between study discipline and student academic achievement. Research with a quantitative approach through statistical analysis is important to provide an objective picture of the relationship between these two variables. The results of this study are expected to be the basis for consideration by schools in designing strategies for fostering study discipline as an effort to improve student academic achievement.

Therefore, this study focuses on the relationship between study discipline and the academic achievement of students at SMP IT Darur Rasyid. This study is expected to contribute theoretically to the development of educational studies and practically to schools in improving the quality of the learning process and outcomes.

1. Literature Review

1.1. Learning Discipline

Study discipline is an important element in the educational process that serves to control student learning behavior. According to Hasibuan (2018), discipline is an individual's awareness and willingness to obey all applicable rules and norms. In the context of learning, study discipline reflects students' ability to independently manage their behavior, time, and academic responsibilities.

Meanwhile, Arikunto (2020) views learning discipline as a form of self-control that arises from students' internal awareness, not merely because of external pressure. Discipline that stems from self-awareness is considered more effective in supporting learning success than coercive discipline. With good learning discipline, students will be more consistent in participating in learning activities and complying with academic rules.

Another view is expressed by Uno (2019), who emphasizes that learning discipline is closely related to the regularity of students' learning behavior, such as the habit of preparing themselves before learning, perseverance in doing assignments, and the ability to manage learning time. Learning discipline that is formed continuously will become a positive habit that supports the achievement of optimal learning outcomes.

1.2. Academic Achievement

Academic achievement is an indicator of the achievement of predetermined learning objectives. Sudjana (2017) states that academic achievement is the result obtained by students after participating in the learning process, which is measured through learning evaluation. Academic achievement not only shows the level of mastery of the material but also reflects the effectiveness of the learning process that takes place.

According to Dimiyati and Mudjiono (2018), academic achievement is the result of the interaction between student learning activities and the learning strategies applied by teachers. Academic achievement is influenced by various factors, such as learning readiness, perseverance, and student discipline in participating in learning. Therefore, academic achievement can be used as a measure of student success in developing their cognitive abilities.

Another opinion is expressed by Suryabrata (2019), who emphasizes that academic achievement is a manifestation of relatively permanent changes in learning behavior. The academic grades obtained by students reflect the results of the learning process that has been undergone in a certain period, so they can be used as a basis for evaluating student learning success.

1.3. The Relationship between Learning Discipline and Academic Achievement

The relationship between learning discipline and academic achievement can be explained through the perspective of educational psychology, which emphasizes the importance of self-control in learning. Zimmerman (2018) explains that self-regulation skills, including learning discipline, play an important role in improving students' academic performance. Students who are able to control their learning behavior tend to be more focused and consistent in achieving academic goals.

In addition, Bandura (2019), through social cognitive theory, asserts that regular and disciplined learning behavior is the result of social learning and habituation processes. Learning discipline formed through a conducive school environment will encourage students to perform better academically. This shows that learning discipline is closely related to academic achievement.

Various empirical research results also show a positive relationship between learning discipline and academic achievement. Students with high levels of learning discipline tend to have better academic achievement than students with low levels of learning discipline. This relationship was then tested statistically in quantitative research to obtain objective empirical evidence.

2. Research Method

This study uses a quantitative approach with a correlational research design. The quantitative approach was chosen because this study aims to test the relationship between two variables objectively through statistical analysis. The correlational design was used to determine whether or not there is a relationship between study discipline as the independent variable (X) and academic achievement as the dependent variable (Y).

2.1. Population and Sample

The population in this study was all students of SMP IT Darur Rasyid Aceh Singkil in the current academic year. The population was selected because all students were in the same learning system and had the same rules and regulations, making it relevant to examine study discipline and academic achievement.

Given the time constraints and efficiency of the research, this study used a research sample. The sampling technique used was simple random sampling, which is a technique of taking samples at random without regard to strata in the population, assuming that the population is homogeneous. According to Sugiyono (2019), simple random sampling gives every member of the population an equal chance of becoming a research sample. The sample size in this study

was set at 30 students, which was considered to meet the minimum requirements for correlational statistical analysis and to be representative of the characteristics of the population.

2.2. Data Collection Technique

The data in this study was collected using two techniques, namely:

2.2.1. Questionnaire

Questionnaires were used to measure students' level of learning discipline. The instrument was designed in the form of closed statements using a Likert scale with five alternative answers, ranging from strongly disagree to strongly agree.

2.2.2. Documentation

Documentation was used to obtain data on students' academic achievement in the form of academic scores obtained from school archives, such as report card scores or semester exam scores.

2.3. Data Analysis Techniques

Data analysis in this study was conducted in several stages, namely:

2.3.1. Descriptive Statistical Test

Used to determine the general description of learning discipline and academic achievement data, including the mean, minimum, maximum, and standard deviation.

2.3.2. Data Normality Test

The normality test was conducted to determine whether the data was normally distributed or not. The normality test used the Kolmogorov–Smirnov test with a significance level of 0.05.

2.3.3. Correlation Test

To test the relationship between study discipline and academic achievement, the following are used:

- Pearson Product Moment Correlation, if the data is normally distributed.
- Spearman's Rank Correlation, if the data is not normally distributed.

2.3.4. Significance Test (t-test)

A significance test is conducted to determine whether the relationship is statistically significant or not, with a significance level of 0.05.

2.4. Research Hypothesis

The hypotheses in this study are formulated as follows:

- H_0 (Null hypothesis): There is no significant relationship between study discipline and academic achievement of students at SMP IT Darur Rasyid Aceh Singkil.
- H_1 (Alternative hypothesis): There is a significant relationship between study discipline and academic achievement among students at SMP IT Darur Rasyid Aceh Singkil.

3. Research Results And Discussion

3.1 Research Results

3.1.1. Descriptive Statistics

Descriptive statistical analysis was conducted to obtain an overview of the data on study discipline and academic achievement of students at SMP IT Darur Rasyid Aceh Singkil. The results of the analysis are presented in Table 1 below:

Table 1. Descriptive Statistics of Research Variables

Variable	N	Min	Maximum	Mean	Standard Deviation
Learning Discipline (X)	30	62	92	78.40	7.21
Academic Achievement (Y)	30	68	90	79.63	6.1

Based on Table 1, it is known that the average value of student learning discipline is 78.40 with a standard deviation of 7.21, while the average value of student academic achievement is 79.63 with a standard deviation of 6.18. This shows that in general, the level of student learning discipline and academic achievement is in the moderate to high category.

3.1.2. Data Normality Test

A normality test was conducted to determine the correlation technique to be used. The normality test used the Kolmogorov–Smirnov test with a significance level of 0.05.

Table 2. Kolmogorov–Smirnov Normality Test Results

Variable	Sig. (p-value)	Description
Learning Discipline (X)	0.20	Normally distributed
Academic Achievement (Y)	0.137	Normally distributed

The normality test results show that the significance values of both variables are greater than 0.05, so it can be concluded that the data is normally distributed. Therefore, the analysis of the relationship between learning discipline and academic achievement variables uses the Pearson Product Moment correlation test.

3.1.3. Correlation Test of Study Discipline and Academic Achievement

The Pearson correlation test is used to determine the direction and strength of the relationship between study discipline and student academic achievement.

Table 3. Pearson Correlation Test Results

Variable	Calculate d r	Sig. (p-value)	Description
Discipline Learning – Academic Achievement	0.624	0.001	Relationship strong and significant

Based on Table 3, a correlation coefficient value of 0.624 with a significance value of $0.001 < 0.05$ was obtained. This indicates that there is a strong and significant positive relationship between study discipline and student academic achievement. Thus, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected.

3.2 Discussion

The results of the study indicate that study discipline has a positive and significant relationship with the academic achievement of students at SMP IT Darur Rasyid Aceh Singkil. This means that the higher the level of study discipline of students, the higher their academic achievement. This finding confirms that noncognitive factors, particularly study discipline, play an important role in supporting students' academic success.

Theoretically, the results of this study are in line with Tu'u's (2014) opinion, which states that learning discipline is the key to learning success because it helps students manage their time, control their behavior, and build regular learning habits. Students with high learning discipline tend to be more consistent in following lessons, completing assignments on time, and complying with academic rules, which has a positive impact on learning outcomes.

The findings of this study also support Suryabrata's (2016) view, which emphasizes that structured learning habits and discipline contribute to learning readiness and understanding of subject matter. In this context, learning discipline functions as a self-control mechanism that enables students to maximize their intellectual potential.

In the context of integrated Islamic education, the results of this study have a broader meaning. Study discipline not only functions as an academic factor but also as a manifestation of Islamic values such as responsibility, trustworthiness, and commitment to obligations. This is in line with Ramayulis' (2018) opinion that Islamic education emphasizes the integration of knowledge mastery and character building. Thus, improving study discipline in Integrated Islamic Schools has the potential to provide a double impact, namely improving academic achievement and strengthening the character of students.

Based on this discussion, it can be concluded that study discipline is an important variable that needs serious attention from schools, teachers, and parents. Efforts to strengthen study discipline through habit formation, role modeling, and continuous supervision are expected to optimally improve students' academic achievement.

4. Conclusion

4.1. Based on the results of data analysis and discussion of the research on the relationship between study discipline and the academic achievement of students at SMP IT Darur Rasyid Aceh Singkil, the following conclusions can be drawn:

1. The level of learning discipline among students at SMP IT Darur Rasyid Aceh Singkil is in the moderate to high category, as indicated by the overall average learning discipline score of the students.
2. The academic achievement of students at SMP IT Darur Rasyid Aceh Singkil is also in the moderate to high category, as reflected in the average report card scores of students.
3. There is a positive and significant relationship between learning discipline and the academic achievement of students at SMP IT Darur Rasyid Aceh Singkil, with a correlation coefficient of 0.624 and a significance value of less than 0.05.
4. The results of this study prove that learning discipline is one of the non-cognitive factors

that plays an important role in improving students' academic achievement, so that the better the students' learning discipline, the higher the academic achievement achieve

4.2 Recommendation

Based on the research conclusions, the following recommendations can be proposed:

1. For Schools

Schools are encouraged to continue strengthening the culture of study discipline through academic policies, consistent habits, and continuous supervision so that students' academic achievement can continue to improve.

2. For Teachers

Teachers are expected to be role models in applying discipline and integrating disciplinary values into the learning process, both through classroom management and the assignment of structured tasks.

3. For Students

Students are expected to increase their awareness and responsibility in applying learning discipline independently, both at school and at home, as an effort to improve academic achievement.

4. For Future Researchers

Further research is recommended to examine other variables that influence academic achievement, such as learning motivation, parental support, or learning environment, as well as using a larger sample size and different research designs.

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