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The Influence of School Environment on the Study Discipline of Accounting Students at SMK Negeri 6 Makassar

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Abstract

The research carried out had the aim of analyzing the influence of the school environment on the learning discipline of accounting students at SMK Negeri 6 Makassar. The research carried out also used a variable in the form of school environment as the independent variable and learning discipline as the dependent variable. As with carrying out the research using the population with all accounting students at SMK Negeri 6 Makassar. In determining the research sample according to the criteria determined in the research, a Proportionate Stratified Random Sampling technique was used, in this case the sample size was 71 students. The research also used a technique to collect research data in the form of documentation and questionnaires. The data collected from this research was discussed using descriptive analysis data analysis techniques, instrument testing, classical assumption testing, and hypothesis testing. In a simple linear regression analysis that has been produced in the school environment, $Y=6.383 + 0.387$ On the other hand, in the product moment correlation test, a correlation coefficient assessment of 0.798 was obtained and it was declared to be in the high category, meaning that the school environment has a high influence on learning discipline. In an analysis of the coefficient of determination (r^2), an assessment was obtained (r^2) = 0.637 or 63.7%, which means that the school environment has a contribution to learning discipline of 63.7 percent and the remaining 36.3 percent is found to be influenced by other factors. Another case, in the t-test analysis, results were obtained with a significant assessment of $0.000 < 0.05$, which can be interpreted as the school environment having a significant influence on the level of learning discipline, as well as on the acceptance of the hypothesis.

Keywords: School Environment, Learning Discipline.

Abstrak

Pada penelitian yang dilakukan mempunyai sebuah tujuan guna menganalisis pengaruh lingkungan sekolah pada kedisiplinan belajar siswa akuntansi di SMK Negeri 6 Makassar. Penelitian yang dilakukan pula menggunakan sebuah variabel berupa lingkungan sekolah menjadi variabel bebas dan kedisiplinan belajar sebagai variabel terikat. Sebagaimana melaksanakan penelitian menerapkan populasi dengan keseluruhan siswa akuntansi di SMK Negeri 6 Makassar. Dalam menentukan sampel penelitian yang sesuai kriteria yang telah ditentukan dalam penelitian digunakan sebuah Teknik *Proportionate Stratified Random Sampling*, dalam hal ini didapatkan pada suatu populasi yang ditentukan didapatkan banyaknya sampel 71 siswa. Penelitian yang dilakukan juga menggunakan sebuah teknik untuk mengumpulkan data penelitian yang berupa dokumentasi dan angket. Dalam data yang terkumpul dari penelitian ini dilakukan pembahasan menggunakan Teknik Analisis data analisis deskriptif, uji instrument, uji asumsi

klasik, dan uji hipotesis. Dalam sebuah analisis regresi linear sederhana yang telah dihasilkan dalam lingkungan sekolah $Y=6,383 + 0,387X$ sebagaimana dapat diartikan setiap dilakukan penambahan 1 nilai lingkungan sekolah, menjadikan penilaian sebuah kedisiplinan belajar terjadi peningkatan yang besarnya 0,387. Lain halnya dalam pengujian korelasi *product moment* didapatkan sebuah penilaian koefisien korelasi 0,798 dan dinyatakan berkategori tinggi sebagaimana diartikan lingkungan sekolah berpengaruh tinggi terhadap kedisiplinan belajar. Dalam sebuah analisa koefisien determinasi (r^2) didapatkan sebuah penilaian (r^2) = 0,637 atau 63,7% dengan diartikan lingkungan sekolah memiliki kontribusi pada kedisiplinan belajar yang besarnya 63,7 persen dan diperoleh sisa 36,3 persen didapatkan sebuah pengaruh dari faktor lainnya. Lain halnya dalam analisa uji-t diperoleh yang dihasilkan dengan penilaian signifikan $0,000 < 0,05$ sebagaimana dapat diartikan dengan lingkungan sekolah memberi pengaruh secara signifikan pada tingkat kedisiplinan belajar, serta juga untuk hipotesis diterimanya.

Kata Kunci: lingkungan Sekolah, Kedisiplinan Belajar

INTRODUCTION

The education process is an integral activity that plays a crucial role in shaping both the intellectual and emotional aspects of individuals. This holds significant relevance, particularly in enhancing the quality of education through learning programs designed to instill positive values. The aim of this process is to develop individual talents so that they can make a positive contribution to the formation of their attitudes and behaviors. The importance of discipline in the context of education cannot be ignored. Discipline is the key to success in achieving good results, applicable to all students, both in the school environment and in society.

Within the legal framework, Law Number 20 of 2003 concerning the National Education System emphasizes that education is a conscious and planned effort. Its purpose is to create a learning atmosphere and learning processes that allow learners to develop their potential effectively. Furthermore, the law underscores that education aims to produce individuals with spiritual and religious strength, self-control, personality, intelligence, noble character, as well as the skills needed to contribute to society, the nation, and the state. Therefore, education is directed towards shaping individuals who are not only intellectually intelligent but also possess strong moral values and relevant practical skills..

In the educational environment, students acquire knowledge about positive behavior and discipline in contexts different from their experiences in the family environment. According to Halsbullalh (2017:46), "Schools are places where learners receive structured, systematic, graded learning that complies with clear and strict standards (from basic levels to higher education levels). Discipline in the school environment is a step towards preparing students to develop study discipline. Discipline in the context of learning can be defined as a systematic relationship between educators and individual students in a class, where they willingly adhere to pre-established rules. Through the application of discipline, it is believed that students will have a strong understanding of school norms. The adoption of these rules becomes a necessity, allowing each individual to familiarize themselves with the regularity of time and integration with the current environment."

According to Wiyalni (2019:83), "Discipline in education is defined as the effort made by teachers as group mentors to guide their learners in acquiring the ability to control themselves and behave in accordance with the applicable rules."



SMK Negeri 6 Makassar is one of the vocational secondary education institutions that has a set of regulations to shape positive behavior and discipline among students. The school has achieved an accreditation level of A and implements the 2013 curriculum (K13) for grades X, XI, and XII, dividing students into five majors: 1) Fashion, 2) Culinary Arts, 3) Beauty, 4) Hospitality, and 5) Accounting. To obtain initial data, this research focuses on Accounting major students at SMK Negeri 6 Makassar, totaling 30 students, and data collection is conducted through a questionnaire. The determination of the initial number of respondents follows Arikunto's guidance (2018:134), which suggests, "If the number of subjects is less than 100, it is better to take all; if the number of subjects is more than 100, a sample of 10%-15% or 20%-25% can be taken."

Based on the questionnaire results distributed to students, the average percentage of school environment indicators is 62%, which falls into the high category. Meanwhile, students' study discipline shows a lower level with an average of 40.5%, still classified as moderate. There are two study discipline indicators with percentages below the average: the ability to manage study time at 36.9% and self-discipline while studying in class at 38.6%. Therefore, improvement is needed in both of these indicators to achieve a moderate category. This condition indicates that some Accounting major students at SMK Negeri 6 Makassar still have study discipline levels below average or low. This finding is consistent with the research conducted by Wiwi Pratiwi Sumardi (2022), which revealed the influence of the school environment on students' learning motivation at SD Inpres Borong Jambu II, Kota Makassar..

In accordance with the background presented, this research is crucial to determine whether the school environment influences students' study discipline. Therefore, the researcher is interested in conducting a study entitled "The Influence of School Environment on the Study Discipline of Accounting Students at SMK Negeri 6 Makassar."

RESEARCH METHOD

This study is a qualitative research. The research is conducted at SMK Negeri 6 Makassar. The population in this study consists of 244 students majoring in Accounting. The sampling technique employed is Proportional Stratified Random Sampling, resulting in a sample of 71 students. Data collection is performed using questionnaires and documentation. The school environment variable as an independent variable (X) measured includes the physical school environment, social environment, and academic environment. Study discipline as a dependent variable (Y) measured involves the ability to manage study time, diligence and orderliness in studying, good behavior during class, and self-discipline while studying in class.

Data analysis in this study employs descriptive statistical analysis, instrument test, classical assumption test, and hypothesis testing..

RESULTS AND DISCUSSION

Descriptive analysis of the percentage from the questionnaire distribution phase yielded data regarding the school environment. This data includes the total percentage scores from all respondent answers on 3 school environment indicators and 4 study discipline indicators. The results of this analysis are presented in the following table:

Table 1. Recapitulation of Percentage Data for School Environment Variables

No	Item	Score Aktual	Score Ideal	Persentase Score Aktual (%)	Explanation
1	School Physical Environment	2.668	3.196	83,47	Very High
2	Social Environment	2.628	3.196	82,22	Very High
3	Academic Environment	2.560	31,96	80,10	Very High
	Score	7.856	9.585	81,56	Very High

From the data in Table 1, it can be concluded that the percentage of the school environment variable indicators is 81.56%, which falls into the category of very high. However, there is one indicator that obtained a percentage score below the average, namely the academic environment with a percentage of 80.10%. Nevertheless, overall, the school environment is considered to have created a conducive condition.

Table 2. Recapitulation of Percentage Data for Study Discipline Variables

No	Item	Score Aktual	Score Ideal	Persentase Score Aktual (%)	Explanation
1	Able to manage study time	843	1.065	79,15	High
2	Diligent and orderly in studying	890	1.065	83,56	Very High
3	Good attention during class	833	1.065	78,21	High
4	Self-discipline while studying in class	918	1.065	89,16	Very High
	Score	3.484	4.260	82,52	Very High

From Table 2, it can be concluded that the percentage of study discipline variable indicators is 82.52%, falling into the category of very high. However, it should be noted that there is one indicator with a percentage score below the actual average, which is good attention during class, with a percentage of

78.21%. Nevertheless, overall, study discipline has successfully created an environment where students are more organized and disciplined.

Table 3. Criteria for Percentage of Respondent Responses

	Score	Criteria
1	0%-20%	Very Low
2	21%-40%	Low
3	41%-60%	Moderate
4	61%-80%	High
5	81%-100%	Very High

The instrument validity test regarding the school environment shows a critical value (r_{tabel}) of 0.233. The validity test results indicate that the calculated value (r_{hitung}), which falls within the range of 0.255 - 0.781, is greater than the critical value (r_{tabel}). Therefore, the school environment instrument is considered valid. Similarly, in the validity test of the study discipline instrument, where the critical value (r_{tabel}) is 0.233, and the calculated value (r_{hitung}) falls within the range of 0.411 - 0.769, which is greater than the critical value. Thus, the study discipline instrument is considered valid.

In terms of reliability, the Cronbach's Alpha value for the school environment is 0.739, while for study discipline, it is 0.747. Both values are greater than 0.60, indicating that the instruments used are considered "reliable."

Furthermore, the normality test is conducted to assess the distribution of school environment and study discipline data for students. The Kolmogorov-Smirnov test with a significance level of 5 percent is used, where data is considered normally distributed if the significance value is greater than 0.05. The results of the normality test with the Kolmogorov-Smirnov test can be found in the table.

Table 4. Results of Normality Test

<i>One-Sample Kolmogorov-Smirnov Test</i>			
		Lingkungan Sekolah	Kedisiplinan Belajar
N		71	71
Normal Parameters ^{a,b}	Mean	110.3521	49.0704
	Std. Deviation	11.39060	5.51964
Most Extreme Differences	Absolute	0.100	0.095
	Positive	0.100	0.095
	Negative	-0.073	-0.070
Test Statistic		0.100	0.095
Asymp. Sig. (2-tailed)		.078 ^c	.184 ^c

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.

The results of the normality test indicate a significance value of 0.078, which is greater than the significance level of 0.05. Therefore, it can be concluded that the data obtained in this study has a normal distribution.

For the autocorrelation test, this research employs the Durbin Watson method. The Durbin Watson method is commonly used to identify the presence of autocorrelation issues in a linear regression model. This method aims to test whether there is a correlation between the errors in period t and the errors in period t-1 in a linear regression model.

Tabel 5. Result Autokorelasi

<i>Model Summary^b</i>						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	.798 ^a	0.637	0.632	3.34844	1.690	

a. Predictors: (Constant), Lingkungan Sekolah

b. Dependent Variable: Kedisiplinan Belajar

The autocorrelation test is evaluated through the Durbin Watson statistic (d), which reaches a value of 1.690. The critical value (du) with a magnitude of 1.643 is also calculated. The Durbin Watson assessment is based on the range between $du < d < 4 - du$, or $1.643 < 1.690 < 4 - 1.643$. These results indicate that there is no positive or negative autocorrelation in the regression model, fulfilling the assumption of independence of errors.

This research uses simple linear regression to measure the influence of the school environment variable on study discipline. The analysis is conducted using the SPSS software for Windows, and the results of the linear regression calculations are presented in Table 6 below.

Tabel 6. Result Analisis Regresi Linear

<i>Coefficients^a</i>						
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.	
		B	Std. Error	Beta		t
1	(Constant)	6.383	3.898		1.638	0.106
	Lingkungan Sekolah	0.387	0.035	0.798	11.010	0.000

a. *Dependent Variabel:* Kedisiplinan Belajar

Based on Table 6, it shows that the model of the simple linear regression equation is as follows

$$Y = 6,383 + 0,387X$$

From the obtained model equation, it can be observed that the constant value (intercept) has a value of 6.383. This can be interpreted as follows: if the school environment variable has a value of zero, then the estimated value of the study discipline variable for Accounting major students at SMK Negeri 6 Makassar is 6.383 units.

The regression coefficient value of 0.387 indicates that if the school environment variable increases by one unit, the study discipline of Accounting major students at SMK Negeri 6 Makassar is estimated to increase by 0.387 units.

To test hypotheses and assess the relationship between the school environment and study discipline of Accounting major students at SMK Negeri 6 Makassar, a Pearson Product Moment Correlation analysis was conducted. This process involves a test of the product moment correlation processed using SPSS Version 25.0 for Windows software, and the results can be seen in Table 7.

Tabel 1. Result Analisis Product Moment

		<i>Correlations</i>	
		Lingkungan Sekolah	Kedisiplinan Belajar
Lingkungan Sekolah	Pearson Correlation	1	.798**
	Sig. (2-tailed)		.000
	N	71	71
Kedisiplinan Belajar	Pearson Correlation	.798**	1
	Sig. (2-tailed)	.000	
	N	71	71

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

Based on the data in Table 7, the significance value is 0.000, or significant < 0.05 , so it can be concluded that there is a significant relationship between the school environment variable and student study discipline. The correlation value of 0.798 with a positive direction indicates that the relationship between the school environment variable and study discipline can be categorized as high, with a correlation value range in the interval of 0.600-0.799.

Furthermore, the coefficient of determination (r^2) is used to measure the extent of the contribution provided by the school environment variable to student study discipline. The range of values for (r^2) is from zero to one, where a value approaching one indicates that the school environment variable can significantly contribute to predicting the study discipline variable. Conversely, a value approaching zero indicates that the ability of the school environment variable to explain the study discipline variable is limited. The results of the coefficient of determination calculation are listed in Table 8.

Tabel 2. Result Koefisien Determinasi (r^2)

Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.798 ^a	.637	.632	3.34844

a. *Predictors: (Constant), Lingkungan Sekolah*

From Table 8, the coefficient of determination (r^2) is found to be 0.637 or 63.7 percent. This indicates that the school environment has an influence of 63.7 percent on student study discipline. The remaining 36.3 percent is influenced by other factors not examined in this study.

Next, the t-test is used to test hypotheses and assess the significance of the influence of the school environment on study discipline. In this context, a variable is considered to have a significant effect if the significance value obtained is less than 0.05 (5%). The results of the t-test can be seen in Table 9.

Tabel 3. Result Uji-t

<i>Coefficients^a</i>						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	6.383	3.898		1.638	0.106
	Lingkungan Sekolah	0.387	0.035	0.798	11.010	0.000

a. *Dependen Variabel: Kedisiplinan Belajar*

Based on Table 9, a significance value of 0.000 was obtained, which is smaller than the significance level of 0.05. This indicates that the school environment variable has a significant influence on the learning discipline of Accounting department students at SMK Negeri 6 Makassar. Therefore, the proposed hypothesis, "It is suspected that the school environment has a positive and significant effect on the learning discipline of accounting students at SMK Negeri 6 Makassar," can be accepted. This finding is consistent with previous research conducted by Wiwi Pratiwi Sumardi (2022) and Yoga Ari Sucipta (2021), and supports the theory proposed by TU'U (2017:18), which states that "The school environment is a very dominant factor in shaping the attitudes, behaviors, and achievements of a student." Additionally, this finding is consistent with Amiruddin's theory (2021:70), which notes that "Schools should create an educational environment that plays a crucial and effective role, is safe, and comfortable in shaping disciplined behavior and realizing the character of a child."

CONCLUSION

Based on the results of data analysis and discussions presented in the previous chapter regarding the influence of the school environment on the learning discipline of accounting students at SMK Negeri 6 Makassar, the following conclusions can be drawn: 1) According to descriptive analysis, the school environment at SMK Negeri 6 Makassar can be categorized as very high. 2) Descriptive analysis also indicates that the level of learning discipline among Accounting department students at SMK Negeri 6 Makassar is very high. 3) The school environment has a positive and significant influence on the learning discipline of accounting students at SMK Negeri 6 Makassar, with a significance value of $0.000 < 0.05$.

These findings affirm that the school environment plays a crucial role in shaping the level of learning discipline among students at SMK Negeri 6 Makassar. The high level of significance attests to the reliability and relevance of the relationship between the school environment and the learning discipline of accounting students.

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