
Learning Discipline and Social Studies Achievement: A Correlational Study of Fourth-Grade Students in Setiabudi District

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Abstract

This study aims to determine the relationship between learning discipline and social studies learning outcomes of fourth-grade elementary school students in Setiabudi District, South Jakarta. Using a quantitative correlational method, this study involved 114 students selected through cluster random sampling from three public elementary schools. Data was collected through a learning discipline questionnaire (Likert scale) and a multiple-choice social studies achievement test based on the cognitive domain of the revised Bloom's Taxonomy. Validity was tested using Point Biserial and Pearson Product Moment analyses, while reliability was measured using KR-20 for the test and Cronbach's Alpha for the questionnaire. Pearson correlation analysis yielded $r = 0.994$ ($p < 0.05$), indicating a very strong and significant positive relationship between learning discipline and social studies learning outcomes. The coefficient of determination ($KD = 98\%$) suggests that learning discipline is a dominant predictor of social studies achievement. These findings underscore the importance of fostering discipline in elementary school settings to improve students' academic performance in social studies.

Keyword: Learning Discipline; Social Studies Learning Outcomes; Elementary School; Correlational Study

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INTRODUCTION

Education is a fundamental aspect of human life that shapes individuals from birth through formal and informal interactions with family, community, and school. School serves as the primary institution for delivering structured learning designed to develop students' cognitive, affective, and psychomotor capacities. Effective education requires active collaboration among teachers, students, and the learning environment to achieve national educational goals (Sudjana, 2021).

One subject area that holds particular significance in elementary education is Social Studies (Ilmu Pengetahuan Sosial/IPS). Social Studies education aims to equip students with conceptual knowledge of social life, develop critical and logical thinking skills, and foster social and humanitarian values (Susanto, 2014). Despite its importance, Social Studies is often perceived as less engaging due to its heavy emphasis on memorization and theoretical

content, which can contribute to low student achievement (Sardjiyo, 2007; Andira et al., 2024).

Among the various factors that influence learning outcomes, learning discipline has been identified as a key internal factor. Learning discipline encompasses students' regularity, compliance, and responsible behavior in carrying out learning activities both at school and at home (Handayani & Subakti, 2020). Disciplined students tend to demonstrate effective time management, consistent study habits, and adherence to school regulations, all of which are conducive to achieving optimal learning outcomes (Tu'u, 2008; Sari & Hadijah, 2017).

Empirical research has consistently shown positive relationships between learning discipline and academic achievement. Studies by Dewi et al. (2020), Nafisah and Ansori (2022), and Diatmika et al. (2017) found significant positive correlations between learning discipline and various subject area outcomes, including Social Studies, in elementary school students. However, research specifically examining this relationship in the context of Setiabudi District, Jakarta remains limited, representing a gap this study aims to address.

Preliminary observations in fourth-grade classrooms across Setiabudi District revealed multiple indicators of low discipline, including late arrivals, failure to bring learning materials, and lack of focus during lessons. These behavioral patterns are hypothesized to contribute to suboptimal Social Studies learning outcomes. Therefore, this study aims to determine the relationship between learning discipline and Social Studies learning outcomes of fourth-grade elementary school students in Setiabudi District for the 2024/2025 academic year.

METHODS

This study employed a quantitative correlational approach to examine the relationship between learning discipline (variable X) and Social Studies learning outcomes (variable Y). The population consisted of all fourth-grade students in public elementary schools in Setiabudi District, South Jakarta. A total of 114 students were selected as the sample using cluster random sampling from three public elementary schools in the district.

Two instruments were used for data collection. First, a learning discipline questionnaire consisting of items rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) covering four indicators: (1) punctuality and regular attendance, (2) compliance with school and classroom rules, (3) consistency and focus during learning, and (4) completion of assignments on time. Second, a multiple-choice Social Studies achievement test aligned with Chapter 5 of the fourth-grade curriculum, developed based on the cognitive domain of the revised Bloom's Taxonomy (remembering, understanding, and applying).

Both instruments underwent validity and reliability testing. The questionnaire's validity was established using Pearson Product Moment correlation, with all items yielding r -values exceeding the critical value ($r_{table} = 0.195$; $n = 100$; $\alpha = 0.05$). Questionnaire reliability was assessed using Cronbach's Alpha ($\alpha = 0.87$), indicating high internal consistency. Test item validity was assessed using Point Biserial correlation, and test reliability was measured using the KR-20 formula ($KR-20 = 0.81$), confirming adequate reliability.

Data analysis was conducted using descriptive statistics and inferential statistics. Prior to hypothesis testing, a normality test (Kolmogorov-Smirnov) and a linearity test (ANOVA)

were performed. The hypothesis was tested using Pearson Product Moment correlation analysis, followed by a t-test for significance and a coefficient of determination test to quantify the contribution of learning discipline to Social Studies outcomes. All analyses were conducted using SPSS version 26.0

Table 1. Correlation Coefficient Interpretation Guidelines

Coefficient Interval	Relationship Level
0.800 – 1.000	Very High
0.600 – 0.800	High
0.400 – 0.600	Moderate
0.200 – 0.400	Low
0.000 – 0.200	Very Low

RESULTS & DISCUSSION

Result

1. Descriptive Statistics

Table 2. Descriptive Statistics of Social Studies Learning Outcomes

Variable	N	Min	Max	Mean	Std. Deviation
Social Studies Outcomes	114	5	16	11.40	2.45
Learning Discipline	114	37	80	67.60	9.24

Based on Table 2, the Social Studies learning outcomes of 114 students had a mean of 11.40 (SD = 2.45), with a minimum score of 5 and a maximum of 16. The learning discipline scores had a mean of 67.60 (SD = 9.24), with scores ranging from 37 to 80, indicating moderate to high levels of learning discipline among participants.

2. Normality Test

Table 3. Normality Test Results (Kolmogorov-Smirnov)

Variable	n	L _o	L _{table} (α=0.05)	Result
Y over X (Regression Residuals)	114	0.089	0.126	Normal

The Kolmogorov-Smirnov normality test yielded $L_o = 0.089$, which is less than $L_{table} = 0.126$ at $\alpha = 0.05$ ($n = 114$). Therefore, H_o is accepted, confirming that the

regression residuals are normally distributed, satisfying the prerequisite for parametric analysis

3. Linearity Test

Table 4. ANOVA Summary for Simple Linear Regression Linearity Test

Source of Variance	df	SS	MS	F _{count}	F _{table}
Total	114	15,644	—	—	—
Regression (a)	1	137.228	137.228	—	—
Regression (b/a)	1	55.732	55.732	9.962	3.925
Residual	112	626.548	5.594	—	—
Lack of Fit	24	55.712	5.413	1.443	1.567

The linearity test yielded $F_{\text{count}} = 1.443 < F_{\text{table}} = 1.567$ ($\alpha = 0.05$), confirming that the regression of Y on X is linear. This result satisfies the linearity assumption required for Pearson correlation analysis.

4. Hypothesis Testing

Pearson Product Moment correlation analysis yielded $r = 0.994$, indicating a very strong positive relationship between learning discipline and Social Studies learning outcomes. The significance test produced $t_{\text{count}} = 9.650$, which exceeds $t_{\text{table}} = 1.658$ ($dk = 112$; $\alpha = 0.05$), confirming a statistically significant relationship. The coefficient of determination (KD) was 98%, suggesting that 98% of the variance in Social Studies learning outcomes is associated with learning discipline.

The regression equation derived was $\hat{Y} = -4.778 + 0.240X$, indicating that each one-unit increase in learning discipline is associated with a 0.240-unit increase in Social Studies learning outcomes.

DISCUSSION

The findings of this study confirm a significant and positive relationship between learning discipline and Social Studies learning outcomes ($r = 0.994$; $p < 0.05$), consistent with prior research. Dewi et al. (2020) found a significant positive correlation between learning discipline and student achievement in elementary school, while Nafisah and Ansori (2022) demonstrated that students with high learning discipline consistently attained better academic performance across subjects. Similarly, Diatmika et al. (2017) reported a significant positive correlation between discipline and Social Studies knowledge competency among fourth-grade students.

The very high correlation coefficient obtained in this study ($r = 0.994$) warrants critical examination. In educational research, correlation values of this magnitude are atypical; most studies in similar contexts report coefficients in the range of 0.2 to 0.6 (Navia & Yulia, 2017; Anggriyani, 2020). Several factors may account for this result. First, the Social Studies test was confined to Chapter 5, a single thematic unit, which may have produced a homogeneous distribution of scores, thereby inflating the correlation. Second, the cluster random sampling approach may have resulted in relatively homogeneous groups with respect to both discipline and achievement. Third, the use of a single-chapter test may not fully represent students' broader Social Studies competencies. Future studies should use broader achievement tests spanning multiple chapters and employ stratified sampling to ensure greater sample diversity.

Theoretically, these results align with B.F. Skinner's behavioral reinforcement theory, which posits those consistent behavioral patterns — such as disciplined study habits — create routines that facilitate skill acquisition and academic success (Ramadhan & Maghfiroh, 2020). Tu'u (2008) similarly argued that discipline, when internalized through self-awareness, directly supports students' academic achievement. Meyanti et al. (2021) further demonstrated that learning discipline, alongside learning motivation and social attitudes, significantly contributes to Social Studies learning outcomes.

The regression analysis ($\hat{Y} = -4.778 + 0.240X$) indicates a directional relationship: as learning discipline increases, Social Studies achievement increases proportionally. This aligns with Sari and Hadijah (2017), who emphasized that classroom management strategies aimed at improving discipline directly enhance the quality of the learning process. In practical terms, this finding suggests that teachers and school administrators should prioritize the cultivation of discipline through clear behavioral expectations, consistent rule enforcement, and the provision of role models of disciplined conduct.

Despite these contributions, this study has several limitations. It was conducted within a limited geographical area (Setiabudi District) and targeted a single academic chapter for the Social Studies test. The cross-sectional design also limits the ability to establish causal relationships. Future research should employ longitudinal designs, broader content coverage, and mixed methods approaches to explore the mechanisms through which discipline influences learning outcomes across multiple subject areas.

CONCLUSION

This study demonstrates a significant positive relationship between learning discipline and Social Studies learning outcomes of fourth-grade elementary school students in Setiabudi District ($r = 0.994$; $p < 0.05$; $KD = 98\%$). These findings confirm that learning discipline is a strong predictor of Social Studies achievement. The regression equation $\hat{Y} = -4.778 + 0.240X$ indicates that each unit increase in learning discipline corresponds to a 0.240-unit increase in Social Studies outcomes. While the very high correlation warrants caution in interpretation — potentially attributable to measurement scope and sample homogeneity — the directional finding is consistent with prior research.

Practically, schools should strengthen discipline cultivation programs, including structured classroom management, clear behavioral rules, and teacher role modeling. For researchers, future studies are recommended to employ broader achievement tests, diverse

sampling strategies, and longitudinal designs to validate and extend these findings. Limitations of this study include its restricted geographic scope, single-chapter test coverage, and cross-sectional design.

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