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The Influence of Discipline and Learning Environment on the Learning Achievement of Student in Class VIII Subject IPS Subject Matter of Social Deviation at SMPK Yos Soedarso Ende

Elias Beda
Address: FKIP University of Flores
Eliasbeda03@gmail.com

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Abstract
This study aims to determine and describe; (1) The effect of learning discipline on the learning achievement of VIII grade students of social studies subject matter of social deviation at Yos Sudarso Ende Junior High School, (2) The effect of learning environment on the learning achievement of VIII grade students of social studies subject matter of social deviation at Yos Sudarso Ende Junior High School, (3) The effect of learning discipline and learning environment on the learning achievement of VIII grade students of social studies subject matter of social deviation at Yos Sudarso Ende Junior High School. This type of research is quantitative research. The main data collection techniques; (1) Questionnaire (2) Test, and (3) (Documentation). The data collected was analyzed using the double correlation formula produced by the moment model Sugiyono. The results showed that: (1) There is a correlation between the achievement variable and the learning environment with the learning discipline control variable obtained a relationship of 0.546 (strong) with a sig probability of 0.000, meaning that the relationship is significant. The calculation results show that the t value for the interpretation coefficient for $\beta 0 = 0.615$ provides a significant value at $\alpha = 0.05$ (it can be seen that the t value = 5.349 with 59 degrees of freedom is greater than t table = 2.576 or Sig = 0.000); for $\beta 1 = 0.438$ provides a significant value at $\alpha = 0.05$ (it can be seen that the t value = 3.863 with 59 degrees of freedom is greater than t table = 2.576 or Sig = 0.000), meaning that learning achievement can be influenced by learning discipline by 0.438 (meaning that if learning discipline increases by 1% it will affect the increase in learning achievement by 0.437%, if the learning environment is constant), (2) There is an influence of the learning environment on the learning achievement of social studies students in class VIII SMPK Yos Sudarso Ende). Likewise, learning achievement can be influenced by the learning environment by 0.481 (meaning that if the learning environment increases by 1%, it will affect the increase in learning achievement by 0.481%, if the learning discipline is constant). Thus it can be suggested, (1) To the School. It is recommended that the school pay attention to the student learning environment because the results of the study prove that there is a significant influence between learning achievement and the learning environment, (2) To Parents. Parents of students are advised to create a conducive learning environment for children at home so that children can learn well.

Key Words: Discipline, Environment, Achievement, Learning

INTRODUCTION

Education remains the main investment in human resource development. This is fully based on the fact that only education can improve the way humans think in overcoming the various difficulties of their lives. Therefore, the development and improvement of the quality of Indonesia's human resources is a serious concern.

In the Republic of Indonesia Law No.20 of 2003 concerning the National Education System chapter I, article 1, states that "Education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, and noble character, as well as skills needed by themselves, society, nation, and state ".

The formulation of Article 1 of the National Education System Law above gives a mandate to education units to play an active role in carrying out learning to develop all the potential that exists in students so that they become human beings who are useful for themselves and others around where the individual is.

Furthermore, Djairi (1980: 3), says education is an organized, planned, and continuous effort (continuously throughout life) towards fostering children to become complete, mature, and cultured people. Meanwhile, Fakih (2002) argues that generally, people understand education as a noble activity that always contains virtue and is always neutral in nature.

In the whole process of education, learning is the center of behavior formation that is focused on aspects, religious spiritual attitudes, social attitudes, knowledge, and skills. These four things become the main competencies that become learning objectives. The success or failure of learning objectives depends on how the learning process is carried out by the teacher.

Arikunto (in Al Fath, 2015: 6) emphasizes that learning discipline is something related to a person's self-control over forms of rules. The thing that underlies student learning discipline is the awareness of students to want to carry out and complete learning tasks properly according to their responsibilities.

The learning environment is in the form of objects, people, circumstances, and events around students that can provide stimulus to their development, either indirectly or directly, intentionally or unintentionally Gunawan, (2011) (in Al Fath, 2015: 5) a good learning environment will make students feel comfortable to take part in the learning process. Complete facilities and infrastructure will greatly assist students in improving student abilities so that students can gain broader and deeper knowledge and the results obtained by students will also certainly increase noble activity that always contains virtue and is always neutral in nature.

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RESEARCH METHODS

The type of research used in this study is quantitative research. The data collection techniques used are (1) questionnaires, (2) tests and (3) documentation. The research location was at Yos Sudarso Ende Catholic Junior High School, in 2022. The population was 161 students. While the research sample was 60 students in class VIII. The data collected were analyzed using the double product moment correlation formula (Sugiyono, 1999: 218) as follows: Ryx1x2 = (r2yx1+r2yx2-2ryx1ryx2rx1x2N ∑XY-(∑X)(∑Y))/(1-r2x1x2)

RESEARCH RESULTS AND DISCUSSION

RESEARCH RESULTS

The following presents the results of the learning discipline and learning environment questionnaire in Table 1 below

Table 1
Data from Questionnaire Results on Learning Discipline and Learning Environment

no	Code number	Score	Learning discipline											Learning env.				
			1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	Tot	Score		**9**	**10**	**11**	Tot	Score
1	001	90	1	1	0	1	1	1	1	1	7	87,5		0	1	1	2	66,67
2	002	80	1	1	1	1	1	1	1	0	7	87,5		0	1	1	2	66,67
3	003	70	0	0	1	1	1	1	1	0	5	62,5		1	1	1	3	100,00
4	004	10	1	1	1	0	0	1	0	1	5	62,5		1	0	1	2	66,67
5	005	70	0	1	0	1	1	0	1	1	5	62,5		1	1	0	2	66,67
6	006	50	0	0	1	1	1	1	1	0	5	62,5		1	0	1	2	66,67
7	007	90	1	1	1	1	1	1	0	0	6	75		1	1	1	3	100,00
8	008	60	0	0	1	1	1	1	1	1	6	75		1	1	0	2	66,67
9	009	60	0	1	1	1	0	1	1	1	6	75		1	1	1	3	100,00
10	010	60	0	0	1	1	0	1	1	1	5	62,5		1	0	1	2	66,67
11	011	100	1	1	1	1	0	0	0	1	5	62,5		1	1	0	2	66,67
12	012	60	1	0	1	1	0	1	1	1	6	75		1	1	0	2	66,67
13	013	80	1	1	0	1	1	0	1	1	6	75		1	1	1	3	100,00
14	014	70	0	1	1	1	0	1	1	1	6	75		1	1	0	2	66,67
15	015	80	1	1	1	1	0	0	1	1	6	75		1	0	1	2	66,67
16	016	60	1	0	1	1	1	1	0	1	6	75		1	1	1	3	100,00
17	017	60	1	1	1	0	1	0	1	0	5	62,5		1	1	0	2	66,67
18	018	70	0	0	1	1	1	1	1	0	5	62,5		1	1	1	3	100,00

19	019	90	0	1	1	1	0	1	1	1	6	75		1	1	1	3	100,00
20	020	20	1	1	1	1	1	1	1	1	8	100		1	1	1	3	100,00
21	021	40	0	0	1	1	1	1	1	0	5	62,5		1	1	1	3	100,00
22	022	100	0	1	1	1	0	1	1	1	6	75		1	1	1	3	100,00
23	023	80	1	1	1	0	1	1	0	1	6	75		1	1	0	2	66,67
24	024	90	0	1	1	1	1	1	1	1	7	87,5		1	1	0	2	66,67
25	025	90	0	1	1	1	1	1	0	1	6	75		1	1	1	3	100,00
26	026	90	0	1	1	1	1	1	0	1	6	75		1	1	0	2	66,67
27	027	70	0	0	1	0	0	1	0	1	3	37,5		1	1	1	3	100,00
28	028	90	0	1	1	1	1	1	0	1	6	75		1	1	1	3	100,00
29	029	50	0	0	1	1	1	1	1	0	5	62,5		1	1	1	3	100,00
30	030	80	1	0	1	1	0	0	1	1	5	62,5		0	1	1	2	66,67
31	031	80	1	1	1	1	0	1	0	1	6	75		0	1	0	1	33,33
32	032	100	1	1	1	1	1	1	1	1	8	100		0	0	0	0	0,00
33	033	60	0	1	1	0	1	1	0	1	5	62,5		1	1	1	3	100,00
34	034	70	0	1	1	1	1	0	1	1	6	75		1	1	1	3	100,00
35	035	90	0	1	1	1	1	1	1	1	7	87,5		1	0	0	1	33,33
36	036	100	1	0	1	1	0	1	1	1	6	75		1	1	1	3	100,00
37	037	60	1	0	1	0	1	1	1	1	6	75		1	1	1	3	100,00
38	038	40	0	0	1	1	0	1	1	1	5	62,5		1	1	0	2	66,67
39	039	80	1	0	1	0	0	1	0	1	4	50		0	0	1	1	33,33
40	040	100	1	0	0	1	0	1	1	1	5	62,5		1	1	0	2	66,67
41	041	80	0	0	1	0	1	1	1	0	4	50		1	1	0	2	66,67
42	042	100	1	0	1	1	0	1	0	0	4	50		1	1	0	2	66,67
43	043	60	0	0	1	1	0	1	1	1	5	62,5		1	1	1	3	100,00

44	044	80	0	0	1	1	1	1	1	1	6	75		1	1	1	3	100,00
45	045	80	0	1	1	0	1	1	1	1	6	75		1	1	1	3	100,00
46	046	100	1	1	1	0	0	1	0	0	4	50		1	1	0	2	66,67
47	047	70	1	0	1	1	1	1	1	1	7	87,5		1	0	0	1	33,33
48	048	100	1	1	1	1	0	0	1	0	5	62,5		0	1	1	2	66,67
49	049	80	1	1	1	0	1	1	0	1	6	75		1	0	0	1	33,33
50	050	100	1	0	1	1	0	1	1	1	6	75		1	1	1	3	100,00
51	051	70	1	1	0	1	0	1	0	1	5	62,5		1	1	0	2	66,67
52	052	100	1	1	0	1	0	1	0	1	5	62,5		1	1	0	2	66,67
53	053	90	1	0	1	0	1	1	0	1	5	62,5		1	1	0	2	66,67
54	054	90	1	1	0	0	1	1	1	1	6	75		1	1	0	2	66,67
55	055	80	1	0	1	1	0	1	1	0	5	62,5		0	1	1	2	66,67
56	056	70	0	1	1	0	1	1	1	0	5	62,5		1	1	0	2	66,67
57	057	80	1	0	1	1	0	1	1	0	5	62,5		1	1	0	2	66,67
58	058	90	1	0	1	1	1	1	1	0	6	75		1	1	0	2	66,67
59	059	70	0	1	1	1	1	0	1	1	6	75		1	1	0	2	66,67
60	060	80	0	1	1	0	1	1	0	1	5	62,5		0	1	0	1	33,33

Table 2
Combined Data of Achievement Test Results, Learning Discipline, and Learning Environment

Score	Learning Discipline	Learning Environment		
90	7	3		
80	6	2		
70	5	2		
10	4	0		
70	5	2		
50	4	2		
90	6	3		
60	4	2		
60	5	3		
60	4	2		
100	8	2		
60	4	2		
80	6	3		
70	5	2		
80	6	2		
60	4	1		
60	5	1		
70	5	1		
90	7	3		
20	4	0		
40	4	1		
100	7	3		
80	6	2		
90	7	2		
90	6	3		
90	6	3		
70	3	1		
90	6	3		
50	5	1		
80	5	2		
80	6	2		
100	8	3		
60	5	1		
70	6	2		

90	7	1		
100	8	3		
60	6	1		
40	4	0		
80	4	1		
100	7	3		
80	5	2		
100	7	3		
60	5	2		
80	6	2		
80	6	2		
100	7	3		
70	5	1		
100	7	3		
80	6	1		
100	8	3		
70	5	1		
100	8	3		
90	7	2		
90	6	2		
80	5	2		
70	5	2		
80	6	2		
90	6	2		
70	5	1		
80	5	1		
0,801686	0,801686	0,744256	0,650617	
	0,6427	0,553917	0,423303	
Dual	1,196617		0,576697	
	0,776394			
	0,420223		0,728673	0,853623

DISCUSSION

Before the results of the study are discussed, first the combined data between the variables of learning discipline X1, learning environment X2 and learning achievement Y are presented in table 3 so that it is easy to understand.

Table 3

The results of the calculation of the Learning Discipline Variable X1, Learning Environment X2, and Learning Achievement Y

No	Achievement	Dis._learn.	Env._learn.	Zachiev.	Zdis_learn.	Zenv._learn.	Mut_Zachiev.	MutZdis.learn.	MutZenv.learn.
1	90	7	3	0.7211	1.0836	1.2389	0.7211	1.0836	1.2389
2	80	6	2	0.2060	0.2709	0.0774	0.2060	0.2709	0.0774
3	70	5	2	-0.3090	-0.5418	0.0774	0.3090	0.5418	0.0774
4	10	4	0	-3.3994	-1.3545	-2.2456	3.3994	1.3545	2.2456
5	70	5	2	-0.3090	-0.5418	0.0774	0.3090	0.5418	0.0774
6	50	4	2	-1.3392	-1.3545	0.0774	1.3392	1.3545	0.0774
7	90	6	3	0.7211	0.2709	1.2389	0.7211	0.2709	1.2389
8	60	4	2	-0.8241	-1.3545	0.0774	0.8241	1.3545	0.0774
9	60	5	3	-0.8241	-0.5418	1.2389	0.8241	0.5418	1.2389
10	60	4	2	-0.8241	-1.3545	0.0774	0.8241	1.3545	0.0774
11	100	8	2	1.2361	1.8963	0.0774	1.2361	1.8963	0.0774
12	60	4	2	-0.8241	-1.3545	0.0774	0.8241	1.3545	0.0774
13	80	6	3	0.2060	0.2709	1.2389	0.2060	0.2709	1.2389
14	70	5	2	-0.3090	-0.5418	0.0774	0.3090	0.5418	0.0774
15	80	6	2	0.2060	0.2709	0.0774	0.2060	0.2709	0.0774
16	60	4	1	-0.8241	-1.3545	-1.0841	0.8241	1.3545	1.0841
17	60	5	1	-0.8241	-0.5418	-1.0841	0.8241	0.5418	1.0841
18	70	5	1	-0.3090	-0.5418	-1.0841	0.3090	0.5418	1.0841
19	90	7	3	0.7211	1.0836	1.2389	0.7211	1.0836	1.2389
20	20	4	0	-2.8843	-1.3545	-2.2456	2.8843	1.3545	2.2456
21	40	4	1	-1.8542	-1.3545	-1.0841	1.8542	1.3545	1.0841

22	100	7	3	1.2361	1.0836	1.2389	1.2361	1.0836	1.2389
23	80	6	2	0.2060	0.2709	0.0774	0.2060	0.2709	0.0774
24	90	7	2	0.7211	1.0836	0.0774	0.7211	1.0836	0.0774
25	90	6	3	0.7211	0.2709	1.2389	0.7211	0.2709	1.2389
26	90	6	3	0.7211	0.2709	1.2389	0.7211	0.2709	1.2389
27	70	3	1	-0.3090	-2.1671	-1.0841	0.3090	2.1671	1.0841
28	90	6	3	0.7211	0.2709	1.2389	0.7211	0.2709	1.2389
29	50	5	1	-1.3392	-0.5418	-1.0841	1.3392	0.5418	1.0841
30	80	5	2	0.2060	-0.5418	0.0774	0.2060	0.5418	0.0774
31	80	6	2	0.2060	0.2709	0.0774	0.2060	0.2709	0.0774
32	100	8	3	1.2361	1.8963	1.2389	1.2361	1.8963	1.2389
33	60	5	1	-0.8241	-0.5418	-1.0841	0.8241	0.5418	1.0841
34	70	6	2	-0.3090	0.2709	0.0774	0.3090	0.2709	0.0774
35	90	7	1	0.7211	1.0836	-1.0841	0.7211	1.0836	1.0841
36	100	8	3	1.2361	1.8963	1.2389	1.2361	1.8963	1.2389
37	60	6	1	-0.8241	0.2709	-1.0841	0.8241	0.2709	1.0841
38	40	4	0	-1.8542	-1.3545	-2.2456	1.8542	1.3545	2.2456
39	80	4	1	0.2060	-1.3545	-1.0841	0.2060	1.3545	1.0841
40	100	7	3	1.2361	1.0836	1.2389	1.2361	1.0836	1.2389
41	80	5	2	0.2060	-0.5418	0.0774	0.2060	0.5418	0.0774
42	100	7	3	1.2361	1.0836	1.2389	1.2361	1.0836	1.2389
43	60	5	2	-0.8241	-0.5418	0.0774	0.8241	0.5418	0.0774
44	80	6	2	0.2060	0.2709	0.0774	0.2060	0.2709	0.0774
45	80	6	2	0.2060	0.2709	0.0774	0.2060	0.2709	0.0774
46	100	7	3	1.2361	1.0836	1.2389	1.2361	1.0836	1.2389
47	70	5	1	-0.3090	-0.5418	-1.0841	0.3090	0.5418	1.0841
48	100	7	3	1.2361	1.0836	1.2389	1.2361	1.0836	1.2389

49	80	6	1	0.2060	0.2709	-1.0841	0.2060	0.2709	1.0841
50	100	8	3	1.2361	1.8963	1.2389	1.2361	1.8963	1.2389
51	70	5	1	-0.3090	-0.5418	-1.0841	0.3090	0.5418	1.0841
52	100	8	3	1.2361	1.8963	1.2389	1.2361	1.8963	1.2389
53	90	7	2	0.7211	1.0836	0.0774	0.7211	1.0836	0.0774
54	90	6	2	0.7211	0.2709	0.0774	0.7211	0.2709	0.0774
55	80	5	2	0.2060	-0.5418	0.0774	0.2060	0.5418	0.0774
56	70	5	2	-0.3090	-0.5418	0.0774	0.3090	0.5418	0.0774
57	80	6	2	0.2060	0.2709	0.0774	0.2060	0.2709	0.0774
58	90	6	2	0.7211	0.2709	0.0774	0.7211	0.2709	0.0774
59	70	5	1	-0.3090	-0.5418	-1.0841	0.3090	0.5418	1.0841
60	80	5	1	0.2060	-0.5418	-1.0841	0.2060	0.5418	1.0841

To analyze the data on the effect of learning discipline and learning environment on social studies learning achievement, the first step is to check the normality of the data with the following steps:

Step 1. Test the normality of the data using Kolmogorov-Smirnov with the hypothesis:

H_0: the data is not normally distributed

H_1: data is normally distributed

Criteria:

$\alpha = 5\% = 0{,}05$

P-value (sig) > 0.05, then reject H_0

P-value (sig) < 0.05, then accept H_0

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Achievement	60	10.00	100.00	76.0000	19.41518
Dis_learn.	60	3.00	8.00	5.6667	1.23050
Env._learn.	60	.00	3.00	1.9333	.86095
Valid N (listwise)	60				

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Achiev.	065	60	203	.900	60	.097
Dis_learn.	073	60	.170	.930	60	.072
Env._learn.	.031	60	.362	856	60	.101

a. Lilliefors Significance Correction

Descritive Statistics, describes the sample size of 60 respondents, with an average learning achievement of 76.00 and an average learning discipline of 5.67 and a learning environment of 1.93; with a standard deviation of 19.415; 1.230 and 0.861 respectively.

By paying attention to the test of Normality using Kolmogorov-Smirnov with a signofokansi $\alpha = 0.05$ and a free degree of 60 for each variable (learning achievement, learning discipline and learning environment) seen from the P-Value respectively is 0.203 (learning achievement); 0.170 (learning discipline) and 0.362 (learning environment) which is greater than 0.05, it can be concluded reject H_0 or the data has been normally distributed. Because the data is normally distributed, the analysis continues with the analysis of the relationship and influence.

Simple Regression Analysis

This step is used to determine the effect. Therefore, before regression analysis is carried out, because the data is in the form of a scale and categorical, the data is first normalized with the standard normal formula:

$$Z = \frac{x - \bar{x}}{\sigma}$$

By

Z : Standard normal
X : Data value
X : average X
σ : standard deviation

Because the standard Z value can be a positive or negative value, it needs to be maximized to obtain a positive value, so that regression analysis can be carried out. The results obtained will then be analyzed using the simple linear regression analysis formula and test the linearity of the regression using the *Analysis of Variance* (ANOVA) table.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	708[a]	.501	.483	.45054

a. Predictors: (Constant), MutZLing_bel, MutZDis_bel

The Model Summary table gives an R value of 0.708, meaning that there is a strong enough relationship between the learning discipline and learning environment variables on learning achievement, while the contribution or closeness of the relationship given is 50.1%; this can be seen from the R-Square value (0.501).

Partial correlation is done to determine the strength of the relationship between two variables with one variable as a control variable:

a. The correlation between achievement and learning environment variables with the control variable of learning discipline obtained a relationship of 0.546 (strong) with a sig probability of 0.000, meaning that the relationship is significant.

Correlations

Control Variables			MutZEnv._learn.	MutZachiev.
MutZDis_learn	MutZenv._learn	Correlation	1.000	.546
		Significance (1-tailed)	.	.000
		Df	0	57
	MutZachiev.	Correlation	.546	1.000
		Significance (1-tailed)	.000	.
		Df	57	0

b. The correlation between achievement and learning discipline variables with the learning environment control variable obtained a relationship of 0.455 (strong) with a sig probability of 0.000, meaning that the relationship is significant.

Correlations

Control Variables			MutZAchiev.	MutZDis_learn.
MutZEnv._learnAl	MutZAchiev.	Correlation	1.000	.455
		Significance (1-tailed)	.	.000
		Df	0	57
	MutZDis_learn.	Correlation	.455	1.000
		Significance (1-tailed)	.000	.
		Df	57	0

To test the research hypothesis "There is an effect of learning discipline and learning environment on learning achievement" can be done with the following statistical hypothesis formulation:

H_0 : There is no effect of learning discipline and learning environment on learning achievement

H_1 : There is an effect of learning discipline and learning environment on learning achievement

Testing criteria: $\alpha = 5\%$

If F count < F table then accept H0 (if P-value > 0.05)

If F count > F table then reject H0 (if P-value < 0.05)

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.616	2	5.808	28.613	000[a]
	Residual	11.570	57	.203		
	Total	23.186	59			

a. Predictors: (Constant), MutZEnv._learn., MutZDis_learn.

b. Dependent Variable: MutZAchiev.

From the ANOVA table above, it can be seen that F count with a free degree of numerator 2 and a free degree of denominator 57 gives a value of 28.613 (F count = 28.613> F table = 3.16) or can be seen from the P-value = 0.000 <0.05 so the conclusion is to reject H_0 or there is a significant effect of learning discipline and learning environment on learning achievement.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	615	115		5.349	000
	MutZDis_learn.	.438	113	.382	3.863	000
	MutZEnv._learn.	.481	098	.486	4.922	000

a. Dependent Variable: MutZAchiev.

By paying attention to the calculated t value for the interpretation coefficient for β0 = 0.615 provides a significant value at α = 0.05 (it can be seen that the calculated t value = 5.349 with 59 degrees of freedom is greater than t table = 2.576 or Sig = 0.000); for β_1 = 0.438 provides a significant value at α = 0.05 (it can be seen that the calculated t value = 3.863 with 59 degrees of freedom is greater than t table = 2.576 or Sig = 0.000), as well as for β_2 = 0.481 provides a significant value at α = 0.05 (it can be seen that the value of t count = 4.922 with 59 degrees of freedom is greater than t table = 2.576 or Sig = 0.000) so that the linear model of regression of learning discipline and learning environment on learning achievement can be accepted (fulfills the linear form). The model obtained is:

$$y = 0.615 + 0.438x_1 + 0.481x_2$$

This means that learning achievement can be influenced by learning discipline by 0.438 (meaning that if learning discipline increases by 1%, it will affect the increase in learning achievement by 0.437%, if the learning environment is constant). Likewise, learning achievement can be influenced by the learning environment by 0.481 (meaning that if the learning environment increases by 1%, it will affect the increase in learning achievement by 0.481%, if the learning discipline is constant).

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Author Profile

Full Name : Drs. Elias Beda, M.Pd
Place/Date of Birth : Lembata, October 3, 1965
NIDN : 0813106501
Study Program : Economics Education
Rank/Group : Penata TK 1/III/d
S1 Economics Education : 1992 University of Flores Ende
Master of Economics Education : 2005 State University of Yogyakarta