

The Influence of Learning Discipline and Environment on Learning Outcomes at the Institut Bisnis Dan Komputer Indonesia

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Abstract

Every pupil and student needs to receive attention in improving their learning outcomes at every level of education they take. In this research, the research variables used are learning discipline (X1) and environment (X2) as independent variables and learning outcomes (Y) as the dependent variable. The research location is the Institut Bisnis Dan Komputer Indonesia where students from the class of 2022 are used as respondents or population and the sample is 45 people. Data was collected using a research instrument in the form of a questionnaire and then processed using SPSS 16. The SPSS processed results show that the influence of discipline on learning outcomes was 95.2%, the influence of the environment on learning outcomes was 92.4%, while the influence of learning discipline and the environment together they influence the learning outcomes of students in the class of 2022 at the Institut Bisnis Dan Komputer Indonesia by 77.4%.

Keywords: *Learning Discipline, Environment and Learning Results.*

Introduction

Basically, every human being wants to realize his life achievements through the various activities he carries out, each of which he pursues in order to achieve what he dreams of.

The government has high hopes for its people to realize the development that is currently taking place through students and the younger generation as implementers of development in Indonesia for the future.

Students, university students and the younger generation must be prepared by the state by providing the facilities and infrastructure they need as a place to be creative and learn in improving the quality of education that students, university students and the next generation must have as their provision in dedicating themselves to our nation and state, Indonesia. .

Students, university students and the younger generation are government assets in the field of human resources which must be managed well by the government so that Indonesia's future is maintained because it has been prepared from an early age by the government. The human resources in this country provide the country with the means to carry out the wheels of development in the future well and in a planned manner over a long period of time.

Good resources are prepared by various parties or government agencies, one of which is educational institutions which are formal channels for improving the quality of human resources through formal education.

Existing formal educational institutions start from the lowest level, namely early childhood education, up to the tertiary level with various majors.

At the tertiary level, students will be formed through the curriculum provided by each tertiary institution in order to provide human education through the higher education level so that it is hoped that after

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completing education at the tertiary level, their field of knowledge can be utilized in the community as users of tertiary graduates.

Students as the output of higher education should be followed by the quality of the student while attending lectures at the tertiary level which is the result of student learning while studying at a higher education institution. It is hoped that with quality students we can accelerate the implementation of development in our country, Indonesia.

Improving the quality of student graduates is achieved through good learning by each student, so it is necessary to evaluate the implementation of every teaching and learning process in higher education.

Learning evaluations are carried out to see the learning outcomes of all pupils and students at each educational institution that they have attended during a certain period of time which has become the educational curriculum.

By evaluating learning outcomes, the aim is to find out whether pupils and students can accept the material presented by teachers and lecturers who are giving lessons to them so that the quality of education can be improved by pupils and students.

Learning outcomes will explain to what extent students and students can grasp or accept the material presented during the teaching and learning process in their respective departments.

Parwati, Suryawan, and Apsari, 2018, said that learning outcomes are a behavioral act that includes cognitive, affective and psychomotor aspects.

The expected results of the learning activity process are good learning outcomes which meet the graduation standards set by universities or other educational institutions.

The learning outcomes that have been implemented must be able to be measured with the success scores that have been determined in each educational institution so that improvements can be made when the learning outcomes do not meet good expectations.

To create good learning results, of course, it is influenced by several factors, including learning discipline and the learning environment.

Students and students really hope for good learning results through the hard efforts they have made during the teaching and learning process, but in reality sometimes not all of these hopes come true where many students and students also get evaluations of their learning results that are not good.

Good learning discipline carried out by students will produce good learning results where students have a good study plan and carry out a good study schedule as well as compliance in carrying out the learning process.

Then the students have also obeyed and complied with all the rules in the educational institution where they study and obeyed all the orders of teachers and lecturers who provide material in their classes to be implemented consistently.

Sukardi in Anggraini, Patmanthara and Purnomo: 2017, says that discipline is avoiding disturbances or temptations from the surrounding environment.

Based on the opinion above, it can be concluded that discipline is the attitude of every student to avoid all temptations that can damage the ongoing teaching and learning process.

On the other hand, if the teaching and learning process is not disciplined, it will result in poor learning outcomes. This opinion is supported by the theory of HamalikIndriyanti, Djaja and Suyadi, 2017, which states that undisciplined behavior in students will have unfavorable consequences for students and students.

The results of a learning activity are usually shown in measurable values which are usually obtained from the results of exams or tests. This is done to see how far the students have progressed

The environment is a condition that occurs in a certain condition that has occurred continuously on a certain object so that it can influence the atmosphere in that environment.

The learning environment can be influenced by 2 factors, namely:

- Internal factors, namely the atmosphere that occurs within the school environment, such as: school cleanliness, communication between students, student behavior, etc.
- External factors, namely the atmosphere that occurs outside the school environment, such as: noise, society, air pollution, etc.

Learning discipline and the learning environment can influence good learning outcomes where the two are closely related to produce good learning outcomes for students and students.

Problem Formulation

In this research, the problem formulation can be drawn as follows:

- How much influence does learning discipline have on learning outcomes at the Institut Bisnis Dan Komputer Indonesia?
- How much influence does the environment have on learning outcomes at the Institut Bisnis dan Komputer Indonesia
- How much influence does learning discipline and the environment have on learning outcomes at the Institut Bisnis Dan Komputer Indonesia?

Research Objectives

The research objectives are as follows:

- To find out how much influence learning discipline has on learning outcomes at the Institut Bisnis Dan Komputer Indonesia.
- To find out how much influence the environment has on learning outcomes at the Institut Bisnis Dan Komputer Indonesia.
- To find out how much influence learning discipline and the environment have on learning outcomes at the Institut Bisnis Dan Komputer Indonesia.

Benefits of Research

Theoretical Benefits

- To increase knowledge about learning disciplines and the learning environment on learning outcomes at each educational institution.
- This research can be used by other researchers who conduct the same research in different places.

Practical Benefits

For Researchers

This research is very useful for researchers because it can answer problems that exist in educational institutions so that solutions can be found.

For Students

Students can improve themselves in pursuing education well through learning discipline and following the learning environment in educational institutions so that they can improve their learning outcomes.

For Educational Institutions

Educational institutions must apply learning discipline to their institutions and be able to create a good learning environment to increase the value of their students' learning outcomes.

Learning Outcomes

In the learning and teaching process at every educational institution, the main objective of the learning and teaching process is how to achieve good learning outcomes for students in educational institutions as a provision for them to implement their knowledge in the future in society.

Learning outcomes are expectations for the efforts that students have made in pursuing their education over a period of time, so evaluations must be carried out to see student learning progress. By evaluating learning outcomes, it will be seen how the learning process has been implemented so far so that if there are deficiencies in achieving these learning outcomes, there is still an opportunity to improve them at a later date.

Then Susanto, 2013, said that learning outcomes are the abilities that children gain after learning activities. Learning outcomes are the results achieved by students during teaching and learning activities as well as evidence of success shown in cognitive, affective and psychomotor aspects shown in the form of symbols, letters and sentences.

The learning outcome indicators are as follows :

Affective which includes:

- Acceptance shows an attitude of acceptance and an attitude of rejection.
- A welcome or response shows a willingness to participate or be involved and take advantage.
- Appreciation or appreciation shows importance and benefit and considers it beautiful and harmonious.

Cognitive which includes:

- Knowledge (remembering, memorizing, mentioning).
- Comprehension (explain, explain, summarize).
- Application (calculating, forming, applying).
- Analyze (select, differentiate, divide).
- Synthesis (arranging, arranging, arranging).
- Evaluation (assess, criticize, interpret).

Psychomotor which includes:

- Movement or motor skills include skills in coordinating the movements of the eyes, hands, feet and other body parts.
- Skills in expression include fluency in pronouncing or speaking and the ability to make facial expressions and physical movements.

Learning Discipline

In human life, a human discipline is needed which will regulate every human step and behavior to protect oneself so that one can always create a good atmosphere in one's life.

Discipline is very important for students because it will create student expertise in forming student character and personality.

Rose Mini, 2017, said that discipline is a guidance process that aims to instill certain behavioral patterns, certain habits or form humans with certain characteristics that aim to improve quality and morals.

Moenir, 2015, explains that the indicators of learning discipline are:

Time discipline which includes:

- Be punctual in learning which includes leaving and returning from school on time, studying at home and going to school on time.
- Do not leave the classroom during class.
- Complete tasks within the given time.

Discipline of actions which includes:

- Adhere to regulations.
- Don't be lazy about studying.
- Disturbing others for your own sake.
- Doesn't like lying (honest).
- Fun behavior. (Moenir, 2015).

Environment

In a teaching and learning condition, it is hoped that there will be a good learning environment so that it can improve a comfortable learning atmosphere for pupils and students in studying at their educational institutions.

The existing environment will be able to change student behavior to study more closely because there is comfort for students in gaining knowledge in one place so that the desire to learn can persist for students.

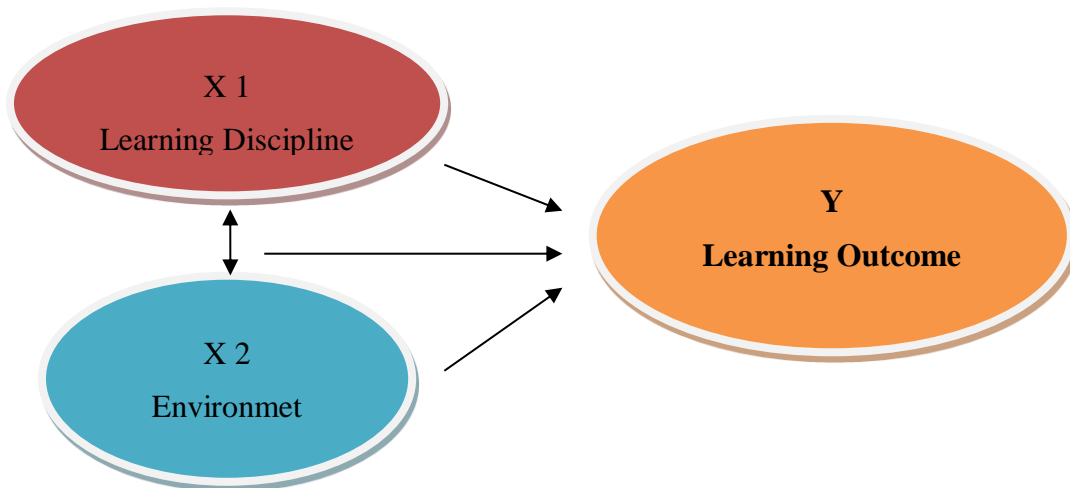
Rita, 2017, said that the learning environment is a place or atmosphere (circumstances) that influence the process of changing human behavior.

Then Bloocher in Mariyana, Nugraha and Rachmawati, 2010, said that the learning environment is a physical, social and psychological context in which children learn as a means or forum for students to devote themselves to being able to carry out activities, be creative, explore, experiment and express themselves to get the goals of the learning process.

Slameto, 2015, said that the learning environment indicators are:

- How do parents educate?
- b. Relations between family members.
- c. Home environment.
- d. Family economic conditions.
- e. Family cultural or educational background.

Framework Of Thinking



Previous Research

- HerianaSimatupang, Binsar Tison Gultom, Benjamin Albert Simamora, 2023, explained the results of their research that learning discipline and the learning environment together influence learning outcomes at SMA Negeri 2 PematangSiantar where $F \text{ count} > F \text{ table}$ or $10.077 > 3.07$.
- Theresia KhewinaiTolok, Ari Data, Fernando Saragih, 2023, explains that the research results show an influence between learning discipline and the learning environment on Economics learning achievement in Class XI Students at SMA Negeri 2 Nubatukan where $F \text{ count} > F \text{ table}$, namely $21.79 > 3.98$.
- Dus Hendra, Rijal Abdullah, 2018, explains that the influence of learning discipline on learning outcomes is 28.4%.
- Katarina Y Sagulu, there is an influence of learning discipline and the learning environment on the learning outcomes of SMA N 1 Class XI Kashan Bantul students where $F \text{ count} > F \text{ Table}$, namely $9.363 > 3.09$.
- Zahrotu Chaerunisa, Jamil Latief, 2021, where the results of his research show the influence of learning discipline on learning achievement at SDN Cipinang Muara 02 Pagi Jakarta where $T \text{ count} > T \text{ table}$ or $3.561 > 2.042$.

Hypothesis

- Learning discipline influences the learning outcomes of students class of 2022 at the Institut Bisnis Dan Komputer Indonesia.
- The environment influences the learning outcomes of students class of 2022 at the Institut Bisnis Dan Komputer Indonesia.
- Learning discipline and environment influence learning outcomes for students class of 2022 at the Institut Bisnis dan Komputer Indonesia.

Research Methodology

Research Locations and Research Schedule

This research was conducted at the Institut Bisnis Dan Komputer Indonesia on Jalan Kolam No. 41 Medan from March to July 2024.

Data Types and Sources

Data Type

The data used are qualitative and quantitative data originating from research instruments in the form of questionnaires, interviews, documentation and observation.

Then the data is collected, tabulated and processed using SPSS so that the hypotheses that have been prepared can be answered.

Data Source

Primary data sources were obtained from questionnaires distributed to students at the Institut Bisnis Dan Komputer Indonesia.

Secondary data was obtained from the Institut Bisnis Dan Komputer Indonesia, namely students at the Institut Bisnis Dan Komputer Indonesia, namely the class of 2022.

Data Collection Techniques

Data collection in the research was carried out using research instruments, namely:

- Questionnaires distributed to respondents in the class of 2022 of the Institut Bisnis Dan Komputer Indonesia.
- Interviews were conducted between researchers and respondents at the Institut Bisnis Dan Komputer Indonesia.
- Direct observation of the research object, namely the Institut Bisnis Dan Komputer Indonesia.
- Documentation through information on literature from various sources to support this research.

Population and Sample.

Population

As research data, there are 45 students from the class of 2022 at the Institut Bisnis Dan Komputer Indonesia.

Melva Sitanggang, Togu Harlen Lbn. Raja, 2011, explains that data comes from a population that is used as an object, which is a whole set of objects or subjects that are closely related to research so that they can answer existing problems.

Sample

A sample is data taken from an existing population or respondents and depends on the number of respondents available. The sample is or represents the population that will be used as the unit of analysis studied. (Arikunto, 2002).

The number of respondents or population is only 45 people, so the sample used is a total of 45 people, which is called a saturated sample.

Measurement Scale

The data collected from the questionnaire is qualitative data so the data must be quantified in the form of numbers using a Likert scale with 5 levels which is an ordinal scale so that quantitative data is obtained.

Strongly Agree (SS)	= 5
Agree (S)	= 4
Neutral (N)	= 3
Disagree (TS)	= 2
Strongly Disagree	= 1

Test Data.

Validity Test

Data collected through questionnaires must be tested with a validity test to see the validity of the existing data.

Validity tests are used to show that a measure really measures what it wants to measure. (Sunyoto, 2007: 106). The basis for decision making is:

- If $r_{\text{count}} > r_{\text{table}}$, then the item or question is valid.
- If $r_{\text{count}} < r_{\text{table}}$, then the item or question is invalid.

Reliability Test

The aim of the reliability test is to find out whether the measurement tool is reliable in measuring. In this case, if the Reliability coefficient (α) value is > 0.60 then the variables and question items being measured can be trusted or relied upon. (Sunyoto, 2007).

Classic Assumption Test

Normality Test

The normality test is a test carried out to determine whether the residual values produced by regression are normally distributed or not and assess the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not.

Multicollinearity Test

The multicollinearity test is to see whether there are symptoms of multicollinearity or whether there is a high correlation between the independent variables in a model and a good model should not have symptoms of multicollinearity.

Heteroscedasticity Test

In the heteroscedasticity test, what you want to see is how different the variance is from the residual of one observation to another observation.

Linear Regression Test

In this research, a mathematical model was created to see how much influence each variable has on other variables so that it can be seen how big the influence of each is.

Puspowarsito, 2008, explains that linear regression describes a regression equation that explains the influence of one variable on another variable.

In this research, the formula for the linear regression equation is:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Information :

Y: Learning Outcome Variable.

X1: Discipline Variable.

X2 : Environmental Variables.

a : Constant.

b : Regression Coefficient.

e : Other variables not studied.

The Influence of Learning Discipline on Learning Outcomes for Class of 2022 Students at the Institut Bisnis Dan Komputer Indonesia.

Based on data collected using a questionnaire regarding the influence of learning discipline on learning outcomes for students class of 2022 at the Institut Bisnis Dan Komputer Indonesia, it is known that this influence is 0.952 or 95.2%.

This result can be seen from the SPSS results where the tabulated data obtained using SPSS shows that the effect of learning discipline on learning outcomes is 95.2% which can be seen in table 1.

Table 1 SPSS Results Regarding the Influence of Learning Discipline on Learning Outcomes

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	43.607	18.656		2.337	.024	5.957	81.257					
	DisiplinBelajar	.104	.109	.146	.952	.347	-.116	.324	.126	.145	.144	.981	1.019
	Lingkungan	.125	.135	.141	.924	.361	-.148	.397	.121	.141	.140	.981	1.019
a. Dependent Variable: Learning outcome													

Source: Processed Data, 2024.

Influence of the Environment on Learning Outcomes for Class of 2022 Students at the Institut Bisnis Dan Komputer Indonesia.

Then in Table 1 we can also see the results processed by SPSS where the influence of the environment on learning outcomes for students from the class of 2022 at the Institut Bisnis Dan Komputer Indonesia is 0.924 or 92.4%.

18. The Influence of Learning Discipline and Environment on Learning Outcomes for Class of 2022 Students at the Institut Bisnis Dan Komputer Indonesia.

To see how much influence learning discipline and environment have on the learning outcomes of the 2022 class of students at the Institut Bisnis Dan Komputer Indonesia, we can look at the SPSS results in Table 2

Table 2 SPSS Results

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.402	2	6.201	.774	.468 ^a
	Residual	336.398	42	8.009		
	Total	348.800	44			
a. Predictors: (Constant), Lingkungan, DisiplinBelajar						
b. Dependent Variable: Hasil Belajar						

Source: Processed Data, 2024.

Based on Table 2, we can see that the calculated F value is 0.774 or 77.4%, meaning that learning discipline and the environment simultaneously influence the learning outcomes of students in the class of 2022 at the Institut Bisnis Dan Komputer Indonesia.

Conclusions and Suggestions

Conclusion

- Through the results of data processing based on the hypothesis that has been developed regarding the influence of learning discipline on learning outcomes, it can be explained that the influence of learning discipline on learning outcomes for students in the class of 2022 at the Institut Bisnis Dan Komputer Indonesia is 95.2%.
- Then the environment also influences the learning outcomes of the 2022 class of students at the Institut Bisnis Dan Komputer Indonesia amounting to 92.4%.
- Taken together, learning discipline and the environment have an influence on the class of 2022 students at the Institut Bisnis Dan Komputer Indonesia by 77.4%

Suggestion

For the future, the Institut Bisnis dan Komputer Indonesia will continue to pay attention to student discipline and a good environment on campus so that the learning atmosphere is very conducive on the campus of the Institut Bisnis Dan Komputer Indonesia. Discipline must still be maintained and even improved to make students study in full compliance with all existing rules on campus as well as the environment on campus to be maintained so that the campus atmosphere makes students calm to gain knowledge at the Institut Bisnis dan Komputer Indonesia, so that learning outcomes can be maintained and can even be improved.

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