

The Influence of Learning Discipline and Family Environment on Learning Outcomes in Economics Subjects

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Research Article

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ABSTRACT

Background: the learning outcomes of students have not met the Minimum Completeness Criteria 73 set by the school. This can be seen from the average score of students in the form of Mid Semester Tests from economic subjects of 58.54 or an average completeness of 31% of 164 students consisting of 114 students who have not completed the class. **Aim:** This study aims to determine the effect of learning discipline on the environment and family on the learning outcomes of economic subjects of students in class XI Social science Senior High School 4 Palangkaraya. **Method:** This research includes quantitative research, the population in this study were all students of class XI Social science Senior High School 4 Palangkaraya totalling 164 students with a sample representing the entire population of 116 students. Data collection is done by questionnaire method. Data analysis techniques using cycles: normality test, linearity test, multicollinearity test, multiple linear regression test and hypothesis testing. **Results and Discussion:** The results showed that: (1) there is an effect of learning discipline in economic subjects of students in class IX Social science obtained a significance level of $0.000 < 0.05$, then learning discipline is declared to have an effect on learning outcomes of 22.2%, obtained from the results of the coefficient of partial determination. (2) there is an influence of the family environment of economic subjects for students in class IX Social science obtained a significance level of $0.000 < 0.05$, then learning discipline is declared to have an effect on learning outcomes by 25.3%, obtained from the results of the partial determination coefficient. (3) there is an influence of learning discipline and family environment on the economic subjects of class IX social studies students obtained a significance level of $0.000 < 0.05$, then learning discipline and family environment are declared to have an effect on learning outcomes by 47.5%, obtained from the results of the coefficient of determination.

Keyword: Learning Discipline, Family Environment, Learning Outcomes.



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INTRODUCTION

Education is an important thing in human life because education plays a role in efforts to improve the quality of human resources. Following the objectives of national education as stated in Law No. 20 of 2003 on the National Education System Article 3, which reads: "National education functions to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

Analyzing students' learning outcomes will be an evaluation material for educators to improve the quality of education. Discussion is carried out in a narrow scope, and a learning evaluation is carried out to determine students' success rates. While in broad scope, learning evaluation is carried out to determine the level of success and weaknesses of a learning process in achieving the aspired educational goals.

Learning outcomes are interrelated with learning because learning outcomes are the final value of the learning activity process. According to Sudjana (2009: 2), "learning outcomes are the abilities obtained by the rest after learning activities". According to Dimiyanti Mudijono (2009), "learning outcomes are the results achieved in the form of numbers or scores after being given learning test results at the end of each lesson. According to Matondang (2019), "learning outcomes are changes in behavior that occur for a person after completing learning." Many empirical studies have proven the many factors that influence learning outcomes, including learning discipline and family environment.

According to Slameto (2010: 60), learning readiness can arise due to factors from the students and their environment. Factors that come from within the learners usually concern a learner's physical and psychological conditions, including learning discipline. Factors that come from outside the learners themselves tend to be influenced by the learners' environment, for example, the family environment.

Learning discipline is one of the attitudes or behaviors that learners must have. Tu'u (2004: 93) states, "The achievement of good learning outcomes, apart from being due to a sufficient, good, and very good level of intelligence, is also supported by strict and consistent school discipline, individual discipline in learning, and also because of good behavior."

According to Widiaworo, (2018) Discipline is the key to success. A person may have extraordinary intelligence and intelligence, but without the support of a disciplined attitude, he will have difficulty achieving success. The attitude of student discipline when learning is very important to pay attention to because learning discipline affects the success of learning activities. Learning discipline is the key to students achieving learning success. Students who are successful in learning are students who are able to understand the learning material so that they can get good grades.

According to Slameto (2010), factors that come from outside students tend to be influenced by the students' environment, for example, the family environment, including how parents educate, relationships between family members, home atmosphere, parents' economic situation, and cultural background.

Dalyono, (2012) states, "Parental factors have a very large influence on learning success". Children who receive more attention from parents in learning activities will be more motivated to be more active in improving their learning outcomes. Conversely, a family environment that is less supportive of the child's learning process can cause the results obtained, such as unsatisfactory grades or learning achievements, and even cause the child to fail in his studies.

These optimal learning outcomes are obtained if the teacher has formulated an assessment of the learning outcomes of the midterm test in achieving the Minimum Completeness Criteria score.

Based on the results of observations carried out at 4 Palangka Raya High School class XI IPS, it is known that students' learning outcomes have not met the Minimum Completeness Criteria 73 set by the school. This can be seen from the average score of students in the form of UTS (Mid-Semester Test) from economics subjects of 58.54 or average completeness of 31% of 164 students consisting of 114 students who have not completed the class.

METHOD

This research uses quantitative methods. According to Bambang Sudaryana et al. (2022), quantitative research is research that emphasizes the analysis of numerical data (numbers) processed by statistical methods, which are carried out in inferential research (hypothesis testing) and the conclusion of the results on an error probability of rejecting the hypothesis no (nil).

The population in this study were students in class XI IPS Senior High School 4 Palangkaraya, totaling 164 students consisting of 4 classes, namely class XI IPS 1, 2, 3, and 4, for class 1 one class totaling 42 students, class 2 one class totaling 41 students, class 3 one class totaling 41 students and class 4 one class totaling 40 students. The sampling technique in this study was carried out by proportional random sampling where all individuals in the population, either individually or together, were given the same opportunity to be selected as sample members Sugiyono (2012: 74) determined find a sample of the population using the Slovin formula and obtained a sample of 116 students. Research variables are the object of research or the point of attention of a study Suharsimi (2010: 161). This study has two types of variables: the independent variable and the dependent variable. The independent variable (X) is learning discipline (X1) and family environment (X2), while the dependent variable (Y) is learning outcomes.

The data collection techniques used in this study are as follows:

a. Questionnaire

A questionnaire is a number of questions or written statements used to obtain information from respondents in the sense of reports about their personal or things they know Suharsimi (2010: 194). To get a questionnaire with good results, there needs to be a trial process.

The questionnaire method used in this study is to collect data from respondents related to learning discipline and family environment. The measurement scale in this questionnaire uses the Likert's scale.

b. Documentation

The documentation method referred to in this study is a data collection method carried out by looking at, reading, studying and then recording information related to the research object. This documentation method is used to collect data on the midterm test results of students in class XI IPS Senior High School 4 Palangkaraya.

This study has a population of 164 students, while the sample size is 116. Research in taking samples using a proportional random sampling method with the Slovin formula (Sugiyono, 2015). Respondents came from all XI social studies classes, namely XI social studies class 1 to XI social studies 4.

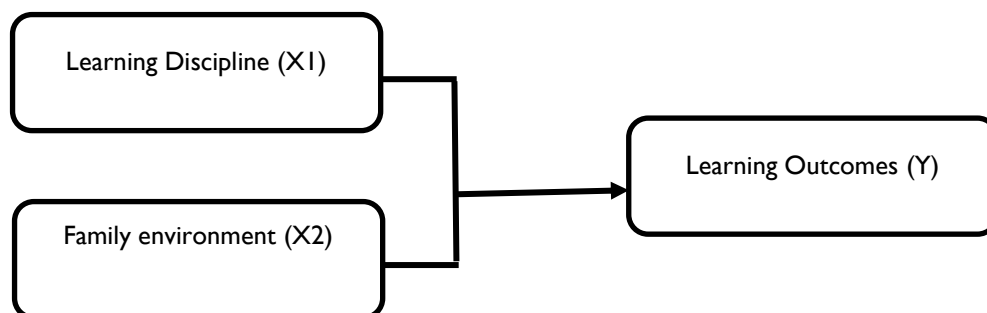


Figure 1. Flow of Research

RESULTS AND DISCUSSION

1. Data description

Table 1.
Learning Discipline Instrument (X1)

Categorisation Norms	Amount	Weight	Category
$X \geq 39$	77	66,4%	Tinggi
$26 - 39$	35	30,2%	Sedang
$X < 26$	4	3,4%	Rendah
Amount Score	116	100%	

Based on the results of the categorization norms on the learning discipline variable, the respondents whose learning discipline was in the high category were 77 students or 66.4%, there were 35 students whose learning discipline was moderate or 30.2%, and the remaining 3.4% or four students only had low learning discipline.

Table 2.
Learning Outcome Instrument (Y)

Category Norms	Amount	weight	Category
$X \geq 30$	61	52,6%	High
$20 - 30$	48	41,4%	Currently
$X < 20$	7	6%	Low
Amount Score	116	100%	

Based on the results of categorization norms on the family environment variable, it was found that respondents whose family environment was in the high category were 61 students or 52.6%, there were 48 students whose family environment was medium or 41.4%, and the remaining 6% or seven students only those whose family environment is low.

Table 3.
Learning Outcome Instrument (Y)

Category Norms	Amount	weight	Category
$X \geq 79$	15	13%	High
$41 - 79$	83	71,5%	Currently
$X < 41$	18	15,5%	Low
Amount Score	116	100%	

Based on the results of categorization norms on learning outcome variables, it was found that respondents whose learning outcomes were in the high category were 15 students or 13%, there were 83 students whose learning outcomes were moderate or 71.5%, and the remaining 15.5% or 18 students only those with low learning outcomes.

2. Test the Analysis Prerequisites

a. Normality Test

Table 4.
Normality Test

One-Sample Kolmogorov-Smirnov Test	
Asymp. Sig. (2-tailed)	.200 ^{c,d}

Based on the results of the variable normality test, it is known that the significance is $0.200 > 0.05$, so it can be concluded that the residuals are normally distributed.

b. Linearity Test

Table 5.
Linearity Test X1

Linearity	71.944	.000
Deviation from Linearity	1.060	.404

Table 6.
Linearity Test X2

Linearity	72.101	.000
Deviation from Linearity	.693	.836

1) Based on the results of the linearity test of the learning discipline variable (X1) between economic learning outcomes, a linearity index of 71.944 was obtained with a level of $0.000 < 0.05$ and a deviation from linearity of 1.060 with a significance level of $0.404 > 0.05$, it is stated that the relationship between these variables is linear or the distribution can be pulled straight.

2) Based on the results of the linearity test for the family environment variable (X2), between economic learning outcomes, a linearity index of 72.101 was obtained with a level of $0.000 < 0.05$ and a deviation from linearity of 0.693 with a significance level of $0.836 > 0.05$, so it is stated that the relationship between these variables is linear or the distribution can be pulled straight.

c. Multicollinearity Test

Table 7.
Multicollinearity Test

(Constant)	Tolerance	VIF
Learning Discipline	.569	1.758
Family	.569	1.758

Based on the table above, the values obtained are:

- 1) The multicollinearity test for learning discipline has a VIF value of $1.758 < 10$ and a Tolerant value of $0.569 > 0.10$, so there is no multicollinearity problem in the regression.
- 2) The family environment multicollinearity test has a VIF value of $1.758 < 10$ and a Tolerance value of $0.569 > 0.10$, so there is no multicollinearity problem in the regression.

3. Hypothesis Testing

a. Multiple Linear Analysis

Table 8.
Multiple Linear Analysis

Model	B
(Constant)	=22.529
Learning Discipline	1.067
Family	1.270

$$Y = -22,529 + 1,067X1 + 1,270X2$$

The results of the regression equation and interpretation of the multiple linear regression analysis are: The constant value (a) has a negative sign, namely -22.529, meaning that if learning discipline and family environment are equal to zero (0), then the performance of learning outcomes will decrease; The regression coefficient value of the learning discipline variable (X1) is 1.067, meaning that learning discipline has a positive effect on learning outcomes. The regression coefficient value for the family environment variable (X2) is 1.270, meaning that the family environment positively affects learning outcomes, amounting to 0.227.

b. F Test (Simultaneous Test)

Table 9.
F Test Results

	F	Sig
Regression	51.072	.000 ^b

Based on the table above it shows that the significance value is smaller than 0.05 ($0.000 < 0.05$), so it can be concluded that each independent variable (learning discipline and family environment) together influence the dependent variable (learning outcomes) in economics subjects.

c. T Test Results (Partial)

Table 10.
t Test Results

(Constant)	t	Sig.
Learning Discipline	3.956	.000
Family	4.418	.000

Based on the table above, the values obtained are:

1. Learning discipline has a significance value of $0.000 < 0.05$. It can be concluded that learning discipline has an influence on learning outcomes in economics subjects.
2. The family environment has a significance value of $0.000 < 0.05$. It can be concluded that the family environment has an influence on learning outcomes in economics subjects.

d. Coefficient of Determination (R²)

Based on the data from the simultaneous coefficient of determination (R²) test above, which shows an R Square (R²) value of 0.475, which means the coefficient of determination or effective contribution is ($0.475 \times 100\% = 47.5\%$), it can be concluded that the effective contribution of discipline learning and family environment on learning outcomes in economics subjects is 47.5%.

e. Partial Coefficient of Determination

Table 11.
Partial Determination Coefficient test results

(Constant)	Beta	Zero Order
Learning Discipline	.358	.620
Family	.399	.634

Based on the table above, the values obtained are:

1. The results of the $rxly$ test, or dominant test of the learning discipline variable (X1), obtained a Beta of 0.358 and Zero Order of 0.620, so the calculation is ($0.358 \times 0.620 \times 100\% = 22.2\%$)
2. The results of the $rx2y$ test, or dominant test of the learning discipline variable (X1), obtained a Beta of 0.399 and Zero Order of 0.634, so the calculation is ($0.399 \times 0.634 \times 100\% = 25.3\%$)

Based on the results of the partial determination coefficient, it can be concluded that the most dominant variable is the family environment (X2) at 25.3%.

CONCLUSION

Analyzing student learning outcomes will become evaluation material for educators to improve the quality of education. Discussion is carried out in a narrow scope, and a learning evaluation is carried out in order to determine the level of success of students. Meanwhile, in a broad scope, a learning evaluation is carried out to determine the level of success and weaknesses of a learning process in achieving the desired educational goals.

Based on the results of the analysis above, it can be concluded that learning discipline and the family environment have an influence on student learning outcomes in economics subjects in class IX IPS Senior High School 4 Palangkaraya by 47.5% and the most dominant variable in this research is the family environment which influences 25.3%.

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