

The Effect of Learning Discipline on Student Learning Achievement MA Tanada Waru Sidoarjo

¹Sirojuddin Abror, ²Cholifatul Azizah, ³Amalia Salsabilla

^{1,2,3}Universitas Sunan Giri Surabaya, Indonesia

¹sirojuddinabrор@unsuri.ac.id, ²choliatulazizah@gmail.com, ³amaliasalsabilla72@gmail.com

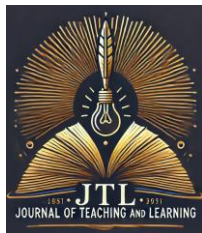
*Correspondence Email: sirojuddinabrор@unsuri.ac.id

Abstract: This research writing is arranged with the desire to realize the goal of the influence produced by learning discipline on the learning achievement of students of MA TANADA Waru Sidoarjo. The use of methods or methods carried out in the study is quantitative survey type, the population that the researcher took was all students of MA TANADA Waru Sidoarjo as many as 36 as well as the sample taken which is the same as the population if less than 100 then the technique used is total sampling. The first observation was carried out by looking at the condition of the school and interviewing the curriculum vice principal, then making a questionnaire to be distributed to respondents, namely students, and no less important evidence of important documents or files as research material, this method is the data collection technique used in this study. The data collected after that is time to analyze using the provisions of quality testing, assumption testing, and simple regression with one variable of learning discipline. Based on the results of the t-test, the value that matches the significance is proven, meaning the hypothesis is accepted and has a significant effect between the variable of learning discipline on student learning achievement. Efforts that can be made by MA TANADA Waru Sidoarjo school are by using various new strategies or methods to foster students' enthusiasm in learning discipline such as rewards or punishments which in this case students consciously do so that they can encourage achievement in learning.

Keywords: Learning Discipline, Learning Achievement, Education.

INTRODUCTION

Education is a determining factor in realizing development goals that educate the nation's life. It should be noted, in addition, a number of problems in the field of education also receive special attention in Indonesia (Jumhuri., 2023). Along with the times, this has a significant impact on the evolution of the education system (A. Syafi'i et al., 2024). As a result, every educational institution has a strong desire to provide high-quality education, especially in the field of human development throughout the world. According to (Afifah, 2015), the regulations in the education system are so diverse that they are also inseparable from the various problems that will arise, such as not only limited to the budget or education curriculum, but there are still many problems that must be faced (Yuniarti, 2024). The implementation of various education systems in Indonesia also causes problems and adds to the complexity of these problems (Sholeh et al., 2024). One of the



current problems is that the average learning position of students in Indonesia can be said to be lower than other countries, which means that Indonesia is experiencing a decline in building a sustainable education system to overcome the biggest problem faced, namely ignorance(Habibulloh et al., 2024).

The purpose of the education system is to ensure that students understand various subjects to meet the uncertain needs of humanity(A. Syafi'i & El-Yunusi, 2024). Students in pursuing education, one of the results obtained is an achievement in learning achievement both at school and outside of school(Habibulloh et al., 2025). This can be explained by using several useful factors (Lawalata, 2019). According to (Irwani, 2020).

The current challenge is related to learning achievement, namely the type of student achievement achieved during the learning process(Habibulloh, 2024). Therefore, the high and low learning achievement must be as high as the learning outcomes; to achieve these results, a student must devote enough time to studying such as competency tests and similar tests, with the help of this test, the results can be seen (Gani, 2018). Learning achievement requires various actions that must be taken to ensure the results. The learning outcomes that students get while at school are not all formed in grades, but the achievements of students obtained will vary according to their respective abilities because not all students are the same, therefore student learning achievements are not only measured by numbers but also skills and attitudes (Nokwanti, 2013). According to (Safitri & Yuniwati, 2019), there are several aspects, namely from outside and inside, that influence student success in the learning process(Syafi'i & Ikwandi, 2023). One internal factor is the discipline of education that contributes to students' academic achievement (Wardani, 2016).

As a result, discipline in learning will certainly be affected by itself, which will have a significant impact on student learning outcomes(Sholeh, 2023). This is because discipline in learning uses strategies to improve student achievement related to the basis of internal or external awareness, not because of external or external factors (Aulia, 2022). According to (Adawiyah, 2018), it is generally impossible for discipline to occur exactly as planned; therefore, to help students comply with disciplinary rules, there must be constant monitoring and adjustment, which must continue until the disciplined students themselves are ready to comply with disciplinary rules(Sholeh, 2023). According to (Murwaningsih., 2023), students who follow the study guide



automatically show consistency in their own learning. If students follow the rules of study discipline well, their performance will be the best; conversely, if students do not follow the rules of study discipline, their performance will also decline (Ismanto & Trisatyawati, 2024).

The phenomenon that occurs both from general to specific problems regarding student learning achievement, and also occurs in several educational institutions such as MA TANADA Waru Sidoarjo. MA TANADA Waru Sidoarjo is a Senior High School that prioritizes morals for its students, not only that in the academic field, MA TANADA Waru Sidoarjo is quite good so that not many MA TANADA Waru Sidoarjo graduates are accepted at state universities each year. No less important, there are several types of non-academic activities that support students in achieving, such as extracurricular martial arts, scouts, and banjari. MA TANADA Waru Sidoarjo students have won the competition at the National champion level.

Based on this background and in accordance with previous research, it confirms that there is a significant correlation between learning discipline and student achievement (Veri, 2019). According to (Kandoli, 2022), based on the results of the study, learning discipline has a significant relationship to academic achievement. These results make researchers want to take research on this topic, hoping that researchers can provide insight and knowledge for students and MA TANADA Waru Sidoarjo School. This study hopes that it can be useful, create new insights for everyone who reads it and most importantly for educational institutions in fostering student achievement, especially in this study so that researchers will compile several series in this study and achieve the expected goals for all students and residents of MA TANADA Waru Sidoarjo school.

LITERATURE REVIEW

Learning discipline

Learning discipline aims to help students understand themselves, handle problems that may arise during the learning process of discipline, and develop constructive learning habits, be calm when learning, so that the material presented by the teacher can be accepted by students because of the students' disciplined attitude in learning (Aji, 2018). According to (Jaya, 2018), discipline in learning is student behavior that is in accordance with order or natural tendencies that arise from within themselves or as a result of sanctions or punishments. According to (Tolok, 2023), discipline

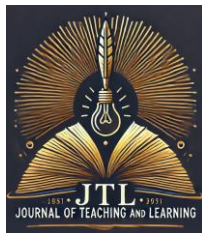


in learning is one component of student privacy that is influenced by good student achievement. According to (Moslimah, 2025), discipline in education is the ability to carry out learning activities calmly and relaxedly without interference from others. Thus, learning in the classroom will be more effective, which will improve the quality of learning and make educational goals easier to achieve (Sholeh & Muzakki, 2024).

According to (McCain, 2015), indicators of learning discipline are (1) Time discipline, namely in the first learning discipline applied is by paying attention to time, being on time, and being able to divide time so that everything is done in an orderly manner according to schedule and time, for example doing class assignments on time and not being late; (2) Discipline in obeying the rules, in addition to time discipline, there must also be discipline in carrying out the established rules, for example, discipline in obeying the rules in learning, namely wearing appropriate uniforms/attributes and turning off cellphones when learning unless there is an order; (3) Attitude discipline, attitude discipline is the most important thing to pay attention to because when students have a disciplined attitude embedded in themselves, it will automatically have a big influence on what is done, especially in achieving achievements, for example, attitude discipline when learning is paying attention to the teacher when explaining the lesson and being polite.

Learning achievement

Learning achievement is a form of student hard work when studying, student sincerity when wanting to get good learning outcomes so that later they will get learning achievements that are in accordance with expectations through students' thoughts, attitudes, and self-skills (Soraida, 2018). According to (Sujarwo, 2023), learning achievement is the main goal of student performance in carrying out the education process. Learning achievement is one of the indications that can be fought for to achieve student success in learning (Ahmed et al., 2024). Learning achievement is the mastery of knowledge or skills shown by subjects, which are usually accompanied by tests or numbers from teachers (Syaputra., 2023). Learning achievement is the effort of students, teachers, and other individuals to achieve optimal learning outcomes that are not influenced by conditions where students can learn effectively and develop their exploration skills, both physically and psychologically (Amin., 2024).



According to (Bloom, 1964) theory, learning achievement indicators are divided into three domains, namely: (1) Cognitive, a domain that includes abilities including knowledge, understanding, and analysis, thus in learning achievement, students' knowledge is seen from their mastery of lessons using the assessment instrument of exam results; (2) Affective, a domain that includes attitudes, for example paying attention to lessons, being disciplined, and respecting teachers, in learning achievement, students' attitudes are seen when they follow the learning process well until the end and the results of the assessment show that there are increasing changes; (3) Psychomotor, namely the domain of skills in learning, for example, students are already capable of acting in practicing skills and are able to coordinate learning activities.

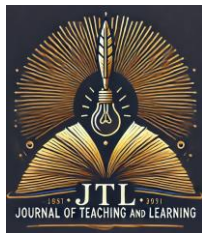
METHOD

Type of Research

According to (Sugiyono, 2022), the method in a study that is often used to produce numbers is called quantitative research methods. Based on what is explained, this research is written with a quantitative survey approach, which aims to collect data from several populations known to be affected. The data is then used to calculate the source of research data by presenting a questionnaire, then statistical analysis and analysis of the conclusions are carried out. The purpose of writing the research is to analyze the available evidence regarding the impact of academic discipline on student learning achievement.

Population and Research Sample

According to (Arikunto Suharsini, 2009), population is the subject that will be used by researchers as evidence. Participants in this study were 36 students of MA TANADA Waru Sidoarjo. The sample is a requirement for taking subjects that can be more or the same as the population depending on the technique used. Total sampling is one of the techniques used in writing this research. According to Sugiyono (2022), *total sampling is a method based on careful sample selection that is in accordance with the overall objectives. According to Arikunto (2013), if the sample or population is not more than 100, then all are taken and if more, then if some are taken, it does not matter. Therefore, the number of samples in this study was around 36 students*



of MA TANADA Waru Sidoarjo or participants from all demographic groups. There were 36 students, including three students in grade X, thirteen in grade XI, and twenty in grade XII. The reason the author used the total sampling technique was that the total population was not up to 100 respondents. This sampling statement is in line with Arikunto's opinion Arikunto (2013), Thus, if the population is less than 100, the sample used is the entire population data.

Data Collection Techniques

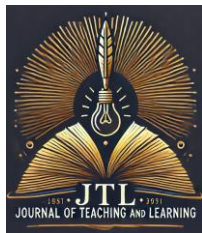
Data collection techniques usually consist of secondary and primary as in writing this research. Primary data was obtained through first observation, second documents, and questionnaires distributed to students of MA TANADA Waru Sidoarjo. The questionnaire was compiled based on indicators of learning discipline and learning achievement totaling 12 statements and measured using a Likert scale to measure students' understanding and perceptions of learning discipline and learning achievement. Secondary data comes from various academic literature such as books, journals, and articles that are relevant to the research topic. It is hoped that this study can provide examples of differences in learning discipline and learning achievement of MA TANADA Waru Sidoarjo students.

Data Analysis Techniques

The data analysis techniques in this study consist of three main stages, namely: (1) Data Quality Test; (2) Classical Assumption Test; and (3) Simple Linear Regression Analysis with SPSS version 26.

1. Data Quality Test

There are two types of research data quality assessment in writing this research, namely valid test and reliable test to test the certainty of the results of each item. The purpose of the validity test is to assess how well the questionnaire functions as a measuring tool. If each statement in the questionnaire has a total corrected item correlation of more than 0.3, the questionnaire is considered valid (Hidayat., 2021). The reliability test is used to see the certainty of each variable whether the results are reliable or not. In this study, reliability was assessed using Cronbach Alpha statistics, where an instrument is considered reliable if its Cronbach Alpha score is more than 0.6 (Heale, 2015). By conducting these two tests, it is hoped that the research instrument will be able to provide accurate and reliable results.



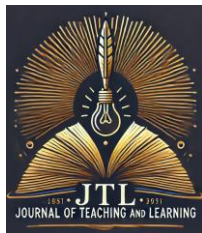
2. Classical Assumption Test

The classical assumptions in this study include normality, multicollinearity, and heteroscedasticity, with the aim of ensuring that the regression model used is valid and unbiased based on statistical assumptions. The normal probability plot method, normality checking is carried out to see whether the residual values are normally distributed. The data is displayed in diagonal lines and corresponding arcs, it can be concluded that the regression model reduces the assumption of normality; however, if the diagonal line is absent, the assumption of normality is not affected. (Septiana., 2024). The multicollinearity test is used to determine whether there is a significant relationship between the independent variables because a good regression model must be based on multicollinearity. Multicollinearity classifies variables as independent if their tolerance value is more than 0.1 and their variance inflation factor (VIF) value is less than 10. Finally, the purpose of the heteroscedasticity test is to determine whether there is residual variation among those observed. The best model is a model that shows homoscedasticity, which is when the data points are displayed randomly around the number 0 without creating a particular pattern (Sudariana, 2021). By fulfilling all these classical assumptions, the regression model used can be declared feasible and valid for use in data analysis.

3. Classical Assumption Test

The classical assumptions in this study include normality, multicollinearity, and heteroscedasticity, with the aim of ensuring that the regression model used is valid and unbiased based on statistical assumptions. The normal probability plot method, normality checking is carried out to see whether the residual values are normally distributed. The data is displayed in diagonal lines and corresponding arcs, it can be concluded that the regression model reduces the assumption of normality; however, if the diagonal line is absent, the assumption of normality is not affected (Sugiyono, 2022).

One type of hypothesis test used is the partial t-test. One of the main objectives of this type of test is to understand the effect of the independent variable on the dependent variable partially. Based on Sudariana dan Yoedani (2021), the t-test shows a significant effect if the significance value is <0.05 .



RESULT

Data Quality Test Results

Validity and reliability checks were used in this study to assess data quality. The purpose of the validity check in this study was to determine how well a particular item performs when used, with the criterion that the total correlation of corrected items must be at least 0.3% (Rosita *et al.*, 2021). The results of the validity test showed that all items in the learning discipline variable, which consisted of six statements, had values above the threshold, namely: item 1 (0.367), item 2 (0.409), item 3 (0.662), item 4 (0.652), item 5 (0.579), and item 6 (0.796). Likewise, the learning achievement variable also consists of six items, each of which has a value: item 1 (0.706), item 2 (0.368), item 3 (0.797), item 4 (0.656), item 5 (0.407), and item 6 (0.762). All of these values indicate that the items in the questionnaire are valid.

In addition, the reliability test was carried out using the Cronbach Alpha statistic to assess the consistency of the instrument, with a threshold value that must be more than 0.6 to be considered reliable (Rosita *et al.*, 2021). The results of the reliability test from this study showed that the learning discipline variable had a Cronbach Alpha of 0.802 and the learning achievement variable had a Cronbach Alpha of 0.830. Both variables in this study, namely reliability and questionnaire instruments, can be trusted to be used in data collection.

Classical Assumption Test

The Classical Assumption Test in this study includes several stages of testing, namely the normality test, multicollinearity test, and heteroscedasticity test.

1. Normality Test

The purpose of the Normality Assumption Test is to determine whether the residual values are normally distributed or not. The normality test in this study was carried out using the normal probability plot graph method. Comparing the diagonal and arc data, it can be shown that the regression model violates the normality assumption. The purpose of the normality assumption is to determine whether the residual values are normally distributed or not. The normality of this study was determined using the probability plot graph method. By comparing the diagonal and arc data, it can be shown that the regression model violates the normality assumption (Budi *et al.*, 2024).

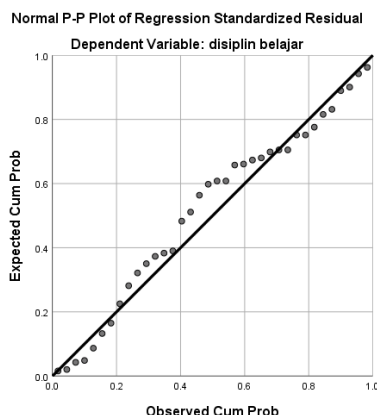


Figure 1

Results of normality test

Source: SPSS 26 Processing

The normality test in Figure 1 shows a normal probability plot because the data shows a diagonal line and a diagonal direction. The points are quite close to the line, therefore it is said to be appropriate and has a normal distribution. The results of this study indicate that the regression model violates the assumption of normality.

2. Multicollinearity Test

This multicollinearity test is a regression model that shows no relationship between variables, because a regression model is said to be good and changes if there is a correlation or relationship. This study uses a tolerance value of > 0 and $VIF < 10$; if these values are met, multicollinearity will not occur. Based on the results of SPSS version 26 which are the variables included in the study, if the tolerance value is 1,000 and the VIF is 1,000, the results can be interpreted as follows: tolerance > 0.1 and $VIF < 10$ and there is no multicollinearity.

3. Heteroscedasticity Test

The best regression model is homoscedasticity or does not show heteroscedasticity, and the results of the heteroscedasticity test clearly show that the data moves up and down, or around the number 0, without showing a particular pattern (wavy widening then narrowing and spreading again).

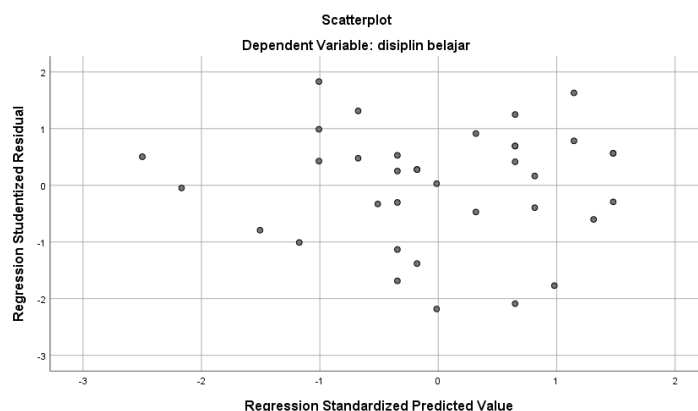


Figure 2

Heroscedasticity Test

Source: SPSS 26 Processing

Based on the results of Figure 2, the distribution of data points is not patterned, so the distribution of points shows evenly spread and does not gather in one particular place. So it can be concluded from the figure that the regression model in this study does not have symptoms of heteroscedasticity and is included in a good regression model.

Simple Linear Regression Analysis

The purpose of this linear regression analysis is to determine the correlation between two variables and to establish the relationship between the dependent and independent variables.

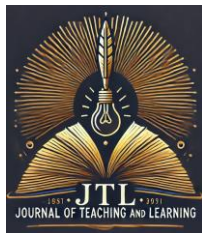
Table 1

Simple Linear Regression

Variabel Bebas (X)		B	Beta	T	Sig.
1	(Constant)	8.423		2.634	.013
	Disiplin Belajar	.769	.833	8.788	.000

Source: SPSS 26 Processing

Based on the results of the linear regression analysis in Table 1, it can be seen that the correlation between the linear regression analysis and the results is as follows: the regression



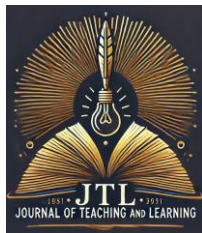
coefficient for the constant is 8.423; this shows that if the learning discipline variable remains constant or zero, the quality of learning will increase by 8.423 units. The coefficient value of the learning discipline variable is 0.769, meaning that if the learning discipline variable increases by one unit, student learning achievement will increase by 0.769 units or 76.9%.

The hypothesis in this study is proven from the final results of the statistical t-test so that if these results are in accordance with the decision basis of no more than the provisions of 0.05 then it is accepted and significant and if otherwise it is rejected and there is no relationship that affects the variable. Based on the explanation, it is proven that the independent variables in this study have an effect and there is a correlation with student achievement obtained at MA TANADA Waru Sidoarjo school, because the value is less than the decision basis, which is 0.00, it is determined to be significant and easily accepted.

DISCUSSION

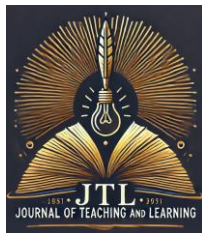
The results of the data analysis prove that the hypothesis of learning discipline has an influence on student learning achievement at MA TANADA Waru Sidoarjo, also proven by the results of the statistical t-test of the learning discipline variable stating its compliance with the provisions that have been set. The significance value obtained is less or below the t-test result value, meaning that the hypothesis is accepted. According to Veri *et al.* (2019), this highlights the positive and significant relationship between student learning outcomes and learning discipline. This statement is reinforced by Kandoli and Tulaka (2022), in addition, this study also emphasizes that learning discipline has a significant impact on student academic achievement. The findings of this study support and strengthen previous findings, and provide insight into the importance of learning discipline as one of the key factors in improving student learning achievement at MA TANADA Waru Sidoarjo.

According to (Adinoto, 2019), discipline in learning is very important and has a significant impact on learning activities at school. Discipline in education is one of the factors that influences student learning outcomes. Its components include compliance with school regulations, participation in school-sponsored learning activities, completing assignments in class, and the ability to consistently carry out learning activities at home. Discipline can help students develop



comfortable and calm learning strategies so that they can achieve the highest learning outcomes. Other studies according to (Matus, 2016), the results of the study show that learning discipline affects the quality of student learning, if discipline increases, the quality of student learning will also increase by obeying rules and regulations, attending classes, and participating in extracurricular activities. Also based on Kandoli and Tulaka (2022), it states that learning discipline has a significant influence on student learning outcomes. Therefore, learning outcomes are not only determined by intellectual capacity, but also by students' ability to overcome obstacles related to school. Disciplined students will show their regularity and obedience in learning without requiring outside help or pressure. The results of the author's analysis of the questionnaire given to students of MA TANADA Waru Sidoarjo prove that students who provide good answers or responses to statements regarding learning discipline can affect their learning achievement, so that from this study it is concluded that students at MA TANADA Waru Sidoarjo with learning discipline can achieve achievement in their studies.

Several studies also show that learning discipline is not always the only determining factor in learning achievement. Research by (Emmawati, E., 2023), shows that learning discipline has an impact on students' academic achievement in the accounting study program at SMK PGRI 1 Mejobo Kudus. Other research by (Lutviana, 2015), states that learning discipline has a positive and significant influence on the motivation to learn economics of class XI IPS students at MA NU Raudlatul Muallimin Wedung. (Septianti, 2017)2017), also states that learning discipline is one of the things that has the greatest influence on the motivation to learn students at the Anika Palembang Polytechnic. Other researchers by (Ananda, 2025), explain that learning discipline is an important component that helps students achieve their learning goals, especially in terms of improving critical thinking skills(Munif et al., 2023). Thus, it can be seen that learning discipline has an influence on students' critical thinking skills. Finally, from (Arista, 2018), it shows that learning discipline has a significant influence on the learning outcomes of class XI IPS students at SMA Negeri 1 Kedamean Gresik. The results of the study above show that learning discipline is not only based on academic achievement but also on other aspects of the learning process, including student motivation, independence, learning outcomes, and critical thinking skills.



The advantages of learning discipline and learning achievement at MA TANADA Waru Sidoarjo can be seen from the implementation of strong disciplinary values, such as compliance with school regulations, punctuality in participating in learning activities, and consistency in completing assignments both at school and at home. This learning discipline is instilled through a reward and punishment approach, as well as support from school programs such as literacy, reading corners, and parental involvement in religious activities such as istighosah. This discipline directly impacts student learning achievement, which is reflected in clear learning objectives and appreciation for the learning process.

CONCLUSION

The conclusion of the learning discipline variable is that there is a significant influence on the learning achievement of MA TANADA Waru Sidoarjo students, because the learning discipline applied at MA TANADA Waru Sidoarjo has advantages in implementing strong disciplinary values, such as compliance with school regulations, punctuality in participating in learning activities, and consistency in completing assignments both at school and at home.

This learning discipline is instilled through a reward and punishment approach. This discipline has a direct impact on student learning achievement, which is reflected in clear learning objectives and appreciation for the learning process. The quality of the data is stated to be good because the research questionnaire instrument is proven to be valid and reliable for testing. The data also meets the requirements of the classical assumption test as a requirement for simple linear regression. Suggestions for MA TANADA Waru Sidoarjo schools are to be able to implement good learning discipline methods through a reward and punishment approach, as well as support for school programs such as literacy, reading corners, and parental involvement in religious activities such as istighosah. This discipline has a direct impact on student learning achievement, which is reflected in clear learning objectives and appreciation for the learning process.

The researcher hopes to be able to study further if the findings in this study still have not been explained completely and in depth, or perhaps other variables can prove other results that may also contribute to learning achievement. This research is very useful for expanding scientific knowledge, especially in the world of education.



REFERENCE

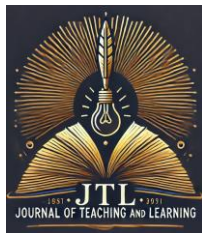
- Adawiyah, W. (2018). *Pengaruh Kedisiplinan Belajar terhadap Prestasi Belajar Murid Kelas V SD Negeri Sumanna Kec.*
- Adinoto, P. (2019). Pengaruh Kegiatan Awal Pembelajaran, Disiplin Belajar dan Motivasi Belajar terhadap Prestasi Belajar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 3(1), 53-64.
- Afifah, N. (2015). Problematika Pendidikan di Indonesia: Telaah dari Aspek pembelajaran. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 1(1).
- Ahmed, N. H., Andersion, J., & Martinez, A. (2024). Innovative Blended Learning Approaches to Enhance Student Engagement in University. *JTL: Journal of Teaching and Learning*, 1(1), 1-21.
- Aini, N.A., D. K. Wardani., & J. A. N. (2016). Pengaruh Disiplin Belajar dan Kreativitas Guru terhadap Prestasi Belajar Mata Pelajaran IPS Siswa di Smk Batik 1 Surakarta. *Jurnal Pendidikan Bisnis Dan Ekonomi*, 2(2), 1-16.
- Aji, H. W. (2018). Pengaruh Disiplin Belajar dan Rasa Ingin Tahu terhadap Prestasi Belajar IPA Kelas V Sekolah Dasar. *Basic Education*, 7(20), 1-7.
- Ananda, S., & M. M. (2025). Pengaruh Disiplin Belajar terhadap Kemampuan Berpikir Kritis Siswa. *Journal of Student Research*, 3(1), 191-205.
- Arikunto Suharsini. (2009). *Dasar-dasar Evaluasi Pendidikan*. Bumi Aksara.
- Arista, I. D. (2018). Pengaruh disiplin belajar dan teman sebaya terhadap hasil belajar pada mata pelajaran ekonomi siswa kelas XI IPS di SMA Negeri 1 Kedamean Gresik. *Jurnal Pendidikan Ekonomi (JUPE)*, 6(3), 1-10.
- Aulia, A. M. S., & S. (2022). Pengaruh Disiplin Belajar Terhadap Prestasi Belajar Siswa. *Arus Jurnal Pendidikan*, 2(2), 103-108.
- Bloom, B. S., M. D., E. J. Engelhart., W. H. Furst. Hill., & D. R. Krathwohl. (1964). *Taxonomy of Educational Objectives*. Longmans Green.
- Budi, A. D. A. S., L. Septiana., & B. E. P. M. (2024). Memahami Asumsi Klasik dalam Analisis Statistik: Sebuah Kajian Mendalam tentang Multikolinearitas, Heterokedastisitas, dan Autokorelasi dalam Penelitian. *Jurnal Multidisiplin West Science*, 3(1), 01-11.
- Dwiyanti, I., M. Abdullah., M. Jumhuri., & A. M. (2023). Pengaruh Implementasi Literasi Berbasis Digital terhadap Prestasi Belajar Siswa pada Mata Pelajaran Akidah Akhlak di SMA Maarif Nu Pandaan. *Ulumuna: Jurnal Studi Keislaman*, 9(1).
- Emmawati, E., & J. T. B. S. (2023). Pengaruh Motivasi Belajar, Gaya Belajar, dan Disiplin Belajar terhadap Kemandirian Belajar Siswa Jurusan Akuntansi di SMK PGRI 1 Mejobo Kudus. *Business and Accounting Education Journal*, 4(1), 9-17.
- Gani, M. A. (2018). Pengaruh Disiplin Diri dan Motivasi Belajar terhadap Prestasi Belajar Mahasiswa Akademi Maritim Cirebon. *Syntax Literate; Jurnal Ilmiah Indonesia*, 3(2), 82-93.
- Habibulloh, M. (2024). The Role of Islamic Education in Building Interreligious Tolerance in Indonesia. *IJEMR: International Journal of Education Management and Religion*, 1(2), 63-82.



- Habibulloh, M., Sholeh, M. I., Farisy, F. A., & Nasihuddin, M. (2025). Effectiveness of Leadership in Managing Religious-Based Educational Institutions. *IJEMR: International Journal of Education Management and Religion*, 2(1).
- Habibulloh, M., Sholeh, M. I., & Idawati, K. (2024). Exploring Technological Innovations and Approaches in Modern Education. *SAHRI: Journal of Studies in Academic, Humanities, Research, and Innovation*, 1(1), 49–66.
- Hasan, H., A. Putra., M. A. M. Amin., & K. P. Astuti. (2024). Pengaruh Kedisiplinan Belajar terhadap Prestasi Belajar Bahasa Indonesia pada Siswa Sekolah Dasar. *Jurnal Evaluasi Dan Kajian Strategis Pendidikan Dasar*, 1(2), 39-44.
- Heale, R., & A. T. (2015). Validity and Reliability in Quantitative Studies. *Evidence Based Nursing*, 18(3), 66-67.
- Irwani, T. (2020). Pengaruh Kedisiplinan terhadap Prestasi Belajar Siswa di SMA Negeri 6 Banda Aceh. *Jurnal Sosial Humaniora Sigli*, 3(2), 171–179.
- Ismanto, B., & Trisatyawati, S. (2024). Optimizing Financial Management to Enhance Curriculum Delivery and Student Development in Vocational High Schools. *JTL: Journal of Teaching and Learning*, 1(2), 107–120.
- Jaya, T. P., & S. S. (2018). Persepsi Siswa Tentang Faktor yang Mempengaruhi Disiplin Belajar Pada Siswa Kelas XI. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 7(3), 30-35.
- Kandoli, L. N., & T. Tulaka. (2022). Analisis Disiplin Belajar terhadap Prestasi Belajar Siswa Kelas XI Jurusan Tata Boga Sekolah Menengah Kejuruan di Kota Tomohon. *Jurnal Sagacious*, 8(2), 15-23.
- Lagu, A. R., U. Ali., A. W. Syaputra., & Y. A. S. (2023). Pengaruh Motivasi Belajar dan Disiplin Belajar Siswa terhadap Prestasi Belajar di SMTK Waikabubak Sumba Barat. *BULLET: Jurnal Multidisiplin Ilmu*, 2(4), 922–932.
- Lawalata, A. K., & M. Sholeh. (2019). Pengaruh Program Literasi Sekolah terhadap Minat Baca dan Prestasi Belajar Siswa di SMP Islam Al-Azhaar Tulungagung. *Inspirasi Manajemen Pendidikan*, 7(3), 1-12.
- Lutviana, L., & N. Suryani. (2015). Pengaruh Lingkungan Keluarga, Kesiapan Belajar, dan Disiplin Belajar Terhadap Motivasi Belajar Siswa Kelas XI IPS pada Mata Pelajaran Ekonomi di MA. NU Raudlatul Muallimin Wedung. *Economic Education Analysis Journal*, 4(1), 50-57.
- Matus, D. A. (2016). Pengaruh Tingkat Pendapatan dan Tingkat Pendidikan Orang Tua serta Disiplin Belajar terhadap Prestasi Belajar Siswa SMA Negeri di Bangkalan. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 4(2), 136–148.
- McCain, M. (2015). The Impact of Discipline Policies on Students of Color and the Inequities of Suspensions and Expulsions. In *Dissertation*. Doctoral Program in Educational Leadership for Social Justice California State University.
- Moslimah, M. (2025). Analysis of the Influence of Parental Education Level and Learning Discipline on Student Learning Achievement. *International Journal of Business, Law, and Education*, 6(1), 396–404.



- Munif, M., Patoni, A., & Maunah, B. (2023). Pengaruh Dimensi Kepemimpinan Transformational terhadap Budaya Kerja. *JMPI: Jurnal Manajemen, Pendidikan dan Pemikiran Islam*, 1(1), 71–83. <https://doi.org/10.71305/jmpi.v1i1.23>
- Nokwanti, N. (2013). Pengaruh Tingkat Disiplin dan Lingkungan Belajar di Sekolah terhadap Prestasi Belajar Siswa. *Ekonomi IKIP Veteran Semarang*, 1(1), 80-89.
- Rosita, E., W. Hidayat., & W. Y. (2021). Uji Validitas dan Reliabilitas Kuesioner Perilaku Prososial. *Fokus: Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 4(4), 279–284.
- Safitri, F., & Yuniwati, C. (2019). Pengaruh Motivasi dan Dukungan Keluarga terhadap Prestasi Belajar Mahasiswa Tingkat II Prodi D-III Kebidanan Universitas Ubudiyah Indonesia. *Journal of Healthcare Technology and Medicine*, 2.
- Septianti, D. (2017). Pengaruh Disiplin Belajar dan Motivasi Intrinsik terhadap Minat Belajar (Studi Kasus Pada Mahasiswa Politeknik Anika Palembang). *Jurnal Ilmiah Ekonomi Global Masa Kini*, 8(1), 1–7.
- Serena, B. I., T. Murwaningsih., & M. C. Umam. (2023). Pengaruh Disiplin Belajar dan Metode E-learning terhadap Prestasi Belajar Siswa SMKN 1 Wonogiri selama pandemi. *JIKAP (Jurnal Informasi Dan Komunikasi Administrasi Perkantoran)*, 7(1), 21-25.
- Sholeh, M. I. (2023a). Evaluation and Monitoring of Islamic Education Learning Management in Efforts to Improve Education Quality. *Communautaire: Journal of Community Service*, 2(2), 108–117. <https://doi.org/10.61987/communautaire.v2i2.159>
- Sholeh, M. I. (2023b). Strategi Pengembangan Sumber Daya Manusia Di Lembaga Pendidikan Islam Indonesia. *Indonesia Islamic Education Journal*, 2(1).
- Sholeh, M. I., Lestari, A., Erningsih, E., Yasin, F., Saleh, F., Suhartawan, V. V., Pattiasina, P. J., Widya, A., Sampe, F., Fadilah, N. N., & others. (2024). *Manajemen Kurikulum*. CV. Gita Lentera. <https://books.google.co.id/books?id=Ql8FEQAAQBAJ>
- Sholeh, M. I., & Muzakki, H. (2024). The Effectiveness of Principal Leadership in Managing a Tahfidz- based Curriculum. *Indonesian Research Journal in Education*, 8(2).
- Soraida, S., & D. Setyorini. (2018). Pengaruh Minat Belajar dan Lingkungan Keluarga terhadap Prestasi Belajar. *Kajian Pendidikan Akuntansi Indonesia*, 7(3), 1–13.
- Sudariana, N., & Yoedani. (2021). Analisis Statistik Regresi Linier Berganda. *Seniman Transactions*, 2(2), 1–11.
- Sugiyono. (2022). *NMetode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Sujarwo, S., & H. H. (2023). Parental Involvement and Student Achievement: A Meta. Analysis of Publications in the Scopus Database. *Int J Instr*, 16(2), 107-124.
- Syafi'i, A., & El-Yunusi, M. Y. (2024). Humanities as a Catalyst for Innovation in Contemporary Education and Society. *SAHRI: Journal of Studies in Academic, Humanities, Research, and Innovation*, 1(1), 18–32.
- Syafi'i, A., Nur, 'Azah, & Arifin, Z. (2024). Developing Global Competencies in Teacher Education for 21st Century Learning Environments. *JTL: Journal of Teaching and Learning*, 1(1).
- Syafi'i, K., & Ikwandi, M. R. (2023). Strategi Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Melalui Program Unggulan di SMK Kiyai Mojo Tembelang Jombang. *JMPI: Jurnal Manajemen, Pendidikan, dan Pemikiran Islam*, 1(2).



Journal of Teaching and Learning

Volume 2 No 1 July 2025

E-ISSN: 3090-0158

<https://journal.as-salafiyah.id/index.php/jtl/index>

jtleditor@gmail.com

- Tolok, T. K., A. Data., F. S. (2023). Pengaruh Disiplin Belajar dan Lingkungan Belajar Terhadap Prestasi Belajar Ekonomi Siswa Kelas XI IPS di SMA Negeri 2 Nubatukan. *Journal Economic Education, Business and Accounting*, 2(1), 119–126.
- Veri, S. M., N. Jalinus., H. Maksum., I. P. Edi., & Y. J. (2019). The Effect of Learning Discipline on Learning Achievement of Class X Students in Vocational High School 5 Padang. *International Journal of Educational Dynamics*, 2(1), 263-273.
- Yuniarti, P. (2024). The Management of Guidance and Counseling Teachers in Addressing Student Delinquency at MTs Al-Iman Mukomuko. *JTL: Journal of Teaching and Learning*, 1(2), 149–163.