The Effect of Teacher Discipline and Learning Interest on Student Achievement

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ABSTRACT
Write the The study is a quantitative correlation with linear regression analysis dealing with three independent variables and one dependent variable to know links between variables through numerical data obtained from field research. The sample was 20,10%, with 80 students from the total population of 398 students in SMP Nida Al-Qur'an Kedu Temanggung. Data collection uses library study methods, documentation and questionnaires. Data processing techniques use SPSS for classic assumptions statistical tests F and T. Teacher discipline and interest in learning are assessed according to a perspective based on indicators from experts and student achievement using indicators measuring student achievement in the form of numerical values taken from curriculum merdeka report cards. So the results obtained were that teacher discipline and interest in learning had a positive effect of 69.5% on student achievement in Islamic Religious Education Lessons SMP Nida Al-Qur'an Kedu simultaneously based on the calculated F count greater than the F table value (87,662 > 3,114), strengthened by sig. value 0.000 < 0.05. Teacher discipline has a positive effect on student achievement in Islamic Religious Education Lessons SMP Nida Al-Qur'an Kedu strengthened by sig. value 0.000 < 0.05. and the t count is 2.905 > t table 1,665. Interest in learning has a positive effect on student achievement in Islamic Religious Education Lessons SMP Nida Al-Qur'an Kedu with a significance value of 0.000 < 0.050, and the t count is 6,111 > t table is 1,665.

Keywords: teacher discipline, Learning Interests, Student achievement

INTRODUCTION

The rapid development of information technology has an impact on all fields including education (Yona Sidratul Munti and Asril Syaifuddin 2020). Educators and students are not all able to adapt to information technology so that it becomes one of the problems of the development of information technology in education. Being an educator is not only a profession but a responsibility attached to every person who chooses the profession. According to Ardana & Utama in Amalda and Lantip Diat Prasojo, work discipline is an attitude of respect, appreciation, obedience, and obedience to applicable regulations, both written and unwritten and able to carry them out and not avoid receiving sanctions (Amalda and

Prasojo 2018). An educator must have a disciplined attitude because educators are role models for students. Educators who are present and start learning on time and before the lesson ends do not leave their class can arouse students' interest in learning (Nursyamsiyah, S., & Huda, H. 2024).

Teacher discipline has a significant correlation with learning achievement in Saifuddin's research and discipline in general by Amalia. Then, discipline has a correlation with learning interest which affects student achievement. Furthermore, interest in learning has a positive contribution in improving learning achievement (Arisana and Ismani 2012). Based on the results of the case study and field findings, complaints were found such as there were several teachers with good social competence, but could not be optimal in managing classroom management. The emergence of delays in providing information related to learning and education, which results in students' ignorance of the learning information provided. In the learning process, learning activities are not always maximally successful and optimal. Sometimes problems arise that result in failure or learning difficulties experienced by students.

The occurrence of learning difficulties is due to students not being able to link new knowledge with knowledge that has been obtained in subjects, especially Islamic religious education, which causes incomprehension or lack of clarity about a subject matter or theme. Decreased responsiveness of an educator due to several unfinished administrations. In addition, the lack of maximum discipline of an educator in responding to a problem or complaint experienced by students. Some students often do not know the grades obtained when doing assignments or tests, students know the values obtained when taking report cards, some students also still have confusion in determining whether their learning methods are good or not so that their learning achievement does not increase because they do not know the grades obtained when doing assignments or tests so that there is still confusion in determining whether their learning methods are good or not (Ilmu and Sejarah 2024).

Some students are still seen outside the classroom after the entrance bell rings or the learning time starts. Educators in this case have a very important social role to embrace and provide examples of positive attitudes to students. Furthermore, if students are not disciplined at learning time, it can result in low interest in learning. Based on the reality in the field, various solutions were found that contributed to the problems faced by educators. So that the author will conduct research with the title "The Effect of Teacher Discipline and Learning Interest on Student Achievement in Religious Education Subjects at SMP Nida Al-Qur'an Kedu Temanggung. The research is expected to be an evaluation material for educators and agencies to improve learning achievement, especially educators in managing classroom management. In general, the problems that arise in this research are:

1. PAI teachers at Nida Al-Qur'an Kedu Junior High School have good discipline in obeying the Foundation's regulations, but have not been optimal in managing classroom management.
2. Teachers do not all arrive at school or go home according to the specified time.
3. There are teachers in managing personal, class and student administration varies in discipline.
4. Some students are more enthusiastic in learning when educators have good discipline and friendliness.
5. The learning achievement of Islamic Religious Education of Nida Al-Qur'an Kedu Junior High School

students varies and the majority is good.

Researchers conducted a literature review through journal literature to find the variables and respondents of previous studies with the variables and respondents used by researchers, as follows:

Table 1

Previous Literature Review

No	Researcher/Year	X1	X2	Y	Description
1.	Amalia Fasya, dkk (2023)	√		√	There are two X variables, learning motivation and discipline. Researchers use learning interest.
2.	Saifuddin (2022)	√		√	One X variable and Y respondents of grade VI students. Two X researchers and all junior high school students as respondents.
3.	Claver (2020)	√		√	Variable X is motivation accompanied by variable Z holistic approach. Researchers do not use Z / Intervening variables.
4.	Agung Dwi, dkk (2019)	√			Variable X is leadership style, accompanied by Z motivation and Y focuses on teacher performance. Researchers do not use Z / Intervening variables.
5.	Rivana, dkk (2023)	√		√	The Y variable of student learning outcomes is still general and not specific to PAI.

There are some differences with previous research. The focus of research on discipline variables is the teacher and interest focuses on the learning process. In addition, there is still no specific research that leads to the combination of teacher discipline variables and interest in learning on student achievement in PAI subjects.

RESEARCH METHOD

Quantitative or numerical research is used by researchers to determine the correlation and influence of certain variables. The quantitative approach is used to present numerical data on causal correlation by means of direct field studies (Sugiyono 2019). Researchers obtained numerical data from the field by distributing questionnaires containing teacher discipline variables, interest in learning and PAI learning achievement. The questionnaire was prepared through a literature review that focused on determining variable indicators according to figures in their fields. In addition, researchers deepened research data from respondents through oral data in the form of descriptions of research objects. The researcher took the location at Nida Al-Qur'an Junior High School, Traji-Bandunggede Street, Paladan, Rice Field Area, Tegalsari, Kedu Subdistrict, Temanggung Regency, Central Java 56252.

The reasons why researchers took the location at Nida Al-Qur'an Junior High School include the fact that the junior high school is located within the pesantren. Where the discipline of students can be

said to be good because it is supervised by the Foundation, but sometimes due to formal and informal education factors, students cannot follow optimally. Second, the school is tahfidz-based. This makes children tend to be disciplined because there is a concept of routinizing memorization. Researchers chose the population of all students of SMP Nida Al-Qur'an Kedu with a total of 398 students. If there are respondents in a population exceeding one hundred can be sampled between 10-15%, 15-25%, or more .

Based on the above calculation, the sample is 79.91 from a population of 398 students, then rounded 80 because the subject is not a fractional number. The sample of 80 students is 20.10% of the total population. The sampling respondents were taken by researchers in grade nine because they had participated in PAI learning longer and more comprehensively. Data on PAI learning achievement scores were taken through report cards in the fifth semester. Data collection techniques used by researchers through the following methods: literature study, documentation, and questionnaires.

RESULTS & DISCUSSION

Description of Research Object

Nida Al-Qur'an High School is located in Tegalsari, Kedu sub-district, Temanggung district, Central Java. The junior high school is led by the principal Arini Zakiya AR who synergizes with the boarding school, where every student must be willing to nyantri / live in the dormitory provided or more commonly known by Javanese people with the term "mondok". Although Nida Al-Qur'an Junior High School uses an independent curriculum, school management is still under the auspices of the Foundation. Nida Al-Qur'an Kedu Junior High School was established by the LSPD Foundation. Starting from 2011, the operation of Nida Al-Qur'an Islamic Boarding School and Wajar Dikdas (Package B) began. Over time, through various events and various considerations, the Foundation decided to establish a junior high school to replace the existing Wajar Dikdas. In 2014, Nida Al-Qur'an Kedu Junior High School began operating with the Operational License Decree No. 421.3/06/2014 dated October 27, 2014.

Nida Al-Qur'an Junior High School now has a study group of 12 classes, where each level consists of 4 classes. Male and female classes are separated with the scheme of each level having A-B occupied by male students and C-D occupied by female students. The number of students reached 398 people. The researcher took the object of respondents with a total of 80 students from the eighth grade. Literature data was also extracted through documentation methods from school operators and principals. And Nida Al-Qur'an Junior High School has educators and education personnel totaling 27 people.

Instrument Test

1. Validity Test

The validity test is a valid or invalid measuring tool for the questionnaire and whether or not it is suitable for use in the field. The valid foundation is the value of *r-value* > *r-table*. Researchers tested a questionnaire that had been filled out by 10 junior high school students in Kedu Temanggung. Based on 10 respondents and minus two, the *r-table* value is 0.707, Overall the *r-value* is greater than the *r-table*, only

the question in X2.2 has an r-calculated value of 0.656 below the *r-table*. Based on the data, it is explained that of the 18 questionnaire items, 17 items are declared valid and 1 item is invalid. One invalid item can still be used by changing the editorial in the indicator phrase to make it easy to understand. Specifically item number 18 was not tested by SPSS because variable Y was only one question and was authorized by the supervisor. Furthermore, the questionnaire can be used as a closed questionnaire and the basis for collecting data in the field.

2. Reliability Test

Reliability is used to measure the accuracy and accuracy of questionnaire statements that are consistent when used more than once on the same symptoms and conditions. Reliability is carried out through the SPSS Cronbach Alpha test with a single trial administration approach to determine the level of internal consistency reliability. The foundation is that the Cronbach Alpha variable> 0.60 is reliable and if the alpha value is close to one, the data is even more reliable and stronger. Researchers get the Cronbach Alpha value as follows:

Table 3

SPSS Reliability Test Results

Variables	N	Cronbach's Alpha	Level	Descriptive
Work Discipline (X1)	9	0.930	0.600	Reliable
Learning Interest (X2)	8	0.918	0.600	Reliable
Student Achievement in PAI Subjects (Y)	1	-	-	Reliable

Based on table 3, the X1 variable with a Cronbach Alpha (α) value of 0.930> 0.600 and the X2 variable value (α) 0.918> 0.600, so it is declared consistency in the questionnaire and can be used as a closed questionnaire and a basis for field data collection. Specifically, variable Y was not tested by SPSS because the variable was only one question so it could not. Variable Y was authorized by the supervisor.

Hypothesis Statistics

Coefficient of Determination

The coefficient of determination serves to determine the correlation between the dependent variable and the independent variable (Arianty and Andira 2021). The results of the questionnaire processing through SPSS are as follows:

Tabel 3

Determination Test ResultsModel Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.834a	.695	.687	1.54933

a. Predictors: (Constant), Learning Interest, Teacher Discipline

Based on table 3, the R Square value is 0.695 or 69.5%. This figure shows the amount of influence of variables X1 and X2 on Variable Y in combination, while 30.5% is influenced by error value factors or variables outside this study.

Multiple Linear Regression Analysis

This analysis is to determine the amount of influence of work discipline variables (X1) and interest in learning (X2) on student achievement in PAI subjects at Nida Al-Qur'an Junior High School (Y). The equation Y = a + bx1 + bx2 + e. Then Y = 67.764 + 0.147x1 + 0.355x2 + e. If the constant is positive 67.764 then the variables X1 and X2 are zero (0) or the value remains (constant) and the variable Y has a value of 67.764.

Tabel 4

Multiple Linear Regression Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	67.764	1.352		50.121	.000
	Teacher Discipline	.147	.051	.284	2.905	.005
	Learning Interest	.355	.058	.596	6.111	.000

a. Dependent Variable: Islamic Learning Achievement at Nida Junior High School

Regression coefficient of variable X1: 0.147 and variable X2: 0.355 where if there is an increase in variables X1 and X2 by 1 unit, it causes an increase in variable Y by 0.147 units from X1, Y by 0.355 units from X2. The coefficient is positive and unidirectional where if the X1 and X2 variables increase, the Y variable also increases.

F Statistical Test Results

Through the F statistical test, researchers can determine the amount of influence of variables X1 and X2 together on variable Y. Researchers compared F count with F table and sig F value with sig level (α = 0.05) (Ahmad, Tewal, and Taroreh 2019). The value of F table is (n-k) = (80-3), then F table 78 is 3.114.

The following are the results of the F test calculated from SPSS:

Tabel 5. F Statistical

ANOVAᵇ

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	420.855	2	210.427	87.662	.000ᵃ
Residual	184.833	77	2.400		
Total	605.688	79			

a. Predictors: (Constant), Learning Interest, Teacher Discipline

b. Dependent Variable: Islamic Learning Achievement at Nida Junior High School

Based on table 5, it is known that the calculated F value is greater than the F table value (87.662> 3.114), with a significance value of 0.000 <0.05. Thus, H0 is rejected Ha is accepted, which means that variables X1 and X2 together have a positive effect on variable Y.

T Statistical Test Results

With the *T-statistical* test, the effect of the independent variable on the dependent variable can be known individually, (Bahari and Ashoer 2018)explains that if sig <0.05 or = 0.05, the independent variable partially affects the dependent variable. Furthermore, researchers compare the calculated t value with the t table. The formula for the value of the T table is (n-k-1) = (80-2-1) then t-Table 77 = 1.665. The results of the T statistical test are:

Tabel 6. *T-Statistical*

Coefficientsᵃ

Coefficientsᵃ Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	67.764	1.352		50.121	.000
Teacher Discipline	.147	.051	.284	2.905	.005
Learning Interest	.355	.058	.596	6.111	.000

a. Dependent Variable: Islamic Learning Achievement at Nida Junior High School

Based on the table above, there is a positive effect of variable X1 on variable Y with a sig value of 0.005 <0.050 and t count of 2.905> t table 1.665. Variable X2 also has a positive effect on variable Y with

a sig of 0.000 <0.050 and t count of 6.111> t table 1.665. Furthermore, the hypothesis Ho Y = X1 and Ho Y = X2 which means there is no influence is rejected. And the hypothesis H1 Y ≠ X1, H1 Y ≠ X2, and Y ≠ X1 and X3 have an influence individually and jointly accepted.

Classical Assumption Test

Multicollinearity Test Results

   The multicollinearity test can determine whether or not there is a correlation between the independent variables. The SPSS results are as follows:

Tabel 7. Multicollinearity Test Results

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	67.764	1.352		50.121	.000		
Teacher Discipline	.147	.051	.284	2.905	.005	.416	2.404
Learning Interest	.355	.058	.596	6.111	.000	.416	2.404

a. Dependent Variable: Islamic Learning Achievement at Nida Ju

High School

   In table 4.5, the tolerance value of all independent variables is 0.416> 0.10 and the VIF value of all independent variables is also < 10. This shows that the independent variables have no multicollinearity symptoms, which means that all variables can be used.

Normality Test

   Researchers tested the questionnaire data with a normality test to determine the normality of residuals based on normal probability. The SPSS results are as follows:

Tabel 8. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		80
Normal Parametersa	Mean	.0000000

	Std. Deviation	1.52959354
Most Extreme Differences	Absolute	.108
	Positive	.108
	Negative	-.090
Kolmogorov-Smirnov Z		.962
Asymp. Sig. (2-tailed)		.313
a. Test distribution is Normal.		

In table 4.6, the sig value of the normality test for the Kolmogorov Smirnov method is 0.313> 0.050, which shows that the data in this study are normally distributed.

DISCUSSION

The Effect of Learning Discipline on Student Achievement in Islamic Education Subjects at SMP Nida Al-Qur'an Kedu

According to Hurlock, discipline has an important role in the development of a child in meeting certain needs. Discipline is important in learning activities. (Rohman 2018). Discipline refers to a person's compliance in following rules because it is driven by existing awareness (Yudhyarta et al. 2023). The results of this study explain that there is a positive effect of teacher discipline variables on student achievement in Islamic Religious Education subjects at Nida Al-Qur'an Kedu Junior High School. Ho is rejected and the hypothesis is accepted, which means that there is an influence of variable X1 on variable Y.

Saifuddin also explained that the discipline of PAI teachers has a positive correlation with learning achievement based on "r" product moment 0.0619> 5% significance (0.388) and 1% (0.496). Claver (2020) also explained that discipline has a positive correlation with academic achievement of 0.46 in the field of physical education (Saifudin, Afifuddin, and Khotimah 2022). Researchers use variable Y in the form of Islamic Religious Education learning achievement. Then, Amalia explained the effect of discipline on PAI learning achievement of 6.659> 1.999 and a sig value of 0.000 <0.05 (Ishak, Syahidin, and Anwar 2016).

Library Research explains the relevance of teacher discipline to children's learning outcomes. Where teacher discipline can improve student learning outcomes to the maximum Kedisiplinan Guru Pendidikan Agama Islam dalam Meningkatkan Hasil Belajar Siswa. According to Sulistyowati, students can learn well if they are disciplined, especially discipline in keeping a study schedule, discipline in overcoming all temptations that will delay study time, discipline towards themselves, and discipline in maintaining physical condition (Adiningtiyas 2018). Based on this, the first hypothesis (Ha.1) is accepted.

The Effect of Interest in Learning on Student Achievement in Islamic Education Subjects at SMP Nida Al-Qur'an Kedu

Learning interest is a factor that encourages students to learn based on interest or pleasure and desire to learn. Learning interest is also an important aspect of building motivation, forming social interactions, and student involvement in learning (Eka Dewi Asih 2022). The results of SPSS data processing in this study explain the positive effect of learning interest on student achievement in Islamic Religious Education subjects at Nida Al-Qur'an Kedu Junior High School. Where Ho is rejected and the hypothesis is accepted, which means that there is an influence of variable X2 on variable Y.

Nurhaeti's research, explains that interest in learning Islamic religious education has a regression coefficient X on Y of 0.142 (Arifian 2022). Learning interest has a 14.2% contribution to improving PAI achievement. The effect of interest in learning is also done through Hybrid Learning. Researchers did not use intervening variables and the focus of interest in learning was not specifically mentioned in the realm of PAI, but still globally and apparently also had a positive impact on PAI learning achievement.

Researchers agree with Asih where interest in learning and learning discipline have a 68.2% influence on PAI learning outcomes. Researchers focus on teacher discipline not students. This is reinforced by Rohimah's research (2020) which states that there is a positive influence of learning discipline and interest in learning on PAI learning outcomes. Learning interest has a positive contribution of 46% to PAI learning achievement. Followed by Slameto's quote by Euis Karwati & Donni Juni Priansa, there are several factors which can affect the learning interest of students, among others (Khairunniswah 2020). The factors that influence interest in learning according to Totok Susanto are motivation and ideals, family, the role of teachers, and social friends (Kartika, Husni, and Millah 2019).

In addition to the explanation above, the factors that influence interest in learning also include health, attention, readiness, talent or intelligence called internal factors. While external factors are family factors or methods of parents educating children, home atmosphere and economic conditions. Then, school factors (teaching methods, curriculum used, learning task load). And finally, community factors or activities in society, friends hang out have a faster influence on the child's soul (Fajar 2021). The explanation of the data above confirms that the learning interest variable is an important factor in the success of students in learning. Based on these results, the second research hypothesis (Ha.2) is accepted.

The Effect of Teacher Discipline and Learning Interest on Student Achievement in Islamic Religious Education Subjects at SMP Nida Al-Qur'an Kedu Together

Student learning outcomes can be influenced by two factors, namely internal factors and external factors. Internal factors that come from within the learners themselves in the form of health factors and body defects, intelligence, attention, interest, talent, motive, maturity, discipline and physical and spiritual fatigue. External factors come from outside the learners in the form of family, school and surrounding

community (Vandini 2016). In this study, learning outcomes or student achievement in PAI subjects at Nida Al-Qur'an Junior High School can be influenced by the discipline of a teacher. In addition, students who have a high interest in learning PAI must have optimal results. The study leads to a positive significance where there is an influence of each variable X and together on variable Y. Thus, H0 is rejected The hypothesis is accepted, which means that variables X1 and X2 if tested together or simultaneously have an effect on variable Y.

Iswidia also explained that learning discipline and interest in learning have a significant effect on student achievement with F-count 2.957 with a significant level of 0.040 smaller than 0.05 (Yusuf, Hendawati, and Wibowo 2020). While the learning discipline variable has a significant effect because the T-count is 2.283 with a sig level of 0.026 smaller than 0.05. The learning interest variable also has an effect with a sig T-count of 2.009 with a sig level of 0.049 less than 0.05. This affects the variable Y social studies learning achievement. Researchers have a distinction where the Y variable used is PAI learning achievement not social studies or social science. Researchers also focus on teacher discipline not students, but it is clear that discipline and interest have a positive contribution in improving learning achievement. This is the basis for educators and students to always pay attention to important factors in improving learning achievement, both academic and non-academic.

CONCLUSION

Based on the statistical analysis and the researcher's discussion, the following conclusions can be drawn:

1. Positive Influence of Teacher Discipline on Student Achievement in Islamic Education: The statistical analysis shows a significant positive influence of teacher discipline on student achievement in the subject of Islamic Education at SMP Nida Al-Qur'an Kedu Temanggung. An increase in teacher discipline by one unit corresponds to an increase in student achievement by one unit in PAI (Islamic Education), assuming other variables remain constant (ceteris paribus). Therefore, the research hypothesis (Hp) stating that there is an influence is accepted, while the null hypothesis (H0) stating no influence from teacher discipline on student achievement in PAI is rejected.

2. Positive Influence of Learning Interest on Student Achievement in Islamic Education: The statistical analysis also reveals a significant positive influence of learning interest on student achievement in the subject of Islamic Education at SMP Nida Al-Qur'an Kedu Temanggung. An increase in learning interest by one unit corresponds to an increase in student achievement by one unit in PAI, assuming other variables remain constant. Therefore, the research hypothesis (Hp) indicating an influence is accepted, while the null hypothesis (H0) suggesting no influence from learning interest on student achievement in PAI is rejected.

3. Combined Influence of Teacher Discipline and Learning Interest on Student Achievement: When considering both teacher discipline and learning interest simultaneously, there is a positive influence on student achievement in Islamic Education. This conclusion is supported by a significance value smaller

than the significance threshold. Therefore, it can be inferred that the research hypothesis (Hp) is accepted, while the null hypothesis (H0) stating no simultaneous influence from teacher discipline and learning interest on student achievement in Islamic Education is rejected.

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