

# LEARNING DISCIPLINE AND STUDENT ETHICS ON LEARNING OUTCOMES

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## ABSTRACT

The aim of this research is to describe Contribution of learning discipline and student ethics to the learning outcomes of class VIII students at SMPN 7 Pakumbuh . This type of research is quantitative research using the correlation method. The population in this study was 108 people with a sample of 20 students . The sampling technique is carried out by determining the class that will be sampled ( Cluster Sample ). Discipline and ethics data were obtained from questionnaires that had been filled in by students and learning outcome data were obtained from the homeroom teacher. The results of data analysis show that: (1) learning disciplines contribute 63% to the learning outcomes of class VIII students at SMPN 7 Payakumbuh. (2) Student ethics contributes 75.1% to the learning outcomes of class VIII students at SMPN 7 Payakumbuh. (3) Student learning discipline and ethics contribute 77% to the learning outcomes of class VIII students at SMPN 7 Payakumbuh. The conclusion is that learning discipline and student ethics contribute to Indonesian language learning outcomes

**Keywords:** learning discipline, ethics, learning outcomes

## INTRODUCTION

Education is a conscious effort to create an inheritance culture from one generation to another. Education makes this generation a role model for the teachings of previous generations (BP et al., 2022) . To obtain the quality of education as expected, the education system must refer to educational goals. The educational process also plays a role in preparing someone to face and optimize their potential in the future. Quality education can refer to process quality and product quality. Education is said to be quality in terms of process if the teaching and learning process takes place effectively, students experience a meaningful learning process, and is supported by reasonable resources (humans, funds, facilities, infrastructure). (Siahaan et al., 2023) . To make the nation's life more intelligent, a place is needed to study science, one of the places is a school. Through this, science schools can be developed for Indonesian children to realize their dreams. One level of education to achieve success in the field of education is through Junior High School (SMP) . A student's success is seen from his learning outcomes.

Learning outcomes are students' overall achievements which pay more attention to the cognitive, affective and psychomotor domains which are influenced by the student's own factors and external factors. According to (Agusti & Aslam, 2022) ; (Siregar, 2019) learning

outcomes are the abilities obtained by students after receiving learning experiences from teachers or educators. Whereas. (Yulianto, 2021) According to Bloom, learning outcomes cover the cognitive, affective and psychomotor domains. The cognitive domain is knowledge, understanding, application, analysis, synthesis and evaluation. The affective domain is attitude, receiving, responding, values, organization, character. The psychomotor domain includes productive, technical, physical, managerial and intellectual skills. The success of students' learning can be seen in how much change in behavior they can achieve through learning. This means that someone is said to be successful in learning if they show changes in their behavior after studying (Busthomi, 2018) . Student success is marked by grades in the form of numbers, letters and so on. Discipline is seen as a condition that is created and formed through a process and a series of behaviors that demonstrate values, obedience, loyalty, regularity or order. These values have become part of our behavior in everyday life. Discipline occurs because of coaching in a very long process. The development process occurs in the family, community and continues to the formal education level.

Learning discipline is a student's behavior to control himself. According to (Sugiarto et al., 2019) ; (Meyanti et al., 2021) discipline is a condition that is created and formed through the process of a series of behaviors that demonstrate the values of obedience, obedience, loyalty, regularity and order. Students who are able to control their attitudes, behavior, or can control their ego can be seen from the student's personality. Students who violate the agreed rules will be given sanctions agreed upon by the school. Discipline is a condition that is created and formed through the process of a series of behaviors that demonstrate the values of obedience, obedience, loyalty, tranquility, regularity and order. A student needs to have good ethics and a disciplined attitude by carrying out exercises that strengthen himself to always be used to obeying and increase his power of self-control. A disciplined attitude that arises from one's own awareness will be more stimulating and long-lasting compared to a disciplined attitude that arises due to supervision from other people (Harahap, 2020) .

Ethics are values in society. If someone's behavior in social life is good, it means that someone's ethics are good, if someone behaves badly, it means that their ethics are bad. (Meyanti et al., 2021) argue that ethics is a science that explains the meaning of good and bad, explains what some humans should do to others, states the goals that humans should aim for in their actions and shows the way to do what they should. done. Therefore, whether a person's ethics are good or bad can be seen from a person's behavior. The standard of good or bad for someone's ethics is human reason

According to (Meyanti et al., 2021) students who have a level of discipline those who are high always get excellent grades. There are students with moderate levels of discipline who get very good grades and there are also those who get good grades. Meanwhile, students with low levels of discipline often get good grades and some often get low grades . There is a positive and significant relationship between student discipline and learning outcomes (Meyanti et al., 2021) . According to (Kuswandi & Masitoh, 2021) Good teacher ethics will have an impact on student learning success.

## **METHOD**

This research is included in the type of quantitative research using the correlation method. The population in this study was class VIII students at SMP N 7 Payakumbuh , totaling 1 05 students . The sampling method was using a cluster random sampling technique

, totaling 20 student . The research variables consist of two variables. The instrument of this research is a questionnaire to find out data related to the contribution of learning discipline and ethics to Indonesian language learning outcomes for class VIII at SMPN 7 Payakumbuh. The questionnaire used consists of 2 categories. Questionnaire statements are positive and negative. The instruments developed are based on the variables to be measured in the discipline are discipline in study time, discipline in studying diligently and regularly , discipline in paying attention in class , discipline in skills in class and discipline in the grades achieved. Meanwhile, the indicators for ethics are being religious, always being polite and respecting teachers, obeying school rules , being honest with yourself, being responsible, caring socially, being open and polite and maintaining the good name of the school. Meanwhile, learning outcomes are taken from student report cards.

## DISCUSSIONS

### Result

Based on the scoring results above, the following analysis is carried out on several things, namely (1) learning discipline, (2) student ethics, (3) learning discipline and student ethics, and (4) learning outcomes.

### *Discipline*

Learning discipline is a form of a person's self-control over agreed rules. Discipline in managing study time, discipline in studying diligently and regularly, discipline in paying attention in class, discipline in paying attention in class, and discipline in the grades achieved. From the scoring of the discipline questionnaire, two things will be analyzed below, (a) the learning discipline score, (b) the average learning discipline score

### The value of learning discipline

The scores that will be converted into grades are the raw scores on the learning discipline questionnaire contained in the data analysis above. The samples for each discipline can be seen in the following table 1 below.

**Table 1. Learning Discipline Values**

No	Student Code	Mark	Qualification
1	01	83	Perfect
2	02	83	Perfect
3	03	83	Perfect
4	04	78	Very well
5	05	82	Perfect
6	06	83	Perfect
7	07	79	Very well
8	08	82	Perfect
9	09	87	Perfect
10	10	78	Very well
11	11	75	Very well
12	12	85	Perfect
13	13	92	Perfect
14	14	95	Perfect

15	15	88	Perfect
16	16	92	Perfect
17	17	88	Perfect
18	18	79	Very well
19	19	82	perfect
20	20	85	Perfect

Based on the table above, the highest score obtained is 95, and the lowest score is 75. In detail, the learning discipline scores are explained one by one. A score of 95 was obtained by 1 person, a score of 92 was obtained by 2 people, a score of 88 was obtained by 2 people, a score of 87 was obtained by 1 person, a score of 85 was obtained by 2 people, a score of 83 was obtained by 4 people, a score of 82 was obtained by 2 people, the score 79 was obtained by 2 people, 78 was obtained by 2 people, 75 was obtained by 1 person.

### Average learning discipline

After obtaining the learning discipline score as stated above, the next step is to find the average score using the mean formula, below you can see the average discipline score in table 2 below.

**Table 2. Distribution of Learning Discipline Scores**

X	F	FX
95	1	95
92	2	184
88	2	176
87	1	174
85	2	170
83	4	332
82	3	246
79	2	158
78	2	156
75	1	75
$\Sigma N = 20$		$\Sigma FX = 1679$

After entering it into the distribution table, the data is then entered into the formula. The average obtained is 84, which is a perfect qualification.

### Classification of levels of learning discipline

Based on the qualifications, the learning discipline values of SMPN 7 Payakumbuh include; Excellent qualifications were obtained by 15 students with a score range of 81-100%, good qualifications were obtained by 5 students with a score range of 66-80%, adequate, poor and very poor qualifications, no students obtained the score range.

**Table 3. Classification of learning discipline levels**

No	Level Mastery	Scale 10	Qualification	Frequency	Percentage (%)
1	81 - 100 %	10	Perfect	15	75%
2	66 - 80%	9	Very well	5	25%

No	Level Mastery	Scale 10	Qualification	Frequency	Percentage (%)
3	56 - 65%	8	Good	0	0
4	41 - 55%	7	More than enough	0	0
5	0 – 40%	6	Enough	0	0
<b>Amount</b>				<b>20</b>	<b>100%</b>

Based on the table above, it can be seen that the learning discipline qualifications of class VIII students at SMPN 7 Payakumbuh, the level of discipline includes. First, 15 students with a percentage of 75% were at a mastery level of 81-100% with perfect qualifications . Second, 5 students with a percentage of 25% were at a mastery level of 66-80% with excellent qualifications .

***Student ethics***

Something that must be carried out by students either directly or indirectly in the learning process. Religious, always be polite and respectful of teachers, obey school rules, be honest with yourself and friends, be responsible, care about the environment, be open and polite, maintain the good name of the school. Based on the learning ethics questionnaire scoring, the following will be analyzed two things, (a) student ethics scores, (b) average student ethics

**Student ethical values**

The scores that will be converted into grades are the scores on the student ethics questionnaire contained in the data analysis above. The value of each sample for learning ethics can be seen from table 4 below.

**Table 4. Students' ethical scores**

No	Student Code	Mark	Qualification
1	01	82	Perfect
2	02	88	Perfect
3	03	89	Perfect
4	04	88	perfect
5	05	84	Perfect
6	06	83	Perfect
7	07	85	Perfect
8	08	89	Perfect
9	09	90	Perfect
10	10	87	Perfect
11	11	85	Perfect
12	12	91	Perfect
13	13	87	Perfect
14	14	96	Perfect
15	15	93	Perfect
16	16	89	Perfect
17	17	96	Perfect

No	Student Code	Mark	Qualification
18	18	91	Perfect
19	19	96	perfect
20	20	94	Perfect

Based on the table above, the highest score obtained is 96, and the lowest score is 82. In detail, the learning ethics scores are explained one by one. 3 people got a score of 96, 1 person got a score of 94, 1 person got a score of 93, 2 people got a score of 91, 1 person got a score of 90, 3 people got a score of 89, 2 people got a score of 88, 87 was obtained by 1 person, 85 was obtained by 2 people, 84 was obtained by 1 person, 83 was obtained by 1 person, 82 was obtained by 1 person.

### Average learning ethics score

After obtaining the students' ethical scores as stated above, the next step is to find the average score using the mean formula. Below you can see the average learning ethics score in table 5 below.

**Table 5. Distribution of students' ethical scores**

X	F	FX
96	3	288
94	1	94
93	1	93
91	2	182
90	1	90
89	3	267
88	2	176
87	2	174
85	2	170
84	1	84
83	1	83
82	1	82
$\Sigma N = 20$		$\Sigma FX = 1.783$

After being entered into the distribution table, the data is then entered into the formula, the average obtained is 89 with perfect qualifications.

### Classification of students' ethical levels

Based on the ethical qualifications of students at SMPN 7 Payakumbuh, including; 20 students obtained very good qualifications with a score range of 81-100%, very good qualifications with a score range of 66-80%, good qualifications with a score range of 56-65%, more than adequate with a score range of 41-55% and fair with a score range 0-40% of students do not get the range of grades.

**Table 6. Classification of students' ethical levels**

No	Level Mastery	Scale 10	Qualification	Frequency	Percentage (%)
1	81 - 100 %	10	Perfect	20	100%
2	66 - 80%	9	Very well	0	0

3	56 - 65%	8	Good	0	0
4	41 - 55%	7	More than enough	0	0
5	0 - 40%	6	Enough	0	0
<b>Amount</b>				<b>20</b>	<b>100%</b>

Based on the table above, it can be seen that the ethical qualifications of class VIII students at SMPN 7 Payakumbuh, the level of discipline includes. First, 20 students with a percentage of 100% were at a mastery level of 81-100% with perfect qualifications .

***Learning discipline and ethics***

From the results of the student discipline and ethics questionnaire scoring, the following two things will be analyzed, (a) students' learning discipline and ethics scores, (b) the average student learning discipline and ethics scores simultaneously.

**Discipline and ethics of learning to study**

The scores that will be converted into grades are the scores on the student learning discipline and ethics questionnaire contained in the data analysis above. The scores for each sample for discipline and learning ethics can be seen from table 7 below.

**Table 7 . Distribution of learning disciplines Ethical Values**

No	Student Code	Total score	Mark
1	01	165	83
2	02	171	85
3	03	172	86
4	04	166	83
5	05	166	83
6	06	166	83
7	07	164	82
8	08	171	86
9	09	177	88
10	10	165	82
11	11	160	80
12	12	176	88
13	13	179	89
14	14	191	95
15	15	181	91
16	16	181	90
17	17	184	92
18	18	170	85
19	19	178	89
20	20	179	90

Based on the table above, the highest score obtained is 95, and the lowest score is 80. In detail, the students' discipline and ethics scores are explained one by one. A score of 95 was obtained by 1 person, a score of 92 was obtained by 1 person, a score of 91 was obtained by 1 person, a score of 90 was obtained by 2 people, a score of 89 was obtained by 2 people, a score of 88 was obtained by 2 people, a score of 86 was obtained by 2 people, the score 85 was obtained by 2 people, 83 was obtained by 4 people, 82 was obtained by 2 people, 80 was obtained by 1 person.

**Average score for learning discipline and ethics**

After obtaining the study ethics scores as stated above, the next step is to find the average value using the mean formula. Below you can see the average values for discipline and study ethics simultaneously in table 8 below.

**Table 8. Distribution of Discipline and Ethics Values**

<b>X</b>	<b>F</b>	<b>FK</b>
96	3	288
95	1	95
94	1	94
93	1	93
92	2	184
91	2	182
90	1	90
89	3	267
88	4	352
87	3	261
85	4	340
84	1	84
83	5	415
82	4	328
79	2	158
78	2	156
75	1	74
$\sum N = 40$		$\sum FX = 3.461$

After being entered into the distribution table, the data is then entered into the formula. The average of 86 is a perfect qualification.

***Learning outcomes***

From the results of scoring learning outcomes, Below we will analyze 2 things, (1) learning outcome value, (2) average learning outcome.

**The value of learning outcomes**

The scores that will be converted into grades are the raw scores on the learning outcomes contained in the data analysis above. The values for each sample for learning outcomes are seen in table 9 below.

**Table 9. Learning outcome values**

<b>No</b>	<b>Student Code</b>	<b>Mark</b>	<b>Qualification</b>
1	01	78	Very well
2	02	78	Very well
3	03	79	Very well
4	04	78	Very well
5	05	81	Perfect
6	06	74	Very well
7	07	75	Very well
8	08	79	Very well



9	09	73	Very well
10	10	76	Very well
11	11	80	Very well
12	12	77	Very well
13	13	79	Very well
14	14	81	Perfect
15	15	80	Very well
16	16	82	Perfect
17	17	78	Very well
18	18	77	Very well
19	19	81	Very well
20	20	80	Very well

Based on the table above, the highest score obtained is 82, and the lowest score is 73. In detail, the learning ethics scores are explained one by one. A score of 82 was obtained by 1 person, a score of 81 was obtained by 3 people, a score of 80 was obtained by 3 people, a score of 79 was obtained by 4 people, a score of 78 was obtained by 3 people, a score of 77 was obtained by 2 people, a score of 76 was obtained by 1 person, the score 75 was obtained by 1 person, 74 was obtained by 1 person, 73 was obtained by 1 person.

**The value of learning outcomes**

After obtaining the learning outcome scores as stated above, then look for the average value by using the mean formula . Below you can see the average learning outcomes in table 10 below.

**Table 1 0. Distribution of learning outcome scores**

X	F	FX
82	1	82
81	3	243
80	3	240
79	3	237
78	4	312
77	2	154
76	1	76
75	1	75
74	1	74
73	1	73
$\sum N=20$		$\sum FX=1566$

After entering it into the distribution table, the data is then entered into the formula as follows. Obtained an average score of 78 with good qualifications.

**Table 1 1. Classification of Learning Mastery Levels**

No	Level Mastery	Scale 10	Qualification	Frequency	Percentage (%)
1	81 - 100 %	10	Perfect	4	20%
2	66 - 80%	9	Very well	16	80%
3	56 - 65%	8	Good	0	0

4	41 - 55%	7	More than enough	0	0
5	0 – 40%	6	Enough	0	0
<b>Amount</b>				<b>20</b>	<b>100%</b>

Based on the table above, it can be seen that the disciplinary qualifications of class VIII students at SMPN 7 Payakumbuh, the level of discipline includes: First, 4 students with a percentage of 20% are at a mastery level of 81-100% with perfect qualifications . Second, 16 students with a percentage of 80% are at a mastery level of 66-80% with excellent qualifications.

### ***Contribution of student learning discipline and ethics to learning outcomes***

In analyzing the data above, three things are explained below, (a) the correlation of discipline with Indonesian language learning outcomes; (b) correlation of learning ethics with Indonesian language learning outcomes: and (c) correlation of learning discipline and ethics together with Indonesian language learning outcomes

### **Contribution of learning discipline to learning outcomes r**

To find the contribution to student learning outcomes, *the product moment formula is used* . Discipline value data as variable X and learning outcome data as variable Y. Data from each variable is entered into the table

**Table 1 2. Contribution of discipline to learning outcomes**

No	Student Code	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	01	83	78	6889	6084	6474
2.	02	83	78	6889	6084	6474
3.	03	83	79	6889	6241	6557
4.	04	78	78	6084	6084	6084
5.	05	84	81	7056	6561	6642
6.	06	83	74	6889	5476	6142
7.	07	79	75	6241	5624	5925
8.	08	82	79	6724	6241	6478
9.	09	87	73	7569	5229	6351
10.	10	78	76	6084	5776	5928
11.	11	75	80	5625	6400	6000
12.	12	85	77	7225	5929	6545
13.	13	92	79	8468	6241	7268
14.	14	95	81	9025	6561	7695
15.	15	88	80	7744	6400	7040
16.	16	92	82	8648	6724	7544
17.	17	88	78	7744	6084	6864
18.	18	79	77	6241	5929	6083
19.	19	82	81	6724	6561	6642
20.	20	85	80	7225	6400	6800
<b>Amount</b>		<b>1679</b>	<b>1566</b>	<b>141,651</b>	<b>122584</b>	<b>131,536</b>

Based on the  $r_{XY \text{ value}} = 0.79$ , it can be concluded that the correlation level of learning discipline level with learning outcomes coefficient is in the range 0.61 -0.80 . Next, to interpret

the relationship between the two variables, a hypothesis significance test is carried out using the t test formula as follows. After the calculated t value is 7.44 , the next step is to compare the calculated t value with the t table at a significance level of 0.05 with n-2 degrees of freedom. For more details, see the following table. After the calculated t value is obtained, the next step is to compare the calculated t value with the t table at a significance level of 0.05 with n-2 degrees of freedom. For more details, see the following table.

**Table 1 3. Discipline hypothesis test on learning outcomes**

R	T count	n-2	<u>T table</u> P 0.05
0.794	7.4 4	18	1,734

Hypothesis testing based on *tcount* 0.794, obtained *tcount* 37.438 with n-2 degrees of freedom (23-2= 21), and a significance level of 0.05. The hypothesis is accepted if *tcount* > *ttable* . Thus H0 is rejected because the test results prove that *tcount* is greater from *ttable* , namely 7.438 > 1.721. It can be concluded that there is a significant contribution between ethics and the learning outcomes of class VIII students at SMPN 7 Payakumbuh.

**Contribution of student ethics to learning outcomes**

To find the contribution to student learning outcomes, *the product moment formula is used* . Discipline value data as variable X and learning outcome data as variable Y. Data from each variable is entered into the table

**Table 1 4. Contribution of Ethics to Learning Outcomes**

No	Student Code	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	01	82	78	6724	6084	6396
2.	02	88	78	7744	6084	6864
3.	03	89	79	7921	6241	7031
4.	04	88	78	7744	6084	6864
5.	05	84	81	7056	6561	6804
6.	06	83	74	6889	6561	6142
7.	07	85	75	7225	5624	6375
8.	08	89	79	7921	6241	7031
9.	09	90	73	8100	5229	6570
10.	10	87	76	7569	5776	6612
11.	11	85	80	7225	6400	6800
12.	12	91	77	8281	5929	7007
13.	13	87	79	7569	6241	6873
14.	14	96	81	9216	6561	7776
15.	15	93	80	8649	6400	7440
16.	16	89	82	7921	6724	7298
17.	17	96	78	9216	6084	7488
18.	18	91	77	8281	5929	7007
19.	19	96	81	9216	6561	7776
20.	20	94	80	8836	6400	7520
<b>Amount</b>		<b>1783</b>	<b>1566</b>	<b>159,303</b>	<b>122,584</b>	<b>139,674</b>

Based on the  $r_{XY \text{ value}} = 0.87$ , it can be concluded that the correlation level of ethical level on learning outcomes has a coefficient in the range of 0.81-0.99 . Next, to interpret the relationship between the two variables, a hypothesis significance test is carried out using the t test formula as follows. After the calculated t value is 7.37 , the next step is to compare the calculated t value with the t table at a significance level of 0.05 with n-2 degrees of freedom. For more details, see the following table. After the calculated t value is obtained, the next step is to compare the calculated t value with the t table at a significance level of 0.05 with n-2 degrees of freedom. For more details, see the following table.

**Table 1 5. Ethics Hypothesis Test with learning outcomes**

R	T count	n-2	T table
			P 0.05
0.867	7.37	18	1,734

Hypothesis testing is based on *tcount* 0.867, obtained *tcount* 7.37 with n-2 degrees of freedom (20-2= 18), and a significance level of 0.05. The hypothesis is accepted if *tcount* > *ttable* . Thus  $H_0$  is rejected because the test results prove that *tcount* is greater from *ttable* , namely  $7.37 > 1.73$ . It can be concluded that there is a significant contribution between ethics and the learning outcomes of class VIII students at SMPN 7 Payakumbuh

### **Contribution of learning discipline and student learning ethics to learning outcomes**

To find the contribution to student learning outcomes, *the product moment formula is used* . Discipline value data as variable X and learning outcome data as variable Y. Data from each variable is entered into the following table.

**Table 1 6. Contribution of learning discipline and student ethics to learning outcomes**

No	Student Code	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	01	83	78	6889	6084	6396
2.	02	85	78	7225	6084	6864
3.	03	86	79	7396	6241	7031
4.	04	83	78	6889	6084	6864
5.	05	83	81	6889	6561	6804
6.	06	83	74	6889	6561	6142
7.	07	83	75	6889	5624	6375
8.	08	82	79	6724	6241	7031
9.	09	88	73	7744	5229	6570
10.	10	82	76	6724	5776	6612
11.	11	80	80	6400	6400	6800
12.	12	88	77	7744	5929	7007
13.	13	89	79	7921	6241	6873
14.	14	95	81	9025	6561	7776
15.	15	91	80	8281	6400	7440
16.	16	90	82	8100	6724	7298
17.	17	92	78	8464	6084	7488
18.	18	85	77	7225	5929	7007
19.	19	89	81	7921	6561	7776
20.	20	90	80	8100	6400	7520
<b>Amount</b>		<b>1727</b>	<b>1566</b>	<b>149,442</b>	<b>122,584</b>	<b>139,674</b>

Based on the  $r_{XY \text{ value}} = 0.87$ , it can be concluded that the correlation level of ethical level on learning outcomes has a coefficient in the range of 0.81-0.99 . Next, to interpret the relationship between the two variables, a hypothesis significance test is carried out using the t test formula as follows. After the calculated t value is 7.37 , the next step is to compare the calculated t value with the t table at a significance level of 0.05 with n-2 degrees of freedom. For more details, see the following table. After the calculated t value is obtained, the next step is to compare the calculated t value with the t table at a significance level of 0.05 with n-2 degrees of freedom. For more details, see the following table.

**Table 1 7. Hypothesis testing of learning discipline and student ethics on learning outcomes**

<b>R</b>	<b>T count</b>	<b>n-2</b>	<b>T table</b>
<b>P 0.05</b>			
0.867	7,370	18	1,734

Hypothesis testing is based on  $r_{count}$  0.867, obtained  $t_{count}$  7.370 with n-2 degrees of freedom (20-2= 18), and a significance level of 0.05. The hypothesis is accepted if  $t_{count} > t_{table}$  . Thus  $H_0$  is rejected because the test results prove that  $t_{count}$  is greater from  $t_{table}$  , namely  $7.370 > 1.734$ . It can be concluded that there is a significant contribution between learning discipline and student ethics with Indonesian language learning outcomes for class VIII students at SMPN 7 Payakumbuh

### **Contribution Coefficient**

Based on data on learning discipline and student ethics on learning outcomes Class VIII students at SMPN 7 Payakumbuh obtained the following results. Based on the contribution of class VIII.I learning discipline at SMPN 7 Payakumbuh to learning outcomes, it is  $r^2 \times 100 = (0.794) \times 100\% = 63\%$ . So , the learning discipline of class VIII students at SMPN 7 Payakumbuh contributes to learning outcomes by 63%. Based on the ethical contribution of class VIII.I students at SMPN 7 Payakumbuh to learning outcomes is  $r^2 \times 100 = (0.867) \times 100\% = 75.1\%$ . So the ethics of class VIII students at SMPN 7 Payakumbuh contribute to learning outcomes by 75.1%. Based on the contribution of learning discipline and student ethics together to the learning outcomes of class VIII students at SMPN 7 Payakumbuh is  $r^2 \times 100 = (0.878) \times 100\% = 77\%$ . So, learning discipline and student ethics simultaneously contribute to the learning outcomes of class VIII students at SMPN 7 Pakumbuh by 77%.

### **Discussion**

discipline is a sense of responsibility for carrying out existing regulations, characterized by conscious obedience and obedience and always being on time. This understanding is reinforced by the statement (Badje & Faldi, 2019) , that discipline behavior can be divided into: (a) discipline in study time (b) discipline in studying diligently and regularly (c) discipline in paying attention in class (d) discipline in skills in class (e) discipline in values achieved by students. Furthermore (Izza, 2021) believes that discipline for students is something that is difficult to learn, because discipline is a complex thing and has many connections, namely knowledge, attitudes and behavior. Truth, honesty, responsibility, freedom, compassion, mutual help, and so on, are some of the societal rules that students must learn, respond to, and uphold. Based on the data analysis carried out, it can be seen that the

contribution of learning discipline to the Indonesian language learning outcomes of class VIII students at SMPN 7 Payakumbuh is 63%.

Student ethics is something that must be implemented by students both directly and indirectly in the learning process. (Hardiono, 2020) said that in Islam the use of the term ethics is equated with morals, while the similarity lies in the object, namely that both discuss the good and bad of human behavior. In terms of differences, ethics determines whether a person is good or bad using the standard of reason. Meanwhile, morals are determined by measuring religious teachings. During the learning process, all students should have good ethics. This understanding is reinforced by Wibowo (2012: 100) indicators of student ethics, namely: (1) religious; (2) always be polite and respectful of teachers; (3) comply with school regulations; (4) honest with yourself and friends; (5) responsible; (6) care about the environment; (7) social care; (8) be open and polite; and (9) maintain the good name of the school. Based on the data analysis that has been carried out, it can be seen that the contribution of ethics to the learning outcomes of class VIII students at SMPN 7 Payakumbuh is 75.1%.

Learning outcomes are a benchmark that can be used to determine students' level of success in mastering subject matter. Learning outcomes are also defined as the cognitive, affective and psychomotor abilities that students have after participating in the teaching and learning process. According to Carroll (2009:40) that the learning outcomes achieved by students are influenced by five factors, namely (a) learning talent, (b) time available for learning, (c) time required, (d) quality of teaching, (e) individual abilities. The four factors above (a, b, c, e) relate to individual abilities and factor (d) factors outside the individual (environment). According to Mujtajib (2011:35), learning outcomes are influenced by many factors, including: teacher ability, student condition, facilities and infrastructure, etc. But apart from all that, learning outcomes are the teacher's responsibility. The failure of students to achieve the predetermined goals is the teacher's failure. Based on the data analysis carried out, it can be seen that the contribution of learning discipline and student ethics to the Indonesian language learning outcomes of class VIII students at SMPN 7 Payakumbuh is 77%.

## CONCLUSION

The learning discipline of class VIII students at SMPN 7 Payakumbuh contributed to learning outcomes by 63%. Furthermore, the ethics of class VIII students at SMPN 7 Payakumbuh contributed to learning outcomes by 75.1%. If we look at the discipline of learning and ethics, they simultaneously contribute to the learning outcomes of class VIII students at SMPN 7 Pakumbuh, amounting to 77%.

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