



RELATIONSHIP BETWEEN DISCIPLINARY ATTITUDE WITH THE STUDENT LEARNING OUTCOMES OF VII KELAS IN STATE 14 OF SMP JAMBI

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Abstract

The purpose of this study is; to find out the Relationship between Learning Outcomes of Discipline Character in Jambi State Junior High School 14. This type of research is research or relationship research. The research was carried out in classes VII D and VII E. The time of the study was carried out in the even semester of the academic year 2018/2019. The number of sample respondents in this study were 60 students. The technique of collecting data in this study uses a questionnaire technique to obtain student character data consisting of 25 items of questions then the test technique used to collect data, specific physics science learning achievement consisting of 30 items. This study uses quantitative research methods, which consist of quantitative data and analysis using correlation analysis techniques. The results of the analysis conducted by researchers indicate that disciplinary character education is significantly related to the learning outcomes of students of class VII D and VII E Jambi 14 Middle School. This can be proved by the Person Correlation = 0.976 with a significance level = 0.000. To determine the significance of the relationship between disciplinary character education and student learning outcomes can be done by looking at the significance level, where the test examines the opinion of the significance level smaller than 0.05 (95% confidence level) then a significant relationship between the independent variable and the dependent variable is needed. Based on the results of calculating a significant value smaller than 0.05 which is 0,000 < 0.05. Therefore, it can be acknowledged that there is a relationship between disciplinary character education on the learning outcomes of students of class VII D and VII E in the Junior High School 14 of Jambi City.

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INTRODUCTION

According to (Astalini, 2018) Education is basically a conscious effort to develop the potential of human resources, especially students, carried out by guiding and facilitating their learning activities. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can develop their own potential. In Law No. 20 of 2003 states that the function and purpose of national education is to develop capabilities and form a dignified character and national civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear the Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a citizen of a democratic and responsible country. According to (Nursari&Hidayati, 2017) Learning can be interpreted as a systematic and deliberate effort to be created so that there is an educational interaction activity between two parties, namely between students (learning citizens) and educators (learning resources) who carry out teaching activities.

According to (Cholifah et al, 2016) The learning process in schools when planning to get students who are knowledgeable and moral. The knowledge gained from is used to study life and the processes that occur in life. One of the actions taken is to apply science learning. The purpose of science learning is that students can describe and develop an understanding of concepts. Understanding of the concepts obtained in the learning process. This lesson is intended so that participants can interact between concepts to explain natural events that occur in everyday life. According to (Rahayu et al, 2018) Students have various ways of answering questions, different thinking styles make information received by students also learned in different ways, and this results in their ways to solve problems. According to (Listyawati, 2012) Through integrated science learning students can gain direct experience, so they can add strength to search, receive, store, apply, know, and analyze the interrelationships of several concepts that have been learned.

According to (Susianah, 2015) Learning is a business process carried out by someone to obtain a change in new behavior as a whole as a result of his own observations in interaction with their environment. According to (Haryono, 2016) The existence of a learning process, causing humans to always be able to develop themselves and actualize all the capabilities they have. According to (Listyawati, 2012) Science learning in junior high school should be provided in an integrated manner

in accordance with Minister of Education No. 22 of 2006. Because through integrated science learning, students can gain direct experience, so that they can add strength to receive, store, and apply the concepts they have learned.

According to (Rizqi, 2012) Besides the Natural Sciences curriculum, the curriculum also contains character values that must be developed in a student. For the junior high school level an equivalent standard of content in the curriculum contains a statement that the subjects of science and technology are intended to obtain basic competencies and cultivate critical scientific thinking and behavior (Koes, 2012). This shows the existence of character values for junior high school / MTs science subjects. According to (Andriyani et al, 2015) Natural Sciences (Natural Sciences) subjects are given to students to develop students' knowledge, skills and attitudes towards matters relating to natural phenomena and phenomena that occur.

According to (Rizal, 2015) the attitude of students acts as a support in achieving a learning goal. Attitudes are influenced by supporters' feelings or not supporting an object. There are many assumptions that there is a positive relationship between student attitudes and learning outcomes. In other words, that students who have a positive attitude towards certain subjects tend to be more diligent in learning so that they achieve satisfactory results. And conversely, students who have a negative attitude towards learning, he will not be eager to learn so the results are less satisfying. Discipline problems are a problem facing schools today. According to (Elly, 2016) Discipline is an attitude that shows willingness to keep or comply with the provisions, rules, values and rules that apply.

In the process of learning science and other learning it is very necessary to have a disciplined attitude to realize a good learning process. According to (susianah, 2015) Discipline is an order that can regulate human life. The purpose of discipline is to form an individual person to be a good person, obedient and obedient to the rules that apply. In order for a student to learn well, he must be disciplined, especially discipline in terms of keeping the schedule, discipline in overcoming temptations that will delay learning time, self-discipline, and discipline in maintaining a healthy physical condition. The basic function of discipline is to teach children to accept restraints that are done to shape and

direct children to the right path and are socially accepted.

This study aims to determine the relationship of disciplinary attitude variables to the cognitive learning outcomes of students in integrated science learning in junior high.

METHODS

This research was carried out on March 26 2019 on April 2, 2019 in SMP Negeri 14 Jambi City in class VII D and class VII E Academic Year 2018-2019. The subject of this study were students of Jambi Koja 14 Middle School consisting of two study groups. Each study group consists of 30 students. So the total population in this study was 60 students.

This study uses quantitative research methods, namely in the form of quantitative data and analyzed using correlation analysis techniques. According to (Panggabean, 1996) Correlation research is research that detects the extent to which variances on a factor are related to variances on one or more other factors based on correlation coefficients. According to (Sudijono, 2008) correlation analysis techniques are statistical analysis techniques regarding the relationship between two or more variables. Collaboration analysis techniques can be divided into two groups, namely bivariate correlation analysis techniques and multivariate analysis techniques. But we use bivariate analysis techniques which are based on two variables. The main aspect in this study is to determine the extent of the relationship between the disciplinary attitudes of students possessed by learning achievement obtained by students.

This study uses two types of instruments, namely test and non-test.

1. Test

The test used in the study consisted of 30 items in the form of multiple choices. Tests are used for the purpose of knowing achievements and achievements and improving student learning achievement.

2. Non-test

The non-tests that we use are the questionnaire system. Where the questionnaire is used to determine students' disciplinary attitudes towards science subjects. The questionnaire to be given is closed and consists of 25 statements. This questionnaire uses a Likert scale. Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. The scale uses a scale of four namely Strongly Agree (ST) given a

score of 4, Agree (S) given a score of 3, Less Agree (KS) given a score of 2 and Strongly Disagree (STS) is given a score of 1.

The results of questionnaire data and questions are processed using the SPSS application. This processing aims to see the relationship between disciplinary attitudes and knowledge of science concepts towards students of class VII D and VII E SMP Negeri 14 Jambi City.

RESULTS AND DISCUSSION

In this study the data were taken from class VII D and VII E SMPN 14 Jambi City totaling 60 students. The results of this data were obtained from the distribution of questionnaires and questions, the questionnaire used was a student learning discipline questionnaire while the questions were in the form of a class VII Natural Science question on the Form of Substances in the form of multiple choice. This aims to determine the correlation or relationship that occurs between the questionnaire and the questions. Before doing the correlation test, first do the normality test and linearity test. The results of the data below are displayed in the analysis of data analyzed using SPSS.

Normality test

Detection of normality is done by looking at the data in sig kolmogorov-Smirnov. In the normality test carried out with the help of SPSS Statistics 23. The results are shown in Table.

Table 1. Normality test results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VII D	0.103	30	0.200	0.948	30	0.146

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VII E	0.095	30	0.200	0.971	30	0.580

According to (Mona, 2017) The purpose of the normality test is to test whether in a regression model, the dependent variable and the independent variable or both have a normal distribution or not. A

good regression model is normal or near normal data distribution. Detection of normality is done by looking at the Normal Probability graph. According to (Rahartiwi, 2016) Test for normality of data aims to determine whether in the dependent variable and independent regression models both have a normal distribution or not. The following is a picture of the Normality Test of Questionnaire class VII D and VII E.

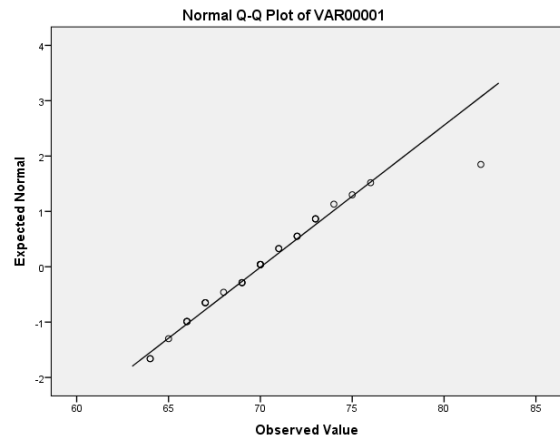


Figure 1. Normality test results

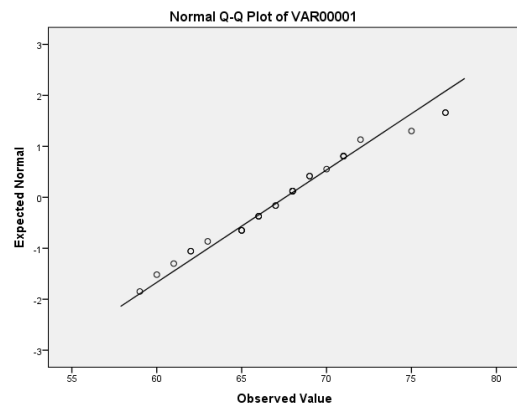


Figure 2. Normality test results

Table 2. Normality test results

Tests of Normality Question						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VII D	.109	30	.200 [*]	.965	30	.420

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VII E	.124	30	.200 [*]	.962	30	.355

And the following is a picture of the Normality Test Question class VII D and VII E.

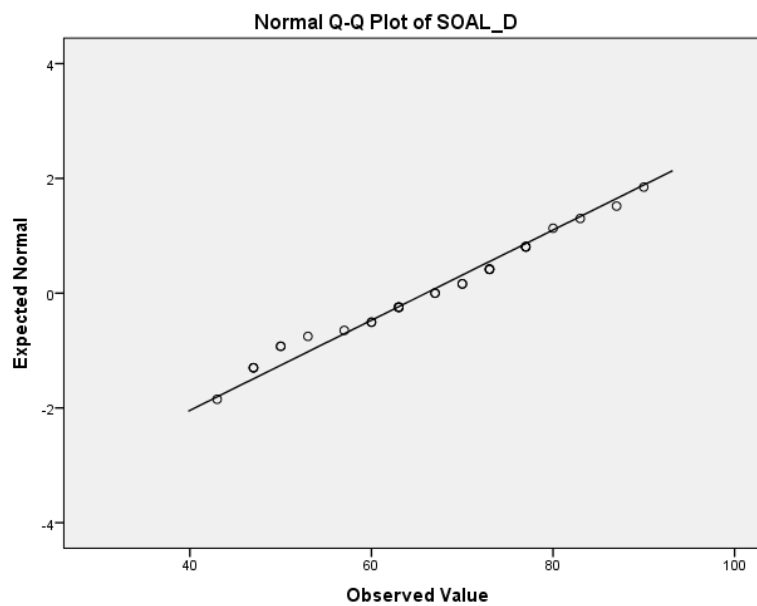


Figure 3. Normality test results

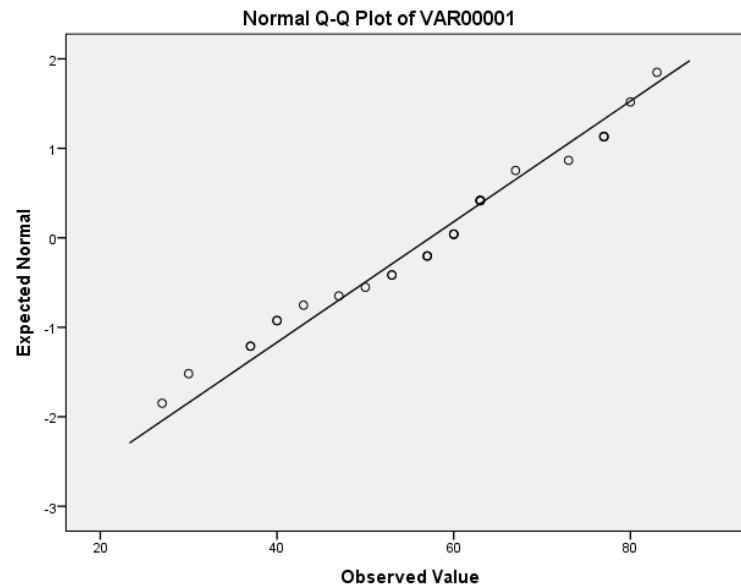


Figure 4. Normality test results

Based on the picture above, it can be seen that the points spread around the diagonal line, and the distribution follows the direction of the diagonal line, so that it can be concluded that the questionnaire data and the question data are normally distributed.

Linearity Test

According to (Ghozali, 2010) Testing of computer-assisted linearity SPSS Statistics 23. Judging from the data obtained by comparing the Value (Sig.) With 0.05 it can be said that there is a significant linear relationship between the independent variables with the dependent variable, deviation from linearity > 0.05. The calculation results are presented as in the table.

According to (As'ari, 2018) Linearity Test, Testing requirements analysis is a regression linearity test. Linearity test is used to test whether the three variants have a relationship or not. Regression linearity tests of these variables are used for testing with one-way ANOVA. With rules: If Asymp. Sig. smaller than the probability price used, then linear regression. If Asymp. Sig. greater than the probability price used, the regression is not linear.

From the data above, it can be seen that the sig value is 0.000. A data can be said to be linear if the data sig linearity is small than 0.05. So it can be concluded that the data above is linear because of $0.000 < 0.05$.

Table 3. Calculation results of linearity test

Model	Sum Of Squares	df	Mean squares	F	Sig
1	1073.31	1	1073.3	114	.000 ^b
.Regression	0	10		6.65	
on				7	
Residual	54.290	58	.936		
Total	1127.60	59			
	0				

Correlation Test

According to (Sudijono, 2008) correlation analysis techniques are statistical analysis techniques regarding the relationship between two or more variables. Collaboration analysis techniques can be divided into two groups, namely bivariate correlation analysis techniques and multivariate analysis techniques. According to (Tandelilin, 2010), the correlation test is testing linear relationships between today's returns and returns in the past. The higher the correlation between past returns and current returns, means the higher the ability of past returns to predict future returns. According to Sugiyono (2010) the guidelines for interpreting the results of the correlation coefficient are as follows:

- 0.00 – 0.199 : very low
- 0.20 – 0.399 : low
- 0.40 – 0.599 : medium
- 0.60 – 0.799 : strong
- 0.80 – 1.000 : very strong

Table 4. Data from the correlation results:
Correlations

		Question D & E	Questionnaire D & E
Question D & E	Pearson Correlation	1	.976**
	Sig. (2-tailed)		.000
	N	60	60
Questionnaire D & E	Pearson Correlation	.976**	1
	Sig. (2-tailed)	.000	
	N	60	60

Based on the results of the correlation data above, the data that is getting closer to 1 then the data is increasingly valid. From the SPSS output above we can see that the significant value <0.05 and Person Correlation is $0.976 > 0.05$ so it can be concluded that the data has a very strong relationship between the characteristics of discipline towards student learning outcomes. It is said to be

very strong because the pearson correlation is in the interval of 0.80 – 1.000.

Thus, we can find out from the data obtained that there is a relationship between the questionnaire of the character of discipline and the matter of integrated science materials, especially physics. This means that the character of discipline really needs to be applied to students, because discipline is one of the important factors in determining the learning outcomes of students.

CONCLUSION

From the data that has been explained that the test results obtained correlation / relationship of 1 where the results show the data has a relationship. Whereas the person correlation obtained a value of 0.976 which has a positive sign that has the meaning of having a direct relationship and the level of the relationship is very high. This means that from the purpose of this study, it was concluded that there was a relationship regarding the questionnaire of character discipline towards learning outcomes, especially in science subjects, especially Class VII physics.

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