The Influence of Learning Discipline and Peer Environment on Learning Outcomes of Business Economy in Class X at One of SMK Negeri in Jakarta

Rico Tri Rahmadi
Fakultas Ekonomi, Universitas Negeri Jakarta
ricotrhmdi@gmail.com
Sri Zulaihati
Fakultas Ekonomi, Universitas Negeri Jakarta
srizulaihati@unj.ac.id
Santi Susanti
Fakultas Ekonomi, Universitas Negeri Jakarta
ssusanti@unj.ac.id

Abstract. This research aims to determine the effect of learning discipline and peer environment on learning outcomes of business economics subjects in class X at one of SMK Negeri in Jakarta. The population of this research was 252 students. The sampling technique used proportional random sampling to obtain a sample of 147 students. The results of this research are: (1) There is a positive and significant influence between learning disciplines on learning outcomes as indicated by $t_{count} > t_{table}$ which is $5.097 > 1.97658$. (2) There is a positive and significant influence between the peer environment on learning outcomes as indicated by $t_{count} > t_{table}$ which is $3.232 > 1.97658$. (3) There is a positive and significant influence between learning discipline and peer environment on learning outcomes as indicated by the value of $F_{count} > F_{table}$ which is $33.833 > 3.06$.

Keywords: **Learning Discipline, Peer Environment, Learning Outcomes**

1. INTRODUCTION

Education is one of the right ways to shape quality human resources to support the achievement of national education goals. Because through education, humans gain knowledge, skills, values and attitudes, so they can think more systematically, rationally, and critically about the problems they face.

As stated in UU No. 20 tahun 2003 concerning the National Education System which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the life of the nation, aiming to develop the potential of students to become human beings who believe in and have faith in God Almighty, have good morals , healthy, knowledgeable, capable, creative, independent and be a democratic and responsible citizen.

A country's education can be said to be successful if it has met the objectives of national education, which has an impact on the amount of quality human resources produced. In addition, education can also be said to be successful if teaching and learning activities can be carried out effectively and efficiently so that the learning outcomes achieved are optimal.

However, the fact is the quality of education in Indonesia at this time is not optimal yet, because it still has low competitiveness, so it is a concern for all of us. According to the Survey of Political And Economic Risk Consultants (PERC), the quality of our country's education, the country of Indonesia is ranked 12th of 12 countries in Asia, just below the country of Vietnam. This can be proven in one of the schools in West Jakarta. The final exam results of business economics in class X at one of SMK Negeri in Jakarta can be said to have not been successful. The total number of class X students in business management is 252 students, with grades above KKM only 96 students, while 156 other students have not yet reached KKM.

One effort to improve student learning outcomes is to apply learning discipline. Learning discipline is self- awareness to control or control yourself to really learn (Sina, 2017, p. 77). Based on observations made by researchers there were still some students who were noisy in class, playing gadgets when teaching and learning activities were being carried out, many students went to the canteen before recess, came late more than 6:30, came late to class when changing subjects , chatting in class when the teacher is explaining the material, leaving the class for no apparent reason when there is no teacher and so on.

In addition to the discipline of learning, peer confusion is also an external factor that influences student learning success. Peers are children around the age or the same level of maturity also play a strong role in the social development and cognition of children (Slavin, 2011, p. 93). At the time of secondary education, students have entered their teens. Usually in their teens, children meet more intensely with their peers than with family. Even the role of family can be replaced by peers in the lives of teenagers. Santrock (2014, p. 92) Researchers have found that children who play with other people and have at least one close friend, achieve more achievement at school and be healthier mentally.

Besides being able to have a positive effect and increase motivation in teaching and learning activities, peers can also plunge negative things on children in school and outside of school. Like skipping school, smoking, fighting between students, making noise in

class, not listening to the teacher while explaining the material and violating the rules and regulations that exist both in the community and at school. According to a

2017 BNN's research, the number of drug abuse that occurs in students and college students reaches 810,267 people. A person is exposed to drugs initially because they are offered a close friend and subsequently gets drugs from them

So from the explanation of the problems above, researchers are interested in conducting a study entitled "The Influence of Learning Discipline and Peer Environment on Learning Outcome of Business Economiy In Class X at one of SMK Negeri in Jakarta".

2. RESEARCH THEORETICAL

a. Learning Outcomes

Learning outcomes are closely related to teaching and learning activities. If learning activities are referred to as learning processes, then learning outcomes are outputs that must be known by educators and students to find out how far students' ability to master the subject matter provided by the teacher from beginning to end. Aside from the cognitive side, learning outcomes also show how much the behavior of students changes in terms of both the active and psychomotor aspects. Because a variety of activities and student behavior in teaching and learning activities in class is a source of teacher assessment.

According to Rosyid, Mustajab, & Abdullah, "Learning outcomes are changes in student behavior as a result of an effective learning process that includes attitudes, knowledge and skills which will later become benchmarks in determining student achievement". (Rosyid, Mustajab, & Abdullah,2019, p. 13).

Khodijah stated more fully, "Learning outcomes are the level of statements achieved by students in participating in learning programs in accordance with established educational goals. Therefore student learning outcomes include three aspects, namely: cognitive aspects, affective aspects, and psychomotor aspects ". (Khodijah, 2016, p. 47)

b. Learning Discipline

Discipline should be an attitude that must be planted in individuals as early as possible, even something that is a part of someone's life to shape their daily behavior. One example of a disciplined attitude is discipline in learning. Learning discipline can be applied at school or at home. According to Sina "The discipline of learning is self-awareness to control or control itself to really learn". (Sina, 2017, p. 77).

While Darmadi's opinion on the definition of learning discipline, namely the state of mental attitude of children who are happy to submit to the rules of order physical and mental activities in changing behavior in learning activities at school and at home. (Darmadi, 2017, p. 324)

c. Peer Environment

According to Santrock "In the context of child development, the environment of peers is children with age or level of maturity that is more or less the same". (Santrock J. , 2009, p. 109).

The same opinion was also expressed by Slavin "Peer environment is (other children who are the same age as a child) began to play an increasingly important role in children's social development and cognition". (Slavin, 2011, p. 93).

The conclusion of the statements of experts above that the environment of peers is an environment consisting of people who have the same age, level of maturity, needs, and interests.

3. METHOD

This research is a type of quantitative research. The implementation was at one of SMK Negeri in Jakarta. The data collection method used in this study is a survey method. To measure the variables in this study, questionnaires were used for the independent variables and the documentation for the dependent variable. The population reached was all students of class X totaling 252 students, while the sample of 147 students referred to the Isaac and Michael tables.

Data analysis will be performed using the estimated parameters of the regression model. From the regression equation that will be obtained, the regression test is performed, so that the equation obtained is close to the real situation. Following are the steps in analyzing data as follows:

Normality test is used to determine whether the data is normally distributed or not normally distributed. Good data is data that has a normal distribution pattern. According to Santoso, the testing criteria using the Kolmogorov Smirnov statistical test are:

a. Significance number > 0.05, then H_0 is accepted, it means that the data is normally distributed.
b. Significance number < 0.05, then H_0 is rejected, meaning the data is not normally distributed. (Santoso, 2010, p. 46)

Linearity test aims to determine whether the variable has a linear relationship or not significantly. The test criteria with statistical tests are:

a. If the significance level > 0.05, then H0 is accepted, it means the data is not linear.
b. If the significance level < 0.05, then H0 is rejected means that the data is linear. (Gani & Amalia, 2015)

Linear regression analysis used is multiple linear regression analysis used to determine the effect of two or more independent variables on one dependent variable. According Herjanto (2006, p. 101) The multiple linear regression equation is as follows:

$$\hat{Y} = a + b_1X_1 + b_2X_2$$

T-test is useful to know the partial relationship between the independent variables with the dependent variable. Or in other words knowing the relationship of variable X_1 with variable Y, variable X_2 with variable Y. t test criteria as follows:

a. If the probability is > 0.05 then H_0 is accepted.
b. If the probability is < 0.05 then H_0 is rejected.

F test or regression coefficient test simultaneously, which is to determine the significant effect of the independent variables together on the dependent variable. Decision making criteria, namely:

a. $F_{count} < F_{table}$, so H_0 is accepted. b. $F_{count} > F_{table}$, so H_0 is rejected.
b. $F_{count} > F_{table}$, so H_0 is rejected.

Where:
H_0 = model is not feasible so it cannot be used to estimate population
H_1 = feasible model so that it can be used to estimate population. (Gani & Amalia, 2015, p. 143)

Multiple correlation test is used to determine the closeness of the relationship between two or more independent variables to the dependent variable simultaneously. R value ranges from 0 to 1, the value is getting closer to 1 means that the closeness of the relationship is getting stronger, on the contrary the value is getting closer to 0, then the closeness of the relationship is getting weaker.

The coefficient of determination (R^2) basically measures the extent of the regression model's ability to explain variations in the dependent variable and its effects in general, with a range between 0 to 1.

4. RESEARCH RESULT

Descriptive Statistics Test Results

Based on the data collected by the researcher, some descriptive statistics of variable Y (learning outcomes) will be described

Table 1.
Descriptive Statistics of Variable Y (Learning Outcomes)

Descriptive Statistics

N		Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Learning Outcomes	147	22	68	90	11889	80.88	4.930	24.300
Valid N (listwise)	147							

Table 2.
Descriptive Variable Statistics X_1 (Learning Discipline)

Descriptive Statistics

N		Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Learning Discipline	147	80	70	150	117.93	14.681	215.530
Valid N (listwise)	147						

Table 3.
Descriptive Variable Statistics X_2 (Peer Environment)

Descriptive Statistics

N		Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Peer Environment	147	66	75	141	115.89	12.800	163.837
Valid N (listwise)	147						

Normality Test Results

Based on the output normality test calculation results of $0.200 > 0.05$. These results indicate that the significance and residual levels are greater than 0.05 so it can be concluded that the data used in this study are learning outcomes, disciplined learning and the peer environment are normally distributed and there is no normality disturbance.

Linearity Test Results

Based on the results of the linearity test calculations it can be concluded that the discipline of learning with learning outcomes has a linear relationship. Because the significance level at the output obtained linearity significance value is $0.000 < 0.05$. Based on the calculation results of the linearity test it can be concluded that the environment of peers with learning outcomes has a linear relationship. Because the significance level at the output obtained linearity significance value is $0.000 < 0.05$

Multiple Linear Regression Analysis Test Results

Table 4.
Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	**53.790**	3.401		15.817	**.000**
	Learning Discipline	**.134**	.026	.399	5.097	**.000**
	Peer Environment	**.097**	.030	.253	3.232	**.002**

a. Dependent Variable: Hasil Belajar

In the regression equation above can obtainded as follows:
$\hat{Y} = a + b_1X_1 + b_2X_2$

$\hat{Y} = 53.790 + 0.134X_1 + 0.097X_2$

Partial Regression Coefficient Test Results (T-test)

Table 5. T-test

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	**53.790**	3.401		15.817	**.000**
	Learning Discipline	**.134**	.026	.399	5.097	**.000**
	Peer Environment	**.097**	.030	.253	3.232	**.002**

a.   Dependent   Variable: Hasil   Belajar

It is known that the significance of the table is searched for 0.05 / 2 = 0.025 (two- tailed test) with df = (n-k-1) or df = (147-2-1) = 144 the result is 1.97658. So tcount> ttable (5,097> 1.97658) and significance (0,000 <0.05) then Ho is rejected. This means that there is a significant influence between the discipline of learning on learning outcomes.

In the peer environment variable it is known that the significance table is searched for 0.05 / 2 = 0.025 (two-tailed test) with df = (n-k-1) or df = (147-2-1) = 144 the result is 1.97658. So t count> t table (3.232> 1.97658) and the significance (0.002 <0.05) then Ho

is rejected. This means that there is a significant influence between the peer environment on learning outcomes.

Simultan Regression Coefficient Results (F Test)

Table 6. F Test

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1134.179	2	567.090	**33.833**	**.000**[b]
	Residual	2413.617	144	16.761		
	Total	3547.796	146			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Lingkungan Teman Sebaya, Disiplin Belajar

From calculations using SPSS v.24 in Table.6, it is obtained that the Fcount value is 33.833 while Ftable can be found in the F distribution table at a significance level of 0.05 where df1 (number of variables - 1) or df = 3-1 = 2 and df2 = nk-1 or df2 = 147-2-1= 144 we get 3.06. Thus that Fcount> Ftable (33.833> 3.06) and significance (0.000<0.05) which means that learning discipline and peer environment simultaneously or jointly affect the learning outcomes.

Multiple Correlation Coefficient Test

Results

The level of closeness of the relationship between the independent variables with the dependent variable, from the table above shows that the R value of 0.565. Then it can be concluded that there is a strong correlation between learning discipline (X_1) and peer environment (X_2) with learning outcomes (Y).

Determination Coefficient Test Results

R square or R^2 in the model summary table is 0.320. It can be concluded that the magnitude of the influence of the learning discipline (X_1) and peer environment (X_2) variables simultaneously on learning outcomes is 32%, while the rest is influenced by other factors not examined by researchers.

The Influence of Learning Discipline on Learning Outcomes

Based on the results of previous test calculations that there is a positive relationship between learning discipline on learning outcomes of business economy subjects in class X at one of SMK Negeri in Jakarta. This is evidenced by the coefficient value of X_1 in the multiple regression equation test is 0.134 which means that if the discipline of learning has increased by 1 point, the learning outcomes increase by 0.134 with a constant of 53.790 with the assumption that X_2 remains. The coefficient value of X_1 is positive, meaning that if there is an increase in learning discipline, the student learning outcomes also increase.

This is in line with the theory of Djamarah which states that people who succeed in learning and creating work because they always place discipline on all actions and deeds. All study schedules that have been arranged, they obey sincerely. (Djamarah, 2008, p. 18)

This is in line with what was said by Thoha, I., & Wulandari, D. that there is a positive influence of learning discipline on student learning outcomes. This is caused by patterns of student behavior that comply with the rules to make students become good personalities and ready for the lessons taught by the teacher. The implication is that students who have high learning discipline have high learning readiness so that when learning students will easily absorb the lessons taught by the teacher and student learning outcomes will be good. (Thoha & Wulandari, 2016)

While the results of the calculation of the significance test partially (t test) for learning discipline obtained $t_{count} > t_{table}$ (5.097 > 1.97658) and significance (0.000 <0.05). This means that there is an influence of learning discipline on learning outcomes.

Based on the t_{count} obtained by 5.097, it means that learning discipline has a positive influence on learning outcomes. The higher the discipline of student learning, the higher the learning outcomes. Conversely, if a student's learning discipline is low, it also impacts on the low student learning outcomes.

The results of this study are in line with the results of previous studies conducted by Mulyawati, Yuli, Sumardi, and Elvira (2019). The results of this study indicate that there is an influence between the discipline of learning on social science learning outcomes, indicated by statistical analysis of the regression coefficient ($p$xy) of 1.32 and tcount of 13.23.

The influence of Peer Environment on Learning Outcomes

Based on the results of previous calculations that there is a positive relationship between the environment of peers to the learning outcomes of business economics class X at one of SMK Negeri in Jakarta. This is evidenced by the coefficient value of X_2 in the multiple regression equation test is 0.097 which means that if the environment of peers has increased by 1 point, the learning outcomes increase by 0.097 with a constant of 53.790 with the assumption that X_1 is fixed. The coefficient value of X_2 is positive, meaning that if there is a positive peer environment, the student learning outcomes also increase.

These results are in line with Tu'u's theory that One of the factors that influence student actions and learning outcomes is associate friends. The average time spent with friends at school is 5-6 hours. Therefore, associates in good schools can encourage students to change their behavior. If he does not understand certain subject matter, his close friend can give an explanation to him. Peer advice and assistance is recognized to have a very large and positive influence on changes in behavior and learning outcomes of a student. (Tu'u, 2004, p. 94)

While the results of the calculation of the significance test partially (t test) for the discipline of learning obtained $t_{count} > t_{table}$ (3.232 > 1.97658) and significance (0.002 < 0.05). This means that there is a peer environment influence on learning outcomes.

Based on the t_{count} obtained by 3.232 means that the peer environment has a positive influence on learning outcomes. The more positive the peer environment of a student, the higher the learning outcomes. Conversely, if a student's peer environment is negative, it also impacts on the low student learning outcomes.

In line with the results of previous studies conducted by Rahayu Septiana (2018). The results of this study are that there is a positive and significant influence of peer environment on student learning outcomes with a tcount of 5.732 and a significance value of 0.000.

The Influence of Learning Discipline and Peer Environment on Learning Outcomes

Based on the F test obtained a significance value of 0,000. The significant value obtained is smaller than

0.05, so it can be concluded that the two independent variables have a significant influence on learning outcomes. In this case the variables of learning discipline and peer environment significantly influence learning outcomes.

The results of research conducted by Arista (2018). The results of this study indicate that there is a significant influence on the discipline of learning and peers on student learning outcomes of
0,000.

The results of previous studies conducted by Dachi, Ermita Rihanda Suarman and Gimin (2018). Based on the results of the study there are significant influences of peer environment (X1), learning discipline (X2), and parents' attention (X3) on student achievement (Y). The results of the analysis can be seen in table.7 which can be known F count (63.372)> F table (2.703) with Sig. (0,000) <0.05.

5. CONCLUSION Conclusion

Based on the analysis of research data on the influence of learning discipline and peer environment on learning outcomes of business economics subjects in class X at one of SMK Negeri in Jakarta, the researcher can conclude:
a. There is a positive and significant effect between learning disciplines on learning outcomes. This means that the higher the discipline of student learning, the higher the learning outcomes obtained. Conversely, the lower the discipline of student learning, the learning outcomes obtained by students decreases.
b. There is a positive and significant influence between peer environment on learning outcomes. This means that the more positive the peer environment, the higher the learning outcomes obtained. Conversely, the more negative a student's peer environment is, the learning outcomes obtained by students decrease.
c. There is a positive and significant effect between learning discipline and peer environment on learning outcomes. This means that the better the discipline of learning and the peer environment of students, the higher the learning outcomes obtained. Conversely, the lower the discipline of learning and the peer environment of students, the learning outcomes obtained by students decreases.

Suggestions

The researcher provides some useful suggestions or input, including:
a. For further researchers, it is hoped that their research can find out other learning outcomes factors, such as learning interest, learning readiness, family environment, parenting parents and other things that have a relationship with learning outcomes other than those conducted by this researcher.
b. For students, increasing obedience to rules or regulations in school with awareness gained from oneself in order to foster a disciplined attitude in learning, so that learning outcomes can be improved. Furthermore, to be able to adjust to the environment of peers, it should respect any differences including culture, habits, and values in the environment of peers, with a note still taking the positive side and resisting bad influences.

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