



## The Relationship of Student Learning Discipline and Learning Outcomes in The Indonesian Language Subject Class V of Elementary School

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### Abstract

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This research aims to determine the relationship between learning discipline and Indonesian language learning outcomes for class V students at SD Negeri 1 Dendang. This research uses a quantitative approach with a correlation method. The sample was determined using a saturated sample technique or census with 39 students as respondents. Data collection techniques using questionnaires, documentation studies and interviews. To determine the level of relationship between learning discipline and learning outcomes, the Product Moment Correlation formula is used. From the calculation results, the rxy value is 0.923, which means it has a very strong relationship. The results of the hypothesis test obtained a significance value from the Coefficients table of  $0.001 < 0.05$  and a t value of  $14,565 > t$  table 2,026. through this test, it was concluded that learning discipline and Indonesian language learning outcomes had a positive and significant relationship so that hypothesis H1 was accepted, meaning that there was a relationship between student learning discipline and Indonesian language learning outcomes for class V SDN 1 Dendang.

### Keywords:

Learning Disciplines, Learning Results, Indonesian

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## INTRODUCTION

Education is an effort to achieve a learning process into a pleasant learning atmosphere. Apart from developing intelligence, education also develops students to be active in developing their potential and developing good attitudes and morals. In (RI Law No. 9 of 2009 concerning Educational Legal Entities Article 1 Paragraph 9, 2009) mentioned:

"Formal education is a structured and tiered educational path that includes primary education, secondary education and higher education."

Formal educational institutions such as schools not only educate in the academic field but carry out character education which needs to be instilled in children from an early age, namely at the elementary school level.

In education, learning is the core of the educational process itself, learning activities are processes that involve interaction between educators and students. Achieving learning objectives depends on whether the learning process is carried out well so that students experience changes in behavior or behavior from the learning process. This change in behavior is evidence that a learning process has been achieved where students gain good knowledge and understanding of change.



Learning is also defined as providing assistance from educators to students so that mastery of skills occurs, the formation of students' attitudes and knowledge.

Indonesian is a subject studied since elementary school (Primary School). Learning Indonesian is basically learning to communicate so that language is an important subject that needs to be understood. According to (Ministry of National Education, 2006) "Indonesian is a lesson aimed at improving students' ability to communicate well and correctly, both orally and in writing, as well as fostering appreciation for Indonesian literary works." According to (Yanti, 2016) Language is a means of interaction that is applied to daily activities in order to convey thoughts and feelings. According to (Fajrin, 2021) Indonesian has the status of the main language of Indonesia and has an important role in education. The same thing was also expressed by (Hamzah and Djuaeni, 2021) The function of language is as a tool for communicating and interacting between individuals for their survival. Apart from that, at the basic level, learning Indonesian has the objectives: (1) enjoying and using literary works for personality development; (2) expanding understanding of life; (3) increase knowledge and language skills. In (Permendiknas No.22 of 2006) "The scope of Indonesian language learning includes the following aspects: (1) listening; (2) speaking; (3) reading; and (4) writing." Based on the theory above, it can be concluded that Indonesian is a subject that is needed in life because language is a communication tool for interacting between individuals in expressing one's thoughts and feelings. Indonesian is also a tool for oral communication and written communication in society.

According to (Supriyadi, 2018) Learning outcomes are an achievement that we get after we successfully carry out the teaching and learning process. In line with opinion (Prastiyo, 2019) Learning outcomes are the culmination of processes carried out in a student's learning process with several factors that support this success. according to (Suhartini & Amaliyah, 2024) The achievement of results obtained by students after going through the stages of teaching and learning activities is then reflected through the results of the assessment after learning. in theory (Sugiarto, 2021) Learning outcomes are abilities after gaining learning experience, these abilities are in the form of knowledge abilities, psychomotor abilities, and attitude abilities. (Cahyaningsih, 2019) said that learning outcomes do have two supporting elements, namely internal elements (psychological and physiological aspects) and external elements (environmental factors). Learning outcomes do not have to be in the form of grades but can also take the form of changes in skills, discipline, reasoning and anything that changes a person for the better. According to (Naadhiroh & Amaliyah, 2023) A lesson is said to be good if it succeeds in honing the students' existing skills optimally. According to Bloom in (Parwati, 2019) three domains of learning outcomes, namely: (1) Cognitive (ability to think); (2) Affective (interest, attention, attitudes and emotions); (3) Psychomotor (movement ability). In line with opinion (Amaliyah, 2020) The cognitive section has six objects, including knowledge, comprehension, application, analysis, synthesis, and evaluation.

Learning outcomes can be influenced by a person's disciplined attitude in learning. according to (Amaliyah, 2023) The teacher's ability to choose media that is suitable for learning material and apply discipline to students will influence the success of the learning process. (Darmadi, 2017) said that learning discipline is a

student's attitude of obedience in learning, giving rise to indicators of discipline or order which are part of the disciplinary attitude that influences students' learning at home and at school. Student discipline at school can be viewed from several factors, namely the ability to concentrate, the ability to control oneself, and maintaining order. According to the opinion of (Sobri, 2020) Discipline related to students' consistent obedience and compliance at school is useful for encouraging smoothness during the teaching and learning process. The nature of student obedience and obedience at school, such as coming and going home on time, wearing uniforms according to the schedule or day, being orderly when attending lessons in class, doing assignments submitted by the teacher and so on. According to (Rahmadi et al., nd) Learning discipline is the main element of self-control in order to understand the material well in the learning process. according to (Yudha, 2018) Discipline or discipline consists of factors that influence behavior and determine student success. In line with opinion (Siswa et al., 2018) two elements that influence learning discipline include: (1) physiological elements and psychological elements (internal elements); (2) elements of the social environment and elements of the non-social environment (external elements). Hurlock's opinion in (Sobri, 2020) discipline is formed through the personality of each child in several ways, namely: (1) authoritarian discipline; (2) permissive discipline; and (3) democratic methods of discipline. In improving learning discipline, students must obey the rules they make themselves, such as adhering to the lesson schedule they make themselves and being able to stick to time and divide their time in studying so that students will get used to obeying the rules and get used to being disciplined.

The initial data from the researcher's observations is in the formative grades of the Indonesian language subject for the odd semester of the 2023/2024 academic year at SDN 1 Dendang from the VA class teacher as depicted in the table presented:

**Table 1.** Formative Values for Class VA Indonesian Language Subjects for Academic Year 2023/2024

<b>Class</b>	<b>The number of students</b>	<b>KKM</b>	<b>Value&gt;KKM</b>	<b>Value&lt;KKM</b>
VA	20 students	76	10 students	10 students
	<b>Percentage</b>		<b>50 %</b>	<b>50%</b>

*Data Source: VA Class Teacher at SDN 1 Dendang*

Based on table 1 the results of the Indonesian language formative scores for SDN 1 Dendang class VA, there are 10 students who got scores that passed the KKM while 10 other students achieved scores below the specified KKM (KKM=76) with a percentage of 50% of students above the KKM and 50% of students below the KKM. From there it can be concluded that the quality of students' Indonesian language grades is still lacking.

## **METHODS**

This research uses a quantitative approach with a correlation method. (Santoso, 2021) studies Correlation involves collecting data to understand the

relationship between two or more variables. The aim of the research is to describe the relationship between learning discipline and Indonesian language learning outcomes for class V students at SDN 1 Dendang Odd Semester for the 2023/2024 academic year. The research was conducted in April 2024. The study process began with submitting a title, making a proposal, holding a proposal seminar, revising the proposal, testing research instruments, carrying out research, analyzing research data, and compiling a summary of research findings. This study includes learning discipline as the independent variable (X) and Indonesian language learning outcomes as the dependent variable (Y).

According to (Sugiyono, 2017) Population is a general area where an entity or element has certain characteristics and characteristics that researchers are asked to study or record. The population of this study consisted of 39 students.

According to (Sugiyono, 2017) A sample is a segment of an entire group that represents its number and characteristics. The way to select the sample in this study is using a saturated sample technique or census. Saturated sampling procedure involves collecting a sample in which all members of the population are included. The researcher took all samples from class V of SDN 1 Dendang which included class VA and class VB with a total of 39 students as samples.

**Table 2.** Population of Class V Students at SDN 1 Dendang

No	Class	The number of students		Amount
		Male	Female	
1	VA	11	9	20 Students
2	VB	10	9	19 Students
<b>TOTAL</b>				<b>39 Students</b>

Source: Attendance List of Class V Students of SDN 1 Dendang

### Data collection technique

#### Questionnaire (Questionnaire)

In (Sugiyono, 2019) A questionnaire is a data collection method that records questions at a high level of accuracy related to the research topic. By using questionnaires, researchers can collect information about respondents' thoughts, personalities, attitudes, feelings, values, beliefs, perceptions and behavior.

**Table 3.** Research Instrument Grid

Variable	Indicator
Learning discipline	<ol style="list-style-type: none"> <li>1. Obey school rules</li> <li>2. discipline in following lessons at school</li> <li>3. discipline in doing the task</li> <li>4. study discipline at home</li> <li>5. discipline in obeying school rules</li> </ol>

This questionnaire has four answer choices using a Likert scale. (Sugiyono, 2018) The Likert scale is used to evaluate individual and group characteristics, views and responses. Each answer in an instrument that uses a Likert scale has a "positive and negative" value, such as "always," "often," "sometimes," and "never."

**Table 4.** Likert Scale Answer Scores

Statement	Always	Often	Sometimes	Never
Positive	4	3	2	1
Negative	1	2	3	4

### Documentation

According to (Sugiyono, 2019) Documentation is the process of observing directly in order to obtain relevant data according to the research theme, by collecting accurate information or evidence in the form of photos, drawings, writing, books, and so on. Data collection using documentation in the research is intended to obtain data on Indonesian language learning outcomes from Odd Semester Final Test scores for the 2023/2024 academic year at SDN 1 Dendang.

### Interview

According to (Sugiyono, 2019) Interviews are data collection that is applied when you want to get a more detailed and specific understanding of a respondent's statement. Interviews were used to seek more in-depth information regarding the learning discipline of SD Negeri 1 Dendang students with the interviewees being 4 VA class resource persons and 4 VB class resource persons. This interview was conducted as supporting data in the research. The interview took place openly with a guide to interview questions in general including students' learning discipline attitudes at home and students' learning discipline attitudes at school.

## RESULTS & DISCUSSION

### Results

#### Validity test

Validity is a test used to see and assess how much the respondent understands the questions asked by the researcher. Before the instrument is used as a data collection tool, it needs to be checked whether it is valid and reliable. Validity check uses Pearson Product Moment formula analysis in the Excel application.

The validity test formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Information :

$R_{xy}$  = correlation coefficient between variable X and variable Y

n = total number of students

$\sum XY$  = the sum of the multiplication results between the X and Y scores

$\sum X$  = score item

$\sum Y$  = score total

#### Reliability Test

According to (Siregar, 2017) Reliability testing is carried out to assess the consistency of the results from the measurement output when measurements are carried out repeatedly using the same tool. In the Reliability Test, researchers tested the reliability of the data using the SPSS version 25 application utilizing the Alpha

Cronbach formula for the learning discipline questionnaire instrument. According to (Arikunto, 2018) The following is the Cronbach's Alpha formula:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum ab^2}{a^2t}\right)$$

Information :

$r_{11}$  = reliability sought

$n$  = the number of questions

$\sum ab^2$  = the number of variances in the score of each item

$a^2t$  = total variance

The results of the research on the two variables, including learning discipline and Indonesian language learning outcomes, were analyzed using the following descriptive statistics:

**Table 5.** Statistical Description of Learning Discipline Variables and Indonesian Language Learning Outcomes

Statistical Elements	Learning Discipline (X)	Learning Outcomes (Y)
Mean	70	82
Standard Error	1	0
Median	72	82
Mode	65	82
Standard Deviation	9	1
Sample Variance	76	1
Kurtosis	-1	-1
Skewness	0	0
Range	31	2
Minimum	53	81
Maximum	84	83
Sum	2736	3200
Count	39	39

Based on table 5 of the descriptive statistics above, it is known that the number of respondents in the study was 39 respondents. In the learning discipline variable the total score is 2736, the highest score is 84, and the lowest score is 53. For the average score is 70, the median is 72, the mode is 65, the sample variance is 76 and the standard deviation is 9. The Indonesian language learning outcome variable is the total number of scores. 3200, with a maximum score of 83, and a minimum score of 81. The average score is 82, the median is 82, and the mode is 82, with a sample variance of 1 and a standard deviation of 1.

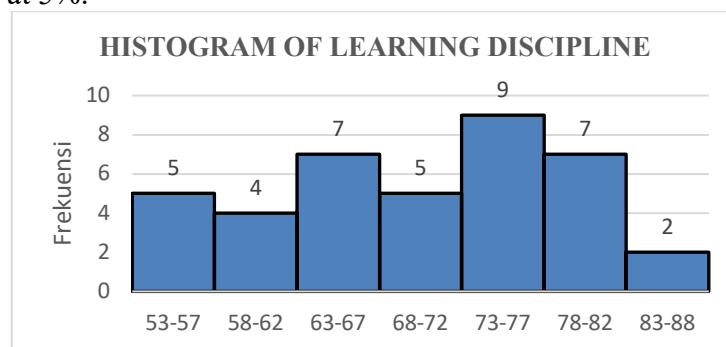
Based on the results of the presentation, the frequency distribution table and histogram diagram for the learning discipline variables and Indonesian language learning outcomes:

**Table 6.** Frequency Distribution of Learning Discipline Variables (X)

No	Class Intervals	F	Relative Frequency	fK
1	53-57	5	13%	5
1	58-62	4	10%	9
2	63-67	7	18%	16
3	68-72	5	13%	21

4	73-77	9	23%	30
6	78-82	7	18%	37
7	83-88	2	5%	39
<b>Amount</b>		<b>39</b>	<b>100%</b>	

Based on table 6 it is known that the 53-57 range has 5 respondents at 13%, the 58-62 range has 4 respondents at 10%, the 63-67 range has 7 respondents at 18%, the 68-72 range has 5 respondents at 13%, the 73-77 range had 9 respondents at 23%, the 78-82 range had 7 respondents at 18%, and the 83-88 range had 2 respondents at 5%.



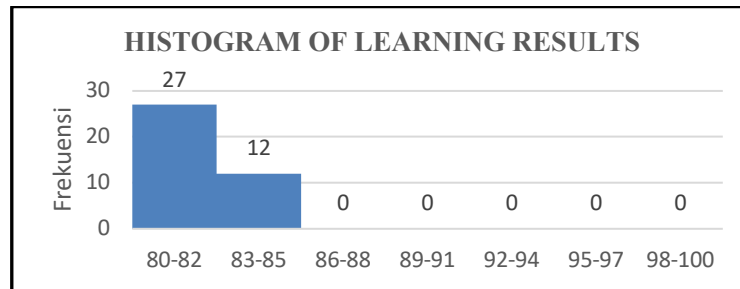
**Figure 1.** Histogram of Learning Discipline Research Results (X)

Based on Figure 1 the learning discipline variable with the highest frequency in the 5th grade interval ranges from 73-77 with a relative frequency of 23% for 9 students. The lowest frequency in the 7th interval ranges from 83-88 and the relative frequency is 5% for 2 students.

**Table 7.** Frequency Distribution of Indonesian Language Learning Outcome Variables (Y)

Class Intervals	F	Relative Frequency	fK
80-82	27	69%	27
83-85	12	31%	39
86-88	0	0%	39
89-91	0	0%	39
92-94	0	0%	39
95-97	0	0%	39
98-100	0	0%	39
<b>Amount</b>	<b>39</b>	<b>100%</b>	

Based on table 7 of the frequency distribution of Indonesian language learning outcome variables above, it is known that in the 80-82 range there are 27 students at 69%, in the 83-85 range there are 12 students at 31%.



**Figure 2.** Histogram of Indonesian Language Learning Results

Based on Figure 2 the highest frequency of the 1st class interval ranges from 80-82 and the relative frequency is 69% for 27 students.

**Test Data Prerequisites**

**Normality test**

The Normality Test is used to ensure that the distribution of the data is normal. Using the Kolmogorov Smirnov test at a significance level of 0.05.

**Table 8.** Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residuals
N			39
Normal Parameters <sup>a,b</sup>	Mean		.0000000
	Std. Deviation		.29254378
Most Extreme Differences	Absolute		,115
	Positive		,087
	Negative		-.115
Statistical Tests			,115
Asymp. Sig. (2-tailed) <sup>c</sup>			.200 <sup>d</sup>
Monte Carlo Sig. (2-tailed) <sup>e</sup>	Sig.		,209
	99% Confidence Interval	Lower Bound	,198
		Upper Bound	,219

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

From table 8 the test results are normally distributed due to the Asymp value. The Sig obtained is 0.200.

**Linearity Test**

Linearity test was carried out using SPSS v.25 with a significance level of 0.05. The linearity test results are considered linear if the Sig value. (deviation from linearity) > 0.05.



**Table 9.** Linearity Test Results

ANOVA Table			Sum of	Mean			
			Squares	Df	Square	F	Sig.
Learning Outcomes *	Between Groups	(Combined) Linearity	21,231	25	,849	16,560	<.001
		Deviation from Linearity	18,645	1	18,645	363,584	<.001
Learning Discipline			2,585	24	.108	2,101	,083
	Within Groups		,667	13	,051		
	Total		21,897	38			

Based on table 9 the Sig value. deviation from linearity is  $0.083 > 0.05$  so the results of the linearity test are linear.

### Hypothesis test

Hypothesis testing was carried out to analyze the influence of the relationship between student learning discipline and Indonesian language learning outcomes for class V students at SDN 1 Dendang. Hypothesis testing combines Simple Regression Test and Correlation Test (Pearson Product Moment).

### Simple Regression Test

Hypothesis

H0 : there is no influence of student learning discipline (X) on Indonesian language learning outcomes (Y)

H1 : there is an influence of student learning discipline (X) on Indonesian language learning outcomes (Y)

Test criteria: Reject H0 if the Sig value  $< 0.05$

**Table. 10** Simple Regression Test

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 <sup>a</sup>	.851	.847	.296

a. Predictors: (Constant), Learning Discipline  
b. Dependent Variable: Learning Outcomes

From table 10 the correlation value is 0.923. The coefficient of determination (R Square) is 0.851. The influence of the independent variable (learning discipline) on the dependent variable (learning outcomes) is 85.1%.

**Table 11.** Simple Regression Test

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18,645	1	18,645	212.132	<.001 <sup>b</sup>
	Residual	3,252	37	,088		
	Total	21,897	38			

a. Dependent Variable: Learning Outcomes  
b. Predictors: (Constant), Learning Discipline

From table 11 the Fcount value is 212.132 and the Sig value. amounting to  $0.001 < 0.05$ , thus, the regression model can be used and is feasible to estimate the relationship between student learning discipline variables and Indonesian language learning outcomes.

**Table 12.** Simple Regression Test

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	76,406	,391		195,653	<.001
	Learning Discipline	,080	,006	,923	14,565	<.001

a. Dependent Variable: Learning Outcomes

From table 12 the constant value (a) is 76.406 and the learning discipline value (b/regression coefficient) is 0.080 with the regression equation:

$$Y = a + Bx$$

$$Y = 76.406 + 0.080$$

The meaning of the above equation:

- 1) Constant value (a) 76.406, which indicates a consistent value for the learning outcome variable of 76.406
- 2) The regression consistent value of 0.080 indicates that if the concept value increases by 1%, the Indonesian language learning outcome value will be 0.080

Based on this coefficient, it can be seen that this value is positive so that the direction of the influence is positive.

The results of the simple regression analysis are:

- 1) From the Sig value. Coefficients table Sig values.  $0.001 < 0.05$ . It is stated that the learning discipline variable influences learning outcomes.
- 2) From the value of tcount 14,565 > ttable 2,026, it is concluded that the learning discipline variable has an influence on the learning outcome variable.

### Correlation Test

With the Product Moment Correlation Test in SPSS v.25 to find out whether the variables show a correlation between the two, and see how strong the correlation is between the two variables.

**Table 13.** Correlation Test

Correlations			
		Learning Discipline	Learning outcomes
Learning Discipline	Pearson Correlation	1	,923**
	Sig. (2-tailed)		<.001
	N	39	39
Learning outcomes	Pearson Correlation	,923**	1
	Sig. (2-tailed)	<.001	
	N	39	39

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on table 13 Sig values. equal to  $0.001 < 0.05$ , meaning there is a correlation between the learning discipline variable and the Indonesian language learning outcome variable. The results of the Pearson Correlation score were 0.923, which shows that the learning discipline variable and the Indonesian language learning outcome variable have a very strong correlation.

### ***Discussion***

The discussion of the results of this research uses data collected during the research. The research location was carried out at SDN 1 Dendang, East Belitung Regency on students in classes VA and VB, with a total of 39 respondents. Results of prerequisite analysis testing in the normality test with SPSS version 25 with the Kolmogorov Smirnov formula at the Sig level. 0.05. In the normality test the results obtained were Asymp. Sig is 0.200, which means  $0.200 > 0.05$ , indicating that the value is residual and normally distributed. Based on the results of the linearity test, the relationship between learning discipline and Indonesian language learning outcomes is linear seen from the Sig value. Deviation from linearity  $0.083 > 0.05$ .

In this research, it was found that there was a correlation between learning discipline and Indonesian language learning outcomes, which was reflected in the rxy value, namely 0.923. Based on the interpretation of the r value table, the rxy correlation is in the range of 0.80-1000, which means it has a very strong correlation.

Attitudes of obedience and obedience are the basis for forming student learning discipline, thereby influencing student behavior to control themselves so that they are serious about learning. based on additional data obtained by researchers by conducting interviews with class V students at SDN 1 Dendang, each class was represented by 4 resource persons from class VA and 4 resource persons from class VB. From the results of the researcher's interview with the resource person, it was concluded that the students of SDN 1 Dendang have and apply excellent learning discipline, starting from coming to school on time, never being late, always paying attention to the teacher during class time, doing and submitting assignments on time, learning time. stay at home well, use attributes according to school regulations and always obey school rules and regulations.

In the interview, students show a good understanding of the importance of learning discipline. They realize that discipline helps them complete tasks and achieve better academic results. However, the main challenges faced are laziness and a desire to play, which often hinders their consistency in learning. Students highly appreciate the role of teachers in providing motivation and encouragement. Praise and appreciation from teachers are a motivation for them to remain disciplined. This reward system, which recognizes their efforts, has proven to be effective in encouraging disciplined behavior. Support from peers also has a big influence. Students feel that learning with friends can improve their discipline and understanding of the material. Some students apply personal strategies, such as creating a study schedule at home and setting up playtime, showing initiative in building positive study habits. Overall, this interview revealed that despite the challenges, many students are aware of the importance of discipline in learning.

Support from teachers, peers, and personal strategies is essential in helping them overcome obstacles and improve learning discipline. According to

Sulistiyowati (Damanik et al., 2022) To be able to concentrate well, you need to apply discipline such as discipline in carrying out your learning schedule, discipline in studying time, discipline in maintaining your health, and discipline in yourself.

The research findings show a positive and significant relationship between learning disciplines. This relationship is based on the significance value in the Coefficients table, which shows the Sig value.  $0.001 < 0.05$  and tcount value  $14,565 > t_{table} 2,026$ . Thus, hypothesis H1 is accepted that there is a relationship between student learning discipline and Indonesian language learning outcomes for class V SDN 1 Dendang.

This study shows that there is a positive relationship between learning discipline and Indonesian learning outcomes. It was found that students who had a regular study schedule generally understood the material better. Parental support in supervising and accompanying learning at home also plays an important role in increasing student motivation and discipline. In addition, teachers who consistently implement classroom rules and provide positive feedback create a conducive learning environment. These findings emphasize the importance of discipline in learning, which not only improves academic achievement but also develops time management skills and responsibility. Further research could examine the role of technology in improving discipline and its impact on other subjects. So, learning discipline is a key factor in academic success and character development of students.

The findings in this research are strengthened by previous studies:

- a. Study (Maulia Isnaeni, et al in 2023) entitled the research title "The Relationship between Learning Disciplines and Mathematics Learning Outcomes".
- b. Study (Wita Sari Damanik, et al in 2022) the research title is "The Relationship between Learning Disciplines and Results, Students' Mathematics Learning in Class IV of State Elementary School 091405 Sipintuengin, Academic Year 2022/2023".
- c. Study (Lina Novita and Siti Maulida Akhsan in 2019) entitled "The Relationship between Learning Disciplines and Mathematics Learning Outcomes".
- d. Study (Devi Efa Naibaho in 2020) entitled "The Relationship between Learning Discipline and Student Learning Outcomes in Class V Mathematics Subjects at SD Negeri 24 Tanjung Bunga".

## CONCLUSION

From the results of data review, data management and research findings, the conclusion is: The results of the correlation calculation test obtained an rxy value of 0.923. The level of relationship between learning discipline and Indonesian language learning outcomes has a very strong relationship. The results of the hypothesis test are the significance value from the Coefficients table, namely the Sig value. amounting to  $0.001 < 0.05$  and tcount  $14,565 > t_{table} 2,026$ , this shows that learning discipline and Indonesian language learning outcomes have a positive and significant relationship. This is reinforced by additional data based on

interviews conducted by researchers where students at SDN 1 Dendang have and apply excellent learning discipline starting from coming to school on time, never being late, always paying attention to the teacher during class hours, doing and submitting assignments on time. study well at home, use attributes according to school regulations and always obey school rules and regulations. It can be concluded that hypothesis H1 is accepted, meaning that there is a relationship between student learning discipline and Indonesian language learning outcomes for class V SDN 01 Dendang.

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