



THE INFLUENCE OF LEARNING RESOURCES, LEARNING INTENSITY, AND DISCIPLINE ON LEARNING OUTCOMES OF CLASS XI STUDENTS IN ECONOMICS SUBJECT AT SMA NEGERI JAKARTA SELATAN

Lia Ayu Ashary¹, Siti Nurjanah², Sri Indah Nikensari³

^{1,2,3}Economic Education Study Program, Jakarta State University, Indonesia

Email: liaayuashary1703@gmail.com

Abstract

Study this discussion about influence source study, intensity study, and discipline to results study student class XI on the eye lesson economics at a public high school in South Jakarta. In research, this uses a survey method with an approach quantitative descriptive. The survey method is used to get data for a fact from the place of direct study in a scientific, not artificial, manner. Deep data collection is carried out with method spread questionnaire, interview, and observation in a manner direct without experiment. Descriptive quantitative is a research method that uses data in numbers as a form of subject research to be researched or as a tool for analyzing knowledge that will seek. The subject is student class XI at SMA Negeri Jakarta Selatan, SMAN 38 Jakarta, SMAN 49 Jakarta, and SMAN 109 Jakarta. The study utilized the following research instruments: a form sheet, a questionnaire a variable source. Sheets questionnaire variable intensity study, and sheets questionnaire discipline, whereas variable results study use results Mid Semester Assessment (PTS). The data analysis technique used is analysis multiple linear regression with results equality is $Y = 24.551 + 0.085X_1 + 0.789X_2 + 0.200X_3$. The study's hypothesis test results show an R square value of 93.3%. F value of 389.567 > 2.713 with a significant 0.000 < 0.05 means that variable source study, intensity study, and discipline together affect positive and significant results study student class XI on the eye lesson economy.

Keywords : *Source study ; Intensity study ; Discipline ; Learning Outcomes*

INTRODUCTION

Education is something human effort in the framework for obtaining later knowledge will make as a base in behaving, speaking, or behaving in society general. In Law No. 20 Years 2003 Article 1 paragraph 1 confirmed that " education is effort conscious and planned for realize atmosphere learning and the learning process for participants educate in a manner active develop potency himself for have religious, spiritual power, control self, personality, intelligence, morals glorious, as well necessary skills himself, society, nation, and state." There are three types of systems in education: input, process, and output. Inputs are factor pushers or could become factor inhibitors in reaching destination education. The process is an ongoing activity in learning, with a learning process expected students capable of getting results good study so that the results study could be one reject measuring the success of the learning process. Outputs are results achieved education from inputs and internal processes activity expected learning form results learned.

Study results are acquired abilities students, tagged with change behavior, go through the learning process. Change Acts demand individuals the stay relatively. As a result, interaction with the environment. In other words, someone stated has reached results study if on him occur change certain through the learning process (Sobri et al., n.d). Based on theory, Bloom's taxonomy classifies the study's results Becomes three realms: cognitive, affective, and psychomotor domain. The intended learning outcomes in the study results from the process

being carried out by students after following the activity study are the score results from the test mid-semester (PTS). Several influencing factors are factor external and internal factors.

According to Sugihartono (2013:76) that factor external students external factors _ are self-moderate individual learning. Factor external consists of three aspects, i.e., environment, family, school, and society. Slameto, in the book, argues that internal factor is existing factors in self-moderate individual learn, factor this covers factor bodily consisting of health as well as the disabled body. Then there is the psychological factor consisting of intelligence, attention, interest, talent, motive, maturity, and readiness. Then according to Shah (2017: 130), originating factors from self-students cover two aspects, i.e., the aspect physiological nature body and the aspect psychological nature of the spiritual.

Source study is all form source good in the form of people, tools, messages, or others that can use in a manner separated nor combined in facilitating the activity process learning. So is understanding source study according to AECT (association for education and communication technology), which states that source study is all covering form goods, people, or data that can use by educators and participants to educate good in a manner individual nor the usual group in the serious, informal situation make it easy activity learning (Samsinar, 2019)? Source study is one role as well as component important in activity study because with existing usage source adequate study will support learning process activities going to success results learn. It is in line with RI Law No. 20 of 2003 concerning the National Education System CHAPTER 1 Article 1 paragraph 20, which states that activity learning is an interactive process. Among participants, educate with educator source study in one environment learn. With so so participants, students, educators, and resources, the study is a bunch of mutual components related to one with the others in learning process activities.

Sudjana (1989) categorizes source study. There are several types: source study print, source non-print learning, resources study facilities, resources study activities, and resources study environment. Then according to Wallington, the source study classified Becomes following this: messages, people, materials, equipment, techniques or method, and environment. According to AECT (Association for Education Communication Technology) by Donald P. Ely and Tjeerd Plomp 1996:6, a divided source study Becomes two components: Source-designed learning (Learning Resources by Design) is an accidental source made to meet needs activity process learning. Source live learning use (Learning Resource by Utilization), i.e., source learns that at first not reserved for needs study, could be utilized to support learning process activities. Source study neither is this produced by humans, and already there is since early. The indicators used are people, tools and materials teaching, facilities school, environment, and use of electronic media.

Intensity word originated from English, namely "intense," which means enthusiasm or enterprising. Caplin explains the origin of the word intensity from English, namely "intensity," which means that something naturally quantitative from one sense is related to something the stimulus. Caplin also explained again that intensity is strength Act in demand or every experience occurs in self someone (Riduwan & Kuncoro, nd). Studying is an effort to be aware of what someone is doing, get knowledge, and experience a change like acting in demand or pattern thinking Becomes more directed.

Intensity study is the effort and sincerity of students to get an understanding through the activation process of learning done in a manner routine and regular time certain (Yulhendri, 2020). Then Melda inside (Riyanto & Aziza, 2020) argue that intense study is a reality and implementation from something motivation in framework reach goals and results expected to learn because somebody To makes an effort with full spirit exists motivation as pusher achievement it means students who have intensity high learning will tend to get results good study, otherwise if the student has low-intensity learning will also get results less study. Influencing factors intensity study, among other things: there are linkages with real life, must

consider personal interest students, give trust and responsibility answer to the student for enterprising study, the material provided must be distinct practical and present role as well as involvement student. Type level intensity study is level intensity study height, level study intensity medium, and level study intensity low. Indicator intensity study on research includes motivation study. Duration learns frequency study and activity learning.

Based on the Big Indonesian Dictionary (KBBI), discipline means order, obedience, or adherence to regulations. The word discipline comes from the English language, which reads "disciple," which means someone who wants to learn voluntarily following the leader's orders. According to Darmono et al., research revealed that discipline is a way of self-control or self-direction (self-control and self-direction). According to Slameto, learning is a change made by each individual after participating in the learning process. The changes that occur are not only in knowledge but in behavior, attitudes, skills, skills, and self-adjustment. So that it can interpret that learning discipline is an embodiment of attitudes, behavior, good conversations, and actions that grow independently without any coercion from outside the student to learn by obligations as a student by obeying and carrying out all kinds of rules and regulations that apply well at school or home.

According to Sofan (2016: 167), discipline can be influenced by himself, the educator's attitude, the environment, and the goals to be achieved. According to Charles Schaefer, there are two kinds of discipline goals: Based on the short term, the purpose of forming discipline is to be able to control oneself and get used to behaving according to existing rules wherever they are and to teach good and bad behavior. Then based on the long term, the purpose of establishing discipline is to control or self-control (self-control and self-direction) from negative things that are influenced from outside. Dunham (in Ehiena 2014: 181) states that effective discipline helps achieve students' goals, expectations, and responsibilities. The goal of students from discipline is to achieve maximum learning results and form individuals who are responsible and do not depend on anything, so that discipline is important in learning at school. Based on Tu'u's opinion (Study et al., 2020) states that disciplinary indicators consist of adherence to school rules, obedience to learning activities in class, obedience to doing assignments, and obedience to learning activities at home.

Based on the facts in the field, the learning outcomes obtained by students are still relatively low. It can be seen from the midterm results assessment (PTS) of the three schools, namely as follows:

Table 1
Student Mid Semester Assessment Results (PTS). Class XI in Economics Subject:

No.	School name	Number of Students	Mid-Semester Assessment Average (PTS)
1.	SMAN 38 Jakarta	36	56
2.	SMAN 49 Jakarta	35	47
3.	SMAN 109 Jakarta	36	64

Based on the description above, this study aimed to determine the effect of learning resources, learning intensity, and discipline on student learning outcomes in class XI in economics at SMA Negeri Jakarta Selatan. With the following hypothesis:

H0: Learning resources do not have a significant effect on learning outcomes

H1: Learning resources have a significant influence on learning outcomes

H0: Learning intensity does not have a significant effect on learning outcomes

- H1: Learning intensity has a significant effect on learning outcomes
 H0: Discipline does not have a significant effect on learning outcomes
 H1: Discipline has a significant effect on learning outcomes
 H0: Learning resources, learning intensity, and discipline do not have a significant effect on learning outcomes
 H1: Learning resources, learning intensity, and discipline significantly influence learning outcomes.

METHOD

The method used in a study, i.e., with survey and verification methods with quantitative approach. Internal tools or instruments method study use questionnaire or statements related to moderate problem researched, i.e., questionnaire variable source study, intensity study, and discipline. At the same time, the variable results study uses a score mid-semester (PTS). For perfect results research, I also used instrument form Interviews and observation direct eye teacher-related lessons, the eye teacher lesson economy. The place study consists of the 3 existing Public High Schools in the South Jakarta area: SMAN 38 Jakarta, SMAN 49 Jakarta, and SMAN 109 Jakarta. The data analysis technique used is analysis multiple linear regression to test the validity and reliability test, especially formerly for testing the research instrument. Then perform, an assumption test classic, including a normality test, multicollinearity test, and heteroscedasticity test, as well as hypothesis testing, is done, namely partial t-test (T), simultaneous test (F), and coefficients determination (R Square).

RESEARCH RESULTS

Data analysis used in research used for knowing influence source learning (X1), intensity learning (X2), and discipline (X3) against results study student (Y) by way of Partial nor together with statistical tests analysis multiple linear regression use IBM Statistics SPSS Version 28.

Table 2
Analysis results in multiple linear regression.

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	24.551	1.210		20.284	.000
	X1	.085	.033	.097	2.540	.013
	X2	.789	.035	.846	22.496	.000
	X3	.200	.060	.108	3.325	.001

a. Dependent Variable: Y

Based on the coefficient table above can interpreted equality analysis multiple linear regression from variable source learning (X1), intensity learning (X2), and discipline (X3) as follows:

$$Y = 24.551 + 0.085X1 + 0.789X2 + 0.200X3$$

To know the influence variable source study, intensity study, and discipline in a manner together to results study, students could see from the table following :

Table 3 F Test Results (Simultaneous)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1622.818	3	540.939	389.567	.000 ^b
	Residual	116.639	84	1.389		
	Total	1739.457	87			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

Based on output results in the table, ANOVA obtained results f test value (simultaneous) with score f_{table} is 2.713227 so that could conclude that score $f_{count} > f_{table}$ that is as big $389,567 > 2,713$ and value significant $0.000 < 0.05$ means variable source learning (X1), intensity learning (X2) and discipline (X3) have an effective positive and significant in a manner simultaneous (together) against variable results learn (Y).

To know the influence variable source study, intensity study, and discipline in a manner Partial to the results study, students could see from the following table:

Table 4 T Test Results (Partial)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	24.551	1.210		20.284	.000		
	X1	.085	.033	.097	2.540	.013	.545	1.836
	X2	.789	.035	.846	22.496	.000	.564	1.772
	X3	.200	.060	.108	3.325	.001	.750	1.334

a. Dependent Variable: Y

Based on the output results in the table on so got results T-test value (Partial) with a score t_{table} 1.988 is as follows:

- On variables source learning (X1) is obtained score $t_{count} > t_{table}$, i.e., of $2.540 > 1.988$ and value significant $0.013 < 0.05$ so could conclude that variable source learning (X1) effect positive and significant to variable results learn (Y).
- On variables, intensity learning (X2) is obtained score $t_{table} > t_{count}$, i.e., of $22.496 > 1.988$ and value significant of $0.000 < 0.05$ so could conclude that variable intensity learning (X2) effect positive and significant to variable results learn (Y).
- On variables discipline (X3) is obtained score $t_{count} > t_{table}$, i.e., of $3.325 > 1.988$ and value significant $0.001 < 0.05$ so could conclude that variable discipline (X3) effect positive and significant to variable results learn (Y).

To determine the extent of the influence that the variable source study has had, intensity study, and discipline to results study, students can see from the following table:

Table 5 Coefficient Result Determination (R²)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.966 ^a	.933	.931	1.17837

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

Based on the table, there is a value of R Square (R²) of 0.933. So could make equality like the following :

$$KD = R^2 \times 100\%$$

$$= 0.933 \times 100\%$$

$$= 93.3\%$$

Based on the results, the equality could see that score percentage coefficient determination in research, i.e., of 93.3%, means an influence from variable source learning (X1), variable intensity learning (X2), and variables discipline (X3) has an influence or contribution to variable results learning (Y) of 93.3% and the rest influenced by other variables that are not there is in a study this.

CONCLUSION

Based on the results of research that has been conducted with IBM Statistics, SPSS help can be pulled conclusion as follows:

1. Based on the results study got a score $t_{\text{count}} > t_{\text{table}}$, i.e., as big $2.540 > 1.988$ and value significant $0.013 < 0.05$, so that H_0 is rejected and H_a is accepted, it means there is a positive and significant influence Among variable source study to variable results learn.
2. Based on the results study got a score $t_{\text{count}} > t_{\text{table}}$, i.e., of $22.496 > 1.988$ and a significant value of $0.000 < 0.05$, so H_0 is rejected and H_a is accepted. It means there is a positive and significant influence Among variable intensity study to results study student.
3. Based on the results study got a score $t_{\text{count}} > t_{\text{table}}$, i.e., of $3.325 > 1.988$ and a value significant $0.001 < 0.05$, so H_0 rejected and H_a accepted. It means variable discipline study takes to effect positive and significant results study student.
4. Based on the results study got a score $f_{\text{count}} > f_{\text{table}}$, i.e., as big $389.567 > 2.713$ and a significant value of $0.000 < 0.05$ means that the variables of learning intensity and discipline have a positive and significant effect on student learning outcomes.

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