

## The Influence of Student Self-Confidence and Discipline on Learning Achievement in Social Sciences Subjects for Class VIII Student at SMP Negeri 7 Pematangsiantar Academic Year 2023/2024.

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### ABSTRACT

Student self-confidence and discipline are very important factors for improving student learning achievement. This type of research is quantitative descriptive research, with a population of all students in grades VIII-4 to VIII-8 at SMP Negeri 7 Pematangsiantar totaling 160 students and a research sample of 115 students selected using random sampling techniques. Data collection techniques are carried out by observation and distributing questionnaires, while data analysis techniques use validity tests, reliability tests, normality tests, normal distribution tests, multiple linear regression tests, t tests, f tests and coefficient of determination tests. Based on the results of data analysis using Excel, there is a joint or simultaneous influence between students' self-confidence and discipline on learning achievement, seen from the Fcount value of 45.816 > Ftable value of 3.077, with a contribution from the x to y variables of 44.9%.

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## **INTRODUCTION**

Education is an effort to develop human potential through learning activities. A person who carries out educational activities at school is called a student. By having self-confidence, students will find it easier to interact in their learning environment. Self-confidence is a person's belief in all aspects of the advantages he has and this belief makes him feel capable of achieving various life goals (Hakim, 2002: 6). Self-confidence is synonymous with the development phase of adolescence. Junior high school students are in the age range of 12-15 years. This early adolescent phase has problems, namely having low self-confidence. This makes students less creative and experience difficulties in learning, resulting in low learning outcomes.

Discipline comes from the basic word discipline. Scohid (in Rusni & Agustan, 2018:1-9) states that discipline is self-awareness of one's duties and responsibilities as well as one's ability to obey or comply with applicable regulations. Discipline plays an important role so that students are orderly, orderly and responsible in studying at school. Discipline is also seen as a factor that influences learning achievement. Learning discipline is one way to help children develop their self-control during the teaching and learning process (Wantah, 2015: 140).

Learning achievement is a series of results achieved by someone after making learning efforts. Good learning achievement is the dream of every student, parent and teacher. However, achieving good learning achievement is not easy and there are times when problems are encountered in achieving it. Learning achievement is a change in behavior obtained by students after experiencing learning activities. Joko (1983:56), a student's achievement is the learning result achieved in school which is manifested in the grades obtained in tests or exams. Measuring learning achievement can be done by providing an assessment or evaluation through a written test or oral test that covers all subject matter within a certain period of time.

In this study, researchers used UAS scores to determine the extent of student achievement. Therefore, to find the results, the assessment category must first be determined. Based on the results of processing the UAS score data, there are still many students in the sufficient score category (C), there are even students in the poor score category (D). The student scores above indicate that student learning achievement is still not satisfactory. This achievement was far from the expectations of the social studies teacher, who hoped that 85% of students would be able to achieve a grade with the predicate A. It turns out that from the results obtained, no students received an A grade. The students' grades were still not satisfactory, indicating that students' learning achievements were still not optimal. Therefore, researchers want to examine the influence of student self-confidence and discipline on the learning achievement of class VIII students.

## **LITERATURE REVIEW**

### ***Self-Confidence***

Self-confidence is a belief in humans that any challenge in life must be faced by doing something. Individuals without self-confidence will cause many problems for themselves. Rini (2002:8), believes that self-confidence implies that a person can do what must be done. According to Ghufroon & Rini (2012:35), self-confidence is a person's mental attitude in assessing themselves and the objects around them so that the person has confidence in their ability to be able to do something according to their abilities. Self-confidence is a very valuable attribute in a person's life in society because with self-confidence, a person is able to express all his potential. The character of self-confidence is an important character to instill in students. Self-confidence in students is a belief in their abilities and potential. Confident students tend to be more independent, able to take responsibility, dare to speak in public and have self-control.

### ***Student Discipline***

Discipline is the key to success, with discipline we can achieve success in everything including learning, order in life and can be an example for others. Discipline is an attitude that exists within a person with the aim that all his actions always comply with the rules and regulations that have been determined. Slameto (2013:2), says that learning is a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own observations in interaction with his environment. Discipline arises primarily because of inner awareness and belief that what one does is good and beneficial for oneself and one's environment. Discipline is very important in learning activities. This can create a comfortable and conducive learning atmosphere to support learning activities.

### ***Learning Achievement***

Humans in their lives will definitely experience what is called learning. Learning is an activity carried out in a conscious state to gain new understanding and knowledge so that it is possible to change behavior in thinking, feeling and acting. The hope is that after the learning process there will be a result that can be achieved optimally, namely in the form of achievement. According to Hamdani (2011:138), learning achievement is the measurement result of an assessment of learning efforts expressed in the form of symbols, letters or sentences that explain the results that have been achieved by each student in a certain period.

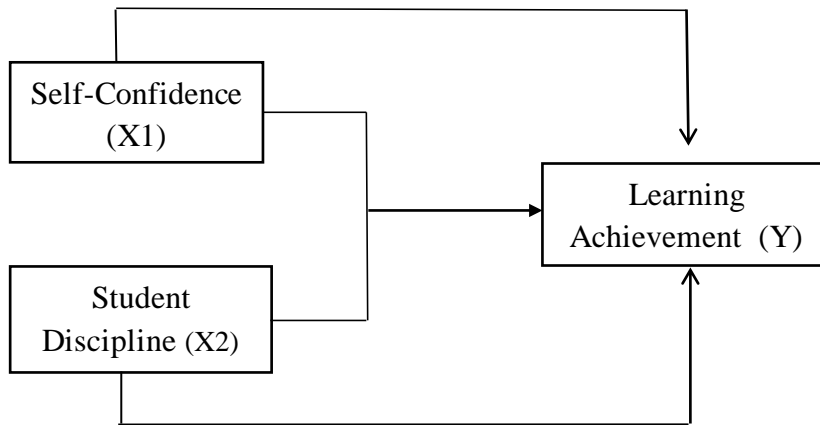


Figure 1. Conceptual Framework

**METHODOLOGY**

This research is a type of quantitative research. Used for research on certain populations or samples, certain techniques or samples, techniques used randomly, data collection using research instruments, and statistical data analysis with the aim of using hypotheses.

**RESEARCH RESULT**

*Instrument Validity Test*

The validity test is used to determine the suitability or validity of a questionnaire used to obtain data from respondents. The initial step taken in the validity test is to carry out validation by the researcher. The validation results can be seen in the attachment. Next, the instrument was tested and the results were analyzed. The test criteria used are:

- If  $r_{count} > r_{table}$  (at a significance level of 5%), then it can be said that the questionnaire items are valid.
- If  $r_{count} < r_{table}$  (at the 5% significance level), then it can be said that the questionnaire items are invalid.

*Instrument Reliability Test*

The criterion is to compare the value of  $r_{count} > r_{table}$ , it is said to be reliable if  $r_{count} > r_{table}$  with a significance level of 5%. The research instrument is said to be reliable if the Cronbach Alpha value is  $> 0.60$ , but if the Cronbach Alpha value is  $< 0.60$  then it is said to be unreliable. The results of the reliability test questions can be seen in the following table:

**Table 1 Results of Self-Confidence Reliability Test**

| Cronbach Alpha Reliability Test Results |                        |            |
|---|------------------------|------------|
| Reference Value                         | Cronbach's Alpha Value | Conclusion |
| 0,6                                     | 0,728276878            | Reliabel   |

**Table 2** Student Discipline Reliability Test Results

| Cronbach Alpha Reliability Test Results |                        |            |
|---|------------------------|------------|
| Reference Value                         | Cronbach's Alpha Value | Conclusion |
| 0,6                                     | 0,830058533            | Reliabel   |

**Data Normality Test**

The normality test is carried out to determine the normality of the data distribution. The normality test in this study was carried out using the chi square test. The test criterion is that the data is normally distributed if the calculated chi square is smaller than the table chi square.

**Table 3** Normality of Self-Confidence Data

| Variable        | df | X <sup>2</sup> count | X <sup>2</sup> table | Description |
|-----------------|----|----------------------|----------------------|-------------|
| Self-Confidence | 23 | 24,09565217          | 35,172462            | Normal      |

**Table 4** Normality of Student Discipline Data

| Variable           | df | X <sup>2</sup> count | X <sup>2</sup> table | Description |
|--------------------|----|----------------------|----------------------|-------------|
| Student Discipline | 24 | 33,91304348          | 36,415029            | Normal      |

**Multiple Linear Regression Test**

The purpose of multiple linear regression analysis is to determine the direction and how much influence the independent variable has on the dependent variable.

$$Y = \alpha + b_1 X_1 + b_2 X_2 \dots \dots \dots (1)$$

Based on the processed results, it is known that the constant value (a) is 77.913, while the self-confidence value (b1) is 0.081 and the student discipline value (b2) is 0.119, so the regression equation is:  $77.913 + 0.0812X_1 + 0.1197X_2$

**Coefficient of Determination Test**

The coefficient of determination test is used to measure the level of the model's ability to explain the dependent variable. To measure the percentage value, the coefficient of determination test is carried out as follows:

$$\begin{aligned} R^2 &= b_1 \cdot \sum X_1 y + b_2 \cdot \sum X_2 y \dots \dots \dots (2) \\ &= (0,0812) (159,035) + (-0,1197) (-197,8) \\ &= 0,44858 \end{aligned}$$

The coefficient of determination R Square is known to be 0.449. Which means that 44.9% of students' self-confidence and discipline variables influence the learning achievement of class VIII students at SMP Negeri 7 Pematangsiantar.

**T test (partial)**

The t test is used to test whether there is a relationship between the independent and dependent variables. To find out whether the independent variable partially influences the dependent variable, the following t test is carried out:

**Self-Confidence**

$$\begin{aligned}
 \text{Thitung} &= \frac{r\sqrt{N-2}}{\sqrt{1-r^2}} \dots\dots\dots(3) \\
 &= \frac{0,2119\sqrt{115-2}}{\sqrt{1-0,2119^2}} \\
 &= \frac{2,246}{0,977} \\
 t &= 2,299
 \end{aligned}$$

From the calculation results above, it is known that tcount is 2.299 and ttable is 1.658. So tcount > ttable, meaning Ho is rejected and Ha is accepted.

**Student Discipline**

$$\begin{aligned}
 \text{Thitung} &= \frac{r\sqrt{N-2}}{\sqrt{1-r^2}} \dots\dots\dots(4) \\
 &= \frac{0,053\sqrt{115-2}}{\sqrt{1-0,053^2}} \\
 &= \frac{0,5618}{0,9971} \\
 t &= 6,602
 \end{aligned}$$

From the calculation results above, it is known that tcount is 6,602 and ttable is 1.658. So tcount > ttable, meaning Ho is rejected and Ha is accepted. It can be concluded that student discipline (X2) has a significant influence on learning achievement (Y).

**F Test (Simultaneous)**

The f test is carried out to find out whether the independent variables together have an influence on the dependent variable. To find out whether the independent variable simultaneously influences the dependent variable, the f test is carried out as follows:

$$\begin{aligned}
 F_h &= \frac{R^2/k}{(1-R^2)/(n-k-1)} \\
 &= \frac{0,449/2}{(1-0,449)/(115-2-1)} \\
 &= 45,816
 \end{aligned}$$

Based on the calculation above, the Fcount value (45.816) is greater than the Ftable value (3.0773). This shows that the research results reject Ho and accept Ha.

**DISCUSSION**

This research was carried out for the purposes of hypothesis testing by first carrying out a normality test, normal distribution test, multiple linear regression test, t test, f test and coefficient of determination test which had been formulated on the research results.

After carrying out inferential statistical analysis, the statistical equation obtained from linear regression is  $Y = \alpha + b_1 X_1 + b_2 X_2$ . The statistical equation obtained in this research is  $Y = 77.913 + 0.0812X_1 + 0.1197X_2$ . This can be

interpreted as meaning that if the student's self-confidence and discipline score is zero or constant, then the learning achievement score is 77.913. Then, if the learning achievement score increases or increases by one unit, student self-confidence will increase by 0.0812 and student discipline by 0.1197.

Based on the research results, the partial hypothesis test value (t test) on the variables of student self-confidence and discipline  $t_{count} = 2.299$  with a significance level of 0.05 was obtained. So it can be concluded that there is an influence of the variable self-confidence (X1) on learning achievement (Y) and student discipline (X2) with a value of  $t_{count} 6,602 > t_{table} 1.658$ , these results are in accordance with the calculation criteria which say  $t_{count} > t_{table}$  then  $H_0$  is rejected,  $H_a$  is accepted, which means there is a significant influence of student discipline on Learning Achievement (Y).

The results of the F test showed that the  $F_{count}$  value (45.816) was greater than the  $F_{table}$  value (3.077). This indicates that the research results reject  $H_0$  and accept  $H_a$ . Thus, together, students' self-confidence and discipline influence the learning achievement variables of class VIII students at SMP Negeri 7 Pematangsiantar.

The R Square coefficient of determination value is 0.449, which means that 44.9% of the variables of student self-confidence and discipline influence the learning achievement of class VIII students at SMP Negeri 7 Pematangsiantar. Meanwhile, 55.1% is the influence of other variables not examined in this research. The coefficient of determination value is between zero and one ( $0 < R^2 < 1$ ), the results of this study obtained ( $0 < 0.449 < 1$ ). If the  $R^2$  value is closer to one, the better the model's ability to explain learning achievement variables.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion described in the previous chapter, the following conclusions can be drawn:

1. There is a positive and significant influence of self-confidence on learning achievement. This result can be seen in the t test where the calculated t value of self-confidence is  $2.299 > t_{table} 1.658$ , which means the variable is significant.
2. There is a positive and significant influence of student discipline on learning achievement. This result can be seen in the t test where the calculated value of student discipline is  $6,602 > t_{table} 1.658$  which means the variable is significant.
3. Student self-confidence and discipline jointly influence student learning achievement, this result can be seen in the f test where the  $F_{count}$  value (45.816)  $> F_{table}$  value (3.077). The R Square coefficient of determination test was found to be 0.449, which means that 44.9% of the variables of student self-confidence and discipline influence the learning achievement of class VIII students at SMP Negeri 7 Pematangsiantar.

## ADVANCED RESEARCH

For further research regarding the influence of students' self-confidence and discipline, it is hoped that this research can be developed by examining other factors such as interest in learning, learning motivation, learning environment, parental support.

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