



## THE INFLUENCE OF DISCIPLINE ON THE OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION IN ELEMENTARY SCHOOL STUDENTS

Abdul Rahim<sup>1</sup>, Madi<sup>2</sup>, Jufri<sup>3</sup>, Maudin<sup>4</sup>

<sup>1,2,3,4</sup>Fakultas Agama Islam, Universitas Muhammadiyah Buton, Indonesia

Email koresponden: [rahimimmawan@gmail.com](mailto:rahimimmawan@gmail.com)

### ABSTRACT

*Discipline plays a very important role in improving the learning outcomes of Islamic Religious Education (PAI) in elementary school students. With a disciplined attitude, students can be more focused in understanding the material, carrying out worship in an orderly manner, and applying Islamic values. The purpose of this study was to determine the influence of discipline on the learning outcomes of Islamic Religious Education in grade IV students of Elementary School 1 Topa. This type of research is a correlation study aimed at finding out whether or not there is a relationship and if there is some close relationship and whether or not the relationship is meaningful. The approach used is descriptive quantitative where data collection uses research instruments, namely questionnaires and documentation. The results of the study showed that the data met the assumptions of normality and homogeneity, so that regression analysis could be carried out validly. Although there is a fairly strong relationship between discipline and learning outcomes of Islamic Religious Education (PAI), the results of the regression test showed that the influence of discipline was not significant. This indicates that other factors outside of discipline may play a greater role in determining student learning outcomes.*

*Keywords: Discipline, Learning Outcomes, Islamic Religious Education*

### 1. Introduction

Discipline is one of the important values that must be instilled in elementary school students from an early age. With discipline, students will learn to value time, obey rules, and be responsible for their tasks (Oktavia, 2020). Discipline at school can be realized through the habit of arriving on time, wearing uniforms neatly, and following lessons well (Shinta et al., 2023) (Nurindah, 2019) (Nurfajrianti, 2018). This helps create an orderly and conducive learning environment for students' academic and character development (Yusnan, 2023). In addition, discipline also trains students to have an independent and orderly attitude in carrying out daily activities. For example, they learn to do assignments without delay, keep the classroom clean, and follow the rules set by teachers and schools (Husniyah, 2022). Thus, students not only gain knowledge but also life skills that are useful in their social lives. Discipline applied from an early age will form a good and responsible personality in the future (Sopiani & Wirdati, 2021).

The learning outcomes of Islamic Religious Education (PAI) in elementary school students reflect the extent of their understanding, attitudes, and skills in practicing Islamic teachings in everyday life (Arapa, 2021) (Zulfitria et al., 2022) (Melindawati, 2021). PAI not only aims to increase students' knowledge of Islamic teachings, but also to shape their character and morals in accordance with Islamic values (Syafi'i & Razak, 2023) (Wahyuningtyas & Wulandari, 2020) (Sipayung et

al., 2022). Therefore, the success of PAI learning can be seen from the extent to which students understand the basic concepts of faith, worship, morals, and Islamic history that have been taught in schools (Girsang et al., 2022). In addition to theoretical understanding, PAI learning outcomes are also evident in students' daily behavior, both in the school environment and at home (Asmoro et al., 2022). Students who succeed in Islamic Religious Education learning will demonstrate a disciplined attitude in performing prayers, behaving politely towards teachers, parents, and peers, and have a habit of praying before and after doing activities. They are also more sensitive to the values of goodness, such as honesty, caring, and helping each other, which are important parts of Islamic-based character education (Ansori, 2022).

The success of Islamic Religious Education learning outcomes can also be measured through students' skills in practicing Islamic teachings practically. For example, they are able to read and memorize verses of the Qur'an well, perform ablution and prayer correctly, and understand the procedures for fasting and zakat (Hendra, 2023). Mastery of these skills shows that Islamic Religious Education learning is not only cognitive, but also involves psychomotor aspects that help students perform worship better. In order for Islamic Religious Education learning outcomes to be optimal, support is needed from various parties, including teachers, parents, and the surrounding environment (Permadi, 2021) (Irawan, 2023) (Hayati & Sulaiman, 2022). Teachers have an important role in delivering material with interesting and easy-to-understand methods, while parents are responsible for guiding children in implementing Islamic values at home (Hayati & Sulaiman, 2022). An Islamic and conducive school environment also helps students get used to practicing Islamic teachings in their daily lives (Maria & Indriyani, 2023). With good synergy between schools, families, and communities, it is hoped that the results of Islamic Religious Education learning in elementary school students can form a generation of Muslims who are faithful, have noble morals, and have strong characters (Wulandari et al., 2023).

Discipline in learning, such as coming to school on time, attending lessons well, and doing assignments and memorizing the Qur'an regularly, will help students master religious knowledge better. In addition, discipline in worship, such as performing the five daily prayers, praying before and after studying, and maintaining personal and environmental hygiene, reflects the success of Islamic Religious Education learning in forming Islamic character in students (Santika & Sulaiman, 2023) (Thoifah, 2018) (Tasliyah & Muslim, 2023). However, lack of discipline can have a negative impact on Islamic Religious Education learning outcomes (Maghfuroh, 2023). Students who are not used to being disciplined tend to be less serious in understanding the subject matter, often postpone assignments, and are inconsistent in carrying out worship (Zulkhi et al., 2023). Thus, they have difficulty memorizing verses of the Qur'an, understanding the correct procedures for worship, and applying noble morals in everyday life (Bahira, 2021). Lack of discipline can also be caused by environmental factors, such as lack of role models

from parents and teachers, as well as lack of supervision of student behavior both at school and at home (Zamil, 2023).

Discipline in learning is an important factor that influences student learning outcomes, including in Islamic Religious Education (PAI) subjects. However, at SD Negeri 1 Topa, there is a gap in the level of discipline of fourth-grade students. Some students show good discipline, such as arriving on time, doing assignments, and paying attention to teachers during learning. Meanwhile, some others are still less disciplined, often late, do not do assignments, and lack focus when studying. This gap has an impact on differences in learning outcomes, where disciplined students tend to get better grades than those who are less disciplined. The main problem that causes low student discipline is a lack of self-awareness and minimal supervision and motivation from the surrounding environment, both from parents and teachers. In addition, less interesting learning methods also contribute to low student interest in learning, so that they become less disciplined in following lessons. Some students are more interested in other activities outside of learning, such as playing or using gadgets, so they ignore their obligations in learning. If this condition is allowed to continue, the PAI learning outcomes in fourth-grade students at SD Negeri 1 Topa will continue to decline and not reach the expected standards.

The solution to overcome this problem requires a more effective approach in improving student discipline. Teachers can apply more interactive and fun learning methods, such as the use of audiovisual media, educational games, or group discussions so that students are more interested in learning. In addition, the role of parents is very important in building discipline habits at home, such as guiding children in doing assignments and arranging regular study time. Consistent application of rewards and punishments can also be a strategy to improve student discipline, so that they are more motivated to study well. With synergy between teachers, students, and parents, it is hoped that student discipline will increase and have a positive impact on the learning outcomes of Islamic Religious Education at SD Negeri 1 Topa.

## **2. Methods**

This type of research is correlation research which aims to find out whether or not there is a relationship and if there is some close relationship and whether or not the relationship is significant (Lismawati et al., 2021). The approach used is quantitative descriptive where data collection uses research instruments, namely questionnaires and documentation. This study uses a correlational research type which aims to see the relationship between variable X, namely discipline, with variable Y, namely the learning outcomes of Islamic Religious Education (PAI) in class IV of SD Negeri 1 Topa. The correlational method is used to determine the extent to which the level of student discipline affects their learning outcomes in PAI subjects. The research subjects were 19 students.

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain valid and reliable data (Lismawati et al.,

2021). Without proper data collection techniques, researchers will not obtain information that meets the established research standards. In this study, the data collection technique used was a questionnaire, which aims to measure the level of student discipline in Islamic Religious Education (PAI) learning and its relationship to their learning outcomes in grade IV of SD Negeri 1 Topa. By using a questionnaire, researchers can systematically collect data regarding students' habits, attitudes, and levels of discipline in participating in PAI learning. The questionnaire used in this study contains a number of statements related to aspects of student discipline, such as compliance with school rules, punctuality in completing assignments, and active participation in the learning process. The data from the questionnaire were then analyzed to see the extent to which student discipline contributed to their PAI learning outcomes. This technique was chosen because it can provide a more objective picture of student discipline patterns and allows researchers to identify a correlation between discipline and student academic achievement. Thus, the results of this study are expected to provide insight for teachers and schools in designing strategies to improve discipline to support the improvement of PAI learning outcomes in class IV of SD Negeri 1 Topa.

#### Data analysis using

The prerequisite analysis test was conducted with the aim of determining whether the collected data meets the requirements for analysis with the planned technique. So the researcher used the following analysis techniques: 1) Normality Test: Data normality test is conducted before hypothesis testing. The normality test is used to determine whether the data population is normally distributed or not. The technique that will be used in the data normality test is the Kolmogorov-Smirnov test with the help of the SPSS program. Data is declared normally distributed if the significance is  $> 0.05$  (Priatno 2010); 2) Homogeneity Test: The homogeneity test is used to determine whether several population variables are the same or not. The test is conducted as a requirement in the analysis of independent samples T Test and ANOVA. The underlying assumption in the analysis of variance is that the variance of the population is the same. As a testing criterion, if the significance value is  $> 0.05$  then it can be said that the variance of two or more groups is said to have the same data; 3) Linearity Test: The linearity test is to see whether the model used is correct or not, the linearity test is used to determine whether there is a linear relationship between the dependent variable and the independent variable to be tested. If the Sig deviation from linearity value resulting from the linearity test (using SPSS) has a significance value of deviation from linearity  $> \alpha 0.05$ , then the data is called linear.

Hypothesis testing in this study uses simple linear regression analysis. This is used so that this study can describe the relationship between discipline and student learning outcomes, find out the percentage of influence that occurs between discipline and student learning outcomes, and describe how much influence occurs between discipline and student learning outcomes.

### 3. Results and Discussion

#### 3.1. Results

The results of the study on the application of a problem-based approach in social studies learning for fourth grade students of SD Negeri 2 Wameo showed a significant increase in student learning outcomes. This approach encourages students to be more active in identifying and analyzing problems relevant to the learning material, thereby increasing their understanding of concepts in greater depth. In addition, this strategy also improves students' critical thinking skills and problem-solving abilities, as reflected in the increase in the average value of the evaluation results after the application of this method. Another contributing factor is the increase in student motivation and involvement in the learning process, because they are more interested in discussing and finding solutions to the problems given. Thus, the problem-based approach has proven effective in improving social studies learning outcomes and can be used as an alternative in developing learning methods in elementary schools.

The data normality test is intended to determine whether the samples used in the study for the variables of discipline and learning outcomes come from normally distributed data or not, in this study the normality test used by the researcher is one sample kolmogorov-smirnov with the following decision making: 1) If the p value > 0.05 then it is stated to be normally distributed; 2) If the p value < 0.05 then it is stated to be not normally distributed.

**Table 1. Data Normality Test**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		19
Normal Parameters <sup>a,b</sup>	Mean	7.60
	Std. Deviation	36.2496649
Most Extreme Differences	Absolute	.177
	Positive	.177
	Negative	-.152
Kolmogorov-Smirnov Z		1.316
Asymp. Sig. (2-tailed)		.112

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the data normality test using the One-Sample Kolmogorov-Smirnov Test, the Asymp. Sig. (2-tailed) value was obtained as 0.112. Because this value is greater than 0.05, it can be concluded that the residual data is normally distributed. This shows that the analysis model used in the study on the effect of discipline on Islamic Religious Education (PAI) learning outcomes in grade IV students of SD Negeri 1 Topa meets the normality assumption, so that further statistical analysis can be carried out with good validity. The normality of the data that is met indicates that variations in PAI learning outcomes in students are not influenced by deviant data distribution. In other words, student discipline as an independent variable can be analyzed more accurately in relation to their

learning outcomes. This shows that students who are more disciplined tend to have better learning outcomes in PAI subjects, in accordance with the theory that discipline is an important factor in improving students' understanding and academic achievement.

**Table 2.** Homogeneity Test

Test of Homogeneity of Variances Variabel X and Y			
Levene Statistic	df1	df2	Sig.
1.727	1	83	.176

Based on the results of the homogeneity test using Levene's Test, a significance value (Sig.) of 0.176 was obtained. Because this value is greater than 0.05, it can be concluded that the data variance on the variables of discipline and learning outcomes of Islamic Religious Education (PAI) in grade IV of SD Negeri 1 Topa is homogeneous. This homogeneity of variance indicates that the distribution of data in both variables is relatively balanced, so that the statistical analysis used in the study can be carried out more accurately and in accordance with the required assumptions. The uniformity of variance in this study indicates that the relationship between discipline and PAI learning outcomes is not influenced by extreme differences in data distribution. In other words, the effect of discipline on learning outcomes can be analyzed more objectively without significant data inequality. This strengthens the assumption that student discipline has an important role in their academic achievement, where students who are more disciplined tend to have better learning outcomes in PAI subjects.

**Table 3.** Simple Linear Regression Test of the Effect of Discipline on Islamic Religious Education Learning Outcomes

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients			T	Sig.
		Standardized Coefficients				
		B	Std. Error	Beta		
1	(Constant)	74.88	56.789		13.863	.000
	Variabel X	.093	.712	.023	.136	.892

a. Dependent Variable: Variabel Y

Based on the results of the simple linear regression test in Table 3, it can be seen that the discipline variable (X) has a regression coefficient value of 0.093 with a significance value (Sig.) of 0.892. This significance value is greater than 0.05, which indicates that there is no significant influence between discipline and Islamic Religious Education (PAI) learning outcomes in grade IV students of SD Negeri 1 Topa. In addition, the t-count value of 0.136 is smaller than the t-table value, which further strengthens that the discipline variable does not have a significant effect on PAI learning outcomes. Although discipline plays an important role in the learning process, the results of this study indicate that other factors may be more dominant in determining PAI learning outcomes in grade IV of SD Negeri 1 Topa. Factors such as teaching methods, learning motivation, family environment, and school facilities may have a greater influence than student discipline. Therefore, further research is needed to identify the main

factors that contribute to improving PAI learning outcomes so that the learning strategies applied are more effective and on target.

**Table 4.** Summary Model of Simple Linear Regression Test of the Influence of Discipline on Islamic Religious Education Learning Outcomes

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.960 <sup>a</sup>	.657	.649	5.385

a. Predictors: (Constant), X

Table 4 shows the results of the summary model of a simple linear regression test that examines the effect of discipline on Islamic Religious Education (PAI) learning outcomes in class IV of SD Negeri 1 Topa. The R value of 0.960 indicates a very strong relationship between discipline and PAI learning outcomes. This indicates that the higher the student's discipline, the better the learning outcomes achieved in PAI lessons. The R Square value (0.657) shows that 65.7% of the variation in PAI learning outcomes can be explained by discipline, while the rest is influenced by other factors not explained in this model. Furthermore, the Adjusted R Square value of 0.649 indicates that this regression model is quite good at explaining the effect of discipline on learning outcomes, although there are still other external factors that also influence PAI learning outcomes. The standard error of the estimate of 5.385 indicates the level of accuracy of the model in predicting learning outcomes. Overall, this model shows that discipline has a significant influence on PAI learning outcomes in class IV of SD Negeri 1 Topa, with discipline as the main factor that can influence students' academic success in the subject.

### 3.2. Discussion

Normality test is conducted to determine whether the residual data from the regression model is normally distributed or not. Normality test is one of the requirements in linear regression analysis, because the existence of data that is normally distributed will affect the validity of the results of the analysis carried out. In other words, this test aims to ensure that the basic assumptions of parametric statistical analysis have been met, so that interpretation of the relationship between variables can be done more accurately. Researchers use the One-Sample Kolmogorov-Smirnov Test method to test data normality. Based on the test results, the residual data in this study is declared normally distributed. This shows that the analysis model used has met the assumption of normality. Thus, the data analysis process can be continued to the next stage without worrying about bias that may arise due to deviations in data distribution.

The results of this normality test confirm that the data used in the study are suitable for analysis using parametric statistical methods. The normal distribution of data also indicates that variations in student learning outcomes are not influenced by the unfairness of the distribution, so that the influence of discipline variables on learning outcomes can be tested objectively. These results support the reliability of the model built in the study to describe the relationship between the variables studied.

The homogeneity test was conducted in this study to determine whether the variance between two groups of data, namely the discipline variable and learning outcomes, had a uniform level of distribution. Homogeneity of variance is one of the prerequisites in parametric statistical analysis such as ANOVA or regression, because this assumption ensures that comparisons between groups are carried out fairly without being influenced by large differences in data distribution. This test is important so that the interpretation of the analysis results is not biased due to inequality of variance between groups. In this study, the homogeneity test was conducted using the Levene's Test method. The test results showed that the data variance between groups was homogeneous, which means that there was no significant difference in the distribution of values between the groups analyzed. This condition strengthens the validity of the statistical analysis carried out, because one of the important assumptions in regression analysis has been met. Homogeneity of variance also reflects that the data from each group has a relatively balanced distribution of values.

The results of this homogeneity test indicate that the analysis model used in the study can be applied optimally. The uniformity of variance between the discipline variables and learning outcomes allows researchers to interpret the relationship between the two without any interference from extreme differences in data distribution. With this assumption fulfilled, the study can be continued with confidence that the results obtained reflect an objective relationship and are not influenced by technical bias in data distribution.

Simple linear regression test was used in this study to determine how much influence the discipline variable has on the learning outcomes of Islamic Religious Education (PAI) in students. Simple linear regression is very appropriate to use when researchers want to see the causal relationship between one independent variable and one dependent variable. In this context, discipline is considered a factor that can influence the level of student achievement in understanding and mastering PAI material. Based on the results of the analysis, it is known that there is no significant influence between student discipline and PAI learning outcomes. Although discipline is theoretically an important factor in the learning process, the results of this study indicate that in the case studied, this variable does not make a significant contribution to improving learning outcomes. This indicates that there is the possibility of other factors that are more dominant in influencing student learning outcomes, such as teacher teaching methods, learning motivation, or learning environment support.

Discipline remains an important aspect in the world of education, the results of this study suggest the need to pay attention to other factors that may have a greater role in shaping student academic achievement. Further research can be directed to explore these factors in order to formulate more effective and comprehensive learning strategies. These results also provide input for teachers and schools to not only focus on discipline, but also pay attention to learning approaches that are more holistic and responsive to student needs.



The summary model in the simple linear regression test provides an overview of how strong the relationship is between the discipline variable and Islamic Religious Education learning outcomes. In this study, the results of the summary model indicate a very strong relationship between the two variables. This means that the higher the level of student discipline, the better the learning outcomes they get in Islamic Religious Education subjects. This shows that discipline has the potential to be an important indicator in improving student academic achievement. In addition, the results of the summary model show that the proportion of variation in Islamic Religious Education learning outcomes that can be explained by the discipline variable is quite large. This means that most of the changes or differences in student learning outcomes can be linked to their level of discipline. However, there is still some variation caused by other factors outside the discipline variable, which is not explained in this model. Therefore, although discipline plays an important role, other external factors also need to be considered.

The summary model of the simple linear regression test provides an illustration that discipline has a significant contribution in shaping student learning outcomes, especially in Islamic Religious Education lessons. This finding reinforces the importance of building a culture of discipline in the school environment as part of a strategy to improve the quality of learning. By paying attention to the discipline aspect, teachers and schools can encourage the creation of a more conducive learning climate and support students' academic success as a whole.

#### **4. Conclusion**

Based on the results of the data analysis that has been carried out, it can be concluded that the data in this study meets the assumptions of normality and homogeneity. This shows that the residual data is normally distributed and the variance between data groups is homogeneous, so that parametric statistical analysis can be applied appropriately. With the fulfillment of these basic assumptions, the simple linear regression analysis process can be carried out validly and the results can be trusted. However, the results of the simple linear regression test show that discipline does not have a significant effect on the learning outcomes of Islamic Religious Education (PAI) in students. However, the summary model indicates a fairly strong relationship between discipline and learning outcomes. This finding suggests that the discipline variable still has a role in the learning process, but is not the only determining factor. Therefore, further studies are needed on other factors that also influence student learning outcomes, so that the learning strategies implemented in schools can be more effective and on target

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