DEVELOPMENT OF STUDENT LEARNING DISCIPLINES THROUGH THE ROLE OF THE SCHOOL ENVIRONMENT IN JAKARTA STATE HIGH SCHOOL STUDENTS

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Abstract

This study aims to determine the influence of learning motivation and self-efficacy on learning discipline with school environment moderation in class XI students of SMA Negeri 79 Jakarta. This research uses a quantitative approach with a questionnaire method. The total population in this study was 248, with a sample of 153 students using *simple random sampling* techniques. Data analysis is carried out by the SEM-PLS method. The results showed a positive and significant influence on learning motivation on learning discipline (r = 0.459, p-value = 0.000) and a positive and considerable influence of self-efficacy on learning discipline (r = 0.202, p-value = 0.00 6). The school environment does not moderate or does not affect the result of learning motivation on learning discipline (p-value = 0.184). The school environment does not make reasonable or does not affect the impact of self-efficacy on learning discipline (p-value = 0.506). These findings suggest that the school environment can not solely affect student learning discipline.
Keywords: learning motivation, *self-efficacy*, learning discipline, school environment.

INTRODUCTION

Education is one of the crucial aspects of the life of every individual. Education is a milestone in achieving prosperity by improving the quality of good human resources (Anjarwati et al., 2020). In keeping up with the times, education is also needed, which is very important in playing a role in life. The importance of an individual's education depends on the quality of education obtained. Sufani et al. (2020) mentioned that the quality of education could be seen from the curriculum, quality of teachers, teaching methods, learning facilities, environment, and students.

The learning process involves a series of activities connected by internal and external factors. Internal factors arise from within the individual, while external factors arise outside the individual. One internal factor determining learning success is the attitude of learning discipline. A discipline is a form of individual adherence to the rules and norms of community life that apply (Y. Sari et al., 2022). While learning discipline is a particular behavior that shows obedience to a direction in carrying out a series of learning activities with the aim of learning (Purbiyanto & Rustiana, 2018).

It is essential to have a disciplined attitude in students because good discipline can have an impact on various aspects of student life. A disciplined, trained student at school will indirectly affect his social life. The profession's attitude toward students can be seen in punctuality, respect, and courtesy, obeying the rules, fulfilling the tasks given by the teacher, studying diligently, and being responsible and active in learning activities. But, there are still often student attitudes that are far from the word discipline.

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In addition to motivation, other internal factors create learning discipline, namely, a person's belief in their abilities or self-efficacy (Monika & Adman, 2017). The higher the self-efficacy, the higher the confidence in one's ability to achieve goals shown through hard work, unaffected by actions, and not commendable (Elvira & Mudjiran, 2019).

Furthermore, in addition to internal factors, external factors can affect student learning discipline, namely the school environment. Parents trust the school environment as a place to educate their children to gain knowledge, learn and grow mentally and morally.

Based on observations while teaching at SMA Negeri 79 Jakarta, some students needed to obey the rules. Such as not attending learning activities, not being on time in collecting assignments, cheating, and not composing assignments which resulted in empty grades until the end of the semester, and there were still other violations. From this, there still needs to be a higher level of student discipline. Then, in learning activities, students were found who lack confidence in their abilities by showing shame in answering questions, shame in asking teachers, and inactivity of students in learning activities. Furthermore, the school environment, which is a place for learning, still needs more facilities and infrastructure.

Based on the background that has been described, the hypotheses in this study are as follows: 1) H_1: The influence of learning motivation on learning discipline; 2) H_2: the influence of self-efficacy on learning discipline; 3) H_3: The school environment moderates the influence of learning motivation on learning discipline; 4) H_4: The school environment moderates the influence of self-efficacy on learning discipline. This study aims to determine the influence of learning motivation and self-efficacy on student learning discipline with school environment moderation in class XI students of SMA Negeri 79 Jakarta.

LITERATURE REVIEW
Learning Motivation

Motivation comes from the Latin word "movere," which means impulse or driving force. Mc. Donald (in Nurjan, 2016) defines motivation as a change in energy individual marked by the appearance of a feeling response to the existence of a goal. According to Marcelina et al. (2017), learning motivation is a form of positive encouragement that students have through learning activities to obtain optimal learning outcomes. So, learning motivation is an impulse from within and outside the student, which can result in a positive change in student behavior to achieve learning goals. The existence of learning motivation certainly provides a function among the tasks of learning motivation, according to Vienna Sanjaya (in Emda, 2017), among others: first, encouraging students to be active in learning activities. Second, motivation as a director to meet needs or achieve desired goals.

Nasrah (2020) argues that indicators of learning motivation include:

1. Have the desire to succeed.
2. Encouragement and need to learn.
3. Perseverance in the face of the task
4. Tenacious in the face of adversity

5. The existence of exciting activities in learning
6. I love to find and solve problems.

Tampubolon et al. (2021) mentioned indicators of learning motivation, including:
1. The student has the willingness to learn.
2. Encouragement and the need to know.
3. An interesting learning activity
4. There is a learning award.

Therefore, the indications of learning motivation include the need for learning, an appreciation for wisdom, and a desire to succeed. Exciting learning activit ies are also included in this category.

Self-efficacy

According to Sari et al. (2021), self-efficacy is self-confidence in the ability to learn and condition situations to get optimal results. Meanwhile, Sandi (2017) defines self-efficacy as the belief that a person has in realizing specific goals, having an optimistic spirit, developing themselves well, and having the drive to do tasks and achieve. So self-efficacy is an individual's belief in oneself and one's abilities, so it always shows an optimistic attitude toward achieving the desired goals.

According to Bandura (in Oktariani, 2018), there are three aspects or indicators, including magnitude or level related to the level of difficulty of the task that students believe can be overcome. Generality is related to the belief that students can complete a wide variety of activities; strength relates to the stability and confidence of students in their behavior, such as optimism and tireless hard work. Another opinion that mentions the same indicator of self-efficacy is from Yulikhah et al. (2019). From the above statement, it is concluded that the hands of self-efficacy include: Magnitude related to students' optimism and confidence in being able to do the task well; Generality on the beliefs of students can face a variety of situations and conditions; Strength relates to student perseverance, trust in ability, persistence, and tenacity.

Learning Disciplines

According to Safna & Wulandari (2018), a learning discipline is a form of student compliance with regulations aimed at action to change student behavior. Safna & Wulandari (2021). Learning discipline is the action of students in obeying and obeying the learning rules that apply at school and home in the form of experiences in the learning process. So, learning discipline is students' attitude in following learning rules with their self-awareness in the hope of a change in behavior or a better learning attitude. Internal factors can affect learning discipline, including self-awareness, learning motivation, and whether students can adapt to learning. And external factors are family, school environment, friends, and society.

Indicators of learning discipline, according to Simbolon (2020), include:
1. Obey school rules.
2. Adhere to learning activities at school.
3. Obedient in doing tasks.
4. Be respectful of exercises at home.

Meanwhile, the indicators of learning discipline according to A. Lestari & Sugeng (2019) include:
1. Obey school rules.
2. Adhere to learning activities at school.

3. Obedient in doing tasks.
4. Adhere to learning at home.
Therefore, some indicators of learning discipline include compliance with school regulations, observation of learning activities at school, obedience to accomplishing chores, and observance when studying at home.

School Environment

According to Wahid et al. (2020), the school environment is an educational institution that is a place for students to form attitudes and develop their potential. School is also a vehicle for the process of educational activities in which there are life values that can grow and develop. The school environment participates in improving the mindset of children, and this is because facilities and infrastructure, as well as good environmental conditions, are essential values for the realization of a pleasant learning environment.

According to Umar et al. (2022), indicators of the school environment include teaching methods, teacher-to-student relationships, student-to-student relationships, learning tools, curriculum, discipline, learning tools, and school time. According to Umar et al. (2021), school environment indicators include the method of chasing, the relationship between teachers and students, the relationship between students and students, school discipline, and school facilities. Azizah et al. (2017) said school environment indicators include: school discipline, teacher-to-student relations, student-to-student relationships, and school facilities. From these opinions, the hands of the school environment have the relationship between teachers and students, the relationship between students and students, school facilities, school discipline, and curriculum.

RESEARCH METHODS

Data collection in this study used questionnaires through google forms. This study's population was all class XI SMA Negeri, 79 Jakarta students, as many as 248 students, with a research sample of 153 students. The sampling technique used in this study is *a simple random sampling* technique. *Simple random* sampling is a sampling technique from a population that is carried out randomly without paying attention to the strata in the population (Sugiyono, 2013).

The data sources used in this study are primary data and secondary data. Preliminary data are obtained directly by researchers or the first source through questionnaires, observations, and interviews with respondents (Samsu, 2017). At the same time, secondary data is data obtained through other people or researchers, not the first source of the data (Yusuf, 2017). The data analysis used in this study used the structural *equation model-partial least square* (SEM-PLS) with the SmartPLS application.
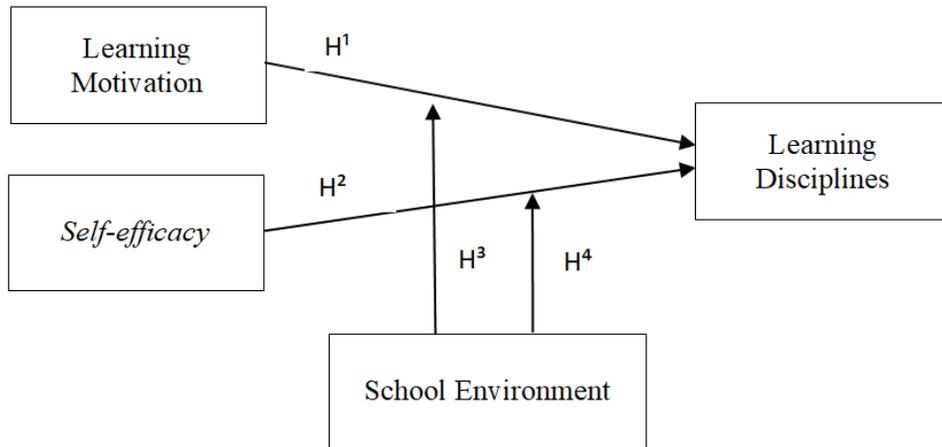
Theoretical Framework

Figure 1 Theoretical framework

RESULTS AND DISCUSSION
Outer Model

The outer model is a model that connects all construct variables or with latent variables (Sarwono & Narimawati, 2015). The external model is carried out to ensure that the instrument used is feasible to be used as a measurement of each variable by looking at its validity and reliability. In the outer model, *convergent validity, discriminant validity, and composite reliability* are obtained.
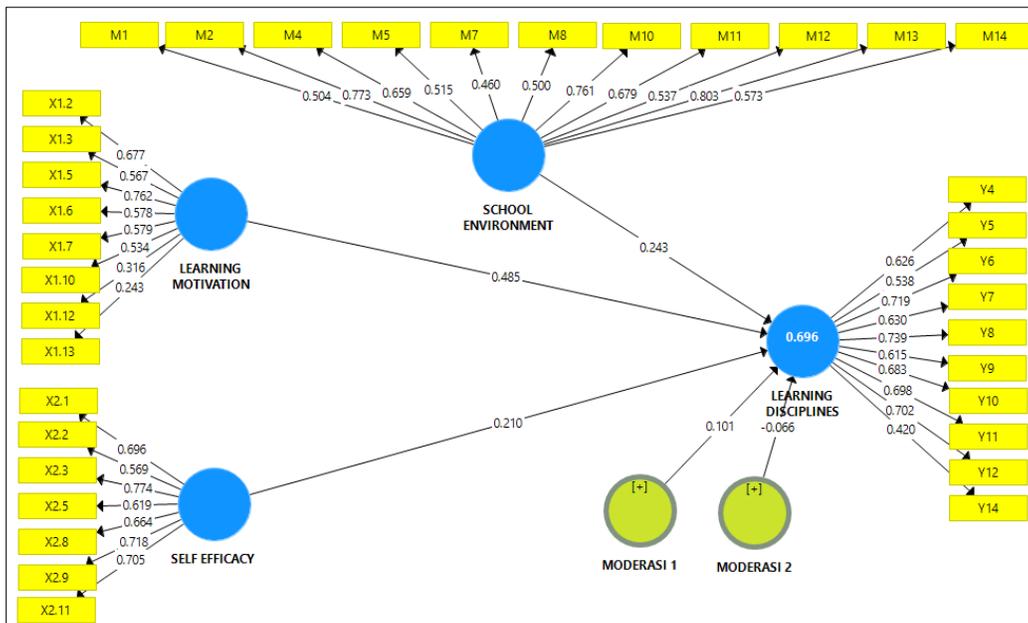
Gambar 2 Outer Model Utama

1. Convergent Validity

In convergent validity, the outer loading value is said to be valid if > 0.7. However, according to Panjaitan et al. (2019) if the external loading value < 0.7 can be said to be good if it meets the recommended value of 0.5. then the value < 0.5 must be eliminated.
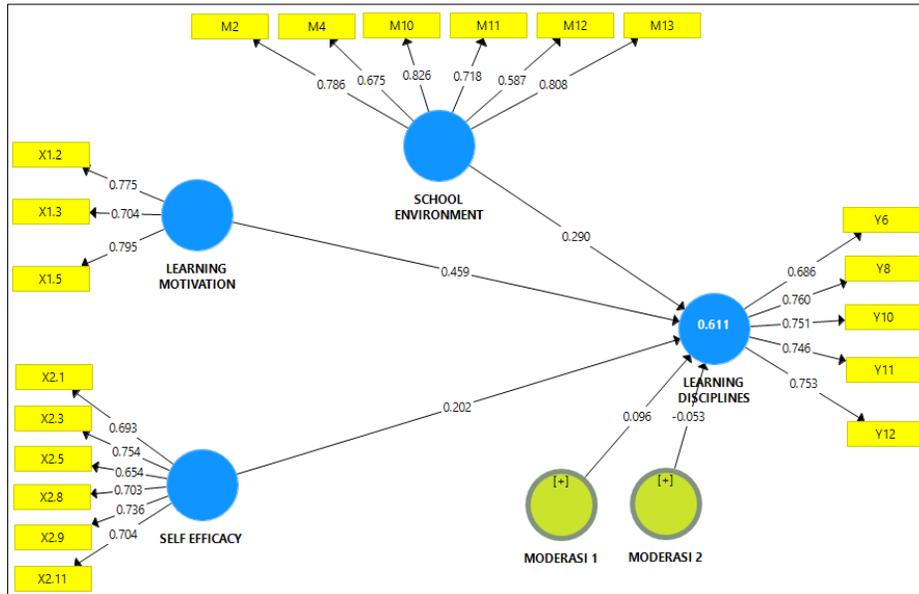

Figure 3 Outer New Model

Table 1 Outer Loading Results

	Outer Loading	Information
X1.2	0.775	Valid
X1.3	0.704	Valid
X1.5	0.795	Valid
X2.1	0.693	Valid
X2.3	0.754	Valid
X2.5	0.654	Valid
X2.8	0.703	Valid
X2.9	0.736	Valid
X2.11	0.704	Valid
Y6	0.686	Valid
Y8	0.760	Valid
Y10	0.751	Valid
Y11	0.746	Valid
Y12	0.753	Valid
M2	0.786	Valid
M4	0.675	Valid
M10	0.826	Valid
M11	0.718	Valid
M12	0.587	Valid

In addition to outer loading, convergent validity can be measured by looking at the *Average Variance Extracted* (AVE) value with the standard that can be said to be valid convergent, namely AVE > 0.5 (Ghozali, 2021).

Table 2 AVE

Variable	AVE
Learning Motivation	0.576
Self-efficacy	0.501
Learning Disciplines	0.547
School Environment	0.545

From these results, learning motivation, self-efficacy, learning discipline, and school environment have an AVE value of > 0.5. So, the research variables have been valid.

2. Discriminant Validity

Discriminant validity aims to test the value of the correlation between the latent variable and the constructed variable. Discriminant validity can be seen from the Fornell-Larcker Criterion and Cross Loading results.

Table 3 Fornell-Larcker Criterion Results

Variable	Learning Motivation	*Self-efficacy*	Learning Disciplines	School Environment
Learning Motivation	0.759			
Self-efficacy	0.606	0.708		
Learning Disciplines	0.717	0.624	0.740	0.617
School Environment	0.577	0.587	0.617	0.738

From these results, the correlation value of latent variables with the same latent variable has a higher value compared to the correlation between other latent variables.

Table 4 Cross-Loading Results

Variable	Learning Motivation	*Self-efficacy*	Learning Disciplines	School Environment
X1.2	0.775	0.519	0.559	0.494
X1.3	0.704	0.436	0.458	0.377
X1.5	0.795	0.429	0.602	0.437
X2.1	0.537	0.693	0.474	0.450
X2.3	0.506	0.754	0.476	0.482
X2.5	0.274	0.654	0.422	0.385
X2.8	0.419	0.703	0.433	0.348
X2.9	0.373	0.736	0.427	0.341
X2.11	0.443	0.704	0.410	0.479
Y6	0.526	0.444	0.686	0.547
Y8	0.567	0.528	0.760	0.446
Y10	0.484	0.434	0.751	0.459
Y11	0.586	0.451	0.746	0.346
Y12	0.476	0.440	0.753	0.458
M2	0.425	0.375	0.505	0.786

M4	0.448	0.410	0.411	0.675
M10	0.458	0.523	0.518	0.826
M11	0.400	0.406	0.401	0.718
M12	0.315	0.385	0.366	0.587
M13	0.494	0.491	0.507	0.808

From these results, the correlation between the indicators of latent variables and other variable indicators is low compared to the correlation with latent variables. Between indicators and variables in this study have a reasonable correlation.

3. Composite reliability
Composite reliability aims to measure the item of a statement that a latent variable can explain. In reliability testing, the combined reliability value should be > 0.70 for confirmatory research, and 0.6-0.7 is still accepted in exploratory analysis (Ghozali, 2021).

Table 5 Results of Cronbach's Alpha and Composite Reliability

Variable	*Cronbach's Alpha*	*Composite Reliability*
Learning Motivation	0.634	0.803
Self-efficacy	0.801	0.858
Learning Disciplines	0.793	0.858
School Environment	0.829	0.876

From these results, it is known that all variables have a composite reliability value of > 0.7, which can be concluded that all variables of this study have good consistency and accuracy or reliability.

Inner Model

The inner model is a continuation of outer model testing. This test describes the relationship between latent variables. In the internal model, there are calculations of R-Square, *Predictive Relevance* (*Q-Square*), *Variance Inflation Factor* (VIF), and *Goodness of Fit (GoF)*.

1. R-Square (R^2)
In the R^2 test, there is a value category. Values 0.75, 0.50, and 0.25 are categorized as strong, medium, and weak model values.

Table 6 R-Square Results

Variable	*R-Square* (R^2)
Learning Disciplines	0.611

These results show an R^2 value of 0.611, so it can conclude that learning motivation, self-efficacy, and school environment in explaining learning discipline are 61% or in the moderate category. At the same time, the remaining 39% was influenced by other factors not studied in this study.

2. *Predictive Relevance* (Q^2)
The *predictive Relevance* (Q^2) *tester* aims to determine structural models' effect on dependent variables' measurements through the blindfolding method. A Q^2 value of > 0 indicates the model has *predictive relevance*, while a Q^2 value of < 0 means the model lacks *predictive relevance*.

Table 17 *Predictive Relevance (Q²)* Results

Variable	*Predictive Relevance (Q²)*
Learning Disciplines	0,298

From the table above, the *Predictive Relevance (Q²)* value is 0.298, which is > 0. So, it can conclude that latent variables can predict learning discipline.

3. *Variance Inflation Factor* (VIF)

VIF is a collinearity test used to prove correlations between variables. The VIF value < 5.00 means that there was no correlation problem in the study.

Table 18 *Variance Inflation Factor* (VIF) Results

Learning Motivation	VIF	*Self-efficacy*	VIF	Learning Disciplines	VIF	School environment	VIF
X1.2	1.262	X2.1	1.431	Y6	1.312	M2	1.909
X1.3	1.220	X2.3	1.620	Y8	1.555	M4	1.456
X1.5	1.256	X2.5	1.381	Y10	1.636	M10	2.098
		X2.8	1.469	Y11	1.572	M11	1.662
		X2.9	1.578	Y12	1.667	M12	1.298
		X2.11	1.431			M13	2.003

The table above shows the VIF value of learning motivation, self-efficacy, learning discipline, and school environment < 5.00 so that it can be concluded that there is no problem of collinearity.

4. *Goodness of Fit (GoF).*

GoF testing can be seen from the *standardized root mean square residual* (SRMR) value. According to (Hair, Jr. et al., 2021), an SRMR value below 0.08 indicates a fit model. In Karin Schmelleh et. Al. (2003) values of 0.08 – 0.10 still suggest an acceptable fit.

Table 9 SRMR Results

	Model Saturate	Estimation Model
SRMR	0.080	0.081

From the table above, the research model has an acceptable fit match.

Hypothesis Test

In hypothesis testing, *a bootstrapping* method is used to test whether variables have a positive or negative relationship to other variables and to see the significance between variables. In hypothesis testing, there is a limitation. Namely, if the path coefficient value is > 0, the variable has a positive relationship. On the contrary, if the path coefficient value is < 0, the variable has a negative relationship. In addition, the t-statistical value must be > from the t-table value of 1.96, and the p-value must be < 0.05 to be said to have a significant effect. Here are the results of the path coefficient:

Table 10 Path Coefficients Results

	Original Sample	Sample average	Standard Deviation	T-Statistik	P-Value

Learning Motivation → Learning Discipline	0.459	0.450	0.070	6.600	0.000
Self-efficacy → Learning Discipline	0.202	0.203	0.073	2.764	0.006
School Environment → Influence of Learning Motivation on Learning Discipline	0.096	0.091	0.072	1.327	0.184
School Environment→ The Effect of Self-efficacy on Learning Discipline	-0.053	-0.068	0.079	0.665	0.506

From the table, the following results can obtain:

1. **The Effect of Learning Motivation on Learning Discipline**

     The path coefficient results show that the original sample value is $0.459 > 0$, the t-statistic is 6,600, and the p-value is $0.000 < 0.05$. It indicates a positive and significant influence of learning motivation on student learning discipline. These results can be concluded that the higher the motivation to learn, the higher the level of student learning discipline. So, this hypothesis is acceptable.

     It is in line with research conducted by Kamilatul Umah (2022), where the results of his study stated that learning motivation has a significant effect on student learning discipline with t-statistics of $3.4241 > $ t-table of 1.9979 with a contribution of learning motivation variables to learning discipline of 14.77%.

     Another research that is in line with this is the research conducted by (Setyawati & Subowo, 2018). His research showed a t-value of 3,479 with a significance value of 0.001. It offers a positive and significant influence on learning motivation on learning discipline. It proves that a discipline learning attitude can realize in students with high motivation. In addition, Yanti & Marimin's research (2017) shows the influence of learning motivation on student discipline with a significance value of $0.017 > 0.05$.

2. **The Effect of Self-Efficacy on Learning Discipline**

     The results on the path coefficient can be seen in the original sample value of $0.202 > 0$. t-statistic 2.764 and the p-value of $0.006 < 0.05$. It shows a positive and significant influence of self-efficacy on student learning discipline. These results can be concluded that the higher the self-efficacy, the higher the level of student learning discipline. So, this hypothesis is acceptable.

     It is in line with research conducted by (Putri et al., 2021), which shows that self-efficacy influences student learning discipline. With a significance value of 0.361 and a correlation value of $0.000 < 0.05$. Munawaroh (2018) conducted research in which his study obtained a partial correlation coefficient value of 0.612, a coefficient of determination value (R^2) of 0.37, and a significance value of 0.000. These results show that self-efficacy positively and significantly affects learning discipline. Another study by Elvira & Mudjiran (2019) obtained a significant deal of 0.000, a correlation coefficient value of 0.403, and a probability of 0.01, so it can be concluded that there is an important relationship between *self-efficacy* and student learning discipline.

3. **The School Environment Moderates the Influence of Learning Motivation on Learning Discipline**

From the results of the path coefficient, it is known that schools do not have an effect or do not moderate the influence of learning motivation on student learning discipline. It is evidenced by a p-value of 0.184 which is> 0.05. Although the original sample value of 0.096 > 0.000 or positively affected. So, this hypothesis is rejected.

It is in contrast to Hadianti's research (2008), where the results of his study stated that good discipline in schools influences learning discipline by 39%. It is also research conducted by (Pratiwi & Muhsin, 2018), which says that the level of violations of student discipline can be minimized by increasing cooperation between school residents by providing direction to students regarding learning discipline.

4. The School Environment Moderates the Influence of Self-Efficacy on Learning Discipline

From the results of the path coefficient, it is known that the school environment has no effect or does not moderate the influence of self-efficacy on student learning discipline. It is evidenced by a p-value of 0.506> 0.05 and the original sample value of –0.053, which means weakening. So, this hypothesis is rejected.

It is in contrast to Pigay & Reba's research (2021), which states that the optimal way of teaching teachers can increase student self-efficacy and show that student learning activities are growing by applicable regulations. It is also supported by the opinion of M. F. Lestari (2021), which states that the school environment can help the process of learning activities and encourage and strengthen the level of student self-concept related to student learning outcomes.

CONCLUSION

Based on the results and discussion above, it can be concluded that: the results of the outer model found that this study has been tested for validity in terms of the values of external loading, AVE, Fornell-Larcker Criterion, and cross-loading. And it has been tested for reliability by looking at Cronbach's alpha and Composite reliability results. The results of the inner model show that learning motivation, self-efficacy, and school environment can explain learning discipline by 61%, and there are no collinearity problems. Then for the hypothesis test, the following results: 1) There is an influence of learning motivation on student learning discipline, 2) There is an influence of self-efficacy on learning discipline, 3) The school environment does not moderate or has no effect on the influence of student learning motivation, 4) The school environment does not moderate or does not have an effect on the influence of student self-efficacy on student learning discipline.

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