THE INFLUENCE OF LEARNING ENVIRONMENT AND LEARNING DISCIPLINE TO STUDENT'S OUTCOME ON SOCIAL SCIENCE SUBJECT FOR SEVENTH GRADE STUDENT'S OF STATE JUNIOR HIGH SCHOOL 1 LAWANG MALANG

THESIS

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TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG
JULY, 2018**

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THESIS

Presented to Tarbiyah and Teacher Training Faculty
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DEDICATION

By reciting Bismillah and Alhamdulillah

Thanks to Allah SWT, the Lord who makes me possible to finish my thesis with all His miracle that make everything valuable for me. Shalawat and salam also always be given to our Prophet Muhammad SAW as the best paragon who deliver us from jahilliyah period to lightness

I dedicate my work to:

Education in Indonesia

My beloved father and mother (Mr. Anas and Mrs Luluk Choli'ah) who always by my side and give me strength in all condition, I just wanna say "I LOVE YOU and thank you so much for all the best in the world" and also my beloved sister and brother (Mahmudah and Fikri) who always help and support me and you are a part of my life and you are my everything

To all my teachers and my lectures who always teach me sincerely and guiding me with their knowledge and experiences

To all my family and my beloved friends who can't be mentioned one by one which always support me, give their smile and beautiful day for me

To Fida, Syera, Aina, Syamda, Om Sam, My classmate in ICP-P.IPS E 2014, my great partner research Ilus who always fight together, I just wanna say "I will miss all the moment with you and thank you for the wonderful experience that we through together"

May Allah SWT gives all of you happiness. *Aamiin*

MOTTO

كُنتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنكَرِ وَتُؤْمِنُونَ بِاللّهِ

وَلَوْ آمَنَ أَهْلُ الْكِتَابِ لَكَانَ خَيْراً لَّهُم مِّنْهُمُ الْمُؤْمِنُونَ وَأَكْثَرُهُمُ الْفَاسِقُونَ ﴿١١٠﴾

You are the best people born to mankind, enjoining what is right, and
preventing the evil, and believing in Allah. If the People of the Book were
believers, it would have been better for them; Among them are some who
believe, and most of them are rebellious. (Ali Imron: 110)

"Every way we live through life must be able to bring the lesson to continue
path. Because the path of life is so long and meaningful"

v

Dr. H. Abdul Bashith, M.Si
The lecturer of Tarbiyah and Teaching Sciences Faculty
State Islamic Univeristy of Maulana Malik Ibarahim Malang

ADVISOR OFFICIAL NOTE

Matter   : Thesis of Mardliyah   Malang,3th July 2018

Appendixes : 4 (fourth) exemplar

To Whom It May Concern,
Dean of Faculty Tarbiyah and Teaching Sciences
State Islamic University of Maulana Malik Ibrahim Malang
At
       Malang

Assalamualaikum wr.wb

After carrying out several times for guidance, booth and terms of content language and writing technique, and after reading the following thesis:

Name   : Mardliyah

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Departement : Social Science Education

Title of Thesis : " The Influence of Learning Environment and Learning Discipline to Student's Outcome on Social Science Subject For Seventh Grade Student's of State Junior High School 1 Lawang Malang"

As the advisor, we argue that this thesis has been proposed and tester decent. So, please tolarate presence.

Wassalamulaiakum wr.wb

Advisor,

<u>Dr. H. Abdul Bashith, M.Si</u>
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vi

CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this skripsi is originally written by Mardliyah, student of Social Science Education Department (P.IPS) as the requirement for degree of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, 3ᵗʰ July 2018

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GUIDANCE OF ARABIC LATIN TRANSLATION

The writing of Arabic – Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No.158 of 1987 and N0.9543 b/U/1987 which can be broadly, describe, as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Vocal Long

Vocal (a) long	=	â
Vocal (i) long	=	î
Vocal (u) long	=	û

C. Vocal Diftong

أَوْ	=	aw
أَيْ	=	ay
أُوْ	=	û
إِي	=	î

PREFACE

Bismillahirrohmanirrohim

All praises be to Allah the Most Gracious and the Most Merciful, the only one lord in this universe. Thanks to Allah because of all blessing and guidance, so writer is able to finish this Thesis entitled ''. As the final instruction activities on the Maulana Malik Ibrahim State Islamic University of Malang.

Sholawat and *salam* always be presented to our beloved Prophet Muhammad SAW who has guidance us from the darkness to the lightness in this world and who can give the blessing in the hereafter. This thesis is written to submitted as a part of the requirement for obtaining Bachelor Degree in Social Science Education Department, Faculty of Tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang would not have been completed without the contributions and supports from many people.

Thus, I want to express my deepest gratitude to my advisor, Dr.H. Abdul Bashith, M.Si who has given me his valuable guidance, inspiration, and patience. Which finally lead me to finish the process of thesis writing. Furthemore, I also want to express my sincerely thanks to:

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Finally, I do appreciate the whole assistance from any hands in accomplishing this thesis. I do hope the God will grant you all the best rewards.

Malang, 3th July2018

MARDLIYAH

xii

TABLE LIST

PICTURE LIST

APPENDIX

TABLE OF CONTENT

ABSTRACT

Mardliyah, 2018, *The Influence of Learning Environment and Learning Discipline to Student Outcomes of Social Science Subject on Grade Seventh State of Junior High School 1 Lawang.*Social Sciences Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim. Advisor: Dr. H. Abdul Bashith, M.Si

Keywords: learning environment, discipline, Social Science learning outcomes

This research aims to: (1) Determine the influence of learning environment on Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019, (2) Determine the influence of learning discipline on Social Sciencelearning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019 , (3) Determine the influence of learning environment and learning outcomes on Social Sciencelearning outcomes on grade seventh SMPN 1 Lawang academic year 2018/2019.

The population in this research was students on grade seventhof State of Junior High School 1 Lawang which amounted to 183 students. The sample of research was 125 students taken by random sampling technique.The techniques of collecting data used in this research were questionnaire and documentation. Questionnaires were used to collect data on learning environment and learning discipline variable, while documentations were used to collect student learning outcomes taken from score of middle-test even semester 2018/2019. Prerequisite test of data analysis usednormality test, linearity test, and multicollinearity test. Data analysis techniques for the first and the second hypothesis used simple regression analysis, while the third hypothesis used multiple regression analysis at 5% significance level.

The results of this research shows that: (1) There is a positive and significant influence of learning environment on Social Sciencelearning outcomes. It is proven by the value of $r_{xy}= 0.227$ and the value of $t_{count}= 2.523$ is greater than the value of $t_{table}= 1.6574$ (2.523> 1.6574) and its significance value is 0,013 (<0.05), (2) There is a positive and significant influence of learning discipline to Social Sciencelearning outcomes. It is shown by the value of $r_{xy}= 0,279$ and $t_{count}= 3,099$ is higher than $t_{table}= 1.6574$ (3,099> 1,6574) and its significance value is 0,02 (<0.05). (3) There is a positive and significant influence of learning environment and learning discipline together to Social Sciencelearning outcomes. It is shown by the value of $r_{xy}(1,2) = 0,427$ andcoefficient of determination(R2) = 0,183. It means that 18.3% of Social Sciencelearning outcomes are explained by the learning environment and learning disciplines,while 81.7% is explained by other factors that are not examined in this research.

ABSTRAK

Mardliyah, 2018, *Pengaruh Lingkungan Belajar dan Disiplin Belajar terhadap Hasil Belajar Siswa Mata Pelajaran IPS Kelas 7 SMPN 1 Lawang,*Social Sience Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. H. Abdul Basith , M.Si

Kata kunci: lingkungan belajar, disiplin, hasil belajar IPS

Penelitian ini bertujuan untuk: (1) Untuk mengetahui pengaruh lingkungan belajar terhadap hasil belajar IPS kelas 7 SMPN 1 Lawang tahun ajaran 2018/2019, (2) Untuk mengetahui pengaruh disiplin belajar terhadap hasil belajar IPS kelas 7 SMPN 1 Lawang tahun ajaran 2018/2019, (3) Untuk mengetahui pengaruh lingkungan belajar dan hasil belajar terhadap hasil belajar IPS kelas 7 SMPN 1 Lawang tahun ajaran 2018/2019

Populasi dalam penelitian ini adalah siswa kelas 7 SMPN 1 Lawang yang berjumlah 183 siswa, yang kemudian dijadikan sampel sejumlah 125 dengan menggunakan random sampel. Data yang dikumpulkan menggunakan metode angket dan dokumentasi.Angket digunakan untuk mengumpulkan data variabel lingkungan belajar dan disiplin belajar, sedangkan dokumentasi digunakan untuk mengumpulkan data hasil belajar siswa berupa nilai ujian tengah semester genap 2018/2019.Uji prasyarat analisis data menggunakan uji normalitas, uji linieritas, dan uji mutikolinieritas.Teknik analisis data untuk hipotesis pertama dan kedua menggunakan analisis regresi sederhana, sedangkan untuk hipotesis ketiga menggunakan analisis regresi ganda pada taraf signifikansi 5%.

Berdasarkan hasil penelitian dapat diperoleh kesimpulan sebagai berikut: (1) Terdapat pengaruh positif dan signifikan lingkungan belajar terhadap hasil belajar IPS yang ditunjukkan dengan nilai r_{xy} sebasar 0,227 dan nilai t_{hitung} sebesar 2,523 lebih besar dari t_{tabel} 1,6574(2,523>1.6574) dan nilai signifikansinya 0,013 (< 0.05), (2) Terdapat pengaruh positif dan signifikan disiplin belajar terhadap hasil belajar IPS yang ditunjukkan dengan nilai r_{xy} sebesar 0,279 dan nilai thitung sebesar 3,099lebih besar dari ttabel 1.6574 (3,099 >1,6574) dan nilai signifikansinya 0,02 (< 0,05). (3) Terdapat pengaruh positif dan signifikan lingkungan belajar dan disiplin belajar belajar secara bersama-sama terhadap hasil belajar IPS yang ditunjukkan dengan nilai $R_{xy}(1,2)$ sebesar 0,427 dan koefisien determinasi (R_2) sebesar 0,183. Ini berarti 18,3% hasil belajar IPS dijelaskan oleh lingkungan belajar dan disiplin belajar. Sedangkan 81,7% dijelaskan oleh faktor lain yang tidak diteliti dalam penelitian ini.

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<div align="center">مستخلص البحث</div>

مرضية، ٢٠١٨. أثر البيئة التعليمية والانظباط التعليمي على حصيلة التعليم في مادة العلوم الاجتماعية لدى الطلبة في الصف السابع بالمدرسة المتوسطة العامة الحكومية ١ لاوانج.البحث الجامعي. قسم تربية العلوم الاجتماعية، كلية علوم التربية والتعليم بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. الحاج عبد البسيط الماجستير.

الكلمات الرئيسية:، البيئة التعليمية، الانظباط التعليمي، حصيلة التعليم

يهدف هذا البحث إلى: ١) معرفة أثر البيئة التعليمية على حصيلة التعليم في مادة العلوم الاجتماعية لدى الطلبة في الصف السابع بالمدرسة المتوسطة العامة الحكومية ١ لاوانج في العام الدراسي ٢٠١٩/٢٠١٨ م، ٢) معرفة أثر الانظباط التعليمي على حصيلة التعليم في مادة العلوم الاجتماعية لدى الطلبة في الصف السابع بالمدرسة المتوسطة العامة الحكومية ١ لاوانج في العام الدراسي ٢٠١٩/٢٠١٨ م، ٣) معرفة أثر البيئة التعليمية والانظباط التعليمي على حصيلة التعليم في مادة العلوم الاجتماعية لدى الطلبة في الصف السابع بالمدرسة المتوسطة العامة الحكومية ١ لاوانج في العام الدراسي ٢٠١٩/٢٠١٨ م.

كان مجتمع هذا البحث هو الطلبة في الصف السابع بالمدرسة المتوسطة العامة الحكومية ١ لاوانج ويبلغ عددهم ١٨٣ طالبا، ثم قامت الباحثة باختيارهم عشوائيا ليكونوا عينة لهذا البحث وعددها ١٢٥ طالبا. وتم جمع البيانات من خلال الاستبانة والوثائق. استخدمت الاستبانة لجمع البيانات عن متغير البيئة التعليمية والانظباط التعليمي وأما الوثائق فاستخدمت لجمع البيانات عن حصيلة التعليم بشكل نتائج الاختبار النصفي للعام الدراسي ٢٠١٩/٢٠١٨ م. في اختبار المتطلبات الأساسية للبيانات استخدمت الباحثة الاختبار الطبيعي (*normalitas*)، الاختبار الخطي (*linieritas*) والاختبار الخطي المزدوج (*multikolinieritas*). وتم تحليل البيانات للفرضية الأولى والثانية من خلال الاختبار الانحدار البسيط والفرضية الثالثة من خلال الانحدار المتعدد بالدرجة الأهمية ٥%.

وأظهرت نتائج هذا البحث: ١) وجود أثر إيجابي وكبير من البيئة التعليمية على حصيلة التعليم في مادة العلوم الاجتماعية، دلت على ذلك درجة r_{xy} بقيمة ٠،٢٢٧ ودرجة ت الحساب (٢،٥٢٣) أكبر من درجة ت الجدول (١،٦٥٧٤) بالدرجة الأهمية ٠،٠١٣ (أصغر من ٠،٠٥). ٢)وجود أثر إيجابي وكبير من الانظباط التعليمي على حصيلة التعليم في مادة العلوم الاجتماعية، دلت على ذلك درجة r_{xy} بقيمة ٠،٢٧٩ ودرجة ت الحساب (٣،٠٩٩) أكبر من درجة ت الجدول (١،٦٥٧٤) بالدرجة الأهمية ٠،٠٠٢ (أصغر من ٠،٠٥). ٣) وجود أثر إيجابي وكبير من البيئة التعليمية والانظباط التعليمي على حصيلة التعليم في مادة العلوم الاجتماعية، دلت على ذلك درجة $r_{xy}(1,2)$ بقيمة ٠،٤٢٧،ومعامل التحديد ($R2$) بالدرجة ٠،١٨٣، وهذا ما يعني أن ١٨،٣% من حصيلة التعليم في مادة العلوم الاجتماعية شرحت بالبيئة التعليمية والانظباط التعليمي، والباقي ٨١،٧% شرحت بالعوامل الأخرى (المتغيرات) التي لاتقوم الباحثة بدارستها في هذا البحث.

CHAPTER I

INTRODUCTION

A. Background of the Research

The learning environment has intensely role important teaching and learning activities. Learning is an important requisite to shape students learning achievement. By learning, people can understand, enrichment knowledge, and can solve problems. Learning process of human development, in order to produce human qualities. Therefore, it takes people creative, innovative, hard working, and have good character. So it takes the tough people to face competition in this globalization era. Academic achievement become the measure of a person to get success. One of them is the learning outcomes integrated subjects of social studies. Learning environment is one of the indicators of learning outcomes to be maximum.

Education is one of the foundations of the nation to generatean accomplished generation to be able to compete in the era of globalization. In education there is an existing input processing into thez desired output.The specified process is the process of teaching and learning in itcontains many good aspects, cognitive, affective, and psychomotor.Education has a very important role in the development ofhuman capacity, in order to produce individuals who are more quality [1] . Therefore, much-needed people-people who havesoul development, creative, hard-working, have the skills andcharacter. In other words

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[1]Shohih Febriansyah, Skripsi Pengaruh Lingkungan Belajar dan Kemandirian BelajarTerhadap Prestasi Belajar Akuntansi Siswa Kelas XI IPS SMA Muhammadiyah Wonosobo Tahun Ajaran 2014/2015., Fakultas Ekonomi Universitas negeri Yogyakarta, 2015, page 1

1

it takes people who are qualified andtough, as well as sensitive to change and renewal so that it is able tocompeting in the era of globalization. One of the results that can be the reference made is accomplishment of learning, in this case learning achievements of Social Studies

Menurut Ki Hajar Dewantara dalam mengemukakan bahwa lingkungan pendidikan dibedakan dalam tiga jenis yang disebut dengan tri pusat pendidikan, yang dimaksud Tri Pusat Pendidikan adalah keluarga, sekolah dan masyarakat.Keluarga merupakan lembaga pendidikan tertua, bersifat informal, yang pertama dan utama dialami oleh anak[2].

The family is the oldest educational institution, the informal, the first and the main experienced by the child. It is said to be the first education because the child first gets the influence of education is in his family. While it is said to be the main education because even if children get education from school and community, but the natural responsibility of education lies in his parents. Parents are responsible for nurturing, caring, protecting, and educating children to grow and develop properly. Schools are a means deliberately designed to carry out education. The more advanced a society the more important the role of schools in preparing the younger generation before entering the process of community development.[3]

In the context of education, the community is an environment outside the family and school environment. The pattern and variety of community education encompasses all fields, both the formation of habits, the formation of understandings, attitudes and interests, as well as the formation of decency and religion.

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[2]Sudharto, dkk, *Pengantar Pendidikan*, (Semarang: IKIP PGRI, 2009), page 106

[3] Sabdulloh, U. Pedagogik Ilmu Mendidik, (Bandung: Alfabeta, 2010), page 196

The success of education can be seen from the value of learning results obtained by students. Learning outcomes are a change in behavior learned by learners after experiencing learning activities[4]. Learning outcomes as a result of behavioral changes in the form of capability development obtained by students after experiencing a learning process. In addition, learning outcomes are used as a reference to know the extent to which the ability and level of student success in mastering the science learned in accordance with the learning objectives.

The results of integrated social science subject learning into subjects that must be achieved in the learning process over a period of time and will be expressed in the value obtained through the evaluation test. Every teacher and student will expect to get the best result in learning the subjects of integrated social studies but high spirit and motivation are needed, and study hard.

Factors that influence of Social Science Outcome can be integrated from internal and external factors. Internal factors consist of physical factors, such as health, disability and psychological factors such as level of intelligence, attitude, talent, interest, discipline, learning independence and motivation. External factors are social factors consisting of teachers, classmates, parents, and community and friends, and nonsocial factors include school buildings and their location, family homes and their location, teaching methods, curriculum earning environment and weather conditions. The effect is reflected in the learning results of the integrated Social Studies of each student who are not equal to each other.

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[4]Rifa'i, Achmad, dkk.. Psikologi Pendidikan.(Semarang: UPT Unnes Press, 2012) page 69

Another factor is the learning environment which is everything that surrounds the students while doing the learning activities. The environmental factors of learning come from non-social and social environments. Non-social environment is the physical factors that include the place of learning, the location of the school, learning tools, learning resources, the condition of school buildings, classrooms, cleanliness of the school environment and learning support facilities, while social factors include the family environment, social environment students at home, and school social environment.

Conducive learning environment, of course, creates a comfortable atmosphere for learning. Supportive learning environment conditions such as the availability of physical facilities of learning, a comfortable place to study, a calm atmosphere, harmonious relationship with the social environment can provide encouragement to students to study Social Science so that students' learning achievement of integrated student social studies increases. Conversely, if the condition of the learning environment is less supportive will reduce the spirit of student learning so that student achievement on the subjects of integrated social studies will decrease.

Learning environment is divided into three groups namely the family environment, school environment and community environment. The learning environment supports and plays a major role in the success of student learning achievement. The family environment is the primary and primary education center, but it can also be a learning difficulty factor. While the community environment and school environment both have a close influence in learning. The

school environment is where students can acquire knowledge and develop their interests and talents. The community environment also has a role in shaping the personality, in acting and behaving that can be influential in the future success of the child.

The second factors to increase students learning achievement is learning discipline. If students have high discipline to obey the rules or regulation consistent and consequent, so students get positive value and good behavior in their life. Discipline can push students to learn practice and concrete and avoid negative thinking.

Environment and learning discipline have connective continue if environment of social and non social support to study learning discipline will increase of awareness. Discipline come from our own self or doctrin from our environment. Habituation of students in the discipline environment make organizing life that will be bringing students to get learning achievement,

Student's learning outcome are also influenced by the attitude of the students' discipline in learning because the higher the discipline of learning then the student learning outcomes will also be maximized. Understanding the discipline of compliance to respect and implement a system that requires us to submit to the decisions and applicable. Islam teach us to do discipline as well as learning. Al-Qur;an said[5]:

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[5] https://juz-amma.ayatalquran.net accessed at 31 mei time 14.00 pm

وَالْعَصْرِ ﴿١﴾ إِنَّ الْإِنسَانَ لَفِي خُسْرٍ ﴿٢﴾ إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ

وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ﴿٣﴾

It means: For the sake of time. Behold the man really in loss, except those who believe and work the pious and charitable counsel advised in order to obey the truth and advised counsel that it may settle the patience (Al-ashr: 1-3).

This verse explain that use our time well is so important for living if we want to be loss people. Management discipline on time needed to increase our own self quality. Discipline have a function as follow[6]:

1.) Organize life together

2.) Built the personality is affected by family environment, socialization, society and the environment of the school.

3.) Coaching personality, exercising a form of personality starts from the process namely exercise

4.) Creates a conducive environment

Based on the description of the problem above, the authors are interested to know the influence of learning environment and learningdiscipline on Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019

B. Problems of the Research

1. Does the learning environmentinfluence on Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019?

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[6]Sri Shofiati, *Hidup Tertib* (Bandung: PT. Balai Pustaka, 2012) page 18-19

2. Does the learning discipline influence on Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019?

3. Dothe learning environment and learningdiscipline simultanoesly influence on Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019?

C. Objectives of the Research

The broad purpose of this study is to investigate the influence of learning environment and learning discipline on students' learning achievement in Social Studies, in particular, the research is aimed at accomplishing the following:

1. To determine the influence of learning environment on Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019

2. To determine the influence of learning discipline on Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019

3. To determine the influence of learning environment and learning outcomes on Social Science learning outcomes on grade seventh of State of Junior High School 1 Lawang academic year 2018/2019.

D. Significances of the Research

This research is expected to provide benefits, either theoretically or practically, namely:

1. Theoretical Benefits

   a) Can provide a useful contribution to science education generally and particularly the learning process in the subject of Social Studies

   b) This research can be used as a directive or source information in enhance the learning achievements of students.

2. Practical Benefits

   a) This product research to provide insights for educators as well as readers on the importance of learning environment and learning discipline

   b) As input for teachers especially and the society about guiding and conditioning the discipline of students.

   c) To enrichment awareness for teachers to build and guidelearningdiscipline student in order to develop as fully as possible.

E. Hypothesis of the Research

Hypothesis is temporary answer on research questions, where the research was stated in kind of statement sentence[7]. This chapter describe about assumption effect of learning environment and Learning Discipline on learning achievement Social Studies. H_0called as statistic hypothesis, because as usual uses research statistic characteristic[8]. H_0 in this research are:

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[7] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, daan R and* D (Bandung:Alfabeta, 2011), page 64

[8] Suharsimi arikunto, *Prosedur Penelitian (*Jakarta:Rineka Cipta, 2010), page 113

1. There is no significant effect positively learning environment onSocial Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019

2. There is no significant effect positively learning disciplineon Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019

3. There is no significant effect positively learning environment and learning disciplineon Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019

Work hypothesis or called alternative hypothesis explain connection between X and Y variable or differences between two groups[9]. Ha (Hypothesis Alternative)in this research are:

1. There is significant effect positively learning environment Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019

2. There is significant effect positively Learning Disciplineon Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019

3. There is significant effect positively learning environment an learning disciplineon Social Science learning outcomes on grade seventh State of Junior High School 1 Lawang academic year 2018/2019

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[9] Ibid, hal 112

F. Scope of the Research

This research have a scope includes of three variable are:

1. Independent variable are learning environment (X_1) and Learning Discipline (X_2)

2. Dependent variable is student's learning achievement(Y)

Table 1.1 Verify of Research Variable

No	Variable	Sub Variable	Indicator
1.	Learning environment[10] (Muhibbin Syah, Psikologi belajar)	Nonsocial environment	Role of teacher, role of society, role of friends, society conditions
		Social environmnet	School building, school location, medium and infrastructure, condition of the class
2.	Learning discipline[11] (Suharsimi Arikunto)	Discipline in the class	Do homework well from teacher, active in the class,
		Discipline outside class	Finishing task soon, obey the school rules
		Discipline at home	Studying awareness
3.	Student's learning outcome		Getting from learning outcome middle test

G. Previous Research

Previous research serves differences and the field of study that examined the similarities between researchers by previous researchers. It is intended to avoid the repetition of the study of things that are the same. Thus be known-side anything that distinguishes between researchers with previous research

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[10]Muhibbin Syah, *Psikologi Belajar* (Jakarta: Rajagrafindo Persada, 2003)

[11]Suharsimi arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bina Aksara, 1990

Table 1.2 Previous Research

No	Name, title, publisher, and year	Similirities	Originality	Research Originality
1.	Fakhriyatul Fitriyah, Pengaruh disiplin belajar dan lingkungan sekolah terhadap hasil belajar siswa pada mata pelajaran Sosiologi kelas XI IPS SMA Negeri 9 Malang (Skripsi)	Learning discipline and education learning as independent variable and leaning achievement as dependen variable	Object conducted in the XIGrade Social Studies State of Senior High School 9 Malang. Learning environment as independen variable (X_2)	The previous research there is significant effects discipline leaning and school learning in academic achievement. It showed by dengan value $F_{count} > F_{tabel}$ (4,744>3,120)
2.	Rachel Pasternak, Discipline, learning skills and academic achievement, School of Behavioral Sciences, COMAS, The College of Management Academic Studies Division (COMAS), Rishon Lezion, Israel 2013 (Journal)	Dicipline as independent variable (X_1)	Learning skills as independent variabel (X_2)	the strength of the correlations (ranging between 0.75 and 0.85) between the capacity to complete unpleasant tasks and classroom conduct (discipline in practice), as well as with academic success can lead us to ask maybe discipline problems in the classroom are result from environmental and pedagogic

				factors such as boredom, inappropriate teaching methods and so forth
3.	Muhammad Iqbal, pengaruh disiplin belajar dan lingkungan keluarga terhadap hasil belajar pada mata pelajaran IPS Terpadu di MTs Al-Abadiyah Banjarmasin, skripsi UIN Malang, 2015	Learning discipline as independent variable and student learning achievement as dependen variabel	Object of this research conducted in the di MTs Al-Abadiyah Banjarmasin, family environment as independent variable	The previous research there is significant effects learning discipline and family learning in academic achievement. It showed by nilai $F_{hitung} > F_{tabel}$ (45,710>3,18)
4.	Nikmatul Hasanah, pengaruh kreativitas guru dan lingkungan belajar terhadap hasil belajar siswa kelas SEVENTH pada mata pelajaran IPS di MTs Al-Ma'arif 02 Singosari, skripsi UIN Malang, 2016	Learning environment as independent variable and student learning achievement as dependen variable	as independent teacher creativity variable, object of this research conducted in MTs Al-Ma'arif 02 Singosari	The previous research there is no significant teacher creativity effects and learning environment in academic achievement..
5.	Moch Imron Rosyadi, Pengaruh Fasilitas belajar dan Lingkungan Belajar terhadap hasil belajar mahasiswa Ilmu Pengetahuan Sosial. Skripsi Universitas Islam Negeri Maulana Malik Ibrahim Malang tahun 2017	Learning Environment as independent variable and learning achievement as dependent variable	Learning facility as independent variable, object this research is Islamic University of Maulana Malik Ibrahim Malang	There is positif and significant for influencing learning environment towards learning achievemet with 0.027

.   This place is chose because researcher want to describe deeply about learning environment because this location so far from noise and student's discipline high.

H. **Operational Definition**

1. Learning environment

   Learning environment is the environment where children (students) experienced the learning process. The student learning environment consists of the social environment and the non social environment's. The social environment include a parent or family member, friend or other person, and teachers.Whereas , a non social learning, including learning tools, and learning resources.

2. Learning discipline

   Learning discipline is as compliance carrying out regulation and rules forcedon learning activities. It includes the followingregulation and rules, independent study and others.

3. Student learning outcome

   Student learning outcomeis the realization of skills-skills potential or capacity of a person have. Student learning achievement mastery by one can be seen from his behavior, good behavior in the form of a mastery of knowledge, thinking skills, and motoric skills

I. Structure of the Thesis

    1. First Section

        This section contains the cover or the front cover, title page, and the page endorsement.

    2. Section Contents

        This section consists of six chapters that consist of following:

        Chapter I   : Introduction consist of outlining the background, research question, research objectives, significance of the research, research hypothesis, scope of research, originality of the research, the operational definition and.

        Chapter II   :Literature review concerning the relevant theories research, i.e. learning environment , discipline learning, and students learning outcome and thinking frameworks

        Chapter III   : Research methods, including locations and types of research, research approaches, population variables and samples, data and data sources, research instruments, data collection techniques, validity and reliability test, data analysis, and research procedure

        Chapter IV: This is the chapter that exposes data and results

        Chapter V: This part is explaining of the results of research

        Chapter VI: The conclusion and suggestions of a whole series discussion

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Learning Environment

1. Definition of Learning Environment

The environment has a great influence in all aspects of life. So also with the process of teaching and learning. In fact, learning is a process of interaction between the individual with the environment. The environment provides stimulation against the individual and vice versa the individual giving a response to the environment. The environment is where humans live nature.

The environment can affect all aspects of life. Similarly against the learning process student.In the process of this interaction may occur on individual attitude change. For it environments that are around us and affecting teaching and learning called the learning environment. This learning environment affects the learning achievements of students. So is learning environment is everything that is in the nature aroundus that affect the process and results of student learning, good family environment, environment of the school and community environments. The learning environment must be observed by all parties so that results can be achieved with good learning.

The learning / learning / education environment consists of the following[12]:

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[12] Oemar Hamalik. *Proses Belajar Mengajar*, (Jakarta: PT Bumi Aksara , 2011) page 196

16

1.) Social Environment is a community environment either large or small groups

2.) The Personal Environment includes individuals as a person affects other individuals

3.) The (physical) natural environment includes all the natural resources that can be empowered as a learning resource

4.) The cultural environment includes cultural and technological results that are used as learning resources and which can be a supporting factor of learning. In this context includes the system of values, norms, and customs.

2. **Classification learning environment**[13]

    a) Family environment

        1. The role of the family, especially in the cultivation of the attitude, the quantity of life values, development of talents, interests, and personality. So that families can play the role of the family needs to directed by education, knowledge and skills need for coaching.[14]

        1) How to Educate Children

How parents educate children very big its influence on the child's learning process. Parents who are less attentive to the education of his son, indifferent and not pay attention to the development of his son would cause learning

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[13]Slameto.(2003). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: PT Rineka Cipta.page 60-72

[14] Fuad, ihsan, *Dasar-dasar kependidikan*, (Jakarta: Rineka Cipta, 2010) page 58

difficulties for the child. Otherwise the parents attention on his son's education will be the catalyst for the children to learn the more enterprising.

2) Relationship between family members

Factor of the relationship between family members is important in determining a child's learning progress. This relationship is the most important is the relationship between the parents with the child, in addition to the relationship between the children with siblings or other family members. For smooth child learning the smooth relations between family members need to be maintained.

3). Guidance from parents

The old man is an example for her children. Everything done parents unwittingly be imitated by his children. Hence a troubled parent attitude needs to be avoided. The case study is necessary in order that the parental responsibility and mature attitude of learning to grow in self.

4). Home atmosphere

The atmosphere of the home in question is a frequent activities in the home where the children are and learn. Home atmosphere that is very crowded or rowdy children may not be able to learn it well. Children will be

impaired concentration, so difficult to learn. For it should

be home atmosphere always made fun, serene, peaceful

and harmonious so favourable for the learning progress of

children.

5.) Family (economic circumstances).

Economic circumstances families are closely related

to the learning of the child. The children are learning in

addition to unmet needs also requires a wide range of

learning facilities. The cost is very important in the

fulfilment of the various facilities, for which the cost is a

very important factor in the success of the learning

process.

Allah said in the al-qur'an surah At-tahrim verse[15]:

يا أيها الذين آمنوا قوا أنفسكم وأهليكم ناروقودها الناس

والحجارة عليها ملائكة غلاظ شداد لا يعصون الله ما أمرهم

ويفعلون ما يؤمرون

It means: O ye who believe! Guard yourselves and your family from the fire of hell whose fuel is human and stone; Guardian angels are violent, hard, and do not disobey Allah against what He commanded them and always do what is commanded.

That the education that the family provides is very important given to the

child so that children get the influence or good feedback from the education taught

to both parents

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[15]https://almanhaj.or accessed at 31 May 2018 14.20

b). The school Environment

1). Relationship between teachers with students

Teaching and learning happens between teachers with students. If the relationships between teachers with students can be entwined with the good, students will pay attention to the material being taught teachers. So he will learn with their best, and vice versa if the relationshipamong teachers with students less good then will cause the process of teaching and learning less smoothly.

2). Relationship between students with other Students

Good relationships between students is crucial, because it can influence student learning. Students who have a relationship with a friend who is less good others will be exiled from the group as a result of these can interfere with his studies, for that friend relationships need to be kept well

3). Learning Tools

The tool is a means in the study. A less complete lesson tools make the presentation of the subject matter which is not good. Especially for the lesson practical, lack of tools lessons will cause learning difficulties for children.

4). Curriculum.

The curriculum is a number of activities that are provided to students. Activities that present the lessons so that students receive,

master and develop learning materials. It is clear that the curriculum affect student learning.

5). School Discipline

Discipline closely related to the students in order to follow learning activities in the classroom. Discipline in schools regarding discipline teachers in teaching as well as the discipline of students in schools primarily in the teaching and learning process to develop a strong motivation.

6). The condition of the building

The condition of the building is primarily aimed at the class room or space place learn. Classrooms should meet the essential requirements of cleanliness, enough light and air, the State of the building away from the crowds. If these conditions are not met it would affect the success of student learning.

c). Environmental Community consist of:

1). Peer Group

Peer group influence is very great and faster entry in the soul of the child. Friends get along good will effect both to the child and friends instead of learning to get along less well willless influential good anyway.

2). Neighbouring Environment.

The pattern of life of neighbors will affect children who attend school. For example: neighbors who like gambling, idle, do not like

learning will affect children attending, at least there is no motivation for children to attend school, and vice versa.

3). Activity in the community

This activity can be beneficial and also adverse to the personal development of the child. Students must be really able to choose activities that support learning activities, not evento be obstruction

4). Mass media

Included in the mass media: radio, television, newspapers and others. Mass media will give a good influence for the child, and vice versa.

Learning environment affect children's learning process consists of two kinds, namely the social environment and the environment nonsocial [16]

1) Social environment

The social environment consists of a school, social environment (society), and family environment. School environment are included in the social environment are all the citizens of the school, be it a teacher, employees as well as classmates, all of them can beaffect the spirit of a students learning. Teachers can show attitude and good behavior and can also shows a good example especially in terms of learning such asfor example, avid reader, it can provide motivation a positive value for student learning.

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[16]Muhibbin Syah, *Psikologi Belajar* (Jakarta: Rajagrafindo Persada, 2003) page 137

When friends the student's classmates at school had a good attitude and behavior as well ashave some sort of a good study ethic such as diligent learning will effect positive toward student learning.Social environment at home, among others, community, neighbors and friends also hanging out students at homewho had a considerable role in affecting student learning. State society all-roundlack, not paying attention to the problems of education and also friends hang out students who like lingering in, stayed up late, like drink let alone friends of the opposite sex who are amoral, drunks and others will certainly be dragging students to great danger and likely to interfere with their learning process.

Social environment the dominant influence in the learning activities of students areparents and families of students itself. This can be understood, because family environment is first and foremost learning environment for a child. The nature and attitudes of parents in managing family (how to educate), family tensions and can make an impact positive or negative. Thus it can be concluded that the role of the family in this case is the enormous influence parentstowards the success of the learning of the child. The role of parents in meeting the all the needs of the children in the study will enhance success student learning.

2) Environmental nonsocial

Non social environmental concerns the school building and its location, family residence house students and its location, learning tools, learning resources, weather, lighting and time study used student.

B. Learning Discipline

Disciplines relating to the code of conduct, rules, or norms of life together (involving many people. Discipline means obedience or adherence to a code of conduct and regulations. While the discipline of learning is obedience on regulation (rules) relating to teaching and learning activities in schools thatinclude the school time, and out of school, students dressed in compliance, compliance in following the students events the school and others. [17]

1. Definition of learning discipline by some experts:

    a. The fact of disciplineis a statement of the mental attitude of individuals as well as communities that reflecting a sense of obedience, submission, supported byawareness to fulfil the duties and obligations in the framework ofachievement of the objectives.[18]

    b. According to national resilience Institution (national defence Institute) the meaning of the word discipline can be understood in relation toexercises that strengthen, corrections and sanctions, control orthe creation of order and regularity and the system of rules of conduct.[19]

Disciplined is very important for each student. Disciplined will make a students skills about how to learn the good, is also a process towards the establishment of a good character.

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[17]Darmadi, *Pengembangan Model dan Metode Pembelajaran dalam Dinamika Belajar Siswa* (Yogyakarta: Deepublish, 2017) page 322-323

[18]Ekosiswoyo, Rasdi dan Rachman, Maman.*Manajemen Kelas*. (Semarang: IKIP Semarang Press, 2000) page 97

[19]Lemhannas.*Disiplin Nasiona l*(Jakarta: Balai Pustaka,1997) page 11

2. The function of discipline are:[20]

    a. Organize life together

    Discipline is useful to bring someone that he needs to appreciate the other person by means of adhering to and complying with regulations, so that it will not harm the other party and the relationship with a fellow being well and smoothly.

    b. Build a personality

    The growth of one's personality is usually influenced by environmental factors. Discipline that is applied in the environment impact gave for growth a good personality. Therefore, with the discipline of a person will be accustomed to follow, abide by the rules and customs that apply it gradually entered into him and was instrumental in building a good personality.

    c. Coaching personality

    Attitudes, behaviours and patterns of good and disciplined life is formed through training. Likewise with the personality of a regular and orderly, obedient needs to be conditioned and trained.

    d. Imposition

    Discipline can occur due to the presence of forcing and pressure from outside, for example when a less disciplined students get into one school that disciplined well, forced to comply with the code of conduct is there in that school.

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[20]Tulus,Tu'u, *Peran Disiplin Pada Perilaku dan Prestasi Siswa* (Jakarta: Grasindo,2004) page 147

e. Penalties

The code of conduct usually contain positive things and sanction or punishment for those who violate the code of conduct.

f. Creating a conducive environment

Discipline school function supports the implementation of processes and educational activities to run smoothly and gives influence to the creation of the school as an educational environment conducive to learning activities.

3. Factors that affect the discipline of learning:[21]

a.) As Role model

Role model of parents are greatly affect the attitude of discipline the child. This is because the attitude and behavior of parents affects the attitude and be imitated by children, since mother were be role model for children

b.) Authority

The authority is the personality that evoke positive effect so others can comply with the attitude and the restriction.

c.) Child

In order to discipline family surroundings can go well, hopefully the existence of cooperation between all members of the family and the child's awareness of itself in fostering discipline

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[21] Ibid page 148-149

d.) Punishment and rewards

Punishments and rewards is one effort to influence behavior. When did something not good and parents do not rebuke. Then it becomes bad conditioningfor children

e.) Environment

Environmental factors will affect the positive deeds, so is a good idea. For it so that the attitude of discipline student learning gets done properly then the need for support from all three environments.

4. Indicators of Learning Discipline

Based on the dimensions of the disciplines studied at the top, then the researchers developing the dimension of being a learning disciplined indicators include[22]:

1. Discipline in the school entrance, divided into 2 indicators, namely:

a. Actively attend school, which means that the active students departing school and never ditching.

b. timeliness of entering school and class, meaning that students leaving school before the bell rang and the students passes right enter the classroom after hours break.

2. Discipline in following lessons in the school, divided into 2 indicators:

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[22]Suharsimi arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bina Aksara, 1990) page 24

a. Active subjects, meaning that students are always active in followinglessons in the classroom, not interfere with friends when lessons take place andpay attention to the teacher's explanation seriously.

b. Work on the question of the exercise given teachers both individually and the Group.

3. Discipline in the task, indicators divided into three, namely:

a. Consistent and self-contained task given the teacher, it meansstudents remain consistent and independent in the given task. Although teachers were not in class.

b. Discipline in following repeats, meaning that students can apply the attitude discipline in deuteronomy by working on their own, no matter of the deuteronomy cheating when deuteronomy and trying to do it yourself appropriate capabilities.

c. Collecting duty on time, this means that students are able to work on a task appropriate time allowed.

4. Discipline home study, elaborated into three indicators, namely:

a. Active and independent learning at home, meaning that students remain active and independent learn at home without any pressure from outside.

b. Do homework provided teachers, which means that students working on homework in the house is not in school and not cheating from friends.

c. Take the time learn at home optimally, meaning that students always take the time to learn at home.

5. Discipline in adhering to the code of conduct in the school, divided into 5 indicator, following:

a. Wear uniforms appropriate regulations, meaning that students wear uniforms in accordance with a schedule that is determined by the school.

b. Following the ceremony, meaning that students always follow the ceremony on schedule that have been determined.

c. Bring school supplies, meaning that students bring school suppliesevery day.

d. Keep order and cleanliness of the school environment, meaning that students always maintain order and cleanliness of the school environment.

e. Task pickets, meaning that students always task picket, according the schedule

Meanwhile, according to Unaradjan that the factors that influence coaching and forming self-discipline there are two namely[23]:

1. External factors.Among other things are family circumstances which are the main places of discipline coaching very important, the state of the school is meant is the presence or absence of facilities needed for smooth teaching and learning process in school like aspects of the teacher affect

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[23]Unaradjan, *Manajemen Disiplin*,(Jakarta : PT. Gramedia Widia Sarana Indonesia, 2003) page 27

the self-discipline in school, the state of society determine the success or failure of coaching and education self-discipline.

2. Internal factors are physical conditions that greatly affect a person inapplying discipline, psychic circumstances because only people who are healthy in a way psychic can inspire norms that exist in society and family

C. Learning Outcome

Most of the activity or behavior that is shown is the result of someone learning in other subjects. The level of mastery of the lesson or the results of the study in these subjects in schools is represented by figures such as the letter or 0-10 figures on primary education as well as medium, and letters A, B, C, D on high[24].

1. Understanding the learning outcome

One accomplishment of the learning process is the result of learning outcome achieved by students. Students learning achievementis close to the student after learning activities. The results of the study are the skills possessed students after he accepted their learning experience. The results of a study assessing the student's mastery against the instructional objectives. This is because the content of instructional objectives formulation describing learning outcomes must be mastered skills form students after receiving their learning experience.

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[24]Nana Syadih Sukmadinata, *Landasan Psikologi Proses Pendidikan*, (Bandung: Rosda Karya, 2005) page 102-103

In the system of national education outline of educational goals, using the classification results learn from Benjamin Bloom is generally divide it into three domains, namely[25]:

a. The cognitive Domain

With regard to the results of the study consisted of six intellectual aspect, i.e. the knowledge and memory, comprehension, application, analysis, synthesis, and evaluation. The term factual knowledge including knowledge in addition to rote knowledge or to remember such as formulas, limitation, definitions, terms, article in the legislation, names of characters, the names of the city. Seen in terms of the learning process, those terms do indeed need to remember and keep in mind in order to be mastered as a basis for knowledge or understanding other concepts. Low level cognitive knowledge including but being a prerequisite for aspects of the learning results. Aspects of the learning outcomes are higher than knowledge is understanding. For example, explain the order of the sentence itself something that reads or hears, gave another example of who has exemplified, or using the application instructions on other cases.

Aspects of learning achievement of application is the use of abstraction in concrete situations or specific situation. The abstraction in the form of ideas, theories, or the technical instructions. Apply abstraction into the new situation called application. Aspects of the

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[25]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi aksara, 2013) page 151-156

learning results of the analysis is the ability to spell out an ingredient or the State according to the parts that are smaller and able tounderstand the relationship between part one part to another. With the analysis of expected someone capable of understanding and can sort out into sections which remained integrated, understand the process, understanding how it works, understand its system. When the analysis prowess has blossomed on a person, then he will be able to apply them in new creative situations.

Aspects of learning achievement f the synthesis is the unification of the elements or parts into a whole. Think synthesis is one of the terminal to make people more creative. Someone who is creative, often finding or creating something. With the ability of synthesis, one finds a certain sequence or causal relationships.

Aspects of the learning outcome evaluation is the highest level of thinking in the cognitive domain. Evaluation is the giving of decisions about the value of something is viewed in terms of the objectives, ideas, ways to work, solving, methods, and materials.

b. Affective Domain

With regard to the attitude which consists of the five aspects, namely the acceptance, responding or answers, assessment, organization, and internalization of values. Acceptance i.e. the kind of sensitivity in receiving the stimulus from the outside in the form of a problem, situation, and symptoms. In this aspect include consciousness,

the desire to receive the stimulus, control, and selection of the symptoms or stimulation from the outside. Responding or answers i.e. the reaction given by a person against the stimulus that comes from the outside. These include accuracy of the reactions, feelings, and satisfaction in answering the stimulus from the outside. Assessment with regard to values and beliefs against symptoms or stimulus. In this evaluation including the willingness of received values, background, or experience to receive value and deal value.

The organization i.e. development of values into a system of organizations, including the relationship of one value with another value, the establishment of priorities and values. Which belong to the organization is the concept of value and the value system of the organization. Internalization of values i.e. alignment all the value systems that had been owned by someone who affects the pattern of personality and the vagaries of the act.

c. Psikomotoric Domain

With regard to the results of the study skills and the ability to act.Aspects of psikomotoric.The movement of the reflex, the basic movement skills, perceptual ability, harmony or accuracy, movement skills, expressive movement and complex interpretive. The results of a study of cognitive, affective, and psychomotor actually do not stand alone, but are always associated with each other. Someone who changed the level of cognitive has actually changed the attitude and behavior.

Based on the opinion of experts, it can be concluded that the results of learning is the ability obtained after students learn and experience the learning process that includes cognitive abilities, affective, and psychomotor. The results of the study can be seen through the assessment of the results of the study that aims to get the authentication data that will show the level of students ' ability in achieving learning objectives.

2. Factors affecting learning outcome

Optimal learning outcome is inseparable from the factors that affected it. Successful or whether someone in learning caused by a number of factors that affect the achievement of the learning results.

Factors that influence the results of the study can be classified into two classes, namely:[26]

    a. Internal Factors

Internal factors are factors that exist in the individual that is being studied. Internal factors are distinguished into three factors are: physical factors, psychological factors, and exhaustion.

1. Physical Factors

Physical factor that is the physical condition of the individual that is being studied. Physical factors consist of factors of health and disability.

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[26]Muhibbin Syah, Psikologi Belajar (Jakarta: Rajagrafindo Persada, 2003) page 145-153

a. health factors

Healthy means in good condition the whole body and its parts. A person's health to his studies. One's learning process will be interrupted if a person's health is compromised, other than that he will quickly get tired, less excited, giddy, easily if his body is weak, less blood or function disturbances senses and body. So that one can learn with her health pursuit shall either remain guaranteed by the way always pay attention to the conditions of work, study, rest, sleep, eat, exercise, recreation and worship.

b. Disability

Disability is something that causes less good or less perfect body. Defects that can be either blind, deaf, half deaf, broken leg, broken hands, lame, etc. State disability also affect learning. Students who are disabled, their learning will be compromised.

2. Psychological factors

Consisting of the intelligentsia, attention, interests, talents, motives, maturity, and readiness.

a) Intelligensia

Students who have a high level of intelligence will be more successful than having a low level of intelligence. But students who have high intelligence is not yet definitely successful in his studies. This is because learning is a complex process with many

factors that influenced him, while the intelligentsia is one factor among other factors. If other factors that effect negatively to learn, ultimately students failed in his studies. Students who have a normal level of intelligence can succeed well in learning iflearn it well. That means learning by applying efficient methods and the factors that affect their learning (the physical factors, psychology, family, school, community) gives a positive influence.

b) Attention

To be able to assure a good learning results so students must have concern for the material which he had learned. If learning materials are not a concern of students then make boredom, so it is no longer like learning.

c) Interest

The great interest in its effects on learning, as if the lessons learned materials not in accordance with the interest of the students, so students will not learn by best foot forward because there is no attraction for him. An interesting lesson materials students more easily learned and stored because the interest adds to the learning activities.

d) Talent

Talent is the ability to learn. It's new capabilities will be realized into a real skills after studying or practicing. For

example, a person who is talented can be faster typing typing smoothly than others less talented or not in the field type.

e) Motif

To achieve the goal needs to be done, while the cause of doing is a motif itself as a mover. In the process of learning to be aware of what can encourage students to learn well or have the motive to carry out the activities related to the study.

f) Doneness

Maturity is a person's growth in the levels where the tools of his body is ready to implement new skills. For example a hand with his fingers was ready to write and with his brain was ready to think abstract. A child who is ripe yet can carry out his skills before learn.

g) Preparedness

Readiness is a willingness to give a response or react. It arises from a willingness in a person and is also associated with maturity, because maturity means the readiness to implement the skills. It should be noted that readiness in the learning process, because if the students learn and already there is the readiness of their learning results will be better.

3.) Exhaustion

Fatigue is differentiated into two kinds, namely the exhaustion of physical and spiritual exhaustion. Physical fatigue is visible with a

weak body and weak a rose a tendency to lay the body. Spiritual fatigue can be seen in the presence of lethargy and boredom so that interest and the urge to make something disappear. Fatigue affects student learning. So that students can learn well must avoid lest their learning in fatigue occurs. So it needs to be kept to conditions that are free from fatigue.

b. External Factors

External factors are factors that are outside of the individual that is being studied. External factors that have an effect on the results of the study are grouped into 2 kinds, namely factors 1n social environmental and environmental factors non social[27]

1. Social environment

Social environment such as school teachers, administrative staff, and friends of the class that can affect the spirit of a students learning. The social environment of the student is the community, neighbors, teammates and about the village

Social environment the more affected are parents or family itself. Consists of how parents educate, partnership deals, family atmosphere of the home, the family's economic situation, understanding parents, cultural background.

2. A non social Environment

Factors including environmental non social is the school building and its location, the school's student dwelling house and its location, the tools

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[27]Ibid   page 154-155

of learning, the State of the weather and the time of study. These factors are viewed undertook to determine the success rate of students.

School factors that influence student learning include teaching methods, curriculum, teacher's relationship with students, student relations with students, school discipline, school time lessons, tools, standards, State of the building, methods of study, and homework.

3. Indicators of Learning Outcome

Learning outcome is the realization of potential skills-skills or capacity that is owned by someone. Mastery learning results by one can be seen from his behavior, good behavior in the form of a mastery of knowledge, thinking skills as well as motor skills. Most of the activity or behavior that is exhibited by a person is a result of learning. In all schools, the results of the study can be viewed from a mastery of subjects that students will take. The level of mastery of the lesson or the results of the study in these subjects in schools is represented by -numbers or letters, as Figure 0-10 in primary and secondary education, with the letters A, B, C, D to the college level.[28]

The indicator is a characteristic of what will be measured. The results of the study are a number of experience gained students which includes the realm of cognitive, affective, psychomotor.

Robert Gagne meninjau hasil belajar yang harus dicapai oleh siswa dan juga meninjau proses belajar menuju ke hasil belajar dan langkah-langkah instruksional yang dapat diambil oleh guru dalam membantu siswa belajar. Menurut Gagne, hasil belajar dimasukkan dalam lima kategori ini dalam merencanakan tujuan instruksional dan penilaian[29]

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[28]Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan* (Bandung: Remaja Rosdakarya, 2005) page 102-103

[29]Sri Esti Djiwandon, *Psikologi Pendidikan* (Bandung, Garasindo, 1989) page 217

Student learning outcomes can be seen from three domains, namely cognitive, affective, and psychomotor. Types of cognitive learning results is more often used to measure a teacher's ability level of students but the psychomotor and affective learning outcomes should also be part of the results of the assessment in the learning process in schools. The results of the study are used by teachers to be size or criteria in reaching a goal of education.

It can be concluded that the affective learning outcomes indicators is religious, honest, polite, confident, tolerance, discipline, hard work, mutual, communicative, and responsibility. While the psychomotor learning outcomes can be seen from:

(a) The competence to coordinate movement of the eyes, hands, feet, and other members of the body,

(b) Fluency pronounce or utter

(c) Skills make a facial and bodily movements.

D. The Influence of Learning Environment on Students Learning Outcome

Basically, education is the interaction between the individualwith the surrounding environment. Environment as a place to learn is calledwith the learning environment, including the social environment as well as a nonsocial. The learning environment can affect the learning achievements.

Good or bad impact given the achievements of the student learning environment against depending on how manage and organize your environment to learn. In the environment about the student managed and regulated properly, will

deliver the impact positive for students learning achievements against the social studies. Conversely, if the student is not conducive surroundings and do not support students to learn, it will give you the impact that is bad for students learning achievements against the social studies Learning environment that is conducive and comfortable for students allegedly can improve and maximize the learning achievements of students. To that end, a conducive learning environment must be observed and created by the students themselves, the family, school or the community.

If the learning environment of students comfortable and support for learning will certainly facilitate the learning process of students. Vice versa environment that does not support will inhibits the learning activities of students.

A supportive learning environment will create a conducive learning activities social studies , so that students can concentrate in studying accounting. Thus learning activities students will be able to walk properly so that the achievements of the learn social studies students can be achieved by increasing.

E. The Influence of Learning Discipline On Students Learning Outcome

Important factors that influence the outcome of learning one is the Discipline of learning. In the management of teaching, discipline is an important issue. Without any awareness of the necessity of carrying out predetermined rules that teaching is not possible reach maximum target.

The disciplines studied have a great influence towards outcome of learningstudents due to the presence of the student discipline is not lazy in learning. Forstudents who have already applied the discipline of study, they assume that learningis a duty that must tackle every day. Thisbecause they were already aware of the importance of learning. In contrast to the students who lack the discipline to apply learning, they consider the learningis a coercion or pressure for him. The study is based oncoercion will not last long, but faded over the loss of such coercion.

However, if the students are already aware of the importance of study though initially on the basis of coercion, then gradually the children able to apply learning disciplineis good. The influence of the discipline of learning towards student learning achievement is very largeand their nature is not temporary, but carried on until whenever. Without support parents at home, the influence of the discipline of learning will not be meaningful. People old student education agents who can assist the implementation of the discipline in the school. The approach parents at home become powerful weapons for instill the discipline of learning in children. One way, motivating children always learn at home so it will be createdthe continuity between learning discipline at home and school.

F. The Influence of Learning Environment and Learning Discipline On Students Learning Outcome

How important the environment for education. The environment is an important factor and can not be ignored in the process of learning, because the environment can help educators in providing a positive influence. so is the

discipline of learning, students have a high learning discipline then the results of the study, on the contrary if the discipline of learning students are low then it will decrease student learning outcome

      Based on the above description it can be said that the learning environment and learning discipline is an influential factor in student learning outcome. Designed of thinking framework can describe at picture as follow:

Picture 2.1 Roadmap Research

Learning Environment (X_1) by indicator:
- Nonsocial environment
- Social environment

Learning outcome (Y) seen by academic learning result achivement on social science subject middle test

Discipline learning (X_2) by indicator:
- Obedient to regulation school
- Do task disciplinely
- Independent learning because of awareness
- Active in the class
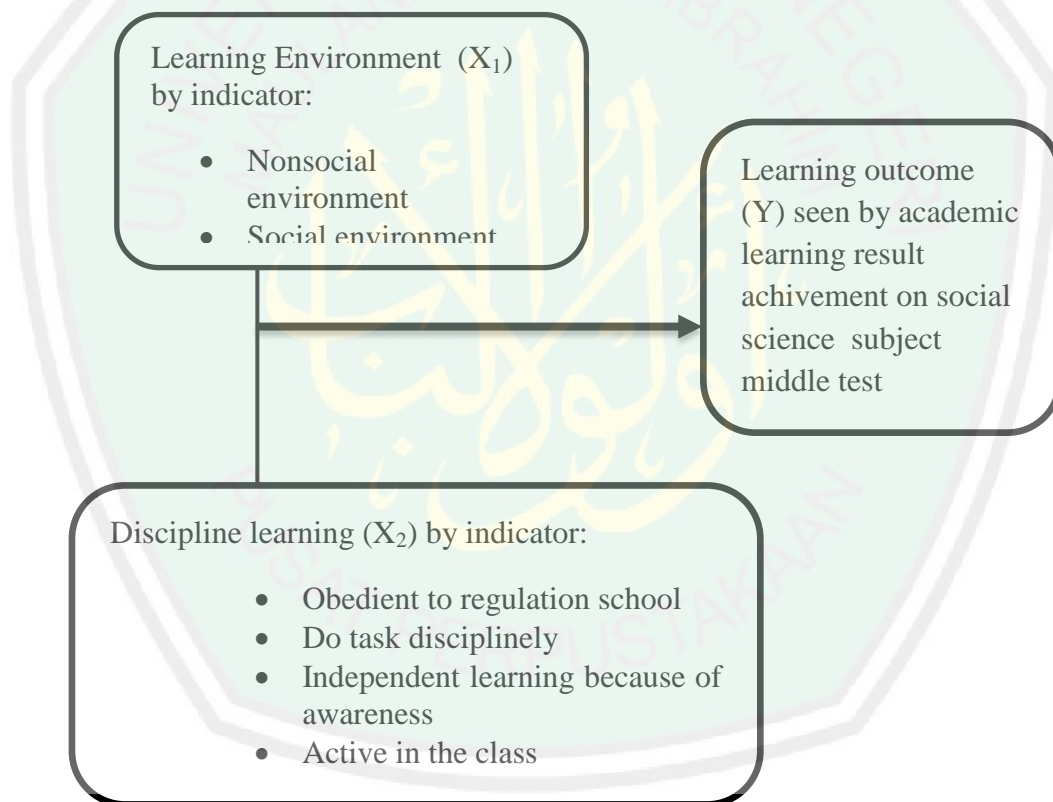
CHAPTER II

RESEARCH METHOD

A. Research Setting

The location for this research isseventh grade in State of Junior High School 1 Lawangat Sumber Taman No. 50, Kalirejo, Lawang, Malang East Java. The school was chosen because it has a teacher competent in their jobs, social studies, accompanied by a supportive learning environment. So it was interesting to be used as a place of research on the influence of learning environment and learning discipline against the learning outcomes of students.

B. Approach and Research Design

This research is thecorrelational research is a study that intends to detect the extent to which variations in a factor relate to variations in one or more other factors based on their correlation coefficient[30]. This research uses a quantitative approach because research data is a number and using statistical analysis.

C. Research Variables

A variable is something that distinguisheor change the value. The value can be different at different times for the same person or object, or the value can vary within the same object or to a different person.

Kinds of variable in this study there are two, namely:

1. Free variable (the independent), namely learning environment (X_1) and learning discipline (X_2)

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[30]Sugiyono, Statistika Untuk Penelitian (Bandung: Alfabeta,2016) page 49

2. Bound Variable (dependent) students is learning achievement

Learning achievement variable (denoted with the letter Y).

D. Population and Sample Research

a. Population

Population is the totality of all objects or individuals who have a clear and complete certain characteristics that will be examined. Sutrisno Hadi said that the overall population is a subject of research. The population is limited as the number of inhabitants or individuals who at least has the same properties[31]

In this study the objects that made the population in this research is a whole gradeseventh of student's of State of Junior High School 1 Lawang

Based on this definition can conclude that population is whole of research subject calculate quantitative or qualitative.

Table 3.1 Number of Population

No	Class	Amount
1.	A	30
2	B	30
3.	C	30
4.	D	30
5.	E	31
6.	F	31
Amount		183

Amount population of this research is gradeseventh of students State of Junior High School 1 Lawang2017/2018 are 183

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[31]Sutrisno, *Statistik II*, (Yogyakarta: Andi Ofset, 2000). hal 220

b. Sample

Sample is the part of number and characteristic which have by population. [32] The technique of sampling is random sampling (lottery) because every member of the population that exists in the sampling frame in question has the same rights for great elected to sample.[33]

Sample determination essentially nothing absolutely to determine what percentage of the population which samples will be taken. To specify a sample from a population of Solvin using the formula as follows:

$$N = \frac{n}{1 + Ne^2}$$

Description:

n= Sample size

N = Population Size

e = Per cent leeway inaccuracy due to sampling error which still dates or desired.

From the description above, can be obtained in the following samples:

N = 193

e = 5 %

$$n = \frac{183}{1 + 183 \ (0.005)}$$

$$n = \frac{183}{1 + 183 \ (0.0025)}$$

[32] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta,2016) page 62

[33]Sutrisno Hadi, *Metodelogi Research* (Yogyakarta: Yayasan Penerbitan Fakultas Psikologi UGM, 1998) page 111-114

$$n = \frac{183}{1+0.4575)}$$

$$n = \frac{183}{1.4575}$$

n = 125.557

Sample research 125, then distributed randomly or random (sweepstakes) in 6 classes

E. **Data sources**

This research data using two data according to the source:

a. Primer: Data obtained from the survey is based on a fieldseventh grade students's of State of Junior High School 1 Lawangand the use of methods of collection in the form of question form or quosioner.

b. Secondary Data: data obtained from books, websites, journals, theses and theses that have been collected by the collecting agency data and published to the public user data.Secondary data obtained from master data researchers are Social studies gradeseventh student's of State of Junior High School 1 Lawangdaily odd semester exams form and related documents other related research.

Table 3.2 Listing of Research Data and Data sources

No	Data	Data Sources
1.	Learning environment	Student (Respondent)
2.	Discipline learning	Student (Respondent)
3.	Learning achievement	Report value Middle Test seventh grade semester even

F. Research Instruments

Instruments used to measure the value of the variables examined. With the number of instruments that will be used for research will depend on the number of variables was examined.[34]

In support of the process of collecting and acquisition of data is desired, then the researcher using the quosioner or the now as well as collecting data in the field to find out data about the learning environment and discipline learning. Details of the statement in question form developed indicators based on relevant theory in the research of the variable. Statement now uses the likert, scale likert scale is used to measure the attitudes, opinions, and perceptions of a person or a group of people about social phenomena.[35]

Statement answers in the question form has a level of positive and negative by either using the words:

1. Score 5 : to answer strongly agree

2. Score 4: to answer agree

3. Score 3: to answer to doubt

4. Score 2: to answer do not agree

5. the Score 1: to answer strongly disagree

To make it easier to obtain an overview of the research instrument. Then the researchers will describe the instrument in the form of variables, variable, and no sub grains reserved.

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[34]Sugiyono, *Metode Penelitian Kuantitatif, kualitatif, dan R N D* (Bandung: Alfabeta, 2011) hal 92
[35] Ibid page 93

Table 3.3 Research Instruments

Variable	Sub Variable	Variable Indicator	No question
Learning environment	a. Non social Environment	1. socio-economic 2.How parents educate 3. Home atmosphere 4.Your friends get along 5. Activities within the community	1 3,4 2, 11 5 6
	c. Social Environment	1. Teacher's interaction with pupils 2. Relationships between pupils 3. Condition of School 4. Facility	10, 8, 9, 16 7 12, 14, 15 13,17
Learning Discipline		1. Wayward against the code of conduct of the rule 2. Punctual in doing tasks school 3. Others were told to learn withoutof learning	19, 20, 24,28, 32 22, 23, 27, 26 21, 25, 29,30, 31

G. Data collection Techniques

This research uses data collection techniques in the form of dissemination of the question form and documentation. Because this research is quantitative research and researchers as a subject:

1. The method of question form or Quosioner

Questionnaire data collection technique is performed by way of a member a set of questions or written statement to the respondents to answer, so that research can take the conclusions of the subject researched.

One of the drawbacks to the method now is that quosiner which seems convinced that quosiner will actually be filled but haven't had the time. A letter sent that merely remind.[36]

Question form to be used in the form of the now closed, i.e. the now which has been equipped with alternative answers, using four alternative answers of which strongly agree, agree, disagree, and strongly disagree. Respondents answered him by giving the sign of the checklist (√)

2. The method of documentation.

The method of documentation that is looking for data on matters or variable that is noted, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agenda, lengger, and so on. Data obtained from the method documentation is minimal criteria of graduation data (KKM), and value data odd midterm exams.[37]

H. Test validity and Reliability

1. Test Validity

An instrument is said to be valid if the measurement tool used to obtain that data is valid. In order to obtain the level of validity and the validity of the instrument, performed a test of validity. A good instrument has to have high validity, that can measure what you are going to be measured. Test the validity of the analysis is to find out whether the amount of grain or questions items capable of expressing variables revealed. This test measured the correlation coefficient compared with the value of the correlation table

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[36]Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta:PT Rineka Cipta, 2010) page 269-270
[37] Ibid page 274

product moment with significant degrees of 0.05 (5%). As for the test with α = 0.05, if sig ≤ α then the item is declared valid. This data is processed by the program SPSS 16.0 for windows. Test the validity of the grain instrument in this study using the technique of correlation of Product Moment with the formula[38]:

$$\text{rxy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma XY^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Description:

rxy   = Coefficient of correlation product moment

N   = Number of respondents

X   = Total score per grain

ΣY   = Total score the whole grain

ΣXY   = Number of results the multiplication between the score and

scorexy

ΣX²   = Total score squares x

ΣY²   = Total score quadratic y

Table 3.4 Result of validity test (X_1) and (X_2)

Item	Corrected Item-Total Correlation	Sig	Explanation
X1.1	.338	0.00	Valid
X1.2	.269	0.00	Valid
X1.3	.365	0.00	Valid
X1.4	.633	0.00	Valid
X1.5	.1378	0.00	Valid
X1.6	.513	0.00	Valid
X1.7	.747	0.00	Valid
X1.8	.601	0.00	Valid
X1.9	.620	0.00	Valid

[38]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2013) page 87

X1.10	.593	0.00	Valid
X1.11	.609	0.00	Valid
X1.12	.695	0.00	Valid
X1.13	.610	0.00	Valid
X1.14	.470	0.00	Valid
X1.15	.418	0.00	Valid
X1.16	.607	0.00	Valid
X1.17	.526	0.00	Valid
X2.1	.510	0.00	Valid
X2.2	.503	0.00	Valid
X2.3	.477	0.00	Valid
X2.4	.471	0.00	Valid
X2.5	.553	0.00	Valid
X2.6	.599	0.00	Valid
X2.7	.399	0.00	Valid
X2.8	.546	0.00	Valid
X2.9	.589	0.00	Valid
X2.10	.216	0.015	Valid
X2.11	.367	0.00	Valid
X2.12	.593	0.00	Valid
X2.13	.484	0.00	Valid
X2.14	.342	0.00	Valid
X2.15	.493	0.00	Valid

2. Reliability Test

In addition to test validity, a good instrument should also test reliability. The instrument is said to be reliability in delivering results that keep even though it is used in a different time and place. Reliability test instrument using the formula Cronbach's Alpha, by the following formula:[39]

$$r_{11} = \frac{k}{k-1} x \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Description:

r_{11} = Instrument Reliability

k = The number of problem or question the number of grains

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[39]Sugiono, *Statistika Untuk Pendidikan* (Bandung: Alfabeta, 2016) page 365

$\sum S_i$ = Number of variants of the grain

S_t = The total Variance

Based on these calculations, the correlation coefficient is the next Alpha (r_{11}) interpreted against the coefficient correlation. An instrument is said to be reliability when r_{count} is greater than or equal to r_{table}. If r_{count} is less than r_{table}, then the instrument is not reliability. Calculation of test reliability using program SPSS 16.0 for windows now show that the learning environment and the discipline of learning is the reliability

Table 3.5 Result of Reability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.855	32

I. Data analysis

Data analysis is a method used to manipulate the results of the study in order to obtain a conclusion. By looking at the framework of theoretical thinking, then data analysis techniques used in this research is quantitative analysis. In this research analysis used to know influence of learning environment and learning discipline on learning achievement social studies ,using multiple linear analysis.

a. Test For Normality

Normality tests are used to find out the distribution of each variable is Gaussian or not. Test of normality was done using the normality P plot by using SPSS 16.0 for windows help. The criteria of calculation result if the value of Kolmogrof-Smirnov is indicated by a Sig is bigger of Asymp or

equal to 0.05 then data distribution is normal. Conversely, if the value of Asymp. Sig is smaller than 0.05 then data distribution is not normal.

b. Test Linierity

Linierity test meant to know the linear relationship between the variables (X) with variabe bound (Y). To know it, these two variables are tested using the Test F at 5% significance level with the following formula:[40]

$$Freg = RKreg/RKres$$

Description:

Freg = price numbers F regression line

RKreg = the mean quadratic regression line

RKres = the average quadratic residue

Linearity test carried out using the help of a computer program SPSS 20 for Windows. The criteria used when significance $0.05 >$ linearity values then the relationship between the free variables with variable is notlinear. Conversely, if the value of the significance of linearity ≤ 0.05 then the relationship between the free variables with variables are bound is linear.

c. Multicollienierity Test

Multicollinearity test aims to test whether the regression model found a perfect linear correlation between independent variables. Good regression model should not occur correlation between independent variables. How to detect the presence of multicolinearity can be seen from the VIF (Variance Inflaction Factor) value, if it has a VIF value around the

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[40]Sutrisno Hadi. *Analisis Regresi*.(Yogyakarta: Andi Offset, 2004) page 13

number 1 and not exceeding 10, and has a tolerance value close to 1 then declared free of multicolinearity[41]

d. Statistical analysis inferensial

1. The analysis used in this study is the analysis of multiple linear regression with the following formula:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Description:

Y   = Criterion

$X_1.X_2$ =redictor 1, Predictor 2

A_1, A_2 = Coefficient Predictor 1, Predictor 2

K   = Error

In the study conducted with the hypothesis of proof to do:

1. t-Test (Testing significantly partially)

t-test was used to test the significance of the relationship between variables X and Y variables, whether variables X_1 and X_2 are really have an effect on the variable Y, as for the formula used is as follows:

$$t = r\frac{(n-2)}{1-r^2}$$

Description:

r = Regression Coefficient

n = Number of respondents

t = Test of hypothesis

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[41] Juliansyah, *Noor. Metodologi Penelitian* . (Jakarta: Kencana Prenanda Group, 2011), Hlm 178

As for the measures that are used to test t (partial test) is in t_{count}<
t_{table}, then H_0 is accepted which means no influence of each variable X
with variable y. If $t_{count} > t_{table}$ and value probability of <0, 005 then H0 is
rejected and Ha accepted means there is partially influence between each
of the variables X and Y.

Determination of the critical values that determine the level of
significant a = 5% critical value t distribution table of t by using the level
of significance of 5% ($\alpha = 0.05$).

Picture 3.1 Hypotesis Learning Environment
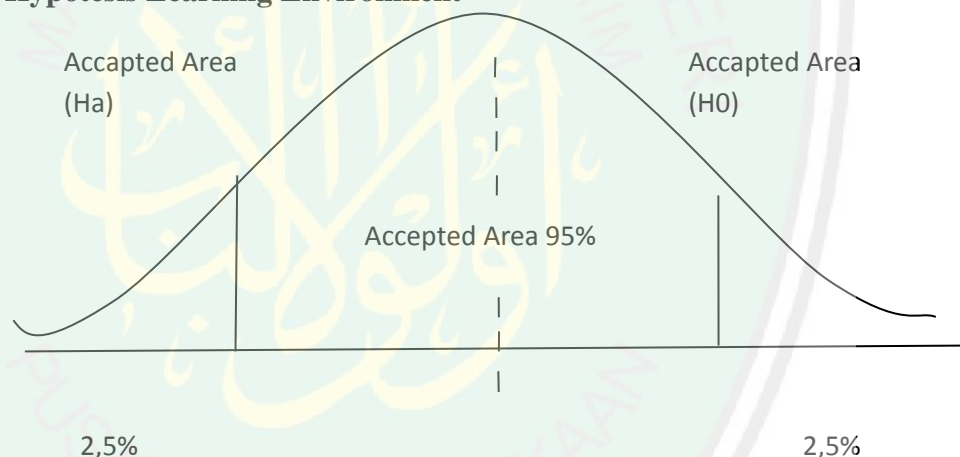
2. Test F (Simultaneous)

The F-test is a test of overall (test simultaneously) are both free variable
is affected by the variable. Simultaneous trials or test simultaneously
means test validity the entire variable in research together. In this F-test is
done to see the influence of the independent variable on the whole against
the dependent variables with 95% error rate and error rate of 5%. The
formula used is as follows:

$$F = \frac{R^2/K}{1 - R^2(n - k - 1)}$$

Description:

F = Next F_{count} compared to F_{table}

R^2 = Regression coefficient

n = Number of respondents

K = Number of free variables

The testing criteria, if the value of $F_{count} > F_{table}$ then Ha accepted and H_0 is rejected, whereas if $f_{count} < f_{table}$ then Ha was rejected and H_0 is accepted

Picture 3.2 Learning Discipline

Accepted Area H0 95%

H0 Rejected
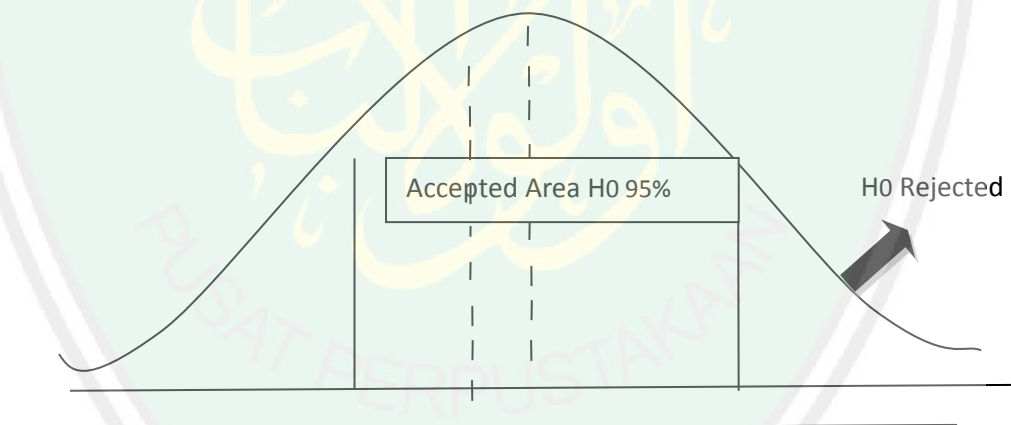
J. Research Procedures

The stages of research conductedthere are 3, namely:

1. The stage of pre-registration Field

Covers the stages of the determination of the issue, determine the object of research by considering the conditions, the situation, the position

of the school as a research background. Furthermore, compiled a list of questions or statements for data collection in the form quosioner/question form as well as a list of documentation needed

2. Field work Phase

Activities include the collection of data related to the research topic, namely the influence of learning environment and learning discipline against the learning outcomes of students. In this study the author deploys the now to the respondents, namely State of Junior High School 1 Lawang, further data collection of documents such as school profile, value report students, and other supporting documents.

3. Completion Phase

At this stage the researcher performs the calculation result and analysis of data from multiple sources of data are obtained from the primary and secondary data. From the results of the data analysisthen described to address research hypotheses

CHAPTER IV

EXPOSURE DATA AND RESEACH FINDINGS

A. Description of Research Object

In the discussion of the results of this study, before the presentation of data in advance the author presents a picture of the school that is State Junior High School 1 Lawang associated with the population and sample as the object of research. To this discussion can give results as expected. So the image of the author in question is as follows:

1. School Profile

a. Name of School : State Junior High School 1 Lawang

b. NPSN : 20517461

c. Year Established : 1978

d. Street Address : Jl. Taman Resources No.50

   RT / RW : 1/1

   Kelurahan : Kalirejo

   District : Lawang

   City : Malang

   Province : East Java

e. Zip Code : 65216

f. Phone Number : 0341-426317

g. Email : lawang.smpn1@gmail.com

h. Website : http://www.smpnegeri1lawang.sch.id

i. Accreditation : A

j. Headmaster   : Endik Yuliasto

k. Data Collection   : Eko Yudi Susilo

l. Curriculum   : 2013

2. History of the establishment of State Junior High School 1 Lawang

State Junior High School 1 Lawang was originally a junior high school that build on the proposal of teachers of State Junior High School 7 Malang located in Pagas area which is now a State Junior High School 3 Singosari because at that time there was no State Junior High School 1 Lawang in 1977 and on the proposal of teachers from State Junior High School 1 Lawang 7 Malang formed State Junior High School 1 Lawang.

Because it had no place at that time, then Junior High School Lawangbegan the school year of education by new opening the registration education in Lawang Office. The government built a State Junior High School 1 Lawang located in Kalirejo

In 1979 there was a change of education system / teaching where grade 3 medium-level education for 1 half year. Registration begins from 1977 with the number of students received as many as 150 students with classes of 3 parallel each level that is 1,2, 3 with the number of class 1 by being three classes namely A, B, C as well as class 2 and 3. With lecturers who still came from State Junior High School 1 Lawang Malang because still Filial from State Junior High School 1 Lawang 7 Malang.

The capacity of the class changed to 5 parallel classes with the time divided into morning and afternoon because the class is still limited at 1985

until 1990. However, for the vice principal is still take fromAnd in 1985 around 1990 7 Malang namely Mr. Waluyo, BA., After a period of several years Principal of State Junior High School 1 Lawang led by:

1. Mr. Slamet Karto Sudiro

2. Mr. Suwondo Geni

3. Mr. H. Sahlan Nursidik, B.A

4. Mr. Suwarno

5. Mr H. Kholil

6. H. Imam Syahroni

7. Mr. H. Sunaryo, MPd

8. Mr Endik Yuliasto, MPd

Currently State Junior High School 1 Lawang as a public school which has always been the main goal of students who have graduated or ended the period of primary school education, especially in District Lawang. From year to year the number of applicants is always trying to get into the school of Junior High School 1 Lawang increasingly increasing year. Currently, State Junior High School 1 Lawang has 27 classrooms, library room, science laboratory room (physics and biology), teacher room, administration room, headmaster office, guidance and counseling room, computer laboratory, volleyball and basketball and badminton courts, 2 storey buildings and 2 bathrooms for teachers and 10 bathrooms for female students.

Since 2005-2006 State Junior High School 1 Lawang has gained the faithbecome National Standard School so the school is expected to be the Pilot Project for the surrounding schools. The location of State Junior High School 1 Lawang is located in Lawang District, which is the border between Malang Regency and Pasuruan Regency which most of the people areworked as farmers,farm laborers, and factory workersexactly now address at Street Sumber Taman no 50 Lawang.

3. School Vision and Mission
a. Vision

   Achieving in faith and taqwa and science and technology (Science and Technology) and environmentally friendly.

b. Mission

   1.) Perform learning and guidance in a scheduled, effective, and efficient to obtain an increase in the value of the National Final Examination

   2.) Optimizing educational personnel in the context of the development of teaching and learning process and always active, creative and have high motivation in efforts to develop the quality of human resources

   3.) Implement active participation management involving the whole

B. Description of Learning Environment Variable (X_1)

The distribution of empirical scores for learning environment variables spread between the lowest score of 38 to the highest score of 81. The mean score of 65.83. For more details can be seen in the table below

Table 4.1 Mean, median, mode, standard deviation, variance, range, minimum and maximum score of learning environment variables (X_1)

Statistics

x1

N	Valid	125
	Missing	1
Mean		65.8320
Median		67.0000
Mode		71.00
Range		43.00
Minimum		38.00
Maximum		81.00

Based on statistic table above so get distribution of learning environment see at the table below:

Table 4.2 Distribution of learning environment

No	Interval	Frequency	Precentage (%)	Categories
1.	35 – 44	1	0.8 %	Lowest
2.	45 – 54	15	12 %	Low
3.	55 - 64	37	29.6%	High
4.	65 – 74	56	44.8 %	Highest
5.	75 – 84	16	12.8%	Medium
Amount		125	100 %	

Based on the above table shows that the acquisition of the scores at least in the first class interval of 35- 44 with the frequency of 1 respondent (0.8%), while

the highest score obtained by the interval class 65-74 with a frequency of 56 respondents (44.8%)

Picture 4. 1 Graph of Distribution Variable Score of Learning Environment

C. **Description of Student Learning Discipline Variable (X$_2$)**

The distribution of empirical scores for student discipline variables spread between the lowest score of 49 to the highest score of 71. The mean of 60.13. For more details can be seen in the table below:
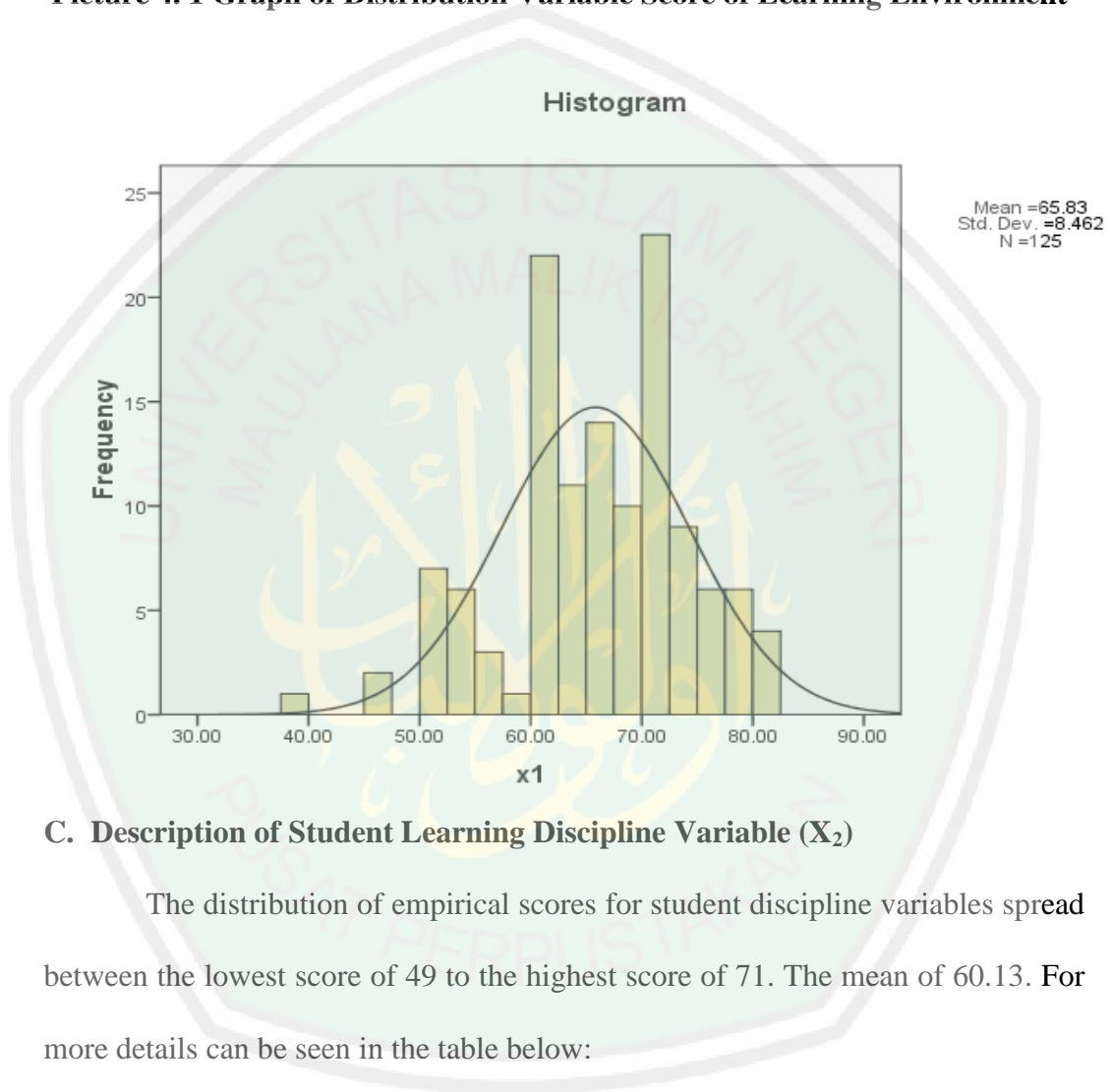
Table 4.3 Table of mean, median, mode, standard deviation, variance, range, minimum and maximum score of learning discipline variables (X_2)

Statistics

x2

N	Valid	125
	Missing	1
Mean		60.1360
Std. Error of Mean		.48184
Median		60.0000
Mode		60.00
Std. Deviation		5.38718
Range		22.00
Minimum		49.00
Maximum		71.00

Table 4.4 Distribution of frequencies and precentage of Learning Discipline (X_2)

No	Interval	Frequencies	Precentage (%)	Categories
1.	48 – 52	15	12 %	Low
2.	53- 57	18	14. 4 %	Medium
3.	58 – 62	51	40.8 %	Highest
4.	63- 67	27	21.6 %	High
5.	68 – 72	14	11.2 %	Lowest
Amount		125	100 %	

Based on the above table shows that the lowest score is found in the interval number five of 68 - 72 with the frequency of 014respondents (11.2 %), while the highest score is in the third interval 58 – 62 with the frequency 51 of respondents (40.8 %).

Picture 4. 2 Graph of Distribution of learning discipline variable scores (X_2)
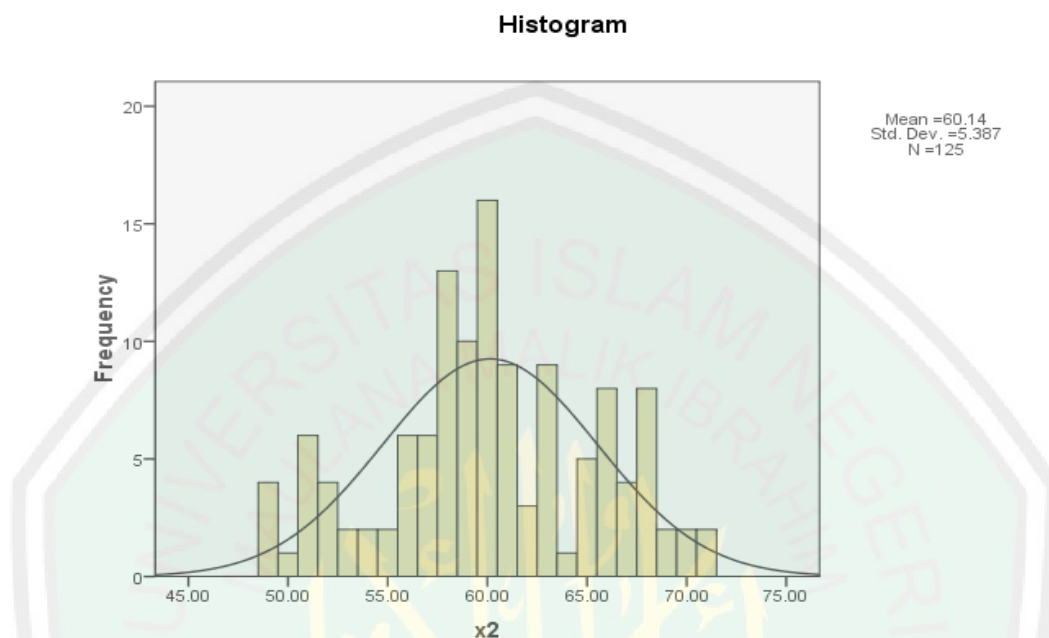
D. Description of Learning Outcome Variable (Y)

The distribution of student learning outcomes is taken on the basis of the middle value of the even semester of the academic year 2017/2018. The learning outcomes spread between scores of 72 to the highest score of 98. For more details can be seen in the following table:

Table 4.5 Distribution of Frequencies and precentage Learning Outcome Student

No	Interval	Frequencies	Precentage (%)	Categories
1.	71 – 77	60	48 %	Highest
2.	78– 82	30	24 %	High
3.	83 – 87	13	10.4 %	Medium
4.	88 – 92	12	9.6 %	Low
5.	93- 97	10	8 %	Lowest

Based on the frequency distribution table above learning results can be seen the lowest percentage score is in the fifth interval 93-97 with a frequency of

10 respondens (8%),while the highest percentage score is in the first interval of 71-77with a frequency of 60 (48%)

Picture 4.3 Graph of Histogram of Learning Outcome
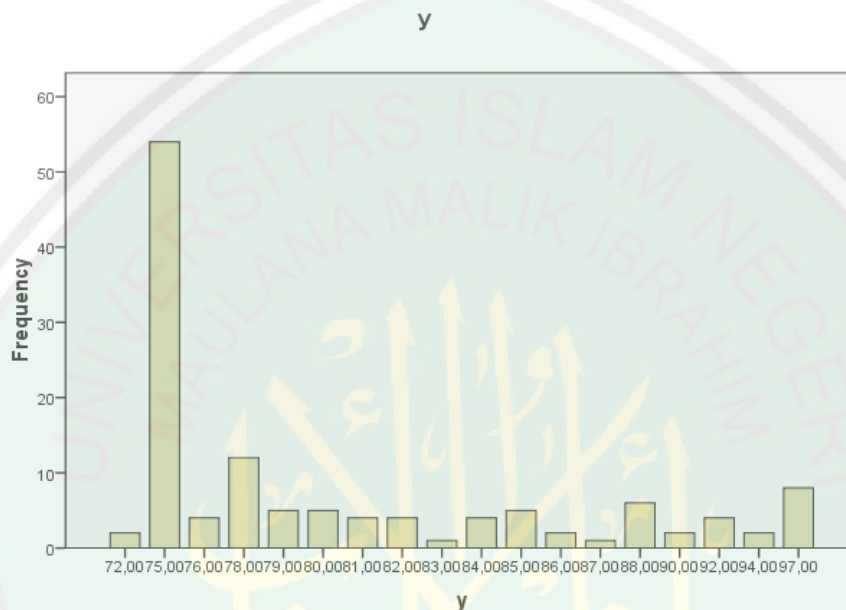
E. Classic Assumption Test Results

This study uses classical assumption test in the form of normality test, linearity test,and multicollinearity test

1. Normality Test

The normality test aims to test whether in the regression model the intruder or residual variable has a normal distribution. This normality test uses a Kolmogorov-Smirnov test. A good regression model is a data that is normally distributed or close to normal. If the significant value > 0.05 it prove that the data are normal.

Table 4.6 Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		125
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	6.17998440
Most Extreme Differences	Absolute	.104
	Positive	.104
	Negative	-.067
Kolmogorov-Smirnov Z		1.167
Asymp. Sig. (2-tailed)		.131

a. Test distribution is Normal.

Based on normality test results with Kolmogorov Smirnov test can be seen that significant value is greater than 0.05. The conclude is the data normal

2. Linearity Test

Linearity used to know the data is linear or not, it is necessary to do linearity test. In this study the researchers will test the linearity between the variables X_1 (Learning Environment) and X_2 (Learning Discipline) on learning outcomes (Y). If significant value <0.05 then it can be concluded there is a significant linear relationship between variables X and Y.

Table 4.7 Result linearity test

Model Summary and Parameter Estimates

Dependent Variable:y

Equation	Model Summary					Parameter Estimates	
	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.118	16.490	1	123	.000	61.909	.278

The independent variable is x1.

In this research, the researcher will test the linearity between X1variable (learning Environment) and Y (learning outcomes) If significant value <0.005 then it is concluded that there is significant linear relationship between X and Y variables. From the above table in line linearity Sig value is smaller than 0.00<0.05 then the data is linear, so it can be inferred to meet the terms of linearity.

Table 4.8 Learning Discipline Linearity Test (X_2)
Model Summary and Parameter Estimates
Dependent Variable:y

Equation	Model Summary					Parameter Estimates	
	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.140	20.004	1	123	.000	51.655	.475

The independent variable is x2.

Based on the above table it can be concluded that the significant value for learning discipline variable (X_2) is 0.00 meaning significant value less than 0.05 which means that the correlation of variable X_2 (learning discipline) is linear to variable Y (learning outcome). This suggests that there is a significant linear relationship between the learning environment and the learning discipline of the learning outcomes.

3. The Multicollinearity test

The multicollinearity test was to test whether the regression model found any correlationbetween independent variables. To detect the presence of multicollinearity is to see the magnitude VIF (VariaceInflating Factor) and tolerance. If the VIF value is lessthan10.00 then it is not multicollinearity

occurs to the tested data. If the tolerance value is greater than 0.10 then it is not multicollinearity occurs. The following results of multicollinearity testing can be seen through the table:

Table 4.9 Result of Multicollinearity test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	46.808	6.558		7.137	.000		
	x1	.184	.073	.227	2.523	.013	.826	1.211
	x2	.354	.114	.279	3.099	.002	.826	1.211

Based on SPSS 16.0 test results note that the tolerance value of each independent variable is greater than 0.10 and VIF (Variance Inflating Factor) value is less than 10.00. From these results it can be concluded that the regression model used free multicollinearity.

In learning environment variables and learning discipline shows that the tolerance X_1 and X_2 is 0.829 shows that the tolerance value is greater than 0.10 while the VIF value is less than 10.00. Thus it can be concluded that the learning environment and learning discipline variables do not occur multicollinearity.

4. Multiple Regression

Test AnalysisMultiple regression analysis used to know the influence of learning environment (X_1) and learning discipline (X_2) to learning result (Y).

Multiple linear regression analysis was performed with the help of SPSS statistic program 16.0 for windows.

Table 4.10 Test Multiple Regression

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	46.808	6.558		7.137	.000		
	x1	.184	.073	.227	2.523	.013	.826	1.211
	x2	.354	.114	.279	3.099	.002	.826	1.211

Based on these observations, it can be explained as follows:

a. The constant of 46.808 shows if the learning environment (X_1) and learning discipline (X_2) have the same value that is 0 $(X_1, X_2 = 0)$ then the learning result (Y) will increase

b. The regression coefficient (b1) of 0.0184 is the coefficient for the learning environment variable (X_1) means that if the learning environment variable (X_1) decreases or increases one unit, the learning result (Y) will increase / decrease by 0.0184

c. Regression coefficient (b2) of 0.0354 is the coefficient for learning discipline variable (X_2) means that if the learning discipline variable (X_2) decreases or increases one unit, the learning result (Y) will increase / decrease by 0.0354

5. Coefficient of Determination Test

The coefficient of determination (R Square) aims to show how large the ability of the independent variable used in the regression model to explain the dependent variable. test coefficient of determination done by using the help of SPSS Statistic 16.0 for Windows. The coefficient of determination test results are presented in the following table:

Table 4.11 Result of determination test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.427[a]	.183	.169	6.23043

a. Predictors: (Constant), x2, x1

b. Dependent Variable: y

Based on the above table it can be seen that the coefficient of determination is 0.0183 thus it can be stated that there is a correlation between two variables, the learning environment (X_1) and learning discipline variable (X_2) simultaneously to the learning result variable (Y) is weak because R Square is approaching zero. R square number of 0.0183 means that learning outcomes can be explained by the learning environment and learning discipline by 18.3% and the remaining 81.7 % is explained by other variable.

6. Hypotesis Test

Hypotesis test to understand the influence of study environment and learning discipline on student learning outcomes in the subjects of social studies at State Junior High School 1 Lawang then made the following hypothesis

a. Ho: There is no significant influence of learning environment and learning discipline on student learning outcomes in Social Science subjects State Junior High School 1 Lawang

b. Ha: There is significant influence of learning discipline on student learning outcomes in Social Science subjects State Junior high school 1 Lawang

a) Partial Test (t test)

1. The Effect of Learning Environment (X_1) on SocialScience Outcome.

Table 4.12 Partial Test Of Learning Outcome

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.808	6.558		7.137	.000
	x1	.184	.073	.227	2.523	.013

a. Dependent Variable: y

Partial test of the influence of the learning environment on the learning outcomes was done with the help of SPSS statistic 16.0 for windows program.

Result of hypothesis test 1 using partial test obtained t_{count} equal and significance value equal to 0013. Furthermore, the results t arithmetic in consult with t_{table} for n = 125 with 5% significance level obtained results of (2.538). This indicates that t_{count} (2.538) > t_{table} (1.6574) and significance value (0.013) < (0.05),

which means that H_0 is rejected and Ha is accepted then the learning environment

has significant effect on learning outcomes.

2) The influence of learning discipline (X_2) on the Social Studies learning

outcome

Table 4.13 Partial Test of learning discipline
Coefficients[a]

P	B	Std. Error	Standardized Coefficients		
			Beta	T	Sig.
1(Constant)	46.808	6.558		7.137	.000
x2	.354	.114	.279	3.099	.002

a.DependentVariable: y

Partial test the influence of learning discipline (X_2) on the learning result

of Social Studies is done with the help of SPSS 16.0 for windows program.

Result of hypothesis test 2 using partial test obtained t_{count} equal to

3.099and value significance 0,02. Furthermore t results are consulted with t_{table}

value for n = 125 with significance level of 0.05 obtained result of (1.657). This

indicates that t_{count} (3.099) $<t_{table}$ (1.657) and its significance value (0.02)< 0.05

which means that H0 is rejected and Ha is accepted so there is there is significant

influence of learning discipline to Social Studies class seventh State Junior High

School 1 Lawang learning outcomes.

b. Simultaneous Test (F Test)

The simultaneous test (F) is conducted to find out the independent

variables have significant effect together on the dependent variable. This

hypothesis by comparing $f_{count}$with f_{table}.With the test criteria, if the value of f_{count}>

f_{table} then Ha accepted and Ho rejected and the value of significance <0.05, whereas if $f_{count} < f_{tabel}$ then Ha rejected, Ho accepted or significance value> 0.05

Table 4.14 Test F (Simoultenous)
ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1057.558	2	528.779	13.622	.000[a]
	Residual	4735.834	122	38.818		
	Total	5793.392	124			

a. Predictors: (Constant), x2, x1

b. Dependent Variable: y

Based on the results of the F test above obtained F_{count} value of 13.622, then the results F_{count} consulted with F_{tabel} for n = 125 with 5% significance level obtained results of (3.07) and significance value 0.00). This shows that F_{count} (13.622)> F_{table} (3.07) and its significance value (0.00) <0.05 which means that H_0 is rejected and Ha accepted then there is simultaneous influence between learning environment (X_1) and learning discipline (X_2) State Junior High School 1 Lawang.

BAB V

DISCUSSION

A. The Influence of Learning Environmnet to Students Learning Outcome of

Social Science Subject at State of Junior High School 1 Lawang

Environment is very useful to support the process of an activity in progress, including educational activities, because there is no activity that does not require the location of the activity. Likewise, the Islamic education environment serves to support the implementation of teaching and learning activities in a continuous manner in a safe and peaceful conditions.

The family is the first educational environment where children get education. It is in this family that places the basic foundation of the personality of the children at a young age, because at this age the child is more sensitive to the influence of the educator (his parents and other members).

School or in Islam is often called madrasah, is a formal educational institution, also determines the shaping personality of students who school can be called as a second educational institution that plays a role in educating children after family. The school environment of the madrasah is an environment where learners absorb academic values including socializing with teachers and school friends.

Conducive academic climate - both physical and non-physical academic is the foundation for effective and productive learning, including a safe, comfortable, and orderly environment, and is supported by the optimism and

77

expectations of school residents, school health and activities that are centered on development learners.

The community environment also has an important role in shaping the child's personality. Intercourse becomes a thing that should also be prioritized so that children are not wrong association. The scope of these three learning environments is closely related to each other.

The result of research about learning environment variable using SPSS 16.0 shows that there is a positive and significant influence of learning environment on learning result of Social Studies subject.. It is proven by the value of r_{xy}= 0.227 and the value of t_{count}= 2.523 is greater than the value of t_{table}= 1.6574 (2.523> 1.6574) and its significance value is 0,013 (<0.05). Based on the results of multiple linear regression analysis with regression coefficient, the effect of learning environment on learning result of Social Sudies subject is 0.0184. If the learning environment variable (X_1) increases by one unit then the learning result (Y) will increase by 0.0184 or vice versa. This is very appropriate with the conditions at State of Junior High School 1 Lawang that the learning environment has an important role in improving student learning outcomes.

It is also seen from the respondent's answer about the highest percentage of learning environment 44.8% thus the student learning environment is quite good. The better the learning environment students will be the better student learning outcomes, especially on the subjects of social studies and vice versa. As explained in the hadist shohih:[42]

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[42]https://muslim.or.id/8879-pengaruh-teman-bergaul.html accessed at 30 Mei 2018 time 19.00

مثل الجليس الصالح والسوء كحامل المسك ونافخ الكير فحامل المسك إما أن

يحذيك وإما أن تبتاع منه وإما أن تجد منه ريحا طيبة ونافخ الكير إما أن يحرق

ثيابك وإما أن تجد ريحا خبيثة

　　　　Meaning: The good friend's mate and the bad friend are like a perfume seller and a blacksmith. The perfume seller may give you perfume or you can buy perfume from him and even if you do not, you still get a sweet smell from him. While the blacksmith, it could be (sparks of fire) about your clothes, if not you still get the smell of smoke (HR Bukhori and Muslim).

　　　　The above hadith explains that friends will bring good and bad influence depending on the association. Prophet suggested to be able to sort out a good friend in order to bring a good influence in life is a friend who brings to the good of the world and the hereafter. Likewise with the learning environment if we are in a good environment then it will provide feedback that is also on us. Similarly, the student learning environment that includes the family environment, schools, and also the community have a great impact in shaping our personality and attitude in everyday life.

　　　　The same results with this study also demonstrated from research conducted by Moch. Imron Rosyadi in 2017 entitled "The Influence of Learning Facilities and Learning Environment to Student Learning Outcomes Department of Social Sciences Education Faculty of Tarbiyah and teacher of State Islamic University Maulana Malik Ibrahim Malang. The results of this study indicate that

there are positive and significant influence of the learning environment on student achievement of 0.02.[43]

This is also reinforced by the study of theory, according to Abdul Kadir, Ahmad Fauzi, et al that the educational environment is the environment surrounding the process of education. The education environment includes the family environment, the school environment, and the community environment:[44]

1. Family environment

Family environment has a strong influence on the development of personality and social. Parents should provide education that creates lifestyle and social patterns from an early age to the child so that parents fulfill responsibilities to their children

2. School Environment

Schools provide educational coaching to learners based on beliefs that are given to families and communities

3. Community conditions.

Both the poor quality of society is determined by the quality of education of its members, so the better the education of its members, the better the quality of society as a whole.

Learning environment is a supporting factor that can move the behavior and actions of students in a positive direction such as learning. In other words the family environment can have a positive effect on the learning activities of children

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[43]Moch Imron Rosyadi. "Pengaruh Fasilitas Belajar dan Lingkungan Belajar terhadap Hasil belajar Mahasiswa Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Tarbiyah dan keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang Skripsi Universitas Islam Negeri Maulana Maiik Ibrahim Malang tahun 2017 page 87

[44] Kadir, Abdul, dkk. Dasar-dasar Pendidikan (Jakarta: Prenada Media Group, 2014) page 94

if the family is quite harmonious, economic conditions are well off. Attention from parents has an important role to the achievement of child learning outcomes, such as pay attention to the discipline of children's learning or ask whether there are difficulties that can not be solved and whether parents can help and provide and teach good norms in children. Parents often give the spirit, protection, and attention of parents so that children become optimistic in doing learning activities, so that children get ease in learning and motivated to achieve learning achievement.

While the school environment, if the school environment quality where the students are many who excel, will certainly give influence to all students to learn well and spur them to compete for achievement. Meanwhile, the environmental factors of the community also provide a considerable influence on child learning outcome.

There is a negative effect for some students, but there is also a positive influence. In this case, the positive or negative impact that the student will gain from his or her community depends on how the student confronts him or her. Especially in choosing what is good and what is bad. Thus it can be concluded that the learning environment of students of State of Junior High School 1 Lawang have an effect on the learning result of social studies subjects

B. **The Influence of Learning Discipline to Student's Learning Outcome of Social Soial Science Subject State of Junior High School 1 Lawang**

The function of the discipline of learning is to create a conducive learning environment, build personality, train personality, coercion, punishment and

organize life together so as to support the implementation of efficient and effective learning activities and will obtain maximum learning outcomes.

The results of this study of variable learning discipline indicate that there is a positive and significant influence of learning discipline on the learning outcomes subjects Social Scienceseventhgrade State of Junior High School 1 Lawang. It is shown by the value of r_{xy}= 0,279 and t_{count}= 3,099 is higher than t_{table}= 1.6574 (3,099> 1,6574) and its significance value is 0,02 (<0.05). Based on the results of multiple linear regression analysis obtained the influence of learning discipline on learning outcomes of 0.0184 means that if the learning discipline variable (X_2) will experience increase one unit then the student learning outcomes (Y) will experience an increase of 0.0184 or vice versa and the value of significance 0.02. Learning Discipline has a very important influence on changes in student learning outcomes.

It can be seen from the answers of the students respondents with a percentage of 40.8% that students obey the rules and collect tasks in accordance with the time specified. The second by 21.3% who answered honestly did not cheat on the exam.

The same results are also known from research conducted by Rizka Oktavia Wulandari entitled Influences Peer Friendship and Student Discipline of Class Social Science Vision Study Outcomes Class seventh SMP Negeri 4 Kepanjen. The results of this study indicate that there is a significant positive effect on student discipline on student learning outcomes of 0.085. Research conducted by researchers results greater than research conducted by Rizka

Oktavia. This is because students' disciplinary attitudes are different, and the application of school discipline by schools is also different.

Discipline plays an important role in creating a conducive learning environment as well as an orderly learning process as well as important for the success of student academic achievement. With the discipline can help students optimize their ability to achieve the goals that have been applied.

According to Hurlock the formation of discipline begins when a person is a baby. The process of establishing discipline as one hears by teaching the child what he thinks is considered a social group as right and wrong and seeks that he acts in accordance with this knowledge. This is initially achieved by means of outside control over behavior and then by internal control when it is able to account for their own behavior.

Discipline has become a necessity of life that will take a person at the best of conditions and lead to the expected goal. Especially the nature of the world of discipline education is a major factor to achieve learning success. So the influence of learning discipline on learning outcomes can be felt directly by students.

Discipline behavior is an internal factor that must exist within the students, learning disciplinecan be done with various things that obey the school order, do the task of teachers on time, active in learning.

The function of the discipline of learning is to create a conducive learning environment, build personality, train personality, coercion, punishment and organize life together so as to support the implementation of efficient and effective learning activities and will obtain maximum learning outcomes.

The results of this study of variable learning discipline indicate that there is a positive and significant influence of learning discipline on the learning outcomes subjects Social Science subject grade seventh State of Junior High School 1 Lawang. Based on the results of multiple linear regression analysis obtained the influence of learning discipline on learning outcomes of 0.0184 means that if the learning discipline variable (X_2) will experience increase one unit then the student learning outcomes (Y) will experience an increase of 0.0184 or vice versa and the value of significance 0.02. Learning Disciplinehas a very important influence on changes in student learning outcomes.

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[45]Rizka Oktavia Wulandari. Influences Peer Friendship and Student Discipline of Class Social Studies vision Study Outcomes Class VIII State of Junior High School 4 Kepanjen. Universitas Islam Negeri Maulana Malik Ibrahim Malang. 2016. Page 102

Discipline plays an important role in creating a conducive learning environment as well as an orderly learning process as well as important for the success of student academic achievement. With the discipline can help students optimize their ability to achieve the goals that have been applied.

According to Hurlock the formation of discipline begins when a person is a baby. The process of establishing discipline as one hears by teaching the child what he thinks is considered a social group as right and wrong and seeks that he acts in accordance with this knowledge. This is initially achieved by means of outside control over behavior and then by internal control when it is able to account for their own behavior[46].

Discipline has become a necessity of life that will take a person at the best of conditions and lead to the expected goal. Especially the nature of the world of discipline education is a major factor to achieve learning success. So, the influence of learning discipline on learning outcomes can be felt directly by students.

Discipline behavior is an internal factor that must exist within the students. Learning disciplinecan be done with various things that obey the school order, do the task of teachers on time, active in learning, learning on their own consciousness and others. Discipline attitude creates order and order so that learning activities will run more conducive and optimal. When learning is optimal then it will impact on the increase of learning outcomes that can be achieved

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[46]Hurlock, Elizabeth. Psikologi Perkembangan,(Jakarta : Erlangga, 1980) hlm 91

easily.As a student, discipline is needed to improve learning outcomes. In accordance with the word of God in the letter An nisa 'verse 59[47]:

$$
\text{يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ أَطِيعُواْ ٱللَّهَ وَأَطِيعُواْ ٱلرَّسُولَ وَأُوْلِى ٱلْأَمْرِ مِنكُمْۖ فَإِن تَنَٰزَعْتُمْ}
$$

$$
\text{فِى شَىْءٍ فَرُدُّوهُ إِلَى ٱللَّهِ وَٱلرَّسُولِ إِن كُنتُمْ تُؤْمِنُونَ بِٱللَّهِ وَٱلْيَوْمِ ٱلْءَاخِرِۚ ذَٰلِكَ خَيْرٌ}
$$

$$
\text{وَأَحْسَنُ تَأْوِيلًا}
$$

It means: "O ye who believe! Obey Allah and obey the Messenger and His Messenger among you. Then if you are different about something, then return it to Allah (Al Quran) and the Messenger (sunnahnya), if you have faith in Allah and the Last Day. That is more important (for you) and better for it. "

The discipline of learning is not just about time but obedience to the rules set out in the letter An nisa 'paragraph 59 word أولى الأمر which means leader. In this case teachers and principals can be categorized as leaders. So as a good person in the school environment, the community and the family of children or students must learn and train discipline both time discipline and discipline that can be applied by doing the task, active in the class, obedient to school rules, diligent follow the learning, and others. In Arabic mahfudzot there is also the word "al waqtu atsmanu mina adzzahab" that time is more valuable than gold. Islam encourages us to use our time well, because time is precious if we do not make the most of it, including in learning.

Thus the influence of discipline that must be instilled to students from an early age through norms and regulations and teaches students to appreciate time.

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[47]http://www.ibnukatsironline.com/2015/05/tafsir-surat-nisa-ayat-59.htmlaccessed at 30 Mei 2018 10.15

C. The Influence of Learning Environment and Learning Discipline to Student's Learning Outcome of Social Science Subject at State of Junior High School 1 Lawang

The results of this study indicate that there is a positive and significant influence of learning environments and learning discipline together on the results of learning subjects social studies seventh grade State of Junior High School 1 Lawang academic year 2018/2019. This is in accordance with the conditions at State of Junior High School 1 Lawang that the learning environment has an impact and an important role in determining learning outcomes.

With the result of F_{count} test of 13.622 and F_{tabel} 3.07 means 13.622 > 3.07 with a significance value of 0.000.It is shown by the value of $r_{xy}(1,2)$ = 0,427 andcoefficient of determination$(R2)$ = 0,183. It means that 18.3% of Social Sciencelearning outcomes are explained by the learning environment and learning disciplines,while 81.7% is explained by other factors that are not examined in this research

Seen from the results of the distribution of answers when the students fill out questionnaires related to the influence of learning environments and learning discipline proved with a percentage of 44.8% indicates that student learning environment included in a good category that students answer parents to consider the needs of students, a conducive school environment, and atmosphere of the place live around the house quietly and 40.8% of students obey the rules, follow the learning well, and collect the tasks on time.

This means that when students get a good learning environment from family, school, or community environment with good values or norms then students can apply disciplinary learning behavior towards learning in the form of obedient regulations, discipline time on time when leaving school, learning with friends peers, and others.

In addition, 21.6% of respondents stated that classmates compete to get the highest score on social studies subjects, teachers also provide fun methods in learning activities so that students diligently follow the Social Studies learning process. Students are good to teachers when the material is delivered, the teacher also controls well in disciplining students coupled with strict school rules so students always follow the learning process well so that the learning outcomes achieved will be better.

These results are reinforced in the study of theory in Slameto theory there are two factors that affect learning outcomes are categorized into two namely: Internal and internal factors[48]. Learning environment and included in external factors that can affect learning while the learning discipline is included in the internal factors. When the student's learning environment is conducive to the provision of internal norms, education in the family, school, and community, this will indirectly affect student outcomes.

[48]Slameto. Belajar dan Faktor-faktor yang mempengaruhi: (Jakarta: Rineka Cipta, 2010) page 66-71

It is also in line with the opinion of Nana Syaodih who said that the learning environment affects the results of student learning by dividing the learning environment into 4 parts[49]:

1) The physical environment consists of natural and man-made environments that sometimes provide support and obstacles in the ongoing process of education.

(2) The social environment is the environment of interpersonal relationships, intercultural education with learners and other people involved in educational interaction.

(3) The intellectual environment includes software such as system of teaching programs, media, and learning resources.

(4) Other environments such as societal, economic, social, political and aesthetic values.

To obtain maximum results then required a good cooperation between the learning environment and discipline to learn in order to provide the atmosphere of good learning activities so as to achieve optimal learning outcomes.

According Arikunto in research on discipline divide three kinds of indicators of discipline, namely[50]:

1) Discipline behavior in the classroom

2) Behavioral discipline outside the classroom in the school environment

3) Discipline behavior at home.

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[49]Nana, Syaodih.Landasan Psikologi Proses Pendidikan.(Bandung: Rosda Karya, 2005) page 5

[50]Suharsimi, Arikunto. Manajemen Pengajaran secara Manusiawi. (Jakarta: Rineka Cipta, 2001) page144

Based on the results of research from the above theory can be concluded that the learning environment and learning discipline little affect the learning outcomes of Social Science subjects are positively significant, the influence of discipline is greater than the learning environment because not all learning environments faced by students give a positive influence while the discipline of learning is attitudes derived from students' own self-awareness[51]. To for the attitude of discipline should be instilled early on to the students so that students get good learning outcomes. Without parental support at home, the influence of discipline of learning is meaningless.

Parents are student education agents who can assist in the implementation of discipline in schools. Parents approach at home becomes a powerful weapon to instill discipline in learning in children. One way is to motivate the child to always study at home so that will create continuity between the discipline of learning at home and school. If the discipline is well developed consistently and consequently it will have a positive impact on the student's life and behavior.

Discipline can encourage students to learn concrete and practical life in school about positive things and stay away from negative things. The discipline of students will be seen from their obedience in compliance with school rules. A disciplined school environment will give birth to outstanding students because

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[51] Siti Ma'sumah.Pengaruh Disiplin Belajar Terhadap Prestasi Belajar Siswa Kelas VI Sekolah Dasar Negeri I se daerah Binaan II Kecamatan Petahanan Kabupaten Kebumen. Universitas Negeri Semarang. 2015 page 31

students who are familiar with a disciplined environment will bring their lives to be organized and organized well and deliver successful students in learning.[52]

The planting of discipline needs to start as early as possible starting from within the family environment. Starting from the habit of waking up, eating, sleeping, and bathing should be done in a timely manner so that children will get used to doing the activity continuously.

Punishment as an attempt to awaken, correct and correct the wrong so that people return to the behavior in accordance with expectations. Punishment also has the function of blocking the repetition of unwanted actions by the community, educating children, and motivating people to avoid behavior that is not accepted by society[53].

It can be concluded that the learning environment and learning discipline which is the external and internal factors in influencing learning, the more optimal learning environment and learning discipline, the learning outcomes are also getting the maxim.

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[52] Devi Vitriana Purwanto, pengaruh kediplinan, motivasi belajar dan kreativitas guru terhadap hasil belajar mata IPS Kelas VIII SMPN 1 Kanigoro Blitar Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2016
[53]Elizabeth ,Hurlock. Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan (Edisi 5). Translated by Istiwidayanti dan Soedjarwo.(Jakarta: Erlangga, 2008) page 91

CHAPTER VI

CLOSING

A. Conclusion

1. There is positif and significance influence for variable Learning Environment towards result study in Social Studies at State Junior High School 1 Lawang with t_{table} 5% significance level obtained results of (2.538). This indicates that t_{count} (2.538) > t_{table} (1.6574) and significance value (0.013) < (0.05). The highest percentage of learning environment 44.8% thus the student learning environment is quite good. The better the learning environment students will be the better student learning outcomes, especially on the subjects of social studies

2. There is a positive and significant influence of learning discipline toward result study in Social Studies at State Junior High School 1 Lawang that t_{count} (3.099) < t_{table} (1.657) and its significance value (0.02) < 0.05.respondents with a percentage of 40.8% that students obey the rules and collect tasks in accordance with the time specified. The second by 21.3% who answered honestly did not cheat on the exam.

3. There is a positive and significant influence of learning environment and learning discipline toward result study in Social Studies at State Junior High School 1 Lawang F_{count} (13.622) > F_{table} (3.07) and its significance value (0.00) <0.05. With a percentage of 44.8% indicates that student learning environment included in a good category that students answer parents to consider the needs of students, a conducive school environment, and

atmosphere of the place live around the house quietly and 40.8% of students obey the rules, follow the learning well, and collect the tasks on time.

B. Suggestion

Based on the results of the research and conclusions above it can be given suggestions as follows:

1. For the next research

Gives information that learning discipline factor and learning environment effects on learning outcome of Social.Science subject. Expected further research to hold further research considering in this study only revealed two factors that affect the result study while other factors influence the result learning on Social Studies has not been further tested.

2. For Schools and teachers

Learning Environment has a positive influence on learning outcome Social Studies, then for schools, teachers and parents are expected able to create a comfortable and supportive learning environment students to study inside school and family for improve motivation to learn by providing guidance as well study facilities at home or at school.

3. For Students

From the results of research learning environment and learning discipline influence on learning outcome Social Science. Therefore students should pay more attention to both factors. Students should be able utilize learning environment and learning discipline precisely so that

students can optimizing the student's potential and to be able to motivate yourself to optimize learning result Social science subject.

In addition, students must also understand the environmental conditions around, so if there is a situation in the learning environment conducive to maximize learning result and if less conducive learning environments are able to find such solutions learning result does not decrease.

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APPENDIX

DAFTAR ANGKET

I. Identitas Diri

Nama :

Kelas :

II. Petunjuk Pengisian

1. Tulislah identitas diri Anda.

2. Identitas Anda akan dirahasiakan karena pengisian identitas Anda hanya sematamata untuk mempermudah dalam pengolahan data.

3. Bacalah setiap pernyataan yang ada dengan seksama dan hubungkan dengan aktivitas keseharian Anda sebelum menentukan jawaban.

4. Jawaban yang Anda berikan tidak mempengaruhi nilai Anda dalam proses belajar mengajar. 5. Pilihlah salah satu jawaban yang sesuai dengan pendapat anda dengan memberikan tanda check (√) atau silang (X) pada alternatif jawaban yang tersedia berikut ini:

Keterangan:

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

TD = Tidak setuju

STS = Sangat tidak setuju

1. Lingkungan Belajar

No	Pernyataan	SS	S	R	TS	STS
1.	Orang tua saya memenuhi semua kebutuhan dan fasilitas belajar saya					
2.	Saya mempunyai keluarga yang harmonis yang mendukung agar saya belajar IPS dengan baik					
3.	Jika ada ulangan/tes orang tua saya menanyakan hasilnya.					
4.	Orang tua saya memperhatikan jam belajar saya					
5.	Saya belajar dirumah teman-teman setelah pulang sekolah					

No	Pernyataan					
6.	Saya dan teman-teman sekelas saya saling bersaing meraih prestasi setinggi-tingginya					
7.	Saya dapat memahami penjelasan guru tentang materi IPS dengan mudah					
8.	Guru berkeliling kelas untuk memantau siswa dalam mengikuti pelajaran.					
9	Guru melakukan pembelajaran IPS dengan kreatif dan menyenangkan					
10.	Suasana sekitar rumah saya tenang sehingga saya mudah berkonsentrasi					
11	Belajar IPS di sekolah sangat mendukung kegiatan belajar					
12.	Sekolah memberikan alat belajar yang lengkap dalam belajar IPS					
13.	Saya mempunyai suhu udara ruang kelas yang mendukung untuk belajar					
14.	Saya mempunyai ruang kelas yang tenang dan bersih					
15.	Guru membantu saya memahami pelajaran IPS ketika saya mengalami kesulitan					
16	Fasilitas perpustakaan mempunyai koleksi buku IPS yang lengkap					
17	Guru bersedia menerima kritik dan saran dari siswa					

2. Disiplin Belajar

No	Pernyataan	SS	S	TS	STS
18	Saya selalu datang tepat waktu untuk mengikuti pelajaran IPS di kelas				
19	Saya langsung kembali ke kelas walaupun guru belum datang ketika jam istirahat sudah berakhir				
20	Saya aktif bertanya jawab selama pelajaran berlangsung				
21	Saya mengerjakan tugas dengan jujur				
22	Saya mengerjakan tugas dengan baik dan mengumpulkan sesuai dengan waktu yang ditentukan				

23	Saya mematuhi semua peraturan yang berlaku di sekolah			
24	Saya belajar setiap malam walaupun besok tidak ada ujian.			
25	Saya mendengarkan dengan sungguh-sungguh saat guru menjelaskan pelajaran.			
26	Saya menanyakan tentang tugas yang belum saya kerjakan, saya berani bilang jujur kepada guru			
27	Saya menggunakan jam kosong mata pelajaran IPS untuk belajar			
28	Sayatidak menyontek pekerjaan/jawaban teman saat ulangan.			
29	Saya berusaha tidak mengajak teman bicara saat pelajaran berlangsung agar tidak mengganggu.			
30	Saya membuat jadwal belajar di rumah			
31	Saya memakai seragam lengkap (kaos kaki, sepatu dan ikat pinggang) dan rapi.			
32	Saya menjaga kebersihan di lingkungan sekolah saya			

Data Learning Environment (X_1)

No. RSP	.1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total
1	5	4	5	5	3	4	5	5	5	4	5	4	5	5	5	4	5	78
2	5	4	4	4	2	3	2	2	2	3	1	3	3	5	4	3	4	54
3	4	3	4	2	2	4	4	3	3	3	4	5	4	4	4	5	3	61
4	5	4	5	5	4	5	5	5	5	5	4	5	4	5	5	5	5	81
5	5	4	5	5	4	5	5	4	5	5	4	5	3	5	5	5	5	79
6	5	4	5	4	4	4	5	5	5	4	4	5	2	4	4	4	3	72
7	5	4	5	4	4	4	5	5	4	4	5	5	2	4	4	4	3	72
8	5	5	5	5	1	2	4	4	5	4	4	4	2	5	4	4	4	67
9	5	3	5	3	1	2	2	4	4	5	5	4	2	4	5	5	5	62
10	5	5	5	4	3	3	4	4	5	5	4	4	3	4	4	5	5	71
11	4	2	3	3	1	5	4	5	5	5	4	4	4	4	5	4	3	66
12	4	4	5	5	2	5	5	5	4	3	3	4	3	5	4	5	4	71
13	4	4	5	4	2	5	5	4	5	4	4	5	2	4	5	4	4	70
14	5	4	4	3	4	5	4	4	5	4	5	4	4	4	5	4	4	72
15	4	4	3	3	2	2	2	2	3	3	2	2	1	3	3	3	4	45
16	3	3	4	3	4	4	5	5	4	4	3	4	3	4	4	4	4	65

17	4	4	4	4	4	4	5	5	5	4	4	4	5	5	5	4	5	75
18	5	4	5	5	3	2	5	4	3	5	4	4	3	5	4	3	5	69
19	5	5	5	5	5	5	5	4	4	4	4	3	3	3	3	5	5	73
20	5	4	4	3	4	3	4	2	4	3	4	2	4	5	3	5	3	64
21	5	3	4	4	2	5	5	4	3	4	4	4	2	5	5	5	4	68
22	5	4	5	5	3	5	5	4	5	3	3	2	2	3	3	3	4	64
23	5	4	4	5	3	5	5	4	4	3	3	2	2	3	3	3	4	62
24	5	4	3	5	2	5	5	4	4	3	3	2	2	3	3	3	4	60
25	5	4	5	4	3	5	4	3	5	4	4	4	1	5	5	4	5	69
26	5	5	5	5	4	5	5	4	5	4	5	4	4	5	5	4	4	79
27	5	5	4	4	5	5	4	3	5	4	3	4	3	4	4	4	5	71
28	5	4	5	5	3	5	4	3	5	4	4	4	4	5	5	4	5	73
29	5	4	5	5	2	4	4	4	2	4	5	5	5	4	5	5	5	71
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31	5	4	5	5	5	4	5	4	5	5	4	5	5	4	5	5	4	53
32	5	4	5	3	3	3	3	2	4	3	2	2	2	5	3	2	4	50
33	4	4	5	3	2	4	3	2	1	3	2	2	1	5	3	3	5	71
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36	5	4	4	4	4	4	4	2	4	4	3	4	3	3	4	3	4	60
37	4	2	4	4	4	3	2	4	4	4	4	3	3	4	4	4	4	50
38	4	4	2	1	1	3	5	5	1	3	3	2	4	5	3	2	5	74
39	5	4	5	5	4	5	5	4	5	4	4	4	4	3	5	4	3	61
40	4	3	4	4	3	3	4	4	4	4	3	4	3	3	4	4	4	71
41	5	3	1	5	5	4	4	5	4	5	4	4	5	4	5	3	4	67
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45	4	2	4	3	2	5	3	4	4	4	4	5	3	4	3	5	5	62
46	5	4	5	4	2	4	4	3	4	3	3	4	3	4	4	3	4	65
47	5	4	3	3	2	4	4	5	3	5	3	4	3	5	4	4	4	68
48	5	4	5	4	3	4	4	4	4	4	3	4	3	4	4	5	4	67
49	5	4	3	3	4	5	3	4	5	3	4	4	3	5	3	5	4	68
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53	5	4	5	2	4	3	4	2	3	3	4	3	1	1	5	1	5	53
54	4	4	3	4	2	4	4	2	2	4	3	2	2	4	4	2	4	55
55	4	4	3	4	2	4	4	2	3	4	3	2	2	4	4	3	4	58
56	4	5	5	3	2	4	2	3	3	4	3	2	2	4	3	5	4	60
57	5	5	5	2	3	1	2	4	5	4	5	4	4	2	3	3	4	51

58	5	5	3	2	2	1	5	2	3	4	2	2	2	3	3	4	5	53
59	5	4	5	3	4	2	4	2	4	3	3	4	2	1	4	1	5	69
60	5	5	3	2	5	5	2	4	5	4	5	3	5	5	4	3	4	77
61	5	4	4	5	5	4	5	5	4	4	5	5	5	5	4	3	4	64
62	4	4	4	4	2	4	4	3	4	4	4	4	3	5	4	4	5	66
63	4	4	4	4	2	4	4	3	4	4	4	4	5	5	4	4	5	66
64	5	3	3	5	4	5	4	3	5	4	3	4	4	4	3	4	3	72
65	5	3	4	5	4	5	4	5	5	3	3	5	5	5	5	3	3	62
66	4	4	3	5	3	4	4	4	4	4	5	4	2	3	3	3	3	57
67	5	3	5	4	3	4	4	1	5	3	3	4	1	4	3	3	4	75
68	5	5	5	5	4	4	5	5	5	5	4	4	3	4	4	4	4	50
69	4	4	1	4	3	4	1	3	2	2	1	5	3	2	4	5	1	38
70	5	1	3	1	5	1	1	1	4	1	1	3	5	1	3	1	4	67
71	5	5	1	3	3	4	5	5	2	4	5	4	3	4	4	5	5	63
72	5	3	2	3	3	5	5	4	3	4	3	2	3	4	5	5	5	60
73	4	3	2	4	4	3	4	5	5	4	3	2	3	3	3	4	5	55
74	4	3	4	3	3	3	4	2	3	3	2	3	2	4	4	4	2	70
75	5	5	4	4	4	3	5	4	3	4	5	4	3	4	5	4	4	71
76	5	5	4	4	4	3	5	5	3	4	5	4	3	4	5	4	4	67
77	5	4	4	3	1	3	5	4	5	4	5	4	3	4	5	4	4	77
78	5	4	5	5	3	4	5	5	5	5	5	4	4	5	4	4	4	76
79	5	4	5	5	3	4	5	5	5	5	5	4	4	4	4	4	4	64
80	4	3	4	4	2	3	2	4	4	5	5	4	2	5	4	5	5	78
81	5	4	5	5	3	4	5	5	5	4	5	4	5	5	5	4	5	54
82	5	4	4	4	2	3	2	2	2	3	1	3	3	5	4	3	4	61
83	4	3	4	2	2	4	4	3	3	3	4	5	4	4	4	5	3	81
84	5	4	5	5	4	5	5	5	5	5	4	5	4	5	5	5	5	79
85	5	4	5	5	4	5	5	4	5	5	4	5	3	5	5	5	5	72
86	5	4	5	4	4	4	5	5	5	4	4	5	2	4	4	4	3	72
87	5	4	5	4	4	4	5	5	4	4	5	5	2	4	4	4	3	67
88	5	5	5	5	1	2	4	4	5	4	4	4	2	5	4	4	4	62
89	5	3	5	3	1	2	2	4	4	5	5	4	2	4	5	5	5	71
90	5	5	5	4	3	3	4	4	5	5	4	4	3	4	4	5	5	66
91	4	2	3	3	1	5	4	5	5	5	4	4	4	4	5	4	3	71
92	4	4	5	5	2	5	5	5	4	3	3	4	3	5	4	5	4	70
93	4	4	5	4	2	5	5	4	5	4	4	5	2	4	5	4	4	72
94	5	4	4	3	4	5	4	4	5	4	5	4	4	4	5	4	4	45
95	4	4	3	3	2	2	2	2	3	3	2	2	1	3	3	3	4	65
96	3	3	4	3	4	4	5	5	4	4	3	4	3	4	4	4	4	75
97	4	4	4	4	4	4	5	5	5	4	4	4	5	5	5	4	5	69
98	5	4	5	5	3	2	5	4	3	5	4	4	3	5	4	3	5	73

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	TOTAL
99	5	5	5	5	5	5	5	4	4	4	4	3	3	3	3	5	5	64
100	5	4	4	3	4	3	4	2	4	3	4	2	4	5	3	5	3	68
101	5	3	4	4	2	5	5	4	3	4	4	4	2	5	5	5	4	64
102	5	4	5	5	3	5	5	4	5	3	3	2	2	3	3	3	4	62
103	5	4	4	5	3	5	5	4	4	3	3	2	2	3	3	3	4	60
104	5	4	3	5	2	5	5	4	4	3	3	2	2	3	3	3	4	69
105	5	4	5	4	3	5	4	3	5	4	4	4	1	5	5	4	5	79
106	5	5	5	5	4	5	5	4	5	4	5	4	4	5	5	4	4	71
107	5	5	4	4	5	5	4	3	5	4	3	4	3	4	4	4	5	73
108	5	4	5	5	3	5	4	3	5	4	4	4	4	5	5	4	5	71
109	5	4	5	5	2	4	4	4	2	4	5	5	5	4	5	5	5	73
110	5	5	4	4	4	5	4	4	4	4	4	4	3	5	4	5	5	80
111	5	4	5	5	5	4	5	4	5	5	4	5	5	4	5	5	4	53
112	5	4	5	3	3	3	3	2	4	3	2	2	2	5	3	2	4	50
113	4	4	5	3	2	4	3	2	1	3	2	2	1	5	3	3	5	71
114	4	3	5	5	2	4	5	4	4	3	5	5	4	5	5	4	3	63
115	5	4	5	5	4	4	4	2	3	4	3	4	3	3	4	3		62
116	5	4	4	4	4	4	4	2	4	4	3	4	3	3	4	3		60
117	4	2	4	4	4	3	2	4	4	4	4	3	3	4	4	4		50
118	4	4	2	1	1	3	5	5	1	3	3	2	4	5	3	2		74
119	5	4	5	5	4	5	5	4	5	4	4	4	4	3	5	4		61
120	4	3	4	4	3	3	4	4	4	4	3	4	3	3	4	4		71
121	5	3	1	5	5	4	4	5	4	5	4	4	5	4	5	3		67
122	5	3	4	5	4	4	4	4	4	4	4	4	4	3	4	4		61
123	4	3	2	3	4	4	4	4	4	4	3	4	3	4	3	5		64
124	4	2	5	4	3	4	4	4	5	4	3	4	3	4	4	4		61
125	4	2	4	3	2	5	3	4	4	4	4	5	3	4	3	5		64

Data Learning Discipline (X₂)

NO RSPN	ITEM QUESTION															TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	5	4	5	3	5	4	5	5	3	4	5	5	5	5	5	68
2	4	4	4	4	5	5	5	5	5	4	4	4	3	5	4	65
3	4	3	4	3	4	2	4	4	2	5	4	4	5	3	4	54
4	4	4	4	4	5	5	4	5	4	4	4	4	5	5	5	66
5	4	4	4	4	5	5	4	5	4	4	5	5	5	5	5	68
6	3	3	3	3	3	5	3	3	4	2	3	3	5	5	4	51
7	3	3	3	3	3	5	3	3	4	2	3	3	4	4	4	49
8	4	4	4	4	5	3	4	5	3	3	3	5	5	4	4	60
9	5	5	4	3	3	2	4	4	3	4	4	3	4	4	5	57
10	4	5	4	4	5	3	5	5	2	3	3	5	5	5	4	63

11	4	5	4	3	4	4	5	5	2	2	4	4	5	5	5	59
12	3	4	5	5	4	4	5	3	3	5	3	4	5	4	4	61
13	4	3	4	4	5	4	5	5	3	5	4	4	5	4	5	63
14	4	4	3	5	4	3	3	4	3	3	3	3	5	4	5	55
15	4	4	3	3	4	4	4	3	3	3	3	2	3	2	3	49
16	4	3	4	3	4	5	4	5	3	4	5	4	5	4	4	61
17	5	4	5	5	5	4	4	5	5	4	4	4	5	4	5	68
18	4	4	4	4	4	3	4	3	3	4	3	4	5	4	4	58
19	5	5	4	4	4	4	3	3	3	3	4	4	5	4	3	60
20	3	4	5	4	5	5	5	4	3	2	3	4	3	4	3	57
21	4	5	5	4	5	5	5	4	3	4	5	5	5	4	5	67
22	4	3	4	4	5	5	4	4	3	4	4	5	5	5	3	63
23	4	3	4	4	5	4	3	4	3	4	4	5	5	5	3	61
24	4	3	4	4	5	4	3	4	3	4	4	5	5	5	3	61
25	5	4	4	5	5	4	5	5	3	3	4	5	5	5	5	67
26	4	5	5	4	4	4	4	5	4	4	4	5	5	5	5	66
27	5	5	4	4	4	3	4	4	3	3	4	5	5	5	4	63
28	5	5	4	5	5	4	5	5	4	3	4	5	5	5	5	69
29	4	4	5	4	5	4	5	5	3	4	3	5	5	5	5	66
30	5	5	4	5	5	4	5	4	4	3	4	4	5	4	4	66
31	4	5	4	5	5	5	5	4	5	5	5	5	5	5	5	71
32	3	2	4	3	5	4	3	2	2	2	3	5	5	4	3	51
33	3	2	5	3	5	3	4	4	5	3	4	4	5	5	3	60
34	5	3	5	4	5	4	3	4	3	3	5	5	5	5	5	62
35	4	3	4	4	4	3	4	4	3	4	4	3	5	4	4	57
36	4	3	4	4	4	3	4	4	3	4	4	5	4	4	4	58
37	4	4	3	3	3	5	4	4	3	4	3	5	5	5	4	59
38	5	5	5	5	5	5	5	4	2	4	4	4	5	5	3	68
39	3	4	4	3	5	5	3	5	3	2	3	5	5	5	5	58
40	4	3	4	4	4	3	3	3	4	4	4	5	5	5	4	59
41	3	3	4	3	3	2	4	3	4	3	3	4	4	5	5	52
42	5	4	4	4	5	5	4	5	4	5	5	5	5	5	4	70
43	3	3	4	3	5	4	3	4	4	3	5	4	5	5	3	60
44	4	3	3	4	3	3	3	3	4	4	3	5	5	5	4	56
45	3	3	5	4	5	3	4	3	4	4	3	4	5	5	3	60
46	4	4	5	3	4	3	4	3	3	4	3	5	5	4	4	58
47	3	4	3	4	4	4	4	4	3	4	4	3	5	5	4	58
48	4	3	4	4	5	3	4	4	3	5	4	3	4	4	4	58
49	4	4	3	4	5	4	3	4	4	3	3	5	5	5	3	60
50	4	4	3	4	4	5	3	4	4	3	4	4	5	5	4	60
51	4	3	4	4	4	3	4	4	3	4	3	5	5	5	4	59

52	3	2	4	5	5	5	5	4	3	3	2	3	5	4	5	56
53	3	4	5	3	5	2	5	4	3	4	4	4	5	2	5	58
54	4	4	4	4	5	4	5	3	4	5	4	5	4	5	4	64
55	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	59
56	3	4	3	3	3	4	4	4	3	3	3	4	4	4	3	53
57	4	3	3	3	5	3	3	4	3	3	4	2	5	4	3	53
58	5	3	4	2	4	3	2	5	2	3	2	4	5	3	3	52
59	4	3	3	2	4	2	4	3	5	5	1	4	4	3	4	52
60	5	4	4	5	5	4	5	4	3	5	5	3	5	4	4	65
61	5	4	4	5	5	4	5	4	3	5	5	3	5	4	4	65
62	5	4	3	3	5	3	4	4	3	3	4	5	5	4	4	60
63	5	4	3	3	5	3	4	4	3	3	4	5	5	4	4	60
64	4	4	4	5	5	4	3	3	2	3	5	4	3	4	3	56
65	4	5	5	5	5	3	4	3	4	3	3	5	5	4	5	61
66	3	2	3	3	3	3	4	4	4	4	4	3	5	3	3	51
67	3	3	4	3	5	3	4	4	4	4	3	5	3	4	3	56
68	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
69	5	5	5	5	1	1	3	3	3	5	3	3	4	4	4	51
70	5	3	5	4	4	4	3	3	3	3	5	4	5	5	3	60
71	4	3	3	3	5	4	5	5	3	3	4	5	5	5	4	62
72	4	4	5	5	5	3	4	5	3	3	4	5	5	5	5	65
73	5	3	3	3	4	4	4	3	3	3	3	5	5	5	3	58
74	2	3	3	3	4	3	3	4	3	3	3	5	5	4	4	50
75	4	4	4	4	4	4	3	4	4	4	3	4	5	4	5	59
76	4	3	4	4	4	3	4	4	4	4	3	4	5	4	5	58
77	4	4	4	4	4	3	4	4	4	3	3	5	4	4	5	58
78	4	5	4	4	4	4	5	4	4	4	4	4	5	4	4	63
79	4	4	4	3	4	4	3	4	3	3	3	4	5	4	4	56
80	5	5	4	3	3	2	4	3	4	5	3	4	5	4	4	59
81	5	4	5	3	5	4	5	5	3	4	5	5	5	5	5	68
82	4	4	4	4	5	5	5	5	5	4	4	4	3	5	4	65
83	4	3	4	3	4	2	4	4	2	5	4	4	5	3	4	54
84	4	4	4	4	5	5	4	5	4	4	4	4	5	5	5	66
85	4	4	4	4	5	5	4	5	4	4	5	5	5	5	5	68
86	3	3	3	3	3	5	3	3	4	2	3	3	5	5	4	51
87	3	3	3	3	3	5	3	3	4	2	3	3	4	4	4	49
88	4	4	4	4	5	3	4	5	3	3	3	5	5	4	4	60
89	5	5	4	3	3	2	4	4	3	4	4	3	4	4	5	57
90	4	5	4	4	5	3	5	5	2	3	3	5	5	5	4	63
91	4	5	4	3	4	4	5	5	2	2	4	4	5	5	5	59
92	3	4	5	5	4	4	5	3	3	5	3	4	5	4	4	61

93	4	3	4	4	5	4	5	5	3	5	4	4	5	4	5	63
94	4	4	3	5	4	3	3	4	3	3	3	3	5	4	5	55
95	4	4	3	3	4	4	4	3	3	3	3	2	3	2	3	49
96	4	3	4	3	4	5	4	5	3	4	5	4	5	4	4	61
97	5	4	5	5	5	4	4	5	5	4	4	4	5	4	5	68
98	4	4	4	4	4	3	4	3	3	4	3	4	5	4	4	58
99	5	5	4	4	4	4	3	3	3	3	4	4	5	4	3	60
100	3	4	5	4	5	5	5	4	3	2	3	4	3	4	3	57
101	4	5	5	4	5	5	5	4	3	4	5	5	5	4	5	67
102	4	3	4	4	5	5	4	4	3	4	4	5	5	5	3	63
103	4	3	4	4	5	4	3	4	3	4	4	5	5	5	3	61
104	4	3	4	4	5	4	3	4	3	4	4	5	5	5	3	61
105	5	4	4	5	5	4	5	5	3	3	4	5	5	5	5	67
106	4	5	5	4	4	4	4	5	4	4	4	5	5	5	5	66
107	5	5	4	4	4	3	4	4	3	3	4	5	5	5	4	63
108	5	5	4	5	5	4	5	5	4	3	4	5	5	5	5	69
109	4	4	5	4	5	4	5	5	3	4	3	5	5	5	5	66
110	5	5	4	5	5	4	5	4	4	3	4	4	5	4	4	66
111	4	5	4	5	5	5	5	4	5	5	5	5	5	5	5	71
112	3	2	4	3	5	4	3	2	2	2	3	5	5	4	3	51
113	3	2	5	3	5	3	4	4	5	3	4	4	5	5	3	60
114	5	3	5	4	5	4	3	4	3	3	5	5	5	5	5	62
115	4	3	4	4	4	3	4	4	3	4	4	3	5	4	4	57
116	4	3	4	4	4	3	4	4	3	4	4	5	4	4	4	58
117	4	4	3	3	3	5	4	4	3	4	3	5	5	5	4	59
118	5	5	5	5	5	5	5	4	2	4	4	4	5	5	3	68
119	3	4	4	3	5	5	3	5	3	2	3	5	5	5	5	58
120	4	3	4	4	4	3	3	3	4	4	4	5	5	5	4	59
121	3	3	4	3	3	2	4	3	4	3	3	4	4	5	5	52
122	5	4	4	4	5	5	4	5	4	5	5	5	5	5	4	70
123	3	3	4	3	5	4	3	4	4	3	5	4	5	5	3	60
124	4	3	3	4	3	3	3	3	4	4	3	5	5	5	4	56
125	3	3	5	4	5	3	4	3	4	4	3	4	5	5	3	60

Validity Test X$_1$

		x1
x1.1	Pearson Correlation	.338[**]
	Sig. (2-tailed)	.000
	N	125
x1.2	Pearson Correlation	.269[**]

	Sig. (2-tailed)	.002
	N	125
x1.3	Pearson Correlation	$.365^{**}$
	Sig. (2-tailed)	.000
	N	125
x1.4	Pearson Correlation	$.633^{**}$
	Sig. (2-tailed)	.000
	N	125
x1.5	Pearson Correlation	$.378^{**}$
	Sig. (2-tailed)	.000
	N	125
x1.6	Pearson Correlation	$.513^{**}$
	Sig. (2-tailed)	.000
	N	125
x1.7	Pearson Correlation	$.747^{**}$
	Sig. (2-tailed)	.000
	N	125
x1.8	Pearson Correlation	$.601^{**}$
	Sig. (2-tailed)	.000
	N	125
x1.9	Pearson Correlation	$.620^{**}$
	Sig. (2-tailed)	.000
	N	125
x1.10	Pearson Correlation	$.593^{**}$
	Sig. (2-tailed)	.000
	N	125
x1.11	Pearson Correlation	$.609^{**}$
	Sig. (2-tailed)	.000
	N	125
x1.12	Pearson Correlation	$.695^{**}$
	Sig. (2-tailed)	.000
	N	125
x1.13	Pearson Correlation	$.610^{**}$
	Sig. (2-tailed)	.000
	N	125

x1.14	Pearson Correlation	.470**
	Sig. (2-tailed)	.000
	N	125
x1.15	Pearson Correlation	.418**
	Sig. (2-tailed)	.000
	N	125
x1.16	Pearson Correlation	.607**
	Sig. (2-tailed)	.000
	N	125
x1.17	Pearson Correlation	.526**
	Sig. (2-tailed)	.000
	N	125

**. Correlation is significant at the 0.01 level (2-tailed).

Validity Test X_2 (LearningDiscipline)
Correlations

		x2
x2.1	Pearson Correlation	.510**
	Sig. (2-tailed)	.000
	N	125
x2.2	Pearson Correlation	.503**
	Sig. (2-tailed)	.000
	N	125
x2.3	Pearson Correlation	.477**
	Sig. (2-tailed)	.000
	N	125
x2.4	Pearson Correlation	.471**
	Sig. (2-tailed)	.000
	N	125
x2.5	Pearson Correlation	.553**
	Sig. (2-tailed)	.000
	N	125
x2.6	Pearson Correlation	.599**
	Sig. (2-tailed)	.000

	N	125
x2.7	Pearson Correlation	.399**
	Sig. (2-tailed)	.000
	N	125
x2.8	Pearson Correlation	.546**
	Sig. (2-tailed)	.000
	N	125
x2.9	Pearson Correlation	.589**
	Sig. (2-tailed)	.000
	N	125
x2.10	Pearson Correlation	.216*
	Sig. (2-tailed)	.015
	N	125
x2.11	Pearson Correlation	.367**
	Sig. (2-tailed)	.000
	N	125
x2.12	Pearson Correlation	.593**
	Sig. (2-tailed)	.000
	N	125
x2.13	Pearson Correlation	.484**
	Sig. (2-tailed)	.000
	N	125
x2.14	Pearson Correlation	.342**
	Sig. (2-tailed)	.000
	N	125
x2.15	Pearson Correlation	.493**
	Sig. (2-tailed)	.000
	N	125

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Reliablitiy Test

Reliability Statistics

Cronbach's Alpha	N of Items
.855	32

Multicollinierity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	46.808	6.558		7.137	.000		
	x1	.184	.073	.227	2.523	.013	.826	1.211
	x2	.354	.114	.279	3.099	.002	.826	1.211

a. Dependent Variable: y

Test F

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1057.558	2	528.779	13.622	.000[a]
	Residual	4735.834	122	38.818		
	Total	5793.392	124			

a. Predictors: (Constant), x2, x1

b. Dependent Variable: y

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		125
Normal Parameters^a	Mean	.0000000
	Std. Deviation	6.17998440
Most Differences	Extreme Absolute	.104
	Positive	.104
	Negative	-.067
Kolmogorov-Smirnov Z		1.167
Asymp. Sig. (2-tailed)		.131

a. Test distribution is Normal.

Learning Environment Linierity Test (X_1)

Model Summary and Parameter Estimates

Dependent Variable:y

	Model Summary					Parameter Estimates	
Equation	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.034	4.573	1	128	.034	68.782	.156

The independent variable is x1.

Learning Discipline Linearity Test (X_2)

Model Summary and Parameter Estimates

Dependent Variable:y

	Model Summary					Parameter Estimates	
Equation	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.140	20.004	1	123	.000	51.655	.475

The independent variable is x2.

Mean, Median, Mode, Range, Minimum, Maksimum of Learning Environment (X_1)

x1

N	Valid	125
	Missing	1
Mean		65.8320
Median		67.0000
Mode		71.00
Range		43.00
Minimum		38.00
Maximum		81.00

Frequency and percentage Learning Environment (X_1)

x1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	1	.8	.8	.8
	45	2	1.6	1.6	2.4
	50	5	4.0	4.0	6.4
	51	1	.8	.8	7.2
	52	1	.8	.8	8.0
	53	4	3.2	3.2	11.2
	54	2	1.6	1.6	12.8
	55	2	1.6	1.6	14.4
	57	1	.8	.8	15.2
	58	1	.8	.8	16.0
	60	6	4.8	4.8	20.8
	61	8	6.3	6.4	27.2
	62	8	6.3	6.4	33.6
	63	3	2.4	2.4	36.0
	64	8	6.3	6.4	42.4
	65	3	2.4	2.4	44.8
	66	4	3.2	3.2	48.0
	67	7	5.6	5.6	53.6
	68	5	4.0	4.0	57.6

69	5	4.0	4.0	61.6
70	3	2.4	2.4	64.0
71	13	10.3	10.4	74.4
72	7	5.6	5.6	80.0
73	7	5.6	5.6	85.6
74	2	1.6	1.6	87.2
75	3	2.4	2.4	89.6
76	1	.8	.8	90.4
77	2	1.6	1.6	92.0
78	2	1.6	1.6	93.6
79	4	3.2	3.2	96.8
80	2	1.6	1.6	98.4
81	2	1.6	1.6	100.0
Total	125	99.2	100.0	
Missing System	1	.8		
Total	126	100.0		

Mean, Median, Mode, Range, Minimum, Maksimum of Learning Discipline (X_2)

Statistics

x2

N	Valid	125
	Missing	1
Mean		60.1360
Std. Error of Mean		.48184
Median		60.0000
Mode		60.00
Std. Deviation		5.38718
Range		22.00
Minimum		49.00
Maximum		71.00

Frequency and percentage Discipline Learning (X₂)

x2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	49	4	3.2	3.2	3.2
	50	1	.8	.8	4.0
	51	6	4.8	4.8	8.8
	52	4	3.2	3.2	12.0
	53	2	1.6	1.6	13.6
	54	2	1.6	1.6	15.2
	55	2	1.6	1.6	16.8
	56	6	4.8	4.8	21.6
	57	6	4.8	4.8	26.4
	58	13	10.3	10.4	36.8
	59	10	7.9	8.0	44.8
	60	16	12.7	12.8	57.6
	61	9	7.1	7.2	64.8
	62	3	2.4	2.4	67.2
	63	9	7.1	7.2	74.4
	64	1	.8	.8	75.2
	65	5	4.0	4.0	79.2
	66	8	6.3	6.4	85.6
	67	4	3.2	3.2	88.8
	68	8	6.3	6.4	95.2
	69	2	1.6	1.6	96.8
	70	2	1.6	1.6	98.4
	71	2	1.6	1.6	100.0
	Total	125	99.2	100.0	
Missing	System	1	.8		
Total		126	100.0		

Mean, Median, Mode, Range, Minimum, Maksimum of   Learning Result (Y)

N	Valid	125
	Missing	1
Mean		80.1920
Std. Error of Mean		.61137
Median		78.0000
Mode		75.00
Std. Deviation		6.83527
Range		25.00
Minimum		72.00
Maximum		97.00

Frequency and percentage Learning Result (Y)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	2	1.6	1.6	1.6
	75	54	42.9	43.2	44.8
	76	4	3.2	3.2	48.0
	78	12	9.5	9.6	57.6
	79	5	4.0	4.0	61.6
	80	5	4.0	4.0	65.6
	81	4	3.2	3.2	68.8
	82	4	3.2	3.2	72.0
	83	1	.8	.8	72.8
	84	4	3.2	3.2	76.0
	85	5	4.0	4.0	80.0
	86	2	1.6	1.6	81.6
	87	1	.8	.8	82.4

	88	6	4.8	4.8	87.2
	90	2	1.6	1.6	88.8
	92	4	3.2	3.2	92.0
	94	2	1.6	1.6	93.6
	97	8	6.3	6.4	100.0
	Total	125	99.2	100.0	
Missing	System	1	.8		
Total		126	100.0		

Distribution of Queissionaire

Distribution Queissionaire to Students

List of Learning Outcome middle test 2018/2019

No	Name	Learning Outcome Students of Social Science Subject middle Semester Even
1.	Adinda Iftitah I	75
2.	Hilal Aditya Nugroho	97
3	Moch Riansyah Didan	97
4	Diajeng Pebila	84
5	Hendryan Syah	75
6	Sandi Karisma P	75
7	Hayyu Imtiyaz	90
8	Ica Amelia	83
9	Zahrah Zhafira	92
10	Hawa Restu D	87
11	Ramadhan Masaul K	75
12	Sapta Dwi N	76
13	Winda Astri	97
14	Rifky prayogo	95
15	Ainur Rangga	80
16	Muhammad Fahreza	81
17	M. Rafi Risqullah	78
18	Syahidi Muhammad A	75
19	Mochamad Firdan Y	80
20	Andreas Pratama	75
21	Rananta Dwi Sagita	75
22	Aisya Rahma W	81
23	Putri Elisya H	88
24	Rayna Sinta Ayu S	79
25	Friskila Agustina	75
26	Angela Ramadhani	83
27	Maulidina Rahma M	93
28	Desi Angga L	75
29	Aiyr Realmasyach	75
30	Maulidya Putri S	75
31	Misbahurrohmani	98
32	Putri Dhea Rahayu	75
33	Dyah Nur Rizqy M	88
34	Vitto Asentra V	75
35	Mahatma Adisty R.I	75
36	Rakha Winanda F	75
37	Salsan Palupi R.A	75
38	Rachel Athalia D.V	75

39	R.A Teti Damayanti	75
40	Putri Indah M	75
41	Priskilla Jeriko S	85
42	Natasha Nella	75
43	Nabila Salma A	75
44	Mei Sasmita Ruli	75
45	Martanurunia Kh	75
46	Martha Prisca A	75
47	Ferena Amelia F	75
48	Difa Nadifa	75
49	Syaifatullah H	75
50	Rangga Wahyu F	75
51	Muhammad Aviv F	75
52	Muhammad Ikliluz S	75
53	Mochammad Muchiebbin	75
54	Mahicas Arbi F	75
55	Dewanti Putri Amalia	85
56	Habib Rizki Alianto	75
57	Devita Ramandharie	75
58	Claudio Liestefan	75
59	Daniel Putra S	75
60	Cahyo Budi	75
61	Clara Della	75
62	Bella Ardelia R	78
63	Azriel Rafi A	78
64	Andika Wijaya	75
65	Ayu Dinda	80
66	Abyano Nayaka	75
67	Ceasarizky Syawalina N.A	75
68	Sahrul Rahmadani	75
69	Muchammmad Sandi D	75
70	Yoga Fajar Saputra	75
71	Achmad Rizal T	78
72	Mohammad Ridwan Aksan	75
73	Handi WAhyu F	75
74	SesilIa Wevianti	75
75	Sheerin Najwa A.U	75
76	Daeven Natan Revo S.M	75
77	Kiswandana Azizah R	75
78	Shinta Aprilia	75
79	Erico Aga Alan J	75
80	Rio Mardiansyah P	80
81	Bintang Raikhan p	75
82	Aura Zahwa P	78

83	Nia Kartika s	88
84	Naura Nabillah	94
85	Rehina Khehin	88
86	Nesya Putri D	75
87	Abdullah Aziz	75
88	Willi Al Fakhri F.A	75
89	Alvanza Saputra Y	75
90	Tio Rizaldi R	75
91	Labibah Asmaraning G	82
92	Silvana Widya R	76
93	Silvia Dwi A	75
94	Ony Chandra A	75
95	Olivia Dea M	80
96	Valencia Ambala P.P	75
97	Nia Revallayh S.S	75
98	Dinda Ayu R	75
99	Samuel Risqy Noel S	82
100	Revalinda Bilqis	92
101	Ayshwarya Ray	88
102	Shara Galuh N	90
103	Refianora Rahmatha	84
104	Nadzia Dibda R.A	97
105	Farhel Dwi Prayoga	92
106	Yolanda Ayu S	97
107	Enggar Arisanti	97
108	Ananta Nilasari	86
109	Astrealla Aulia D	97
110	Dovan Stevantony F	75
111	M. Ivan Tri W	81
112	Achamad Ivran S	72
113	Titania Elsha H	85
114	M. Wisam Zain A	76
115	Aditya Dio E	78
116	Muhammad Rino Eka P	78
117	Jihan Ghaisani A.A	75
118	Yrenna Alya	75
119	Zahra Adinda	78
120	Angela Bianda A.F	85
121	Salwa Sabriyah N.P	84
122	Nara Septi M	79
123	Fikri Ahmad A	81
124	Fadila Alfi H	79
125	Muhammad Maulana P.P	75

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SURAT KETERANGAN
NO. : 242/211/35.07.101.331.01/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Lawang, menerangkan bahwa :

N a m a	:	**MARDLIYAH**
N I M	:	14130073
Jurusan	:	Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester – Tahun Akademik	:	Genap – 2017/2018

Bersama ini menerangkan bahwa yang bersangkutan diatas telah melaksanakan observasi/penelitian untuk penyelesaian skripsi di SMP Negeri 1 Lawang pada bulan April s/d Mei 2018 dengan judul : **"THE INFLUENCE OF LEARNING ENVIRONMENT AND LEARNING DISCIPLINE TOWARDS STUDENTS LEARNING ACHIEVEMENT SOCIAL STUDIES CLASS VII at SMP NEGERI 1 LAWANG".**

Demikian Surat Keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Lawang, 23 Mei 2018

Kepala SMPN 1 Lawang,

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Departement   : Social Science Education Department

Advisor   : Dr. H. Abdul Bashith, M.Si

Title of Skripsi : THE INFLUENCE OF LEARNING ENVIRONMENT
AND LEARNING DISCIPLINE TO STUDENT'S
OUTCOME OF SOCIAL SCIENCE SUBJECT FOR
SEVENTH GRADE STUDENTS OF STATE JUNIOR
HIGH SCHOOL 1 LAWANG MALANG

No	Date of Consultation	Consultation Material	Signature
1	17-04-2018	Quessionaire have to revised	
2	18-05-2018	Test Validity	
3	28-05-2018	Sistematic writing, check data	
4	04-06-2018	Please check calculation of the research	
5	07-06-2018	Writing Sistematic	
6	08-06-2018	Check anti Plagiarism	
7	22-06-2018	ACC	

Acknowledged by,

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Mardliyah (14130073)