

The Relationship Between Learning Discipline and Learning Achievement Students in Civics Subjects

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Article History: Received 2 April, Revised 10 June 2023,
Published 13 June 2023

Abstract: This study aims to determine the relationship (correlation) between student learning discipline and student learning achievement in Civics subject in class X SMK Negeri 2 Salatiga. The samples in this study were students of class X TKJ B and X DPIB B who were taken by nonrandom sampling, a total of 70 students. The data collection techniques used questionnaires and documentation. The data analysis technique uses the Product Moment correlation statistical test from Person. Based on the results of the statistical correlation test, it shows that there is a significant positive correlation between learning discipline and Civics learning achievement of class X students of SMK Negeri 2 Salatiga. The results of the correlation analysis (test) between the learning discipline variable and student learning achievement show a positive correlation of $r = 0.302$ with a significant level of $0.011 < 0.05$. With this positive correlation result is shows that learning achievement is not entirely influenced by learning discipline factors, but also influenced by factors outside the learning discipline. Although the contribution (contribution) of learning discipline to learning achievement is small, the habit of learning discipline must still be instilled in students.

Keywords: Civics Subjects, Learning Achievement, Learning Discipline

A. Introduction

Education is the most important and main thing for the country, because the progress of a country is also determined by the success of the education of it's citizens (Jaenullah, Ferdian Utama, 2022). To produce quality students in the educational process is strongly influenced by the success or failure of teaching and learning activities in schools. Student learning success can be seen from the learning achievements achieved by students. Learning achievement is essentially a reflection of students' learning efforts (Alzahrani, Alharbi, & Alodwani, 2019). If the learning effort of students is getting better, then the learning achievement achieved will also be getting better. Learning achievement is the result that has been achieved by students through an activity, both learning activities can be carried out individually or in groups. Learning achievement can be measured in various ways by giving tests whose purpose is to measure students' abilities and the success of education (Chao,

Chen, & Chuang, 2015). The test is divided into 3 types, namely, 1) Diagnostic test, 2) Formative test, and 3) Summative test. There are 2 factors that can affect student achievement, namely, internal and external factors. Internal factors are factors that come from within the learner, namely, physiological factors (health and state of the body) and psychological factors (interest, talent, intelligence, emotions, fatigue, learning discipline and learning methods). While external factors are factors that come from outside the students themselves, namely the family environment, school environment, community environment, and natural environment. One of the internal factors that influence learning achievement is the learning discipline of students (Suleiman, Magableh, & Abdullah, 2020).

Discipline is individual obedience to carry out the rules that apply in social groups, control and direct oneself in behaving with full awareness (Sobri & Umar, 2022). Discipline is a condition that shows the value of obedience, loyalty, order and order. Discipline of learning is an attitude (behavior) that must be possessed by students. Discipline in learning has several forms, including: entering class on time, paying attention to lessons without skipping classes, having a regular study plan, and doing assignments (Sobri, Nursaptini, Widodo, & Sutisna, 2019). Discipline function of learning namely, 1) Organizing a life together, the existence of discipline makes a person able to manage his life in society, 2) Building personality, a well-disciplined environment greatly influences a person's personality, 3) Training personality, behavior and patterns of good and disciplined life are not formed and immediately in a short time, 4) Coercion, discipline besides occurring because of encouragement of self-awareness can also occur due to coercion and pressure from outside. Students who have a disciplined and effective way of learning enable students to achieve higher results or achievements (Herpratiwi & Tohir, 2021). Students who have been accustomed to discipline in learning since childhood, will try to organize and use appropriate learning strategies and methods (Hastuti & Utomo, 2022). By habituating discipline in learning, it makes students able to manage a good way of learning, as well as a process for students in forming character. Discipline in learning is an effort that requires awareness from the students themselves (Albright, Reichgelt, Christoforidou, & Georgiadou, 2021).

Citizenship education is an educational program that has the core of political democracy expanded with other sources of knowledge, positive influences from school, community and parent education (Pais & Costa, 2017). Citizenship Education has 2 objectives, namely in general and specifically. In general, the goals of Citizenship Education must be solid and support the success of achieving national education, namely. "Educating the life of the nation which develops the complete Indonesian human being, namely human beings who believe in and fear God Almighty and have noble character. In particular, the goals of Citizenship Education and Pancasila are mainly to promote everyday morality, namely behavior that radiates faith and piety towards God Almighty in a society consisting of various religious groups, behavior that is just and civilized humanity, behavior that supports

the people. which prioritizes the public interest above the interests of individuals and groups (Leite, 2021).

Based on observations in PPKn learning in class X, it appears that there are still students who are late for class, do not pay attention to material explanations from the teacher, students talk alone with friends, do not do the assignments given by the teacher, and students go in and out of class. This shows that the discipline of student learning is still not good. This is supported by the results of interviews with PPKn teachers who stated that students' learning discipline was different, some had good learning discipline, for example: attending class on time, paying attention to material explanations from the teacher, doing assignments and submitting assignments on time, but there are also students whose learning discipline is still not good, especially in collecting assignments given by the teacher, they are often late and some don't even do it for various reasons. Based on this fact, a study was conducted to find out whether there was a relationship between learning discipline and student achievement in Civics subjects.

B. Methods

This study uses correlational research, which aims to determine whether there is a relationship between learning discipline and learning achievement. Correlational research is a study conducted to describe the relationship between two or more facts and the properties of the object under study (Mulyadi, 2019). The research subjects were class X students of SMK Negeri 2 Salatiga who were taken as a non-random sample of 70 students from class X TKJ B and X DPIB B. In data collection techniques, documentation was used, namely looking for data on matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes, meetings, flyers, and agendas. Questionnaire is a research tool or survey consisting of a series of written questions, aimed at obtaining responses from a selected group of people through personal interviews, or commonly referred to as a questionnaire (Suharsimi Arikunto, 2012). Questionnaire to collect data on student learning discipline and documentation to collect data on student achievement in Civics subjects. The data analysis technique used Product Moment correlation statistics from Person to determine the correlation or relationship between learning discipline (variable X), and learning achievement (variable Y) based on the magnitude of the correlation coefficient obtained. In processing and analyzing data using the help of the SPSS Version-23 program. Reliability test criteria with Cronbach's Alpha if the Cronbach's Alpha value is > 0.60 then the instrument is declared reliable or consistent, and vice versa if < 0.60 then the instrument is not reliable or inconsistent (Rosita et al., 2021). According to Lind, Marchel, Wathen in (Susanto, 2014) there are several criteria for a correlation relationship: 1) a sample of the correlation coefficient is identified by a lowercase r , 2) the value of r indicates the direction and strength of the linear relationship between two variables, 3) a perfect/very strong relationship is when $r = 1$ or $r = -1$,

4) a value close to 0 indicates a slight / weak relationship between variables, and 5) a value close to -1 indicates an inverse or negative relationship.

Hypothesis test, H_0 which shows no relationship between learning discipline and student achievement is accepted if $r_{count} < r_{table}$. and H_a which shows that there is a relationship between learning discipline and learning achievement is accepted if $r_{count} > r_{table}$ (Hendra, 2020)

C. Results and Discussion

Learning Discipline

Discipline is individual compliance to carry out the rules that apply in social groups (Junaedi & Digdowiseiso, 2023). Controlling and directing themselves in behavior with full awareness. Student discipline in schools can be interpreted as students' obedience and compliance in implementing the rules that apply in the school environment consistently and seriously for the smooth teaching and learning process. Discipline is one of the positive characters of children most often coveted by teachers, discipline never stands alone. According to John Garmo (2013:43) explains that discipline is a core quality of personal responsibility. Self-discipline is seen through neatness, punctuality, frugal attitude, and others. Meanwhile, learning can be said to be a process of effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment. It can be concluded that learning discipline is an individual's obedience to carry out the rules that apply consistently and seriously in learning activities, so that the individual can get a change in behavior, which includes changes in habits, attitudes, and skills (Yusup, Marzani, Lubis, & Anggraeni, 2023).

The function of learning discipline is to organize life together, the existence of discipline makes a person able to organize his life in society. Building a personality, a well-disciplined environment greatly affects a person's personality. Training personality, behavioral attitudes and good and disciplined life patterns are not formed immediately in a short time. Coercion, a disciplined attitude in addition to occurring due to the impetus of self-awareness can also occur due to coercion and pressure from outside. Punishment, school rules usually contain positive things that must be done by students. The other side contains sanctions or punishment for those who violate the rules. Creating a conducive environment, school discipline functions to support the implementation of educational processes and activities to run smoothly. Such discipline can be achieved by designing school rules and then implementing them consistently and consequently. There are four kinds of student discipline in school. The discipline of students entering school includes activeness, obedience, and obedience in entering school. Discipline in doing assignments Discipline in following lessons at school, the existence of activeness, order, and order in following lessons that are directed at a learning goal. Discipline in obeying the rules, namely the suitability of students' actions with school rules with full awareness. Various kinds of learning discipline are not only obtained at school, but also at home. There are 3 types of learning discipline at home. On time in learning,

learning is an obligation for students because to know and gain various skills, discipline in learning will make students have skills regarding how to learn well. With discipline students will be able to value their time as much as possible. To divide study time, students must make the right schedule to limit other useless activities that can interfere with the learning process. Parents have a very important role in enforcing learning discipline. Because most of the time students have is at home. Discipline in doing schoolwork at home, efficient and effective use of time is one of the best ways to train an attitude of discipline, especially discipline at home. For example, homework that is done suddenly does not benefit much. If children are accustomed to making the best use of time, especially study time, they will be able to carry out without feeling heavy and depressed. Learning regularly, regularity in learning is an effort to perform or to achieve maximum achievement, because with regularity we will be more disciplined in learning.

In this study, student learning discipline studied includes learning discipline at home and at school. Learning discipline at school includes the following: paying attention to the teacher when explaining the subject, taking notes on the subject matter, arriving in class on time, asking permission from the teacher if absent or out of class, and doing and collecting assignments on time. Furthermore, study discipline at home includes having and obeying a study schedule every day, and doing homework or assignments.

Discipline can also be influenced by several factors. Factors that influence learning discipline in the school environment such as teachers, administration, and classmates can affect a student's learning process. Harmonious relationships between activities can be a motivation for students to learn better at school. The sympathetic and exemplary behavior of a teacher or administration can be an incentive for students to learn. Then the factors that influence learning discipline in the family environment such as family tension, parental traits, family demographics (location of the house), can all have an influence on learning activities properly. According to Ahmad Pujo, et al (2019: 5) there are 2 factors that influence the lack of student learning discipline, namely internal factors that come from within students and external factors that come from outside students, with the following explanation: Internal factors (from oneself), lack of motivation, laziness, students do not have a high interest in learning and students cannot apply good learning methods. External factors (from outside oneself), parents who do not provide support, teachers who do not provide motivation to students, peers or an environment that does not support student discipline.

Learning Discipline Descriptive Analysis

Table 1. Student Learning Discipline Descriptive Statistics

Study Discipline	
Valid N	70
Missing	0
Means	85,27
std. Deviation	5,723
Minimum	61
Maximum	92

Table1. shows that the learning discipline variable with a total data (N) of 70 has a maximum score of 92 while a minimum score of 61 with an average of 85.27 and a standard deviation of 5.723.

Table 2. Distribution of Student Learning Discipline by Category

Value Intervals	Category	Amount	Percentage
90 - 97	Very high	22	31.43%
84 - 89	Tall	26	37.15%
76-83	Currently	19	27.15%
68 - 75	Low	2	2.85%
60 - 67	Very low	1	1.42%
Total		70	100%
Average value		85,27	

From the table 2. the distribution of student learning discipline above, it can be seen that students who have learning discipline in the very high category total 22 students with a percentage of 31.43%, students who have learning discipline in the high category total 26 students with a percentage of 37.15%, students who have learning discipline in the medium category totaling 19 students with a percentage of 27.15%, students who have learning discipline in the low category are 2 students with a percentage of 2.85%, and students who have learning discipline in the very low category are 1 student with a percentage of 1.42%. Provide logical and scientific findings of the study. Present evidences to support your analysis by citing work of earlier researchers or existing theories.

Student Learning Achievement

Learning achievement is the result of a learning activity accompanied by changes that a person (student) achieves which is expressed in the form of symbols, numbers, letters and sentences as a measure of the level of success of students with

predetermined standards and becomes perfection for students both in thinking and doing (Zheng, Niu, Zhong, & Gyasi, 2021). According to Zainal Abidin Saleng (2021: 27), learning achievement is basically the result that has been achieved by students through a learning activity. Learning activities can be carried out individually or in groups.

Based on the definition of learning achievement above, it can be concluded that learning achievement is a learning outcome obtained by someone (students) which is expressed in the form of numbers, symbols, letters, and sentences. Where these results can be obtained individually or in groups. In this study, student learning achievement is in the form of numbers (grades) of Civics subjects in the student report card. There is a main function of learning achievement. Indicators of the quality and quantity of knowledge that students have mastered. From existing learning achievements, it can be seen how the quality of learning that has been carried out by an educational institution.

In this case, the quality of education and knowledge that has been given and taught by teachers to students and how much students can absorb and master the knowledge that has been given. With regard to quantity, it can be seen how much knowledge students have acquired. Quantity is usually formulated in the form of numbers and letters. A symbol of satisfying curiosity. This is based on the assumption that psychologists often refer to it as curiosity (curiosity) and is a student need in an educational program. Information material in educational innovation. Learning achievement can be used to encourage students to improve science and technology and to improve the quality of education. Internal and external indicators of an educational institution. Internal indicators in the sense that learning achievement can be used as an indicator of the level of productivity of an educational institution.

This means that the curriculum used is relevant to the needs of society and students. External indicators in the sense that high and low learning achievement can be used as an indicator of the level of success of students in society, meaning that the curriculum used is also relevant to the needs of community development. Indicators of the absorption or intelligence of students. Students with a high level of absorption will be able to remember and absorb well the lessons or knowledge that has been given, so that when taking a learning test he does not experience learning difficulties. In contrast to students who have poor absorption, of course they will have little difficulty in absorbing the lessons or information that has been given. It is also necessary to pay attention to the aspects and measurement of student learning achievement. As the following aspects of student learning achievement. The creative domain (cognitive), observation, memory, understanding, application / application, analysis, synthesis. The realm of taste (affective), namely: acceptance, welcome, appreciation, internalization, characterization. The realm of karsa (psychomotor), namely: movement and action skills, verbal and non-verbal expression skills. In line with Muhibbin Syah's opinion, Dyah Perwita (2021: 7) states that student learning achievement can be grouped into three aspects, namely cognitive, affective, and

psychomotor. The cognitive aspect relates to the thinking process in subjects obtained through evaluation results in the form of daily grades, home assignments, and tests. The affective aspect is closely related to the value or attitude obtained from the attitude of students during the teaching and learning process towards problems related to the subject. The psychomotor aspect is closely related to actions obtained by how students practice subject matter in everyday life, both at home, at school and in the community. Student learning achievement in this study is only in the cognitive aspect, in the form of Civics grades in students' report cards.

Student learning achievement can be known by conducting an assessment or measurement process through evaluation activities. Broadly speaking, evaluation techniques can be divided into 2 types. Test Techniques, tests are tools or procedures used to determine or measure student success in teaching and learning activities. Non-test techniques, non-test techniques are generally used to assess students' abilities related to their personality and social attitudes in the teaching and learning process at school.

Meanwhile, according to Fahmi Sri Aryati in Abduloh, learning achievement can be measured in various ways by giving tests whose purpose is to measure student abilities and the success of education implementation. The test is divided into 3 types. Diagnostic tests are tests used to determine student weaknesses so that appropriate treatment can be applied. Formative tests are used to determine how far student progress has been formed after following a particular program and this test is used at the end of learning. Summative test is a test that takes place after the end of the administration of a group of programs or a larger program and is carried out at the end of each semester.

Student learning achievement in theory can also be influenced by several factors. External factors (factors that come from outside), in which there are environmental factors. Natural environment (i.e. where students live or students live and work in it, there should be no environmental pollution). Socio-cultural environment (relationships with humans as social beings). Instrumental Factors. A set of equipment in various forms to achieve goals including curriculum, programs, facilities and facilities, teachers. Internal factors (factors that come from within), looking at physiological conditions, physical health, high enough nutrition (when nutrition is lacking, it will get tired, sleepy, difficult to accept lessons), the condition of the five senses (eyes, nose, ears, taste buds, and body). This physiological aspect is recognized to affect classroom management, classical teaching needs to pay attention to: children's posture and gender (to avoid emotional outbursts that tend to be uncontrollable).

Psychological conditions also influence, including interest, which is a sense of preference and a sense of interest in a thing/activity without anyone telling it to. Interest is essentially a relationship between oneself and the outside, the stronger / closer the relationship, the greater the interest. Then intelligence, with age has a very close relationship. There is a phrase, namely "Educate the child according to his age level". This shows that a person's development from concrete to abstract cannot be

separated from the development of his intelligence. The older a person gets, the more abstract their thinking becomes. Finally, talent is recognized as an innate ability, a potential that still needs to be developed or trained. Between innate and talent are two terms that are similar in meaning, it's just that there is a difference that lies in the breadth of understanding. Innate is something that children carry from birth, namely active and passive potentials that will continue to develop until they reach their realization. Meanwhile, talent is closer to the word aptitude, which is about certain abilities (potentials). When talent is not trained with the environment, it will become pent up (limited to potential) which is not actual. So it is necessary to have training, knowledge, experience and encouragement so that talent can be realized and allow someone to achieve their achievements in a particular field.

Motivation also plays an important role as a factor in student achievement. A psychological condition that motivates someone to do something. In this case, many talents sometimes do not develop because they do not get the right motivation. The motivation can be obtained from several things. Individual factors, are factors of maturity / growth, intelligence, training, motivation, and discipline. Social factors (from outside the self) are family factors / household conditions, teachers and their teaching methods, tools used in teaching and learning, the environment and opportunities available, and social motivation. Learning discipline is included in one of the factors that come from within a person (student) that affects student learning achievement, because with good or high learning discipline it can encourage students to achieve high achievement as well.

As for the objectives of Civics learning in general, Civic Education must be steady and support the successful achievement of national education, namely. "To educate the nation's life that develops the whole Indonesian human being, namely a human being who believes and is devoted to God Almighty and has noble character, has the ability of knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility, as well as realizing the personality of a democratic society". Specifically, the purpose of Civic Education is mainly to promote everyday morality, namely behavior that exudes faith and piety towards God Almighty in a society consisting of various religious groups, behavior that is fair and civilized humanity, behavior that supports populism that puts the public interest above individual and group interests so that differences of opinion or interests are resolved through deliberation, and behavior that supports efforts to realize social justice for all Indonesian people.

Descriptive Analysis of Learning Achievement Variables

Table 3. Descriptive Statistics of Student Achievement Statistics

Learning achievement		
N	Valid	70
	missing	0
Means		86.50
std. Deviation		4,416
Minimum		80
Maximum		92

Table 3. shows that the learning achievement variable with a total data (N) of 70 has a maximum score of 92 while a minimum score of 80 with an average of 86.50 and a standard deviation of 4.416.

Table 4. Distribution of Student Learning Achievement by Category

Value Intervals	Category	Amount	Percentage
96 - 100	Very high	-	-
92 - 95	Tall	14	20%
88 - 91	Currently	13	18.57%
84 - 87	Low	27	38.57%
80 - 83	Very low	16	22.86%
Total		70	100%

From table 4 the distribution of student learning achievement above, it can be seen that students who have learning achievement in the high category are 14 students with a percentage of 20%, students who have learning achievement in the medium category are 13 students with a percentage of 18.57%, students who have learning achievement in the low category totaled 27 students with a percentage of 38.57%, and students who had very low learning achievement totaled 16 students with a percentage of 22.86%. Even though the majority are in the low category, however, when viewed from the scores obtained, all students get a score of 80 because the lowest score is 80. \geq

Correlation between Learning Discipline and Learning Achievement
Table 5. Correlations

		Study Discipline	Learning achievement
Study Discipline	Pearson Correlation	1	,302*
	Sig. (2-tailed)		,011
	N	70	70
Learning achievement	Pearson Correlation	,302*	1
	Sig. (2-tailed)	,011	
	N	70	70

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

Based on table 3.1 the results of research data analysis, there is a significant positive correlation between learning discipline and learning achievement of class X students of SMK Negeri 2 Salatiga. The results of the correlation analysis between learning discipline variables and student achievement showed a positive correlation $r = 0.302$ with a significant level of $0.011 < 0.05$. With the results of this positive correlation, it can be stated that H_a is accepted and H_o is rejected, that is, there is a relationship/correlation between learning discipline and student achievement. Thus the higher the student's learning discipline, the higher the learning achievement and conversely the lower the student's learning discipline, the lower the learning achievement.

Correlation coefficient value (r) = 0, 302 can be interpreted that the relationship between learning discipline and student learning achievement is in the low category, and the magnitude of the contribution of the learning discipline variable to the learning achievement of Civics is only 9.1%, while the remaining 90.9% is a contribution from other variables outside the learning discipline variable. So from the results of the correlation test between learning discipline and Civics learning outcomes, it shows that learning achievement is not entirely influenced by learning discipline factors, but also influenced by factors outside the learning discipline. Although the contribution (contribution) of learning discipline to learning achievement is small, the habit of learning discipline must still be instilled in students.

D. Conclusion

Based on the results of the research and discussion, it can be concluded that there is a significant positive relationship between learning discipline and civics learning achievement for class X students of SMK Negeri 2 Salatiga Odd Semester

2022/2023. A significant positive relationship between learning discipline and learning achievement is indicated by a correlation coefficient (r) of 0.302 and p (significance) = 0.011. The strong correlation between learning discipline and learning achievement is in the low category. The correlation coefficient of 0.302 also means that learning discipline contributes 9.1% to civics learning achievement, and 90.9% contribution from other factors outside of learning discipline, both internal and external factors.

Based on the results of research, discussion, and conclusions, the researchers provide several suggestions for: (1). Teachers, to always cooperate with parents of students to improve student learning discipline at school and at home, so as to improve student learning achievement, (2) Parents, to always monitor or supervise children's learning discipline at home so that children's learning achievements remain good.

E. Acknowledgement

Thank you to all those at SMK Negeri 2 Salatiga who have supported and assisted in the course of this research, so that a scientific work can be made.

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