

The Role of Teacher Discipline Practices in Improving Elementary Students' Learning Outcomes

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Abstract - This study aimed to analyze the relationship between teacher discipline and the learning outcomes of Grade V students at SD X. Using a quantitative correlational design, data were collected from 58 students through questionnaires and mid-semester mathematics scores. Descriptive analysis revealed that the level of teacher discipline was in the high category and student learning outcomes were in the good category. However, Pearson correlation analysis showed no significant relationship between teacher discipline and student learning outcomes. These findings suggest that, despite the high level of teacher discipline, it is not significantly associated with students' mathematics learning outcomes in this context. The study highlights the need for schools and teachers to continuously maintain and improve discipline while also considering other factors that may impact learning outcomes.

Keywords: teacher discipline, learning outcomes

I. INTRODUCTION

Education plays an important role in forming quality human resources, and the quality of learning in the classroom is greatly influenced by teacher discipline. Discipline includes punctuality, class management, structured material delivery, and consistent application of rules (Winkel, 2004). Disciplined teachers are able to create a comfortable and conducive learning environment, so that students are more likely to concentrate and be motivated to learn (Danim, 2002). On the other hand, teacher indiscipline can interfere with the teaching-learning process and reduce students' enthusiasm for learning (Slameto, 2004). Therefore, the role of teachers in maintaining discipline is very important in creating an effective learning process.

Teacher discipline also has a great influence on the achievement of student learning outcomes. Teachers who have good classroom management and are consistent in enforcing rules will be able to encourage students to achieve the learning goals that have been set (Emmer & Sabornie, 2015). Through a structured and consistent approach, students more easily understand the material, increase participation, and are motivated to achieve. Thus, teacher discipline not only supports teaching effectiveness but also becomes an important factor in improving the quality of student learning outcomes.

II. LITERATURE REVIEW

Discipline is an exercise of mind and character with the intention that all actions always obey the rules in school and also all applicable regulations as a guideline for behavior measures. Supriyadi (2005) in his research on "The Influence of Teacher Discipline on Student Learning Achievement" found that teacher discipline has a great influence on student learning achievement. This research shows that teachers who are disciplined in managing the classroom can create a conducive atmosphere for learning, which ultimately improves students' academic achievement. Teachers who set clear rules, manage time well, and pay attention to each student can increase students' motivation and learning outcomes. Hidayat & Ismail (2013), in their study entitled "The Influence of Teacher Discipline in Learning on Student Learning Outcomes in Senior High School," showed that teacher discipline in the teaching process is closely related to student learning outcomes. This research emphasizes the importance of teacher discipline in providing learning materials, time management, and the use of appropriate teaching methods. The results of this study show that the more disciplined the teacher is in managing the classroom, the higher the learning outcomes achieved by students.

Teacher discipline is based on the recognition of teaching qualifications, scientific competence, the ability to communicate with students, the ability of teachers to transform learning creatively and innovatively, high enthusiasm and love for the profession, and measurable motivation. However, some teachers are unable to discipline themselves, which has an impact on their sense of responsibility as teachers, work ethic, and the learning process at school (Marwan et al, 2021).¹ Without a high level of discipline in completing assignments, the teaching and learning process in schools cannot run as expected. This is in accordance with the statement that an orderly, safe, and orderly school is a prerequisite for optimal student learning (Ministry of Education and Culture, 1994). Students suggest that teacher discipline has a significant impact on student learning outcomes.

Effective teacher discipline not only exemplifies good behavior but also creates a structured and positive learning environment. Explanation (Nashir, 2016) The success and progress of the school in the teaching and learning process and the learning outcomes achieved by students are influenced by the teacher's discipline. Discipline is also a form of teacher professionalism and can affect learning success. Tarigan (2018) argues that teacher discipline is the professional attitude and personality of teachers in teaching, and the development of students' character through learning activities in formal and non-formal educational institutions. Teacher discipline is the result of a combination of competencies that teachers must have: professional, personal, pedagogical, and social competencies. According to Susanto (2015), teacher discipline is the attitude of fully following all existing rules and norms in carrying out their duties as a form of responsibility. When students imitate and follow what their teachers do, for example in terms of arriving on time, completing assignments on time, and maintaining order in class, then it will be easier for students to develop their attitude of discipline and responsibility. For example, if a teacher always shows up on time and prepares the subject matter well, students will be inspired to follow the example, which ultimately helps them become more disciplined in completing schoolwork and appreciating time.

With teacher discipline, students are successful in learning. According to Nurdin (2023) The success in the teaching and learning process and the progress of the school as well as the learning outcomes obtained by a student will be influenced by the discipline in a teacher. Teachers as parents of students at school, must be able to teach discipline to students. But in reality, there are still many failures in instilling discipline. According to Sukaesih (2023), discipline can be instilled in students through learning, then professionalism and mastery of teacher material can affect the cultivation of student discipline. In addition, the professionalism of a teacher will be seen from the way he educates students and how a teacher understands the characteristics of his students

A teacher is an example for students, so that every action always attracts students' attention and should be an example for them. The researcher found that when the researcher was in high school, this school was a Foundation school located in Ponain. At the school, there are several teachers who come late to school and there are also teachers who come on time. Teachers who came late often looked for reasons why they were late that morning. Some say they are late because they take care of their children at home and some also take their children to school first before going to work as a result. There are also teachers who suddenly leave the class for the reason to eat in the school canteen for that reason the class becomes noisy and quarrels between students often occur. For these reasons, learning does not go well.

With the discipline of teachers, it is hoped that they can always prioritize their priorities as a good educator. Nagraheni & Rahmayanti (2016) argue that teachers lack discipline in teaching, such as arriving late to school, not teaching or learning well, often students are not active in class, do not show enthusiasm in completing assignments, and do not study seriously, this step affects students' enthusiasm for learning and ultimately has a negative impact on their learning achievement. According to Emmar & Sabornie (2015) there are several steps that can be taken to overcome this, including: Discipline and Time Management, one important aspect discussed is how punctuality and good timing by teachers create an orderly and conducive classroom atmosphere for learning. Consistently enforcing the Rules, consistent discipline management helps create a safe and structured environment, which allows students to learn better. Reinforcing the rules in a fair and clear manner is critical to creating teaching success. Proactive Classroom Management, by preparing strategies and preventive measures against problems that may arise.

Research from Guru (2022) examines the influence of teacher discipline on student learning motivation at SMA Negeri 1 Sengkang, Wajo Regency. The purpose of this study is to find out the level of teacher discipline, student learning motivation, and whether teacher discipline affects student motivation. Using quantitative methods, the results of the study showed that teacher discipline had a significant effect on students' learning motivation. Furthermore, research from Furqon (2018) entitled "The Relationship between Teacher Discipline and Effective Learning on Student Learning Outcomes" revealed that high teacher discipline, including punctuality, good classroom management, and consistency in providing feedback, has a positive impact on student learning outcomes. This research identifies that teacher discipline can improve the quality of teaching and clarify learning objectives, so that students can understand the material better and achieve maximum learning outcomes.

Based on the explanation above, the researcher is encouraged to conduct research on teacher discipline which is allegedly closely related to student learning outcomes at school. For this reason, this research is entitled "The Relationship between Teacher Discipline and the Learning Outcomes of Grade V Students of SD X".

III. MATERIALS AND METHODS

The research method used in this study aims to identify and analyze the relationship between teacher discipline and student learning outcomes. This study uses a descriptive-quantitative approach with a correlational research design to measure the extent to which teacher discipline affects student learning outcomes. This type of research is quantitative research, because the data collected is in the form of numbers and processed with statistical techniques. This study focuses on testing the relationship between two variables, namely teacher discipline as an independent variable and student learning outcomes as a dependent variable. (Bustomi, et al., 2022).

Population and Research Sample

The population of this study consisted of all fifth-grade students at SD X with a total of 88 students. The research sample was 58 students from classes VA and VB, selected using convenience sampling. As explained by Sugiyono (2010), the sample must represent the characteristics of the population. Further, the study was conducted in classes VA (31 students), VB (27 students), and VC (30 students) of SD X during the second semester of the 2024/2025 school year. Student learning outcomes were obtained from the midterm test scores of Math subject.

Tools and Instruments

This study used convenience sampling method when collecting the data. Mcmilan (1996) explained that this method means selecting the respondents of the study based on their availability. This also mean the respondents are present at the time the instruments were distributed. Moreover, the instrument used in this study was made based on the theory of (Winkel, 2004). The instruments, then, were validated to several experts' lecturers.

Data Collection Techniques

The data collection techniques were carried out as follows. Firstly, the researchers sought the school's approval to do this study by meeting with the principal and giving the permission letter from the faculty. After getting the permission from the school, the researcher scheduled a good time to collect the data with the homeroom teacher. Next, on the data collection day, the instruments were distributed to be filled out. Instruction on how to fill the questionnaire were

carefully explained to prevent any errors. Later, the researcher obtained students' learning outcomes data from the homeroom teacher. Finally, all the data were sent to LPPM to process them statically and waited for the result.

Analysis Techniques

The statistical tools used in this study was SPSS. Descriptive statistical analysis of the *Mean score* was used to find level of teacher's discipline. The interpretation of the Mean score was based on the rounding of the five-points Likert-Scales as indicated in Table 1.

Table 1. Interpretation of Teacher Discipline

Total score	Category	Category
5=4.50-5.00	Strongly agree	Very high
4=3.50-4.49	Agree	Tall
3=2.50-3.49	Neutral	Enough
2=1.50-2.49	Disagree	Low
1=1.00-1.49	Strongly disagree	Very low

Mean Score analysis also was applied to find the level of students' learning outcomes. Table 2 shows the scale on how to interpret the result.

Table 2. Interpretation of Learning Outcomes

Total score	Category
90-100	Excellent
80-89	Good
70-79	Enough
60-69	Less
0-60	Very less

Additionally, this study applied *Pearson Correlation* analysis to find the correlation between the two variables, teacher's discipline and students' learning outcome. If the result shows $p < 0.05$, then it is considered that there is a relationship between the variables.

IV. RESULTS AND DISCUSSION

This section is critical for demonstrating the value and originality of the research. It should provide a clear, concise, and objective presentation of the findings, followed by a thoughtful interpretation of their meaning and significance. Results must be supported by appropriate data, and the discussion should highlight how these findings relate to the research questions, existing literature, and potential implications.

Level of Teacher Practices

Table 3. shows Mean score of 4.36. Based on the Interpretation Scale of teacher's discipline (table 1), the discipline of grade V teachers of SD X is in the high category with the score 4.50-5.00. This result means that the level of teacher discipline towards students needs to be improved. Judging from the example of questionnaire item no. 13, teachers take the time to help students who have difficulty understanding the material by providing additional guidance.

Table 3. Descriptive Statistic of Teacher's Discipline

	N	Min.	Max.	Mean	Std. Deviation
Teacher's Discipline	58	3	5	4.362	552
Valid	58				

Learning Outcomes level of Grade V Students

The Mean score of grade V students' learning outcomes of Mathematics subject obtained was 83.36 or rounded to 83, as indicated in the Table 4. The interpretation scale of Table 2 shows that the score falls in the category of good which means that students grade VA and VC of SD X was almost excellent.

Table 4. Descriptive Statistic of Learning Outcomes

	N	Min.	Max.	Mean	Std. Deviation
Learning Outcomes	58	15	100	83.36	20.706
Valid	58				

The Correlation between teacher discipline and the learning outcomes of grade V students

To find out the correlation of teacher's discipline and grade V students' learning outcomes, Pearson Correlation was used. Table 5 shows a p-value of $0.524 < 0.05$ (alpha 5%). This means that there is no relationship between teacher discipline and students' Mathematic learning outcomes. From this results, it is concluded that the H0 research hypothesis is accepted and H1 is rejected. Additionally, this result contradicts with the previous study by Nurdin

(2023) with the result of the relationship between teacher discipline and student learning outcomes.

Table 5. Pearson's Correlation

Teacher's Discipline – Learning Outcomes	
Pearson's r	-0.085
p	0.524

V. CONCLUSION

The conclusion of this study is to find out what is the level of discipline of grade V teachers of SD X, how high is the level of learning outcomes of grade V students of SD X and whether there is a relationship between teacher discipline and the learning outcomes of grade V students of SD X with a total of 58 respondents. The data collected using research instruments consisted of 15 statements and were distributed directly in the VA and VC classes as respondents. From the results of data management through statistics, the results were obtained that the level of teacher discipline was categorized as high with the Mean score of 4,362 and the level of student learning outcomes was in the good category with the Mean score of 83 and there was no significant relationship between teacher discipline and the learning outcomes of students in classes VA and VC of SD X in mathematics subjects obtained from sig (2-tailed) pearson's correlation $p=0.524$ greater than $p=0.05$ value. For this reason, it is concluded that the higher or less disciplined the teacher affects the learning outcomes of students in mathematics subjects in the VA and VC classes of SD X.

From the result of this study, there are some suggestions that can be made for schools, teachers, students, and future researchers. Firstly, schools should continue to maintain and improve teacher discipline so that the learning environment remains conducive. Schools should develop a culture of discipline that is clear and consistent at all levels. This can be done by drafting clear rules, integrating the value of discipline in every school activity, and ensuring that the rules are enforced fairly and consistently. Secondly, as educators, teachers must be a good example in discipline. This includes discipline in timing, attitude, and how to act. A teacher who is punctual in starting and ending lessons, has a consistent attitude, and follows the rules will set a good example for students to follow in his footsteps. Thirdly, students should strive to develop discipline in themselves, such as managing their study time well, doing assignments on time, and being committed to school activities. Lastly, researchers may conduct a more in-depth study of the influence of discipline on learning outcomes in different types of schools (e.g., junior high school, or high school) and see if there are differences in the influence of discipline.

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