

The Relationship Between Discipline with Student Learning Outcomes of Equality Education Program

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Abstract

Some students pursuing the C PKBM Sumber Ilmu program still get learning outcomes under the KKM. These problems are caused by several factors, one of which is the discipline factor. Therefore, related to this problem, there is a view that disciplinary attitudes may have an effect on achieving success in student learning. The purpose of this study was to determine the relationship between discipline and learning outcomes of students in the Sumber Ilmu PKBM paket C equivalence program and to determine how large the relationship between discipline and student learning outcomes in the Sumber Ilmu PKBM paket C equivalence program. The number of samples in this study is a total population of 60 students. Data collection techniques using questionnaires and documentation. The results of this study are that there is a significant relationship between discipline and student learning outcomes in paket C. The results indicate a strong relationship between discipline and learning outcomes for students in paket C, which is in the range of 0.60 – 0.799, so the alternative hypothesis (H_a) is accepted. Suggestions for students to improve their disciplined attitude in learning activities to get maximum results. The thing that distinguishes this research from other research is that the researcher wants to know the renewal of the process of acquiring learning outcomes for students on the disciplined attitude of students in paket C in PKBM Sumber Ilmu.

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INTRODUCTION

Education is a process of changing individuals' or groups' attitudes and behavior to mature a person through learning and training. Education is a learning process to acquire knowledge, skills, and good habits for a person (Melnic & Botez, 2014). Indonesia has three pathways in national education, namely informal education, formal education, and non-formal education. The three educational pathways are positioned equally and complement each other to expand access and ensure equal distribution of educational opportunities, improve quality and efficiency in education management to face the challenges that exist according to global demands.

Non-formal education exists as a complement, addition, and substitute for education in schools (Sutarto, 2017). Therefore, all programs in non-formal education can lead to efforts and activities in developing one's qualities so that one has a good personality and values in society that are commendable and behavior following the values of Pancasila, as well as being someone who can relate well to God and the surrounding environment (Sulfemi, 2018). The learning process in non-formal education can be measured regarding the level of effectiveness if an assessment of learning outcomes has been carried out, which explains the level of knowledge achievement of students, attitudes, and skills of students. "Learning outcomes result from the interaction of various factors that affect the overall learning process, which causes students to differ from one another in achievement, and a domain that can be measured using predetermined assessment standards" (Sutarto, 2017).

In the implementation of learning, of course, some factors influence the achievement of student learning outcomes including internal factors and external factors (Wahyuni et al., 2016). Internal factors are factors that exist within a student. While external factors are factors that are outside of a student. Another case was conveyed by Yasunaga (2014), "Non-formal education is one such pathway. Characterized by a high degree of flexibility and openness to change and innovation in its organization pedagogy and delivery modes, non-formal education caters to diverse and context-specific learning needs of children, young people, and adults worldwide. It thereby involves a wide range of stakeholders, including educational establishments, the private sector, non-governmental organizations public institutions"

Achievement of learning outcomes from students, there are many internal factors, one of which is attitude. Attitudes can influence students in the learning process. Students' attitude in learning activities is likely to make it easier for them to achieve maximum learning outcomes. The attitude in question is the student's disciplined attitude. Learning can get good results if students have a disciplined attitude. However, the results will be better if the discipline is embedded based on the awareness contained in the students. With the embedded attitude of discipline, students will be accustomed to carrying out daily activities in a disciplined manner. With a disciplined attitude, students can build their personality of students in determining the direction of their lives. Discipline embedded in students will be easy to be guided and direct them to achieve their life goals. Therefore, the discipline in question is likely to affect the learning outcome obtained by students.

Regarding the achievement of learning success in the paket C pursuit program at PKBM Sumber Ilmu, many students who participate in learning have not achieved results following the KKM applicable to PKBM. The possibility of this problem is caused by several factors, one of which is the discipline factor. Therefore, related to these problems, it provides a view that the attitude of discipline may affect the achievement of success in student learning. The education program for pursuing the Paket C equivalence program is one of the programs implemented by the Sumber Ilmu PKBM, which is the program most chosen and in demand by the public. Where the program is a graduate whose diploma is considered equivalent to a high school diploma. Learning activities in the Sumber Ilmu PKBM are carried out in a blended learning manner. The learning is carried out online

and offline on Saturday and Sunday from 13.00 WIB to 16.00 WIB. However, during the learning process, many students still have obstacles in not participating in learning due to several things such as working overtime, no quota, rebellious attitude towards learning, and many more so that the learning outcomes achieved are less than optimal and satisfactory.

METHODS

This research uses quantitative methods. The variables in this study are discipline (X) as the independent variable and learning outcomes (Y) as the dependent variable. With a relationship between the two variables, the researcher will develop it according to the research. Collecting data in this study, researchers used a tool in the form of a questionnaire (questionnaire) which would be distributed to respondents and in the form of learning outcomes obtained from the recap of the PKBM. So the questionnaire and the learning outcomes will be made into a description. While the design in this study used correlation research. Correlation research has a goal an effort to find a relationship in the research studied and measure how big the relationship is. According to (Basuki, 2012) correlation is research conducted to describe two or more facts and the nature of the object under study. In this study, researchers discussed the relationship between discipline and learning outcomes. If the results of this study found a relationship between discipline and learning outcomes, it will be analyzed further on how big the relationship between the two variables is.

Collecting data in this study, researchers used a tool in the form of a questionnaire (questionnaire) which will be distributed to respondents and in the form of learning outcomes obtained from the recap of the PKBM. The subjects in this study were all students of the paket C pursuit program at PKBM Sumber Ilmu, totaling 60 participants. The sampling technique used in this research is the technique (total sampling) so that the sample in this study is all members of the population; as many as 60 students are used as research samples. This research was conducted from Saturday 19 March to Sunday 27 March 2022. The data collection method in this study uses documentation and questionnaire techniques consisting of 25 statements that students must answer. There are 6 test instruments used, including the discipline of time, the discipline of following lessons, discipline of obeying the rules, discipline of collecting assignments, discipline of attitude, and discipline with a place to study. The data analysis technique used in this study is the Pearson Product Moment correlation using the SPSS (Statistical Paket for the Social Sciences) software version 26 with a significance level of 0.05.

The data collection technique is a systematic process of recording, collecting, and presenting a fact for a specific purpose (Manaroinsong, 2013). Data collection techniques in this study used documentation and questionnaires.

Documentation is a data collection technique that is carried out to obtain research data by collecting data that already exists on the object of research. The data can be in the form of information materials such as magazines, statements, notes, and other documents that can be used when researchers need them (Manaroinsong, 2013). Because the researcher has limited time and personal abilities, this research uses documentation techniques by obtaining information about student learning outcomes, especially in terms of cognitive. Therefore, the documentation in this study is in the form of photos of activities during data collection in the field and taking student learning outcomes.

Questionnaires are data collection carried out by providing several written statements intended for respondents both directly and online (Sugiyono, 2018). Questionnaires or questionnaires in this study used questionnaires in statements. So that the intended respondent can add answers by choosing one of the answers that have been provided by giving a checklist (✓) in the column. The rating scale in this study ranged from a score of one to four with the answer choices

Always, Sometimes, and Never. All items on this scale are profitable. The range of item scores on positive statements has a range of values with the highest scores being (Always = 4), (Often = 3), (Sometimes = 2), and (Never = 1). While the item scores on the negative statements have the highest range of values (Never = 4), (Sometimes = 3), (Often = 2), and (Always = 1). The higher the score indicates a high level of tutor performance and vice versa

For data analysis in this study using descriptive data analysis and inferential data analysis in the form of prerequisite tests including normality test, homogeneity test, and linearity test. To find out the relationship between the two variables, it is necessary to test the correlation.

RESULTS AND DISCUSSION

The definition of non-formal education in the Government Regulation of the Republic of Indonesia Number 19 of 2005 article 1, namely non-formal education, is education that is carried out outside the formal education pathway that can be carried out around the community in a tiered and structured manner. Non-formal education can be interpreted as humanizing humans to improve the quality of thinking and mental and morals in understanding, liberating, expressing, and adapting to reality (Yatimah, 2010).

Non-formal education and training provide opportunities for learning residents who experience difficulties or problems in formal schools, economic difficulties, or disadvantaged communities both in rural and urban areas, in 'integrated development' programs, to gain knowledge, skills, attitudes and provide various learning activities that are directly related to work. Latchem (2014) argues that "Non-formal education takes many forms: part-time' second chance education for those unable to benefit from regular classes; youth clubs with substantial educational purposes; adult and continuing education; community education; personal development programs such as cultural, language, fitness and sports programs; and professional and vocational programs for the unemployed and upgrading workforces."

Another understanding states that non-formal education provides opportunities for someone to increase knowledge through lifelong learning. Non-formal education is an opportunity for direct interaction outside of school (Fatimah Tola & Suardi, 2015). Non-formal education seeks to shape a person as a whole. This means that all non-formal education programs are aimed at efforts and activities in developing a person's quality so that he has a good personality, commendable social values, and behaviour following Pancasila values and becomes someone who can relate well to God and the surrounding environment (Sutarto, 2017). Non-formal education is carried out for learning citizens who need services that function as a substitute, addition, and complement to formal education to support lifelong education (Sutarto, 2017).

Learning outcomes are a value obtained by students that describe the achievement or change of skills, attitudes, and knowledge (Trigunawan & Solfema, 2021). Another understanding of learning outcomes is an achievement of the achievements of students both in knowledge, motor skills, intellectual skills, and attitudes related to the results of learning activities that can be written in the form of numbers based on the results of the assessment (Candra & Fauzi, 2015). Meanwhile (Werquin, 2012) says that "learning outcomes help to connect the world of education and the world of work by making standards associated with particular qualifications easier for employers to understand". Mahajan & Singh (2017) said, "Learning outcomes give a clear idea of what can be achieved by joining a particular program. Whether it is a short course or a degree program, the learning outcomes should be listed and written down before the start of the course to know and to check whether the course is designed and conducted perfectly".

The opinion (Lotulung et al., 2018) said, "The results of learning is the ability of skills, attitudes, and skills obtained by students after receiving treatment provided by the teacher so that it

can construct knowledge in everyday life". Yasin (2011) states that "discipline is a condition that is manifested in a process that can be trained into a series of behaviours; there are elements of obedience, elements of loyalty, elements of an order, and elements of obedience where these elements are carried out with a sense of responsibility that is useful for introspection." With the existence of a discipline system, it is the goal to train students to get used to the existing rules so that when students enter the world of work, they can more easily adapt to the applicable rules Arif et al. (2021). According to (Chulsum, 2017), "discipline must be carried out consistently, regularly and following the rules and regulations that have been established. Determined so that students will get used to living regularly. With the rules, students, every action, and behaviour will be controlled to create school discipline. Another thing is expressed by (Njoroge & Nyabuto, 2014) "If there is self-discipline there are more chances of having direction in the fulfillment of the learners' goal so the positive academic achievement is possible which translates to good academic performance".

Results of Discipline Descriptive Analysis and Learning Outcomes

The research carried out will analyze the description of the data from the two variables, namely the independent variable for student discipline (X) and the dependent variable for student learning outcomes. In the discipline variable of students in the Source Science PKBM paket C, is measured by a questionnaire consisting of 25 statement questions. There are 8 questions about negative statements and 17 positive statements. This questionnaire was distributed to 60 students of paket C at PKBM Sumber Ilmu. The following are the results of the analysis of the data description of the disciplinary variable (X) on students of the Sumber Ilmu PKBM paket C with the help of SPSS Version 26 software:

Table 1. Descriptive Statistical Analysis of Discipline Variables (X)

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Discipline	60	55	97	4845	80.75	8.119
Valid N (listwise)	60					

It can be seen that this variable has the highest score = of 97 and the lowest score = of 55 out of a total of 60 respondents. Standard deviation = 8.119. While the average = is 80.75, which is in the medium category.

Table 2. Categorization of Discipline Variables (X)

Interval Formula	Interval	Category	Frequency	%	Average
$X < M - 1,5 SD$	$X < 68.6$	Very Low	4	7%	
$M - 1,5SD < X < M - 0,5SD$	$68.6 < X \leq 76.6$	Low	10	17%	
$M - 0,5SD < X < M + 0,5SD$	$76.6 < X \leq 84.8$	Currently	28	47%	80,75
$M + 0,5SD < X < M + 1,5SD$	$84.8 < X \leq 92.9$	Tall	13	22%	
$M + 1,5SD < X$	$X > 92.9$	Very high	5	8%	
AMOUNT			60	100%	Currently

Source: Data processed by researchers, 2022

It can be seen that from the number of respondents, as many as 60 students of paket C related to disciplinary attitudes, 47% of students of paket C or as many as 28 students of paket C have a moderate level of discipline and are included in the interval class 76.6 - 84.8. It can be concluded

that students of paket C in PKBM Sumber Ilmu have a level of discipline that is still lacking in pursuing education in pursuing paket C of PKBM Sumber Ilmu.

In the variable learning outcomes of students in paket C at PKBM Sumber Ilmu, the data obtained comes from the results of the UTS (Middle Semester Examination) which consists of 7 subjects, including PKN, Indonesian Language, Mathematics, Geography, Economics, Sociology, and English. In the implementation of the UTS (Middle Semester Exam) it was held on Saturday, March 19 – Sunday, March 27, 2022.

Table 3. Descriptive Statistical Analysis of Learning Outcomes Variables (Y)

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean Std. Deviation
Learning outcomes	60	326	641	31506	525.10 74.176
Valid N (listwise)	60				

Based on the results of the descriptive statistics in the table above, it can be seen that this variable has the highest score = of 641 and the lowest score = of 326 out of a total of 60 respondents. Standard deviation = 74.176. While the average = is 525.10, which is in the medium category.

Table 4. Categorization of Learning Outcomes Variables (Y)

Interval Formula	Interval	Category	Frequency	%	Average
$X < M - 1,5 SD$	$X < 414$	Very Low	4	7%	
$M - 1,5SD < X < M - 0,5SD$	$414 < X \leq 488$	Low	12	20%	
$M - 0,5SD < X < M + 0,5SD$	$488 < X \leq 562$	Currently	25	42%	525,10
$M + 0,5SD < X < M + 1,5SD$	$562 < X \leq 636$	Tall	18	30%	
$M + 1,5SD < X$	$X > 636$	Very high	1	2%	
AMOUNT			60	100%	Currently

Source: Data processed by researchers, 2022

In the table above, it can be seen that from the number of respondents, as many as 60 students of paket C related to the learning outcomes obtained during the UTS (Middle Semester Examination), namely 42% of students of paket C or as many as 25 students of paket C having a moderate level of learning outcomes and included in the interval class 488 – 562. Based on the data above, it can be concluded that students of paket C in PKBM Sumber Ilmu have good average learning outcomes, which can be caused by a lack of discipline in paket C PKBM Source of Knowledge.

Prerequisite Test Results for Variable X and Variable Y

The research carried out will analyze the description of the data from the two variables, namely the independent variable for student discipline (X) and the dependent variable for student learning outcomes (Y). The perform further calculations, it is necessary to calculate with the help of SPSS Version 26 software.

Table 5. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.08724207
Most Extreme Differences	Absolute	.078
	Positive	.078
	Negative	-.067
Test Statistic		.078
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the results of the normality test above, it can be seen that the significance value is $0.200 > 0.05$. So it can be concluded that the data is typically distributed.

Table 6. Homogeneity Test Results
Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
Discipline and Learning Outcomes	Based on Mean	.067	1	118	.797
	Based on Median	.073	1	118	.788
	Based on Median and with adjusted df	.073	1	117.555	.788
	Based on trimmed mean	.056	1	118	.813

Based on the results of the homogeneity test above, it can be seen that the significance value = $0.797 > 0.05$. So it can be concluded that the data distribution is said to be homogeneous.

Table 7. Linearity Test Results
ANOVA Table

			Sum of		Mean		
			Squares	df	Square	F	Sig.
Learning Outcomes * Discipline	Between Groups	(Combined)	222731.033	24	9280.460	3.188	.001
		Linearity	161568.312	1	161568.312	55.499	.000
		Deviation from Linearity	61162.722	23	2659.249	.913	.583
Within Groups			101892.367	35	2911.210		
Total			324623.400	59			

Based on the results of the linearity test above, it can be seen that the significance value of Deviation from Linearity is $0.583 > 0.05$. So it can be concluded that there is a linear relationship between the independent and dependent variables.

Relationship between Discipline and Learning Outcomes

Hypothesis testing in this study using Pearson correlation test analysis. There is a basis for decision making where if the significance value is < 0.05 then it is correlated, whereas if the significance value is > 0.05 then it is not correlated. The calculation of this hypothesis test requires the help of SPSS Version 26 software with the following results:

Table 8. Correlation Test Results

		Correlations	
		Discipline	Learning Outcomes
Discipline	Pearson Correlation	1	.705**
	Sig. (2-tailed)		.000
	N	60	60
Learning Outcomes	Pearson Correlation	.705**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

Based on the calculations in the table of correlation test results above, it can be seen that the Pearson Correlation value is 0.705. Based on the results of the correlation test shows that there is a strong relationship between discipline and learning outcomes because it is in the vulnerable interval coefficient between 0.60 - 0.799. This is guided by the provisions contained in the guidelines for providing an interpretation of the correlation coefficient in the book Sugiyono (2018).

While the direction of the relationship is positive because the r count value is positive, it can be concluded that the higher the level of discipline, the higher the learning outcomes obtained by students. The r count value of 0.705 is more significant than the r table at the 5% significance level of 0.244. So the alternative hypothesis (H_a) is accepted, so it can be concluded that there is a strong relationship between discipline attitudes towards learning outcomes in students of the paket C pursuit program at PKBM Sumber Ilmu, Kecamatan Ampel.

Validation

The results showed that the level of discipline in the students of the paket C pursuit program at PKBM Sumber Ilmu was in the medium category. The purpose of being in the moderate category is because according to the disciplinary variable category table that has been processed by the researcher, the disciplinary variable has the highest frequency of 47% or 28 students in the medium category. It can be said that the higher the level of student discipline, the higher the student's learning outcomes. This is in line with research (Gorbunovs et al., 2016), which concluded in research conducted that self-discipline is a key factor that influences students and enables them to achieve their main goals. Thus, self-discipline in the process of acquiring daily routine knowledge is a key indicator to improve learning outcomes. In this study, students of the paket C pursuit program were able to improve their disciplined attitude by obeying the existing regulations and maintaining their attitude. The benefits that will be obtained by students are in maintaining their disciplined attitude so that they always get maximum learning outcomes. So that the learning outcomes obtained can be useful for the next level.

It can be seen that the level of success in learning is marked by the size of the students after undergoing the learning process. A good learning process will get good results too. Conversely, if the learning process is not good, the learning outcomes obtained will be less good. This is in line with Astuti's statement (2020), learning outcomes are learning achievements which are the maximum

results obtained after participating in a learning activity where the activity is carried out to get good recognition for their learning efforts within a certain period.

Hypothesis testing in this study uses the Pearson Product Moment correlation test analysis. There is a basis for decision making where if the significance value is < 0.05 , it is correlated, whereas if the significance value is > 0.05 , it is not correlated. Based on the calculations that the researchers have done, it can be seen that the significance value is $0.000 < 0.05$. In addition, the Pearson Correlation value is 0.705 , where the results are classified as a strong relationship level in the guidelines for interpreting the correlation coefficient. So it can be concluded that there is a relationship between the discipline and learning outcome variables. This is relevant to research (Sari et al., 2021) which shows a positive and significant relationship between learning discipline and learning outcomes, as indicated by a correlation coefficient of 0.892 , which is a robust level. In addition to this research, this is also relevant to research (Aslianda et al., 2017) which shows that there is a positive and significant relationship between learning discipline and student learning outcomes with r count $0.59 > r$ table 0.361 at a significance level of 5% , which means that learning discipline has a relationship with student learning outcomes.

Based on the results of the correlation test, it can be seen that there is a strong relationship between discipline and students' learning outcomes in paket C, which is in the range of $0.60 - 0.799$, so the alternative hypothesis (H_a) is accepted. Because the calculated r on the correlation test results is positive, the direction of the relationship is positive. The results of data processing on the results of the disciplinary questionnaire and UTS learning outcomes for students in paket C show the same direction. This can be interpreted as if the disciplined attitude possessed by students is good, and then the learning outcomes are also good. On the other hand, if the disciplinary attitude possessed by students is lacking, the learning outcomes are also not good. This is relevant to research (Trigunawan & Solfema, 2021), which states that the higher the relationship of discipline in learning to students, the higher the learning outcomes of students and vice versa if the lower the learning discipline of students, the lower the learning outcomes of students.

Discipline is one aspect that is important and affects the achievement of student learning outcomes. The more disciplined students are, the better the learning outcomes will be. To get the maximum achievement of student learning outcomes, an obedient, orderly, and obedient attitude is needed. In addition, students must also have complete awareness and focus on the goals to be achieved. So that students can live and achieve reasonable life goals. Therefore, discipline is essential in achieving maximum learning outcomes. Students with good discipline can be sure to have maximum learning outcomes.

CONCLUSION

Based on the results of the analysis and discussion of the data, the following conclusions can be drawn: There is a significant relationship between the discipline variable and the student learning outcomes of paket C. This is indicated by the score obtained from the Pearson Correlation of 0.705 . where the interpretation of the correlation the results is classified as a strong relationship level. So it can be said that there is a strong correlation between the variables of learning discipline. There is a strong relationship between discipline and learning outcomes of students in paket C which is in the range $0.60 - 0.799$, so the alternative hypothesis (H_a) is accepted. Because the calculated r on the results of the correlation test is positive, the direction of the relationship is positive. From the results of data processing on the results of the disciplinary questionnaire and UTS learning outcomes for students in paket C, it shows the same direction. Based on the results of the analysis and discussion of the data, the following conclusions can be drawn: Discipline attitudes are significant to the learning outcomes of students in Paket C at PKBM Sumber Ilmu. Therefore, the attitude of

discipline in students needs to be developed so that it will encourage students to get better learning outcomes. Discipline attitude has a significant positive effect in the direction of student learning outcomes in Paket C at PKBM Sumber Ilmu. This means that if the disciplinary attitude possessed by students is good, the learning outcomes obtained are also good. Conversely, if the disciplinary attitude possessed by students is lacking, then the learning outcomes obtained are also not good.

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