

Contribution of Learning Independence and Learning Discipline to Elementary School Students' Learning Outcomes

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ABSTRACT: *Discipline and independence in learning are very important for a student. Various theories relate that if a student has a high level of independence and discipline in learning, he will also get good learning results. It is necessary to study the contribution of learning discipline and learning independence both jointly and partially to student learning outcomes. The study has been conducted at SD N 060937 Medan Johor, with a population of all grade IV students totaling 42 people who were also used as research samples. Data were obtained through questionnaires using the Likert scale at closed interviews and supporting documents held by the school. The data were analyzed parametrically while taking into account the prerequisite tests of analysis including normality tests and homogeneity tests. test the hypothesis using the Student t test. The results showed that learning discipline and learning independence together contributed positively and significantly to the learning outcomes of grade IV students of SD N 060937 Medan Johor*

KEYWORDS: learning discipline, learning independence, learning outcomes

INTRODUCTION

Learning that is accompanied by a high level of discipline can minimize laziness and arouse student learning interest, this can certainly improve student learning abilities. Discipline is the key to success. With discipline, someone who is disciplined always believes that his actions bring benefits as evidenced by his actions (Fitri Rahayu, 2016: 215). Study discipline is part of self-control that is carried out with self-awareness without coercion to carry out learning activities. Yuyun Elizabeth Patrasa, et al. (2021:73), states that learning discipline is a series of attitudes, student behavior that shows obedience in learning regularly on the basis of self-awareness and without coercion.”. With discipline, a person is required to behave According to the rules and norms that apply where that person is. Mulyawati, Sumardi, Elvira (2019) stated Study discipline is a behavior that shows the values of obedience, accuracy and compliance with established regulations, with the aim that students have an attitude of responsibility in the learning process". Siti Nurlaili & Sitompul, D.N. (2022: 39) states "discipline in learning is a student's obedience or obedience to a rule that applies at school and also

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carries out teaching and learning activities seriously and is carried out with full responsibility".

Disciplined students will easily understand the subject matter being studied compared to students who are not disciplined. This is because students who are disciplined in learning will always spend most of their time each day studying. Therefore the discipline of learning is very influential on student learning outcomes. Yuliantika, S. (2017), stated "in teaching and learning activities discipline is very important, because with discipline students can learn well. Students who have the discipline to learn they will make the best use of their time both at home and at school so that they show readiness in every learning process at school, this is different from students who are not disciplined in learning, they have less readiness in learning and show bad attitudes such as behavior not doing homework, skipping class, not paying attention to the teacher's explanation, violating school rules and so on.

Learning independence is the ability of students to manage learning activities independently both in time, place, and utilizing various learning resources needed to master competence in solving problems in learning. Haris Mujiman quoted by Prastitya Nor Aini & Abdullah Taman (2012) stated learning independence can be seen as a trait or ability to carry out active learning activities, which are driven by motives to master a competency that one wants to have.

Suhendri (2013:109), Independent learning is a learning activity carried out by someone without relying on other people that aims to master the material or knowledge well with the students' own awareness. Learning independence is an active way of student learning in the classroom so that when teaching and learning activities take place (Sembiring, 2022: 1378). The sense of independence that students have is relatively free from the influence of other people's evaluations, opinions and beliefs so that students are expected to be more responsible for themselves (Ten, 2019). The level of independence of each student is different. Students who are used to being independent will not experience difficulties, because students have managed and directed themselves without dependence on others and optimizing their own abilities. Muhammad Sobri (2020: 7) states independence is the attitude and behavior of individuals managing themselves and not depending on others to complete all the tasks in his life, including in studying.

Discipline and independence in learning is very important for students to have, because with discipline and independence in learning students will be able and accustomed to managing learning activities independently without depending on other people. Students who are disciplined and independent in learning will have the ability to manage learning methods, have a high sense of responsibility, be able to manage study time, and be skilled in utilizing learning resources. Students who have high discipline and are independent in learning are expected to achieve maximum learning outcomes.

Based on the explanation above, it is necessary to study the contribution of learning discipline, independent learning both jointly and partially to student learning outcomes.

Research methods

This research uses a quantitative approach with a survey method approach. The research was conducted at SD N 060937 Medan Johor, Kwala Bekala Village, Academic Year 2021/2022. As a population are all students of class IV, totaling 42 people and at the same time as the research sample (total sample). In this study there were 2 independent variables (independent) namely learning discipline (X_1) and independent learning (X_2), then dependent variable (Y) is learning outcomes.

Data collection techniques for data on learning discipline and learning independence used a questionnaire with a closed Likert scale and documents to obtain data on student learning outcomes. Data analysis method consists of three, namely descriptive statistical analysis, analysis prerequisite test includes normality test and homogeneity test, hypothesis testing using t test.

RESULTS AND DISCUSSION

The results of the descriptive analysis of the study discipline variable data obtained a mean of 80.79, a median of 82, a mode of 85.90, and a standard deviation of 8.06. The results of the frequency distribution of the tendency of learning discipline are as follows; high category 25 students (59.52%), moderate category 12 students (28.57%), and low category 5 people (11.91%). So that shows the tendency of learning discipline for class IV students at SD N 060937 Medan Johor in the fairly high category. A summary of learning discipline data is presented in Figure 4.1 below.

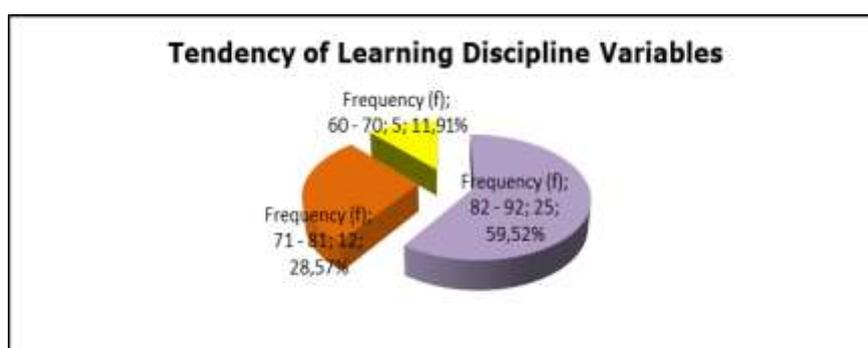


Figure 4.1 Frequency Distribution of Learning Discipline Tendency

The learning independence variable data's descriptive analysis produced a mean of 82.07, a median of 82.79, a mode of 83.75, and a standard deviation of 7.27. The frequency distribution of the learning discipline tendency shows that high category 13 students (30.95%), middle category 23 students (54.76%), and low category 6 persons (14.29%) fall into each of these categories. Thus, it demonstrates the relatively high category of class IV pupils at SD N 060937 Medan Johor who tend to learn

independently. Figure 4.2 below provides an overview of facts related to learning independence.

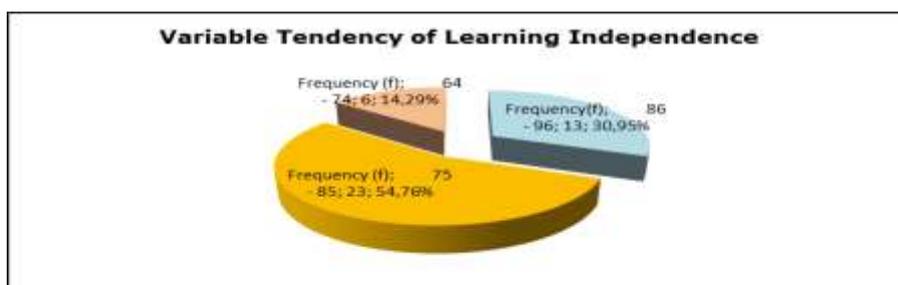


Figure 4.2 Frequency Distribution of Learning Independent Tendencies

The results of the descriptive analysis of the learning outcomes variable data obtained a mean of 76.02, a median of 76, a mode of 77.5 and a standard deviation of 6.37. The results of the frequency distribution of the tendency of learning outcomes are as follows; 9 students (21.43%) in the high category, 33 students (78.57%) in the sufficient category, and no students in the low category (0%). So it shows a tendency for class IV student learning outcomes at SD N 060937 Medan Johor to be in a fairly high category. Summary of learning outcomes data is presented in Figure 4.3 below.

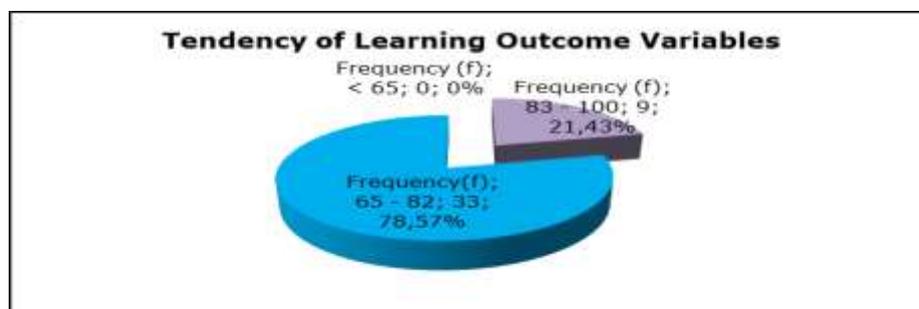


Figure 4.3 Frequency Distribution of Learning Outcomes Trends

Before testing the hypothesis, a prerequisite analysis test is carried out, namely the normality test and homogeneity test. The results of the calculation of the data normality test using the testWho Square at a significance level of 5% is presented in Table 4.1 below.

Table 4.1 Normality Test Results

Variable	n	\bar{x}	s	χ^2	$\chi^2_{(0,95)(3)}$
Study discipline	42	80,79	8,06	5,01	7,81
Independent Learning	42	82,07	7,27	3,35	7,81
Learning outcomes	42	76,33	6,37	4,02	7,81

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Based on Table 4.1 shows the normality test results using uji Chi Square For value learning discipline variable data Who Square of 5.01, for independent learning variable data 3.35, and for learning outcome data 6.37. Mark Who Square table at a significant level of 5% obtained at 7.81. So that it can be stated that the data of the three research variables are normally distributed.

Using the Bartlett test at a significant level of 5%, the homogeneity of learning discipline, learning independence, and learning outcomes were analyzed. Table 4.2 provides an overview of the calculation's outcomes.

Table 4.2 Homogeneity Test Results

Variable	dk	s_i	s	B	χ^2	$\chi^2_{(0,95)(2)}$
Study discipline	41	8,06				
Independent Learning	41	7,27	52,7978	211,8817	2,24	5,99
Learning outcomes	41	6,37				

Table 4.2 presents data on homogeneity test findings on the variables of learning discipline, learning independence, and learning outcomes. Based on these data it is known that the Chi-Square value is 2.24 and is smaller than the table's Chi-Square value of 5.99, thus the data can be characterized as homogeneous.

The results of hypothesis testing carried out using the t test are presented in Table 4.3 below.

Table 4.3 Hypothesis Test Results

Variable	n	r	l	t	$t_{(0,975),(40)}$
Discipline of learning and learning outcomes	42	0,71	0,5041	6,38	2,02
Independent learning and learning outcomes	42	0,46	0,2116	3,28	2,02
Discipline of study, independent learning, and learning outcomes	42	0,74	0,5476	6,96	2,02

Based on Table 4.3, it shows that the correlation coefficient of learning outcomes for learning discipline is 0.71 and the index of determination is 0.5041. So that it can be stated that the learning discipline variable makes a positive contribution (50.41%) to student learning outcomes with strong criteria, and is supported by the results of the

hypothesis test which shows that there is a positive and significant relationship between learning discipline and student learning outcomes. Thus the higher the discipline of student learning, the higher the learning outcomes achieved by students. The results of this study strengthen the results of research which states that there is a significant relationship between learning discipline and the learning outcomes of fifth grade students at SD Negeri 24 Tanjung Bunga (Naibaho, D.E., Sipayung R., Tanjung, D.S., 2020).

The value of the correlation coefficient of learning outcomes on learning independence is 0.46 and the index of determination is 0.2116. Based on the results of the hypothesis test, which show a substantial and positive link between learning independence and student learning outcomes, it can be said that, under suitable selection conditions, the learning independence variable contributes 21.16% to student learning outcomes. Thus the higher the independence of student learning, the higher the learning outcomes achieved by students. The results of this study support the results of research conducted by Siagian, H., Pangaribuan, J.J., Silaban, J. (2020), which states "there is a significant influence between learning independence on the learning outcomes of fifth grade students at SD Negeri 112269 Padang Lais in the academic year 2019/2020".

The correlation coefficient value of learning outcomes on learning discipline and learning independence is 0.74 and the index of determination is 0.5476. So that it can be stated that the variables of learning discipline and learning independence together make a positive contribution (54.76%) to student learning outcomes with strong criteria, and are supported by the results of the hypothesis test showing that there is a positive and significant relationship between learning discipline and learning independence with student learning outcomes. Thus it can be stated that the higher the discipline of learning and the independence of student learning, the higher the learning outcomes achieved by students. The findings of this study support previous research findings that indicate discipline and Learning Independence have a favorable and substantial impact on fifth grade children's learning outcomes (Yuniati Dwi Nurriskah, Joharman, Ratna Hidayah, 2020).

CONCLUSION

Based on the results of data analysis and hypothesis testing, it can be stated that freedom of learning and discipline significantly and positively affect the learning outcomes of fourth grade students at SD N 060937 Medan Johor for the 2021/2022 academic year, meaning that the factors of learning discipline and learning independence together make a positive contribution on student learning outcomes, with the tendency that the higher the learning discipline and learning independence factors, the better the student learning outcomes.

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