

The Influence of Learning Discipline on the Learning Achievement of 'Ulya Class Students at the Raudhatut Thalibin Putri Islamic Boarding School

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Abstract:

Learning discipline is often considered an important factor influencing academic achievement, particularly in Islamic boarding school environments where discipline is intensively cultivated. This research aims to assess the level of learning discipline among female students of the Ulya class (senior high school level) as well as their achievement in Arabic learning at Pondok Raudhatut Thalibin Putri, and to explore how the two variables are related. This study applies a quantitative correlational approach involving 50 female students selected by means of purposive sampling. The data were obtained through a learning discipline questionnaire and documentation of Arabic learning achievement scores. In analyzing the data, the study employed validity and reliability tests, descriptive statistics, normality and linearity examinations, along with simple regression analysis. The study reveals that learning discipline is categorized as high, while Arabic learning achievement is categorized as very high. However, regression analysis indicates that learning discipline does not significantly influence Arabic learning achievement (Sig = 0.241; $R^2 = 0.028$). This study suggests that, in the context of Islamic boarding schools, discipline is no longer a distinguishing factor in academic achievement, and other factors need further investigation.

Keywords: learning discipline; academic achievement; Arabic language; Islamic boarding school

Abstark:

Kedisiplinan belajar sering dianggap sebagai faktor penting yang mempengaruhi prestasi belajar, terutama dalam lingkungan pendidikan pesantren yang mengimplementasikan pembiasaan disiplin secara intensif. Studi ini tujuannya untuk mengevaluasi tingkat kedisiplinan belajar santriwati kelas Ulya (SMA) serta tingkat prestasi belajar Bahasa Arab di Pondok Raudhatut Thalibin Putri, serta untuk menguji hubungan antara kedua variabel tersebut. Penelitian ini menerapkan pendekatan korelasional kuantitatif yang melibatkan 50 santriwati yang dipilih melalui metode pengambilan purposive sampling. Data dikumpulkan melalui angket kedisiplinan belajar dan dokumentasi nilai prestasi belajar Bahasa Arab. Analisis data dilaksanakan menggunakan uji validitas, uji reliabilitas, statistik deskriptif, uji normalitas, uji linearitas, dan uji regresi sederhana. Penelitian ini menghasilkan bahwasanya tingkat kedisiplinan belajar berada pada kategori tinggi, sedangkan prestasi belajar Bahasa Arab berada pada kategori sangat tinggi. Namun, hasil analisis regresi menunjukkan bahwa kedisiplinan

belajar tidak signifikan memengaruhi prestasi belajar Bahasa Arab ($\text{Sig} = 0,241$; $R^2 = 0,028$). Penelitian ini menunjukkan bahwa dalam konteks pesantren, kedisiplinan bukan lagi faktor pembeda prestasi belajar, sehingga faktor lain perlu diteliti lebih lanjut.

Kata kunci: kedisiplinan belajar; prestasi belajar; bahasa Arab; pesantren

INTRODUCTION

The progress of education contributes greatly to the development of individual personality, knowledge, and skills. Through education, a person is expected to be able to think critically, have noble character, and play an active role in community life. In the context of formal education, learning activities are the core of the educational process, because without a learning process, educational goals will not be achieved. Therefore, education, the learning process, and learning achievement are an interrelated unit that contributes to the improvement of human resources quality.

Learning can be defined as a relatively enduring process of behavioral change brought about by an individual's experience and interaction with his/her environment. Learning is affected by different factors which include both internal ones such as interests and motivations along with external factors including the environment and methods of learning used. Among these factors, discipline has an important role because it can form regular, consistent, and responsible learning habits.

Various studies show that learning discipline has a substantial impact on students' learning achievement. The higher the level of discipline, the better the learning outcomes achieved. Research carried out by (Sugiarto et al., 2019) also revealed that learning discipline significantly contributes to students' success in understanding the subject matter and increasing learning motivation. A disciplined attitude can foster consistent and directed learning habits so as to support the improvement of learning achievement.

In the context of pesantren education, discipline has a broader meaning because it includes not only academic rules, but also the rules of daily life that train students to be obedient, independent, and responsible. This is in line with research (Afati, 2018) on the quality of school life and discipline among the students of the Pabelan Islamic Boarding School that there is a meaningful association between the quality of school life and the discipline of students, with an effective contribution of 25.8%.

Furthermore, findings by (Sutisna et al., 2022) revealed that student discipline is positively and significantly related to learning achievement, with a correlation coefficient of $R = 0.5625$ and a determination coefficient of 31.64%. Research (Ariananda et al., 2016) It also found that student discipline has a real influence on learning achievement, where students who lack discipline tend to have achievements below the Minimum Completeness Criteria (KKM). This shows that discipline makes a great contribution to improving learning achievement.

However, research on the influence of discipline on learning achievement still has limitations. Most studies only examined the relationship in general without considering specific contexts such as the pesantren environment and the duration of long-term discipline habituation. For example, research (Dewi et al., 2020) revealed a positive link between learning discipline and learning achievement in public schools, but did not highlight the context of pesantren that have different discipline characteristics. In addition, most of the research focuses on general subjects such as mathematics or social studies, while while discipline significantly affects Arabic learning achievement in the pesantren environment is still relatively limited.

Interestingly, at the Raudhatut Thalibin Putri Islamic Boarding School, students of the Ulya class which is equivalent to the high school level have mostly been in the pesantren environment since the Wushta (SMP) level, so they have experienced discipline habituation for approximately six years. This condition becomes interesting to study in more depth, especially related to the extent of long-term discipline. This has an effect on their learning achievement, especially in Arabic subjects.

In line with this, the main objectives of the research will be to (i) examine the level of discipline in learning experienced by the students of Ulya class at the Raudhatut Thalibin Putri Islamic Boarding School; (ii) identify students' level of achievement in Arabic learning; and (iii) determine the impact of learning discipline on achievement in learning Arabic. The study is expected to have both theoretical and practical contribution to Arabic language learning.

LITERATURE REVIEW

Discipline is regarded as an essential aspect of education. In the study of Discipline in Education, it is explained that the term discipline originates from the Latin word *disciplina*, meaning instruction or guidance. Over time, this meaning evolved into compliance with the rules, norms, and values that exist within the educational setting. Discipline is not just mechanical obedience, but it also reflects the individual's awareness to act in an orderly manner and take responsibility for his or her own behavior (Samuel mamonto et al., 2023). Mulyasa's views quoted (Samuel mamonto et al., 2023) emphasizing that discipline is a state of order that arises from consciousness, not from coercion, so that it becomes an essential foundation in the formation of students' personalities.

In the learning process, learning discipline is a tangible form of applying the principles of discipline in academic activities. According to Jamal Ma'mur Asmani's theory, discipline includes four aspects, namely time discipline, rule enforcement discipline, attitudinal discipline, and discipline in worship (Asmani, 2012). In addition, (Samuel mamonto et al., 2023) Explained that learning discipline is a condition when students show regularity in learning, such as following schedules, doing assignments on time, and complying with learning rules consciously. With Thus, learning discipline represents students' dedication to the educational process and is considered a key factor in improving learning quality.

(Uswatun Hasanah et al., 2018) explained that learning discipline is greatly influenced by psychological factors, one of which is attention. Attention is the main requirement for the learning process, because without enough attention, students will have difficulty receiving and processing information. Attention arises when students feel that the material being studied is relevant and useful. In addition, motivation also plays an important role as a driving force in learning activities. Students who are highly motivated tend to be more organized, diligent, and (Uswatun Hasanah et

al., 2018) Learning also demands active involvement from students. (Uswatun Hasanah et al., 2018) states that students are active beings who gain understanding through direct experience, such as reading, writing, discussing, comparing concepts, and solving problems. In this case, discipline enables students to sustain their learning activities on a regular basis. In addition, repetition or practice is also important to strengthen understanding, so that disciplined students tend to obtain more optimal learning outcomes.

Learning achievement can be understood through Bloom's Taxonomy. (Ihwan Mahmudi et al., 2022) explained that there are three domains of learning outcomes, namely cognitive, affective, and psychomotor. The cognitive realm is concerned with the capability of understanding and use concepts, the affective realm includes attitudes, values, and interests, while the psychomotor realm is related to physical skills. This shows that learning achievement is an overall result of the learning process, not only limited to academic grades.

In educational psychology, (Uswatun Hasanah et al., 2018) stated that both internal and external factors influence learning achievement. The success of learning is largely determined by discipline. Students who have high learning discipline are able to manage time, repeat material regularly, and do assignments according to deadlines, so that the learning process becomes more effective. Therefore, learning discipline is theoretically seen as a factor that affects student learning achievement.

METHODS

The research adopted a quantitative approach employing a correlational design. The quantitative method is utilized to determine the relationships among variables based on numerical data that statistically analyzed. This research was carried out on students of the Ulya class of the Raudhatut Thalibin Putri Islamic Boarding School which is equivalent to the high school level. The research population amounted to more than 50 students divided into two classes. The sample in this research is 50 students.

The researchers gathered the data through questionnaires and documentation. The questionnaire was used to measure learning discipline as a variable of X based on indicators of time discipline, obeying rules, attitudes, and worship. The instrument was developed by researchers based on the theory of Jamal Ma'mur Asmani, then validated by experts before use. Arabic learning achievement data as a Y variable was obtained through student grade documentation.

Data are analyzed in multiple stages, namely the instrument testing for validity and reliability, descriptive statistical analysis, normality test, and linearity test. Following this, a simple linear regression analysis was carried out to identify the impact of discipline on Arabic learning achievement.

RESULT AND DISCUSSION

1. Instrument Validity Test Results

Table 1. Results of the Validity Test of Learning Discipline Instruments

Variabel	Item	R-count	R Table	Sig. (2 tailed)	a	Conclusion
Discipline Learn	X1	0.565	0.2787	0.00	0.05	Valid
	X2	0.579	0.2787	0.00	0.05	Valid
	X3	0.214	0.2787	0.00	0.05	Invalid
	X4	0.393	0.2787	0.05	0.05	Valid
	X5	0.747	0.2787	0.00	0.05	Valid
	X6	0.539	0.2787	0.00	0.05	Valid
	X7	0.413	0.2787	0.03	0.05	Valid
	X8	0.445	0.2787	0.01	0.05	Valid
	X9	0.444	0.2787	0.01	0.05	Valid
	X10	0.537	0.2787	0.00	0.05	Valid
	X11	0.583	0.2787	0.00	0.05	Valid
	X12	0.516	0.2787	0.00	0.05	Valid
	X13	0.502	0.2787	0.00	0.05	Valid
	X14	0.491	0.2787	0.00	0.05	Valid
	X15	0.563	0.2787	0.00	0.05	Valid
	X16	0.605	0.2787	0.00	0.05	Valid
	X17	0.545	0.2787	0.00	0.05	Valid
	X18	0.461	0.2787	0.01	0.05	Valid
	X19	0.557	0.2787	0.00	0.05	Valid
	X20	0.690	0.2787	0.00	0.05	Valid

According to Table 1, the findings of the validity test indicate that among 20 statements of the learning discipline questionnaire, there are 19 items which are considered as valid, while one item is invalid. An item will be found to be valid if its r-count is greater than r-table which is 0.2787 at a level of significance of 0.05. Item X3 has a smaller r-count than the r-table hence it is considered to be invalid and not used in subsequent analyses. In general, learning discipline instruments have met the validity requirements and are suitable for using to measure research variables.

2. Reliability Test

Table 2. Results of the Reliability Test of Learning Discipline Instruments

Variabel	Item	Cronbach's Alpha if Item Deleted	Conditions	Conclusion
Discipline Learn	X1	0.852	>0.60	Reliabel
	X2	0.852	>0.60	Reliabel
	X3	0.863	>0.60	Reliabel
	X4	0.858	>0.60	Reliabel
	X5	0.844	>0.60	Reliabel
	X6	0.852	>0.60	Reliabel

	X7	0.858	>0.60	Reliabel
	X8	0.857	>0.60	Reliabel
	X9	0.859	>0.60	Reliabel
	X10	0.854	>0.60	Reliabel
	X11	0.852	>0.60	Reliabel
	X12	0.855	>0.60	Reliabel
	X13	0.859	>0.60	Reliabel
	X14	0.855	>0.60	Reliabel
	X15	0.853	>0.60	Reliabel
	X16	0.851	>0.60	Reliabel
	X17	0.854	>0.60	Reliabel
	X18	0.856	>0.60	Reliabel
	X19	0.853	>0.60	Reliabel
	X20	0.847	>0.60	Reliabel

From the analysis done based on table 2, the obtained results suggest that the Cronbach's Alpha values of all the learning discipline instruments tested were above 0.60. It, therefore, indicates that the instrument has a high degree of reliability and hence a good level of internal consistency. Thus, learning discipline instruments can be trusted to regulate the discipline behavior of students consistently in the context of research

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Hours of deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Discipline	50	23	49	72	60,34	,805	5,691	32,392
Performance	50	25	70	95	82,22	1,161	8,207	67,359
Valid N (listwise)	50							

3. Statistical Descriptive Test

Table 3. Descriptive Statistics of Research Variables

From the findings of the descriptive statistics as seen from table 3, it's clear that the mean value of the discipline of student's learning is 60.34 and falls within the high category. Meanwhile, the average score of learning Arabic is 82.22 which is classified as very high. This shows that in general, the students of the Ulya class at the Raudhatut Talibin Putri Islamic Boarding School demonstrate a good level of learning discipline and highly satisfactory achievement in Arabic learning.

4. Frequency Test

Table 4. Frequency Distribution of Learning Discipline

Learning Discipline					
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	moderate	9	18,0	18,0	18,0
	height	32	64,0	64,0	82,0
	very high	9	18,0	18,0	100,0
	Total	50	100,0	100,0	

Based on table 4, most of the students show high learning discipline, which is 32 people (64%). Students with medium and very high categories each amounted to 9 people (18%). This distribution shows that the learning discipline of students is relatively homogeneous and dominated by the high category, which reflects the success of the discipline development system in the pesantren environment.

Table 5. Frequency Distribution of Learning Achievement

Learning Achievement					
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	height	18	36,0	36,0	36,0
	very high	32	64,0	64,0	100,0
	Total	50	100,0	100,0	

Based on table 5, it was discovered that students' achievement in Arabic learning is mostly in the very high category, namely 32 people (64%), while 18 students (36%) are in the high category. There are no students with low learning achievement. This demonstrates that, overall, students have strong academic abilities in Arabic subjects.

5. Normality Test

Table 6. Normality Test Results

<i>One-Sample Kolmogorov-Smirnov Test</i>		
		<i>Unstandardized Residual</i>
<i>N</i>		50
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	,0000000
	<i>Hours of deviation</i>	8,08952610
<i>Most Extreme Differences</i>	<i>Absolute</i>	,116
	<i>Positive</i>	,116
	<i>Negative</i>	-,114
<i>Test Statistic</i>		,116
<i>Asymp. Sig. (2-tailed)</i>		,089c
<i>a. Test distribution is Normal.</i>		
<i>b. Calculated from data.</i>		
<i>c. Lilliefors Significance Correction.</i>		

According to the outcomes presented in Table 6 from the Kolmogorov-Smirnov test, the significance level of 0.089 is attained. As the obtained value exceeds 0.05, it may be concluded that the residuals are normally distributed. Thus, the assumption of normality in this study has been fulfilled so that further statistical analysis can be carried out.

6. Linearity Test

Table 7. Discipline Linearity and Learning Achievement Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement * Learning Discipline	Between Groups	(Combined)	1088,813	19	57,306	,777	,714
		Linearity	93,999	1	93,999	1,275	,268
		Deviation from Linearity	994,815	18	55,267	,750	,736
	Within Groups		2211,767	30	73,726		
	Total		3300,580	49			

From Table 7, the outcomes obtained from the linearity test indicate that the significant value on the *linearity line* is 0.268, which is higher than 0.05. Further, the significant value of *Deviation from linearity* 0.736, which is higher than 0.05. Therefore, it can be established that there is no deviation from the linear relationship between the variables of learning discipline and learning Arabic. Therefore, it is fair to say that there exists linear relationship between the variables and that linear regression could be applied.

7. Simple Linear Regression Analysis

Table 8. Summary Model Simple Linear Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,169a	,028	,008	8,17336

a. Predictors: (Constant), learning discipline

From table 8, the correlation coefficient value represented by R is 0.169. From this it can see that there is very little relationship between learning discipline and success in learning the Arabic language. The value of R square, which is 0.028, means that only 2.8% can be accounted for by learning discipline while 97.2% was due to other influences.

Table 9. ANOVA Simple Linear Regression Analysis

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93,999	1	93,999	1,407	,241b
	Residual	3206,581	48	66,804		
	Total	3300,580	49			
a. Dependent Variable: learning achievement						
b. Predictors: (Constant), learning discipline						

The output from the simple linear regression analysis revealed an R-value of 0.169, indicating the very weak association between learning discipline and achievement in Arabic learning. The R Square-value of 0.028 revealed the contribution level of 2.8% from the learning discipline variable, whereas 97.2% was affected by other factors not within the purview of the study.

A significance value of 0.241 was obtained from the ANOVA analysis, indicating that it is greater than 0.05, so the regression model was not statistically significant. Thus, learning discipline as a variable has not sufficiently accounted for the variation in Arabic learning achievement in a meaningful manner.

Table 10. Coefficients of Simple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
		1	(Constant)	67,536		
	Learning discipline	,243	,205	,169	1,186	,241
a. Dependent Variable: learning achievement						

Using Table 10, the value of significance is 0.241 (> 0.05). In statistical hypotheses, H_0 indicates that learning discipline does not have an impact on the Arabic learning achievement of students. while H_a shows that students' Arabic learning achievement is influenced by discipline. Since the value of significance is above 0.05, then H_0 will be accepted and H_a will be rejected. As a result, it is safe to conclude that there is no impact of learning discipline on the Arabic learning achievement of the Ulya class students at Raudhatut Thalibin Islamic Boarding School.

The findings demonstrated that the learning discipline of students in the Ulya class was in the high category, while the achievement of learning Arabic was in the very high category. This it shows that the pesantren environment with a system of habituation, supervision, and strict rules has formed a relatively uniform level of discipline in students.

The simple linear regression analysis showed tha the obtained correlation value was $R = 0.169$ which indicated a very weak relationship between learning discipline and Arabic learning achievement. The R Square coefficient of 0. Based on the simple linear regression analysis, 028

demonstrates that discipline only contributes to 2.8%, while 97.2% were influenced by other factors such as linguistic ability, learning motivation, interests, learning strategies, and learning quality.

The obtained significance value of 0.241 (> 0.05) suggests that discipline is not significantly related to students' Arabic learning achievement. This indicates that in the context of pesantren, discipline is no longer a distinguishing variable because the level of discipline between students is relatively homogeneous.

This finding is different from some previous studies that stated that discipline affects learning achievement (Putro et al., 2019). (Ariananda et al., 2016) also stated that students who lack discipline tend to have scores below the KKM, so discipline is considered an influencing factor. However, similar findings were also reported by (Ishak et al., 2016) who found that discipline did not have a significant effect when discipline variation between respondents was low and other factors were more dominant.

Thus, discipline was not found to be the key factor explaining variations in Arabic learning achievement in this study. Achievement tends to be more affected by cognitive and language-related factors such as the ability to understand language rules, mastery of mufradat, and previous learning experiences.

CONCLUSION

According to the findings of this research, students possess a high level of learning discipline, whereas the level of achievement in Arabic learning is very high. As far as the regression analysis results show, the level of discipline does not influence significantly achievement in Arabic language learning, with a significance value of 0.241 and a contribution of 2.8%. This shows that in the context of pesantren, uniformly developed discipline is not considered the main factor affecting learning achievement variation. Thus, the increase in learning achievement is more influenced by other factors such as linguistic ability, motivation, learning strategies, and learning quality.

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