

## LEVEL OF LEARNING DISCIPLINE STUDENTS CLASS IX SMP NEGERI 6 PURWODADI

Nur Rini Wulanjari<sup>1\*</sup>

<sup>\*1</sup> SMP N 6 Purwodadi, Department of Education Grobogan Regency, Grobogan,  
Central Java, Indonesia

<sup>1\*</sup> *wulanjarinurrini@gmail.com*

Received: March 03, 2022

Revised: March 22, 2022

Accepted: April 05, 2022

### Abstract

*Formula in this research is how the level of discipline in class IX students of SMP Negeri 6 Purwodadi; This research is an ex post facto quantitative research with a sample of 45 students. The study began with initial interviews with the principal and homeroom teacher of class IX at SMP Negeri 6 Purwodadi, namely Agus Prasetyo. The results of interviews and initial observations were used as supporting data and preparation of the background and formulation of the problem. The research implementation (data collection) will be held on May 31, 2021. Data collection techniques in this study were through questionnaires and documentation. Before conducting the data analysis, a prerequisite test for data analysis was carried out that had met the requirements both in the normality test and linearity test. The results showed that there were various levels of student learning discipline.*

**Keywords**– Educational Background, Parents, Learning Discipline.

## **1. Introduction**

Discipline is an essential substance in the global era to be owned and developed by children because with them they can have internal control to behave in a morally obedient manner according to Shochib (2014: 12). Thus the child is not swept away by the currents of globalization but on the contrary he is able to color and accommodate. Sardiman (2016:17) states that discipline in teaching and learning interactions is defined as a pattern of behavior that is regulated in such a way according to provisions that have been consciously adhered to by all parties, both the teacher and the student. From some of the opinions of these figures it can be said that discipline is the behavior of obedience, obedience, loyalty, order and order to existing regulations.

Daryanto (2013: 49) says that discipline is basically self-control in obeying the rules, whether made by oneself or outside the family, education, society, state or religion. Tu'u (2010: 41) reveals that learning discipline can be formed in two ways, namely self-awareness encouragement and coercion. Discipline that is formed through the encouragement of self-awareness will be better, stronger and not easily lost. On the other hand, discipline formed by coercion will quickly fade again along with the loss of external factors that cause students to be disciplined (Rahayu, 2015). Discipline based on coercion will have a bad influence on children's lives.

Families and schools are important places for the development of student discipline (Tu'u, 2010: 41). Therefore, it is said that learning discipline is a moral attitude not from birth, but is influenced and formed by the environment. Students who have a disciplined attitude will always obey all applicable regulations, obey their teachers, do assignments on time, actively attend school and always be disciplined in learning both at home and at school. According to Zahra Zahed Zahedani (2016:133), students who have good learning outcomes in schools with high grades have parents with a firm or disciplined style.

Families and schools are important places for the development of student discipline. Therefore, it is said that learning discipline is a moral attitude not from birth, but is influenced and formed by the environment. Students who have a

disciplined attitude will always obey all applicable regulations, obey their teachers, do assignments on time, actively attend school and always be disciplined in learning both at home and at school. According to Kusuma & Subkhan (2015: 170) learning discipline in this study is a series of attitudes, behavior of students who show obedience and obedience to study regularly at home and at school on the basis of awareness without any coercion from any party. Learning discipline serves to apply good learning methods so that students can achieve the desired learning goals and are carried out at home and at school on a regular basis. If students have good learning discipline, the results will be seen in terms of behavior and achievements.

Student learning discipline is an attitude that students have to implement good guidelines in learning efforts so that students will have a good way of learning. If students' learning discipline is high, students will be serious in learning and will also get satisfactory learning outcomes. Efforts to grow and improve student learning discipline is not an easy thing, it needs to be supported both by the students themselves, mentoring parents and of course teachers in guiding students in the teaching and learning process at school (Nopilah, 2013).

Learning discipline is one of the factors that influence learning outcomes (Khodijah (2014); Djali, 2015: 127; Djamara (2015)). Students must be accustomed to having good learning discipline from an early age. Parents and teachers have an important role in fostering student learning discipline. As explained earlier, the family is the first education for children. In line with that, parents as educators have different backgrounds. This affects the way parents direct their children in learning so that each child's learning outcomes are different.

Learning discipline is one of the factors that can significantly affect student learning outcomes (Sudjana, 2016). This agrees with research by Alimaun (2015) which reveals that learning discipline has an effect on student learning outcomes. Good learning discipline can be indicated if students (1) are disciplined to go to school, (2) are disciplined to follow lessons at school, (3) do

assignments, (4) are disciplined to study at home, (5) obey school rules, and (6) dress modestly and neatly. This habit is formed at school and at home.

Daryanto (2013: 135) explains the indicators of discipline in schools and in the classroom. Indicators in schools include: (1) having a record of attendance, (2) giving rewards to school members who are disciplined, (3) having school rules, (4) getting school members to be disciplined, (5) enforcing rules by giving fair sanctions for violators of school rules. The main function of discipline is to teach the child to accept the necessary restraints and to help direct the child on a useful path.

Everyone really needs discipline in carrying out activities both at home, at school, and in the community. Moreover, for a student, to achieve optimal results he must be disciplined, both discipline in obeying the rules at school, discipline in studying at school, discipline in carrying out learning tasks from school or discipline in studying at home. In line with this description, Tu'u (2010: 37) explains that discipline is important. With discipline, students will get better personal, social and institutional adjustments. Personal adjustment means that students can develop their personal abilities optimally and realize growth abilities. Social adjustment means that students can build relationships and social interactions efficiently and effectively based on social rules and norms that apply in their environment. Students who have high learning discipline will also affect their learning outcomes. Learning discipline is one of the factors that determine the learning outcomes achieved. According to Singgih (2015: 81) states that discipline with learning outcomes has a relationship but. Based on the opinion above, it can be said that discipline is important for everyone's life, especially students. Discipline has a great influence on student success in achieving learning goals. The existence of student learning discipline, behavior and orderly life so that students will achieve learning success. The goal to be achieved in this study is to determine the level of discipline of class IX students at SMP Negeri 6 Purwodadi.

## 2. Method

This research was conducted at SMP Negeri 6 Purwodadi . SMP Negeri 6 Purwodadi, led by Mr. Agus Prasetyo, M.Pd, having his/her address at Jl.Kapten Piere Andean Tendean No. 20, Purwodadi, Kec. Purwodadi, Kab. Grobogan Prov. Central Java. The curriculum used by this school is the 2013 curriculum.

The study began with initial interviews with the principal and homeroom teacher of class IX at SMP Negeri 6 Purwodadi, namely Agus Prasetyo. The results of interviews and initial observations were used as supporting data and preparation of the background and formulation of the problem. The research implementation (collect data) will be held on May 31, 2021.

The type of research used in this research is quantitative research. The quantitative method is also called the positivist method because it is based on the philosophy of potivism. Quantitative method is a scientific/scientific method because it fulfills scientific principles, namely concrete/empirical, objective, measurable, rational, systematic, and replicable/can be repeated. Quantitative is also called the confirmative method, because this method is suitable for proof/confirmation (Sugiyono, 2016:13).

Quantitative research is divided into 2, namely experimental quantitative research and survey quantitative research. In this study, quantitative research oriented to the Expost Facto type survey was used. Expost facto research is in accordance with the meaning of expost facto, namely "From what is done after the fact." So this research is referred to as post-event research. This research is also often called After the Fact or after the fact and there are also researchers who call it a retrospective study or a retrieval study (Sukardi, 2019:211).

Through expost facto quantitative research, the researcher wants to raise and prove whether there is a relationship between the educational background of parents and the learning discipline of grade IX students. The attitude of learning discipline certainly involves many factors. One possible factor is the educational background of the parents. In the process of data collection, the researcher did not give treatment to the research sample because the educational background of parents has been around for a long time and learning discipline has been

embedded in the child. So the researcher chose the type of ex post facto quantitative research to prove the proposed hypothesis.

In this study, the population was taken from all grade IX students at SMP Negeri 6 Purwodadi. The sample in this study was 45 students at SMP Negeri 6 Purwodadi who were taken randomly. The following is a list of names and supporting data for the research sample.

The method used in this research is a field research method (Field Research) in which researchers conduct research directly into the field to seek data from respondents. Field Research, namely: "Research carried out in the arena or field of symptom occurrence (Hadi, 1990) (In Sugiyono 2016:10). Field is used to obtain data from the field. Researchers use interview methods supported by documentation and questionnaires. The research instruments used in this study were interview guidelines, documentation guidelines, and questionnaire questions.

The validity test used in this study uses the Pearson product moment formula with the following formula:

$$r_{hitung} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Information:

r = Pearson Correlation Value

n = Number of Respondents

x = variable score

y = total score of the variables (respondents' answers)

The reliability test in this study used the Alpha Cronbach formula. The following are the steps for using the Alpha Cronbach technique:

- 1) Determine the value of the variance of each question item

$$\sigma_i^2 = \frac{-\sum X_i^2 - \frac{(\sum X_i)^2}{n}}{n}$$

- 2) Calculating the total variance value

$$\sum \sigma_i^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n}$$

- 3) Determining instrument reliability

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma^2} \right]$$

n = Number of Samples

Xi = Respondent's answer for each question item

$\sum x$  = Total respondents' answers for each question item

$$\sigma_t^2 = \text{total variance}$$

$$\sum \sigma_b^2 = \text{Number of item variants}$$

$$k = \text{number of question items}$$

$$r_{11} = \text{instrument reliability coefficient}$$

Broadly speaking, the phases or research steps can be divided into three phases, namely: planning, implementation, and reporting phases.

### 3. Result and Discussion

#### *Instrumental Trial Descriptive Analysis*

##### *Validity Test Results*

The following is the calculated  $r$  obtained from the processing of SPSS 21 by looking at the *Pearson Corellation table* which has been compiled into a table as follows .

**Table 1 .** Validity test

Statement Items	r count	r table	Information
Y1.1	0.407	0.2876	Valid
Y1.2	0.807	0.2876	Valid
Y1.3	0.891	0.2876	Valid
Y1.4	0.884	0.2876	Valid
Y1.5	0.843	0.2876	Valid
Y1.6	0.616	0.2876	Valid
Y1.7	0.463	0.2876	Valid
Y1.8	0.817	0.2876	Valid
Y1.9	0.846	0.2876	Valid
Y1.10	0.462	0.2876	Valid
Y1.11	0.837	0.2876	Valid
Y1.12	0.867	0.2876	Valid
Y1.13	0.444	0.2876	Valid
Y1.14	0.884	0.2876	Valid
Y1.15	0.867	0.2876	Valid
Y1.16	0.474	0.2876	Valid
Y1.17	0.867	0.2876	Valid
Y1.18	0.420	0.2876	Valid
Y1.19	0.405	0.2876	Valid
Y1.20	0.409	0.2876	Valid
Y1.21	0.444	0.2876	Valid
Y1.22	0.406	0.2876	Valid
Y1.23	0.437	0.2876	Valid
Y1.24	0.495	0.2876	Valid
Y1.25	0.456	0.2876	Valid

Source: Data processed by researchers, 2021

The table above is the result of the validity test on the Learning Discipline variable (Y1) where the value of  $r$  count is greater than the value of  $r$  table whose

value is 0.2876, meaning that all statement items used in this study are declared valid or appropriate to be used to measure data on this research .

#### *Reliability Test Results*

The following are the results of SPSS 21 data processing for reliability testing:

**Table 2.** Reliability Test

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,936	25

Source: SPSS 21 output

Based on the table above, *Cronbach's Alpha* has a value of 0.936, where this value is between 0.800-1.00 which means that it is very reliable. So that the statement items used in measuring the data in the field are reliable.

#### **a. Descriptive Analysis of Student Learning Discipline Questionnaire for Class IX**

The following is a descriptive learning discipline questionnaire that has been distributed by researchers to 45 respondents, namely as follows:

**Table 3.** Calculation of Score on Statement No. 1

<b>I take online classes every day.</b>					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	4.4	4.4	4.4
	Often	7	15.6	15.6	20.0
	Always	36	80.0	80.0	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 2 of them answered Sometimes, then 7 respondents answered Often, and the remaining 36 respondents answered Always, meaning statement no 1 which states that I take online classes every day. , dominated by the answer "Always" with the number of respondents as many as 36 of 45 students with a percentage of 80.0%.

**Table 4.** Calculation of Score on Statement No. 2

<b>I log in / log in to the online class before the lesson starts.</b>					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	13.3	13.3	13.3
	Sometimes	15	33.3	33.3	46.7
	Often	2	4.4	4.4	51.1



Always	22	48.9	48.9	100.0
Total	45	100.0	100.0	

Source: SPSS Output Results

Based on the table above, it can be seen that from 45 respondents, 6 of them answered Never, then 15 respondents answered Sometimes, while 2 respondents answered often, and the remaining 22 respondents answered Always, meaning statement no 2 which states that I am logged in. in the class from before the learning time started, dominated by the answer "Always" with the number of respondents as many as 22 of 45 students with a percentage of 48.9%.

**Table 5.** Calculation of Score on Statement No. 3

<b>I went straight to the online class when the teacher gave the signal.</b>					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Always	7	15.6	15.6	15.6
	Often	14	31.1	31.1	46.7
	Sometimes	5	11.1	11.1	57.8
	Never	19	42.2	42.2	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 7 of them answered Always, then 14 respondents answered Often, while 5 respondents answered Sometimes, and the remaining 19 respondents answered Never, meaning statement no . online class when the teacher has given the signal , is dominated by the answer "Never" with the number of respondents as many as 19 out of 45 students with a percentage of 42.2%.

**Table 6.** Calculation of Score on Statement No. 4

<b>I paid close attention to the teacher's explanation.</b>					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2.2	2.2	2.2
	Sometimes	12	26.7	26.7	28.9
	Often	5	11.1	11.1	40.0
	Always	27	60.0	60.0	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 1 of them answered Never, 12 other respondents answered Sometimes, while 5 respondents answered Often, and the remaining 27 respondents answered always meaning statement no 4 which states that I pay attention to the teacher's explanation .

seriously , dominated by the answer "Always" with the number of respondents as many as 27 of 45 students with a percentage of 60.0%.

**Table 7.** Calculation of Score on Statement No. 5

<b>I was silent when the teacher asked questions.</b>					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	28.9	28.9	28.9
	Often	10	22.2	22.2	51.1
	Sometimes	2	4.4	4.4	55.6
	Never	20	44.4	44.4	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 13 respondents answered Always, then 10 respondents answered Often, while 2 respondents answered Sometimes, and the remaining 20 respondents answered Never, meaning statement no 5 which states that I am silent when the teacher gives questions , dominated by the answer "Never" with the number of respondents as many as 20 of 45 students with a percentage of 44.4%.

**Table 8.** Calculation of Score on Statement No. 6

<b>I do my own practice questions given by the teacher.</b>					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	8.9	8.9	8.9
	Sometimes	7	15.6	15.6	24.4
	Often	13	28.9	28.9	53.3
	Always	21	46.7	46.7	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 4 of them answered Never, 7 other respondents answered Sometimes, while 13 respondents answered Frequently, and the remaining 21 respondents answered always, meaning statement no. 6 which states that I do the questions myself. The training given by the teacher is dominated by the answer "Always" with a total of 21 respondents out of 45 students with a percentage of 46.7% .

**Table 9.** Calculation of Score on Statement No. 7

<b>I work on the practice questions given by the teacher seriously.</b>					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	1	2.2	2.2	2.2
	Often	7	15.6	15.6	17.8
	Always	37	82.2	82.2	100.0

Total	45	100.0	100.0
-------	----	-------	-------

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 1 respondent answered Sometimes, while 7 respondents answered Often, and the remaining 37 respondents answered Always means statement no 7 which states that I do the exercises given by the teacher seriously. , dominated by the answer "Always" with the number of respondents as many as 37 of 45 students with a percentage of 82.2%.

**Table 10.** Calculation of Score on Statement No. 8

<b>I depend on smart friends when doing group work.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	2	4.4	4.4	4.4
	Often	11	24.4	24.4	28.9
	Sometimes	4	8.9	8.9	37.8
	Never	28	62.2	62.2	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 2 of them answered Always, then 11 respondents answered Often, while 4 respondents answered Sometimes, and the remaining 28 respondents answered Never, meaning statement no 8 which states that I depend on friends who are smart when doing group assignments , dominated by the answer "Never" with the number of respondents as many as 28 of 45 students with a percentage of 62.2%.

**Table 11.** Calculation of Score on Statement No. 9

<b>I continue to work on assignments even though the specified collection date is still long.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	4.4	4.4	4.4
	Sometimes	11	24.4	24.4	28.9
	Often	5	11.1	11.1	40.0
	Always	27	60.0	60.0	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 2 of them answered Never, 11 other respondents answered Sometimes, while 5 respondents answered Often, and the rest 27 respondents answered Always means statement no 9 which states that I am still working on the task. although the specified collection

date is still long , it is dominated by the answer "Always" with the number of respondents as many as 27 of 45 students with a percentage of 60.0%.

**Table 12.** Calculation of Score on Statement No. 10

		<b>I discuss with friends when there is a task that is quite difficult.</b>			
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Never	17	37.8	37.8	37.8
	Sometimes	2	4.4	4.4	42.2
	Often	5	11.1	11.1	53.3
	Always	21	46.7	46.7	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 17 respondents answered Never, 2 other respondents answered Sometimes, while 5 respondents answered Often, and the rest 21 respondents answered Always means statement no 10 which states that I discuss with friends when there is a task that is quite difficult , it is dominated by the answer "Always" with the number of respondents as many as 21 of 45 students with a percentage of 46.7%.

**Table 13.** Calculation of Score on Statement No. 11

		<b>I learned to prepare for the test.</b>			
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	15.6	15.6	15.6
	Sometimes	12	26.7	26.7	42.2
	Often	6	13.3	13.3	55.6
	Always	20	44.4	44.4	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 7 respondents answered Never, 12 other respondents answered Sometimes, while 6 respondents answered Often, and the remaining 20 respondents answered Always means statement no 11 which states that I am learning to prepare test , dominated by the answer "Always" with the number of respondents as many as 20 of 45 students with a percentage of 44.4%.

**Table 14.** Calculation of Score on Statement No. 12

		<b>I collaborated with friends during the test.</b>			
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	2.2	2.2	2.2
	Often	12	26.7	26.7	28.9
	Sometimes	4	8.9	8.9	37.8

Never	28	62.2	62.2	100.0
Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 1 of them answered Always, then 12 respondents answered Often, while 4 respondents answered Sometimes, and the remaining 28 respondents answered Never, meaning statement no 12 which states that I work with friends during the test , dominated by the answer "Never" with the number of respondents as many as 28 of 45 students with a percentage of 62.2 %.

**Table 15.** Calculation of Score on Statement No. 13

<b>I cheated on a friend's work during a test.</b>					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Often	2	4.4	4.4	4.4
	Sometimes	7	15.6	15.6	20.0
	Never	36	80.0	80.0	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 12 of them answered Often, while 7 respondents answered Sometimes, and the remaining 36 respondents answered Never, meaning that statement no. 13 which states that I cheated on a friend's work during a test , was dominated by the answer. "Never" with the number of respondents as many as 36 of 45 students with a percentage of 80.0%.

**Table 16.** Calculation of Score on Statement No. 14

<b>I never forget to collect assignments.</b>					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2.2	2.2	2.2
	Sometimes	12	26.7	26.7	28.9
	Often	5	11.1	11.1	40.0
	Always	27	60.0	60.0	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 1 of them answered Never, 12 other respondents answered Sometimes, while 5 respondents answered Often, and the rest 27 respondents answered Always means statement no. 14 which states that I never forget . to collect assignments , dominated by the

answer "Always" with the number of respondents as many as 27 of 45 students with a percentage of 60.0% .

**Table 17.** Calculation of Score on Statement No. 15

<b>I was reprimanded by the teacher for not submitting assignments.</b>					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Vali d	Always	1	2.2	2.2	2.2
	Often	12	26.7	26.7	28.9
	Sometimes	4	8.9	8.9	37.8
	Never	28	62.2	62.2	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 1 of them answered Always, then 12 respondents answered Often, while 4 respondents answered Sometimes, and the remaining 28 respondents answered Never, meaning statement no 15 which states that I was reprimanded by the teacher for not submitting assignments , dominated by the answer "Never" with 28 out of 45 students with a percentage of 62.2% .

**Table 18.** Calculation of Score on Statement No. 16

<b>I reread the material taught by the teacher.</b>					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Vali d	Sometimes	1	2.2	2.2	2.2
	Often	8	17.8	17.8	20.0
	Always	36	80.0	80.0	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 1 respondent answered Sometimes, while 8 respondents answered Often, and the remaining 36 respondents answered Always means statement no. 16 which states that I reread the material taught by the teacher , dominated by answers. "Always" with the number of respondents as many as 36 of 45 students with a percentage of 80.0%.

**Table 19.** Calculation of Score on Statement No. 17

<b>I learn if there is a test only.</b>					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Vali d	Always	1	2.2	2.2	2.2
	Often	12	26.7	26.7	28.9
	Sometimes	4	8.9	8.9	37.8
	Never	28	62.2	62.2	100.0

Total	45	100.0	100.0
-------	----	-------	-------

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 1 of them answered Always, then 12 respondents answered Often, while 4 respondents answered Sometimes, and the remaining 28 respondents answered Never, meaning statement no 17 which states that I learned that if there was a test , it was dominated by the answer "Never" with a total of 28 respondents from 45 students with a percentage of 62.2%.

**Table 20.** Calculation of Score on Statement No. 18

<b>I prefer watching TV over studying.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	2	4.4	4.4	4.4
	Often	3	6.7	6.7	11.1
	Sometimes	8	17.8	17.8	28.9
	Never	32	71.1	71.1	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 2 of them answered Always, then 3 respondents answered Often, while 8 respondents answered Sometimes, and the remaining 32 respondents answered Never, meaning statement no 18 which states that I choose to watch TV instead of studying , dominated by the answer "Never" with a total of 32 respondents out of 45 students with a percentage of 71.1%.

**Table 21.** Calculation of Score on Statement No. 19

<b>I do my own PR.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	4.4	4.4	4.4
	Often	6	13.3	13.3	17.8
	Always	37	82.2	82.2	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 2 of them answered Sometimes, while 6 respondents answered Often, and the remaining 37 respondents answered Always, meaning statement no 19 which states that I do my homework myself , dominated by the answer "Always". with the number of respondents as many as 37 of 45 students with a percentage of 82.2%.

**Table 22.** Calculation of Score on Statement No. 20

		<b>I cheated on a friend's homework at school.</b>			
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Always	17	37.8	37.8	37.8
	Often	5	11.1	11.1	48.9
	Sometimes	5	11.1	11.1	60.0
	Never	18	40.0	40.0	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 17 of them answered Always, then 5 respondents answered Often, while 5 respondents answered Sometimes, and the remaining 18 respondents answered Never, meaning statement no 20 which states that I cheated on a friend's homework at school , dominated by the answer "Never" with 18 out of 45 students with a percentage of 40.0%.

**Table 23.** Calculation of Score on Statement No. 21

		<b>I take time to study at home.</b>			
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	4.4	4.4	4.4
	Often	7	15.6	15.6	20.0
	Always	36	80.0	80.0	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 2 of them answered Sometimes, while 7 respondents answered Often, and the remaining 36 respondents answered Always means statement no. 21 which states that I take the time to study at home , dominated by answers. "Always" with the number of respondents as many as 36 of 45 students with a percentage of 80.0%.

**Table 24.** Calculation of Score on Statement No. 22

		<b>I dress neatly even though I go to school from home.</b>			
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	4.4	4.4	4.4
	Sometimes	3	6.7	6.7	11.1
	Often	7	15.6	15.6	26.7
	Always	33	73.3	73.3	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results



Based on the table above, it can be seen that from 45 respondents, 2 of them answered Never, 3 other respondents answered Sometimes, while 7 respondents answered Often, and the remaining 33 respondents answered Always means statement no 22 which states that I am well-dressed even though school from home , dominated by the answer "Always" with the number of respondents as many as 33 of 45 students with a percentage of 73.3%.

**Table 25.** Calculation of Score on Statement No. 23

<b>I am fully equipped when I take lessons from home.</b>					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2.2	2.2	2.2
	Sometimes	5	11.1	11.1	13.3
	Often	17	37.8	37.8	51.1
	Always	22	48.9	48.9	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 1 of them answered Never, 5 other respondents answered Sometimes, while 17 respondents answered Often, and the remaining 22 respondents answered Always means statement no 23 which states that I have complete equipment. when taking lessons from home , dominated by the answer "Always" with the number of respondents as many as 22 of 45 students with a percentage of 48.9%.

**Table 26.** Calculation of Score on Statement No. 24

<b>I prepare the textbook before starting the lesson.</b>					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2.2	2.2	2.2
	Sometimes	3	6.7	6.7	8.9
	Often	7	15.6	15.6	24.4
	Always	34	75.6	75.6	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 1 of them answered Never, 2 other respondents answered Sometimes, while 7 respondents answered Often, and the remaining 34 respondents answered Always means statement no. 24 which states that I prepare textbooks before starting the lesson , dominated by the answer "Always" with the number of respondents as many as 34 of 45 students with a percentage of 75.6%.

**Table 27.** Calculation of Score on Statement No. 25

		<b>I tidy up my textbooks after I finish taking online classes.</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	20.0	20.0	20.0
	Sometimes	2	4.4	4.4	24.4
	Always	34	75.6	75.6	100.0
	Total	45	100.0	100.0	

Source: SPSS 21 Output Results

Based on the table above, it can be seen that from 45 respondents, 9 of them answered Never, 2 other respondents answered Sometimes, and the remaining 34 respondents answered Always means statement no. 25 which states that I tidy up my textbooks after completing online classes , dominated by by the answer "Always" with the number of respondents as many as 34 of 45 students with a percentage of 75.6%.

#### 4. Conclusion

The conclusion of this study is that currently there are many children's environments that utilize online or remote teaching and learning processes by playing more online games, even though if they are superior in the discipline of learning, they will become students who excel. the level of discipline for class IX students at SMP Negeri 6 Purwodadi.

#### References

- Alimaun, I. (2015). *The Influence of Discipline on Learning Outcomes of Class V Elementary School Students in the Assisted Area of RA Kartini, Kutoarjo District, Purworejo Regency* . Essay. Semarang. Faculty of Education, State University of Semarang.
- Arikunto, S. (2013). *Research Procedures: A Practical Approach* . Jakarta: Rineka Cipta
- Arikunto, S. (2016). *Research Procedures: A Practical Approach* . Jakarta: Rineka Cipta
- Asliandi, Z., et al.(2016). The Relationship between Learning Discipline and Learning Outcomes for Fourth Grade Students at SDN 18 Banda Aceh. *Scientific Journal of Elementary School Teacher Education* . Volume 2, Number 1. Page: 236-243.

- Cholifah, TN (2016). The Influence of Parents' Educational Level Background and Learning Style on Student Learning Outcomes in Class IV SDN Sananwetan District, Blitar City. *Journal of Education*. Volume 1, Number 3, Pages: 486-491.
- Dalyono. (2015). *Educational Psychology* . Jakarta: Rineka Cipta
- Daryanto. (2013). *Effective Learning Innovation* . Bandung: Yrma Widya
- Djali. (2015). *Educational Psychology* . Jakarta: Earth Literacy
- Djamarah, SB (2015). *Learning Psychology* . Jakarta: Rineka Cipta.
- Fuad, I. (2011). *Basics of Education* . Jakarta: Rineka Cipta
- Hamalik, O. (2015). *Teaching and Learning Process* . Jakarta: Bumiaksara
- Hamzah, S. (2016). *Learning Assessment*. Jakarta: PT Bumi Aksara
- Hasbulla. (2011). *The Basics of Educational Science* . Jakarta: Rajawali Press
- Helmawati. (2016). *Family Education* . Bandung: PT Youth Rosda Karya
- Khodijah, N. (2014). *Educational Psychology* . Jakarta: PT Raja Grafindo
- Kusuma, ZL & Subkhan. (2015). The Influence of Learning Motivation and Learning Discipline on Learning Achievement in Accounting Subjects in Class XI SMA N 3 Pati in the 2013/2014 Academic Year. *UNNES Journal* . Volume 2, Number 1, Page: 17.
- Ningrum, VJ (2015). *The Effect of Parental Attention and Student Discipline on Learning Achievement Competency Standards for Performing Administrative Procedures for Class XI Students Competency in Office Administration Skills at SMK Kristen 2 Klaten*. Essay. Yogyakarta. Faculty of Economics, Yogyakarta State University
- Nopilah. (2013). *The Influence of Learning Discipline on Mathematics Learning Outcomes for Class IX MTs Negeri Cirebon II Cirebon Regency*. Essay. Cirebon. State Islamic Institute.
- Purwanto, N. (2014). *Theoretical and Practical Education Sciences* . Bandung: Rosdakarya Teenagers
- Putra, LAD (2019). *The Relationship between Education Level and Parents' Attention to Learning Discipline for Class IV Students of the Kartini Group, Sempor District, Kebumen Regency* . Essay. Semarang. Faculty of Education, State University of Semarang
- Rahayu, M. (2015). *The Influence of Study Habits on Mathematics Learning Outcomes of Fifth Grade Students at the Target II State Elementary School in Ajibarang Banyumas District* . Essay. Semarang. Faculty of Education, State University of Semarang.
- Sagulu, YK (2017). *The Influence of Learning Discipline and Family Environment on Learning Outcomes of Class XI Students in Economics at SMA N 1*

- Kasih Bnatul Academic Year 2016/2017*. Essay. Yogyakarta. Faculty of Economics. Yogyakarta State University
- Sakinah, L F. (2018). *The Influence of Parents' Educational Background on Discipline of Prayer for Class IX Students at MTsN 2 Lamongan* . Essay. Surabaya. Faculty of Tarbyah and Teacher Training at the State Islamic University of Sunan Ampel Surabaya.
- Santoso. (2015). *Mastering Multivariate Statistics* . Jakarta: PT Alex Media Komputindo
- Sardiman. (2016). *Teaching and Learning Interaction and Motivation* . Jakarta: Rajawali Press
- Shochib, M. (2014). *Parenting Parenting in Helping Children Develop Self Discipline* . Jakarta: Rineka Cipta
- Slamet. (2016). *Learning and the Factors That Affect It* . Jakarta: Rineka Cipta
- Sudjana, N. (2016). *Assessment of the Results of the Teaching and Learning Process* . Bandung: Rosdikarya
- Sugiyono. (2016). *Research & Development Methods Research and Development* . Bandung: Alfabeta Publishers
- Sugiyono. (2017). *Statistics for Research*. Bandung: Alfabeta Publishers
- hard. (2019). *Educational Research Methodology: Competence and Practice*. Jakarta: Earth Literacy
- Sunain. (2017). The Influence of Parents' Education Level on the Intelligence and Active Level of Students from Grade One to Grade Six in Semester I. *Journal of Education* . Volume 6, Number 2, pp: 160-174.
- Shah, M. (2017). *Learning Psychology* . Depok: PT Raja Grafindo Persada
- Tirtarahadja, U. (2015). *Introduction to Education* . Jakarta: PT Asdi Mahastya
- Tu'u, T. (2010). *The Role of Discipline on Learning Behavior and Achievement* . Jakarta: Grasindo
- Wulandari, D. (2015). *The Effect of Parents' Education Level on Learning Achievement of Class V Students at SDN 1 Jagoan in the 2014/2015 Academic Year*. Publication manuscript. Surakarta. Faculty of Teacher Training and Education. Muhammadiyah Surakarta university.

