# Factors Affecting Learning Achievement: Learning Discipline and Self-regulation at MTs Wachid Hasyim Surabaya

**Lely Maharani [1] ***, **Didit Darmawan [2]**

*[1,2] Program Magister Pendidikan Agama Islam, Universitas Sunan Giri Surabaya.*

*\*Email:* lelymaharani2525@gmail.com

## Abstract

*This one indicator of educational success is student learning achievement which is influenced by various factors, including learning discipline and self-regulation. This study intends to explore the influence of learning discipline and self-regulation on student learning achievement at MTs Wachid Hasyim Surabaya. This research will involve quantitative data analysis using questionnaires as data collection tools. By focusing on study discipline and self-regulation, it involves 57 seventh grade students. The data analysis technique employed in this research is multiple linear regression. The results of the analysis show that learning discipline variable obtained a significance level of 0.004, while the self-regulation variable showed a significance value of 0.000. This implies that, each variable has a separate and significant influence on the variation of learning achievement. These findings illustrate that learning discipline and self-regulation make a significant contribution to student learning achievement. Students with high levels of learning discipline tend to achieve better learning outcomes. Moreover, students who can self-regulate, including in time management and learning strategies, are more likely to attain academic success.*

*Keywords: learning discipline, self-regulation, learning achievement.*

## Abstrak

Salah satu indikator keberhasilan pendidikan adalah prestasi belajar siswa yang dipengaruhi oleh berbagai faktor, termasuk disiplin belajar dan regulasi diri. Studi ini bermaksud untuk mengeksplorasi pengaruh disiplin belajar dan regulasi diri terhadap prestasi belajar Pendidikan Agama Islam siswa di MTs Wachid Hasyim Surabaya. Penelitian ini akan melibatkan analisis data kuantitatif menggunakan kuesioner sebagai alat pengumpulan data. Dengan berfokus pada disiplin belajar dan regulasi diri, melibatkan 57 siswa kelas tujuh. Teknik analisis data dalam penelitian ini adalah regresi linear berganda. Hasil analisis menunjukkan bahwa variabel disiplin belajar memperoleh tingkat signifikansi sebesar 0,004. Variabel regulasi diri menunjukkan nilai signifikansi sebesar 0,000. Ini berarti bahwa, dalam konteks ini, setiap variabel memiliki pengaruh yang terpisah dan signifikan terhadap variasi prestasi belajar. Hasil ini mengilustrasikan bahwa, disiplin belajar maupun regulasi diri memberikan kontribusi penting terhadap prestasi belajar siswa. Siswa dengan tingkat disiplin belajar yang tinggi cenderung mencapai hasil belajar yang lebih baik. Selain itu, Siswa yang mampu mengatur diri, termasuk dalam perencanaan waktu dan strategi pembelajaran, lebih mungkin untuk mencapai kesuksesan akademis.

**Kata kunci**: disiplin belajar, regulasi diri, prestasi belajar.

## INTRODUCTION

Education can be defined as assistance or guidance provided by adult individuals to direct a child's development towards the maturity phase (Kusumastuti et al., 2023). The main goal of education is so that children can become independent individuals and be able to carry out their life tasks without the help of other people (Hariani et al., 2020). Through education, a person can develop all aspects of his personality, including values, attitudes, knowledge and skills (Kurniati & El-Yunusi, 2023). Education does not only focus on academic aspects, but also on developing

character and skills needed to face everyday life (Darmawan et al., 2021; Bela et al., 2023). The ability to control oneself, both in facing negative temptations and in managing emotions, is an important discipline characteristic (Djazilan & Darmawan, 2022). To face the evolutionary demands of the times, education must continue to move forward and innovate continuously. Educational institutions are a place for students to gain the knowledge, skills and values needed to face future challenges. With joint efforts and cooperation from various parties, it is hoped t hat national education goals can be achieved. Improvements in various aspects of education must continue to be made to ensure that education provides maximum benefits for individual development and the progress of the nation (Hutomo et al., 2012; Darmanto et al., 2014; Gunawan et al., 2016). Thus, education is not only an obligation, but also a valuable investment to form a generation that is qualified and able to face the dynamics of global change.

Student learning achievement is the real result of a number of interacting factors, and has an important role in assessing educational success (Mardikaningsih, 2014). Learning achievement includes students' academic achievements in terms of understanding material, mastery of skills, and critical thinking abilities . Critical thinking involves students' ability to evaluate information rationally, identify relevant arguments, and make appropriate decisions based on available evidence. Students who have critical thinking skills can apply these abilities when solving complex problems. They are able to outline problems, identify solution options, and evaluate the consequences of each choice. This reflects the extent to which students are able to master the subject matter and develop the skills necessary for success in the future (Muflihin, 2020). A successful future requires more than just academic knowledge. Students need to develop skills that can be applied in a variety of contexts and face real-world challenges. The importance of learning achievement is not only limited to academic success alone, but is also related to student development. Good achievements often become a source of additional motivation to study harder and pursue higher academic goals (Darmawan, 2015). This creates a positive cycle where good performance triggers motivation, which in turn can increase performance further (Ummat & Retnowati, 2022).

Learning discipline is a significant factor that influences student learning achievement (Wahab et al., 2021). Learning discipline reflects a student's level of responsibility, perseverance, and dedication to the learning process. The disciplined aspect of learning is not limited, but includes students' ability to manage time, focus and manage their energy effectively during the learning process. Students who have a high level of learning discipline tend to show responsibility for academic tasks, prioritize their time wisely, and curb distractions that can hinder the learning process and ultimately achieve good learning outcomes (Arifin & Kurniawan, 2022). Students who have good learning discipline are generally better able to overcome learning challenges, complete assignments efficiently, and have a high level of involvement in academic activities. They are actively involved in class learning, participate in discussions, and have a high interest in the subject matter (Masnawati, Aliyah, et al., 2022). This discipline creates a strong mental foundation, enabling them to overcome adversity with perseverance and a positive attitude. In facing challenges, students who are disciplined in learning tend not to be easily affected by frustration or confusion, but rather focus more on finding solutions and developing problem-solving strategies. Apart from that, strong learning discipline also reflects students' efficiency in completing academic tasks. They can manage their time well, avoid procrastination, and set priorities carefully. These time management skills allow them to complete tasks efficiently, minimize stress, and improve the quality of their work (Darmawan, 2019). With an optimal level of learning discipline, students can create a conducive learning environment, where they can maximize their potential to gain understanding of the learning material (Karina et al., 2018).

The influence of self-regulation on learning achievement is an important aspect for understanding how students can manage themselves to achieve optimal academic results (Putrie, 2021). Self-regulation includes a number of skills and strategies, including goal setting, time planning, self-monitoring, and reflection on the learning process. One of the main impacts of self-regulation on learning achievement is students' ability to manage time effectively (Boekaerts &

Corno, 2005; Cera et al., 2013). Self-regulation involves students' ability to critically monitor and evaluate their learning progress. Students who can effectively monitor themselves are able to identify strengths and weaknesses in learning, enabling them to make necessary changes and adjustments (Masnawati, Mardikaningsih, et al., 2022). Self-regulation involves managing emotions, especially when students experience frustration, fatigue, or stress during learning. Students who can manage their emotions well tend to be better able to concentrate and stay focused on academic tasks. According to Duckworth and Steinberg (2015), self-control abilities, such as delaying gratification and managing impulses, are an integral part of self-regulation. Students who have this ability can refrain from impulsive actions that can hinder their long-term learning. Thus, they can provide optimal focus on their academic tasks, which in turn can improve learning achievement. Apart from that, self-regulation is also closely related to students' ability to set realistic and meaningful goals. Students who can clearly identify their learning goals and develop plans to achieve them tend to be more motivated and achievement-oriented. This can increase their learning efforts and, ultimately, contribute to better learning performance. The ability to overcome the temptation to procrastinate or be tempted by the environment can help students maintain the concentration necessary for successful learning achievement.

Education has a fundamental role in shaping the future of individuals and society. It is the foundation that enables individuals to develop their full potential, understand the world around them, and contribute positively to society. Through education, individuals from various backgrounds can have equal access to opportunities to learn and develop. Realizing the importance of understanding the factors that influence student academic achievement, the aim of this research is to explore the impact of learning discipline and self-regulation on student learning achievement at MTs Wachid Hasyim Surabaya. By focusing on MTs Wachid Hasyim Surabaya, this research aims to identify the extent to which learning discipline and self-regulation have an impact on student learning achievement at the secondary education level.

## METHOD

This research is quantitative research that uses survey methods. The main aim is to measure the level of influence of learning discipline and self-regulation on student learning achievement. With this approach, this research aims to obtain numerical data that can provide a statistical picture of the relationship between these variables and student learning achievement.

The population of this research was 206 students at MTs Wachid Hasyim Surabaya. The research sample was taken from class VII, which consisted of 57 students. Thus, this research will focus on collecting data from class VII students as a representation of the entire population at the school. The data collection process was carried out through distributing questionnaires to selected student samples. The research tool used was a questionnaire, intended to collect information regarding students' views regarding the impact of learning discipline and self-regulation on academic achievement. This questionnaire will consist of structured questions related to the research variables. Research variables include independent variables (learning discipline and self-regulation) and dependent variables (learning achievement). There are three indicators of learning discipline, eight indicators of self-regulation, and four indicators of learning achievement. The following is an explanation of operational definitions and research indicators:

1. Learning discipline is defined as students' ability to control themselves to carry out learning activities which include regularity in learning tasks (Hadiati, 2018). Three indicators of learning discipline according to Syarifuddin (2005), are as follows: adherence to study time; compliance with lesson assignments; and compliance with the use of learning facilities.
2. Self-regulation is a proactive process where a person is attuned to regulating and managing thoughts, emotions, behavior and the environment to achieve their academic goals (Hasan et al., 2021). Student self-regulation Ramadhani et al. (2022), includes eight indicators of self-regulation which include planning and setting goals; control attention;

apply learning strategies; evaluate; motivate yourself; efforts to overcome difficulties; seeking help; self-supervision.

3. The definition of learning achievement is the result of assessment activities expressed in numbers or symbols, all of which are about the progress of student learning outcomes during a certain period (Harahap et al., 2019). According to Usun (2004), learning achievement can be measured based on the following indicators: concern for learning; learning style; learning dimensions; and belief systems.

The data collected in this research will be analyzed using statistical methods, especially regression analysis. The main aim of the analysis is to identify and understand the extent of the impact of learning discipline and self-regulation on student learning achievement. This regression analysis will provide a more detailed and measurable picture of the relationship between the variables being investigated. The multiple linear regression analysis tool will be accompanied by data quality tests, including validity and reliability, to ensure the accuracy and reliability of the data used in the analysis. Validity tests will be carried out to ensure that data collection instruments, such as questionnaires or interviews, actually measure the desired concept or variable. This may involve statistical analysis of the questions in the instrument. Reliability tests will be carried out to assess the extent to which the instrument is consistent in measuring the same variables if repeated. The method commonly used is the Cronbach's Alpha test, which measures the level of internal consistency of the instrument. High results indicate that the instrument can be relied on to measure variables with good consistency.

**RESULTS AND DISCUSSION**

This research uses the method of distributing questionnaires online via Google Form. Distribution of questionnaires to students randomly obtained 57 students at MTs Wachid Hasyim Surabaya. Next, the collected questionnaire results will be processed and analyzed statistically.

Validity is measured by referring to the total corrected item correlation value, with the requirement that the value must be greater than 0.3. All questions contained in the questionnaire are designed based on the dimensions of the variables of learning discipline and self-regulation, as well as learning achievement, with the hope that the total item correlation value exceeds 0.3. Cronbach's alpha, which is determined as an indicator of the reliability of a measuring instrument, must reach a value of more than 0.6. Based on evidence of Cronbach's alpha for the discipline variable of 0.820, self-regulation of 0.904, and learning achievement of 0.898, all Cronbach's alpha values indicate that the measuring instrument used can be considered a reliable measuring instrument. The numbers have reached or exceeded the threshold of 0.6 which is considered a sign of sufficient reliability to meet the required reliability criteria.

**Table 1. Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-----|----------|-------------------|----------------------------|
| 1 | .795a | .632 | .619 | 2.262 |

The correlation between the variables of learning discipline and self-regulation on learning achievement is very strong, reaching a value of 79.5%. Based on the contribution achieved, it can be concluded that there is a value of 63.2% for learning achievement which can be explained by learning discipline and self-regulation. In other words, most of the variations in student learning achievement at MTs Wachid Hasyim Surabaya can be attributed to learning discipline and self-regulation factors. Meanwhile, around 36.8% of the variation in learning achievement cannot be explained by learning discipline and self-regulation, perhaps caused by other factors not examined in this study.

**Table 2. ANOVA**

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 475.381 | 2 | 237.690 | 46.448 | .000[b] |
| 1 Residual | 276.339 | 54 | 5.117 | | |
| Total | 751.719 | 56 | | | |

The F test results show that the F-calculated value reaches 46.448, with a significance level of 0.000. Because this probability value is smaller than 0.05, it can be concluded that the regression equation has strong significance. This analysis indicates that the variables of learning discipline and self-regulation together have a significant influence on learning achievement at MTs Wachid Hasyim Surabaya. Therefore, it can be concluded that the variables of learning discipline and self-regulation not only have an individual influence, but also jointly play a role in influencing learning achievement at MTs Wachid Hasyim Surabaya.

**Table 3. Coefficientsa**

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | 6.705 | 4.332 | | 1.548 | .128 |
| 1 X1 | .605 | .200 | .335 | 3.028 | .004 |
| X2 | .312 | .065 | .532 | 4.803 | .000 |

The results of this research produce a regression model with the equation Y = 6.705 + 0.605X1 + 0.312X2. From this model, it can be concluded that if the value of all variables, namely learning discipline and self-regulation, is equal to zero, then the estimated student learning achievement score will be around 6.705. This indicates the basic value of student learning achievement without taking into account the impact of learning discipline and self-regulation. The regression coefficients of 0.605 for learning discipline and 0.312 for self-regulation reflect the extent to which changes in learning achievement can be attributed to a one-unit change in each independent variable.

Based on the results from Table 3, it can be observed that the learning discipline variable obtained a significance level of 0.004. Meanwhile, the self-regulation variable at MTs Wachid Hasyim Surabaya also shows a significant value of 0.000. These two significance values, which are less than the threshold of 0.05, indicate that learning discipline and self-regulation have a significant role in partially realizing student learning achievement at MTs Wachid Hasyim Surabaya. This means that, in this context, each variable has a separate and significant influence on the variability of learning achievement. These results illustrate that, individually, both learning discipline and self-regulation make an important contribution to student learning achievement at the school.

Learning discipline has a positive and significant impact on the learning achievement of MTs Wachid Hasyim Surabaya students. This is in accordance with the study of Tarabashkina and Lietz (2011); Wirantasa (2017); and Wahab et al. (2021). which provides empirical support for the positive relationship between learning discipline and learning achievement. Students who have a high level of learning discipline tend to show behavior patterns that support optimal academic achievement. One of the main contributions of learning discipline to learning achievement is students' ability to manage time effectively. Students who are disciplined in studying can plan their study schedule well, avoid procrastination, and provide consistent focus on academic tasks. Learning time can be optimized, increasing the efficiency and effectiveness of the learning process. A high level of learning discipline also reflects students' ability to overcome distractions and temptations that can hinder learning. Students who are able to restrain themselves from external distractions and maintain concentration during learning to achieve understanding of the lesson material. This persistence helps build a strong foundation for continued learning achievement. Study discipline also plays a key role in forming positive study

habits. Students who are used to studying regularly, following an organized study plan, and prioritizing academic tasks tend to achieve better learning achievements. This consistency in learning behavior creates a stable learning environment and supports the achievement of academic goals (Entwistle & Peterson, 2004). These findings have important implications in the educational context, emphasizing the need to provide attention and support to the development of students' learning discipline. Efforts to improve learning achievement can start by strengthening the culture of learning discipline in the educational environment. Factors such as attendance, order, and focus on learning tasks can be the focus of development to create a conducive learning environment. By linking the findings of this research with previous studies, it can provide a strong basis for planning and implementing education policies that are more effective and targeted. Strengthening learning discipline can be a strategy that has the potential to improve overall student learning achievement at MTs Wachid Hasyim Surabaya.

This research shows significant findings regarding the positive influence of self-regulation on the learning achievement of MTs Wachid Hasyim Surabaya students. This is in accordance with findings from Tongchai (2016); Kaur et al. (2018); Putrie ( 2021) has shown that students who are able to regulate themselves, including managing time, motivation and emotions, tend to achieve better learning achievements. Students who have good self-regulation skills tend to achieve higher learning achievements. One of the main findings of this research is that students who are able to set their learning goals clearly have a tendency to achieve better learning achievements. The ability to set realistic and meaningful goals provides clear direction for more optimal student learning efforts (Moss & Brookhart, 2012). Apart from that, self-regulation is also closely related to effective time management (Oettingen et al., 2015). Students who can plan their time well, avoid procrastination, and prioritize learning tasks tend to have superior academic performance. With this ability, students can provide optimal focus on each assignment or lesson, improving the quality of their learning process. The importance of self-monitoring is also highlighted in the findings of this research. Students who are able to critically monitor their progress, identify weaknesses, and make adjustments to improve understanding of the material, tend to achieve better learning achievements (Masnawati, Aliyah, et al., 2022). Self-monitoring helps students stay focused on learning goals and make necessary improvements to achieve optimal levels of understanding. At MTs Wachid Hasyim Surabaya, these findings can provide valuable insights for educational policy makers and practitioners in the field. Encouraging the development of students' self-regulation skills through a planned education and support approach can be a strategic step. This can include training in time management skills, fostering intrinsic motivation, and developing the ability to manage stress and emotions, all of which can contribute to improved learning achievement. By connecting the findings of this research with previous studies, it can form a solid knowledge base for designing more effective educational interventions. Support provided to improve student self-regulation can be one of the key strategies for improving learning achievement at MTs Wachid Hasyim Surabaya level.

Regulations do not only apply to one aspect of life but cover everything related to social, national, and religious life (McCullough & Carter, 2013). As mentioned in the Koran, change in a people only occurs if they change themselves, and no one can resist Allah's will. In the story of Prophet Musa alaihis salam learning from Prophet Khidir alaihis salam, the Al-Quran provides a concrete example of the application of self-regulated learning (Nasir, 2018). Musa alaihis salam is shown as a student who has a strong intrinsic drive to learn, is critical, and takes initiative independently to pursue further knowledge. From a psychological perspective, Musa alaihis salam's learning independence falls into the categories of identified regulation, where the action is chosen as a step towards a personally identified goal, and intrinsically motivated behavior, where the impulse arises naturally from within the self. Thus, the effectiveness of this self-regulation can improve the quality of life, strengthen success, and distance oneself from detrimental actions (Hakim & Marzuki, 2019).

## CONCLUSION

The importance of study discipline and self-regulation on the academic achievement of students at MTs Wachid Hasyim Surabaya is not only locally significant but also has a substantial impact on a broader scale in the field of education. Based on findings from various research studies, it is evident that a high level of study discipline not only correlates but also positively contributes to students' academic achievement. This indicates that students who can effectively manage their time, maintain focus, and shoulder responsibilities in the learning process tend to achieve superior academic results.

The role of self-regulation is a crucial element in understanding the dynamics of students' academic performance. Students' ability to set clear goals, manage time efficiently, and exercise self-monitoring in the learning process is not merely an individual attribute but a highly influential factor in achieving optimal academic performance. The self-regulation process not only aids students in achieving academic goals but also assists in developing effective learning strategies, ultimately enhancing their comprehensive understanding of the subject matter.

Study discipline and self-regulation are not confined to local and school-specific contexts but reflect crucial aspects in efforts to improve the overall quality of education. Consequently, a profound understanding of the interaction between study discipline and self-regulation not only helps identify factors supporting students' academic achievement at MTs Wachid Hasyim Surabaya but also contributes to the development of more effective and sustainable educational approaches at the national level.

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