

# The Relation of Discipline with the Achievement of Cadets in the First Year of Cadets at Surabaya Aviation Polytechnic

Didi Hariyanto<sup>1</sup>, Yatim Riyanto<sup>2</sup>, Andi Mariono<sup>3</sup>, Fajar Arianto<sup>4</sup>  
<sup>1, 2, 3, 4</sup>Universitas Negeri Surabaya, Surabaya, Indonesia

**Abstract**— Surabaya Aviation Polytechnic is a vocational education that prints labor for aviation, in learning process emphasizing discipline. This study aims to determine the relation between discipline and academic achievement of cadets. This research is a correlational study to find the relation between discipline and learning achievement. Participants in this study amounted to 68 first batch cadets. The data analysis technique uses product moment correlation. The results of the data analysis show that the relation between discipline and learning achievement shows the value of  $r = 0.868$ , with  $p = 0.000$ . The conclusion from that data obtained is that there is a strong relation between discipline and student achievement. Good discipline has an impact on good learning achievement.

**Keywords**— Discipline, learning achievement, vocational education, self-regulated.

## I. INTRODUCTION

Surabaya Aviation Polytechnic is a vocational education that produces workers in the aviation sector. As a maker of power in the field of aviation, learning process emphasizes discipline. Discipline is something that includes teaching, guidance or encouragement carried out by adults that aims to help children learn to live as social beings and to achieve their optimal growth and development. Discipline will emerge if there is openness, cooperation, obeying a norm with a sense of responsibility (Tan, Naidu, & Osman, 2018; Klerk & Rens, 2003). Discipline is a value behavior that can be done forcibly and can be done voluntarily, so that children are able to control themselves against forms of rules where the rules are applied by the person concerned or come from outside (Saputro & Pardiman, 2012). Because discipline is the central point in education, without discipline there will be no agreement between teachers and students which results in less than optimal achievements, especially in learning. With a high awareness of learning discipline, a cadet can grow a sense of responsibility for the importance of learning.

Discipline plays an important role in forming individuals who are characterized by excellence, it is based on the theory that discipline that arises because self-awareness will encourage students to succeed in their studies, besides that discipline provides calm and orderly support for learning process that makes parents always hope that in school children are familiarized with norms, values of life, and discipline (Patrick & Gibbs, 2012; Leskova-Zelenkovskaa & Islam, 2015). Thus cadet can become individuals who are orderly, organized, and disciplined and successful in learning and later when they work (Tu'u, 2004). There are four dominant factors that influence and shape discipline, namely: self-awareness, obedience and obedience, educational tools, and punishment (Tu'u, 2004). In addition, other opinions also say that the indicators of learning discipline are none other than disciplinary behavior in classroom, discipline behavior outside

the classroom in the school environment, and disciplinary behavior at home (Sheldon & Epstein, 2002; Lustick, 2017).

Discipline needs to be started as early as possible from within the family environment (Blossfeld, Maurice, & Schneider, 2011). Discipline is very important for students. Discipline will make a person have the skills on how to learn well (MacIntyre, 2009). A good and correct way of learning will lead students to optimal learning achievement (Tofade, Elsner, & Haines, 2013). Humans will continue to learn throughout their lives, therefore, learning will become a necessity and good learning achievement will be a hope for every human being. All the results achieved (from what is done and expected) is a form of achievement (Chaplin, 2002). From this definition emerges the meaning of learning achievement, namely the mastery of knowledge and skills developed by subjects, which are usually aimed at the values or numbers given by the state.

Changes that are relatively constant and imprint on a mental or psychic activity that takes place in active interaction with the environment, which produce changes in knowledge and attitude values are the concept of learning achievement itself (Freedman, 1997; Karaçallı & Korur, 2014). A student who is able to carry out the process of change from not being able to being able and occurring within a certain period of time is categorized as a person who is able to achieve optimal learning achievement (Lase, 2018). Including: 1) verbal information, 2) intellectual skills, 3) discrimination, concrete concepts, abstract concepts, higher rules and regulations, 4) cognitive strategies, and attitudes, and 5) material skills (Suryabrata, 2006)

There are various factors that greatly affect the results of learning achievement, such as those from outside the individual, including air conditions, study time, tools used for learning, and social factors, such as the atmosphere in the family, noisy sounds around a place to learn. On the other hand, the teacher is also an important factor in the implementation of optimal learning activities (Carless, 2003). If the teacher teaches wisely, firmly, has high discipline, is

flexible and is able to make students happy about the lesson, then student learning achievement will tend to be high, at least the student is not bored in following the lesson (Marisa, 2019), so it is necessary to increase the quality of teachers and students in achieving achievement, which is focused on the completeness of facilities and infrastructure accompanied by good performance from its users.

If a cadet feels his need to perform well in school is fulfilled, for example by the availability of quality facilities and teaching staff, who can satisfy his curiosity, the relation with the teacher and his friends takes place in harmony, without losing a sense of discipline and respect for the teacher, cadet will get a pleasant learning climate. Thus, he will be motivated to continuously improve his learning achievement. In addition, factors that come from within the individual itself, its influence on learning achievement includes physiological aspects, namely physical conditions or health in general and certain physiological functions, especially the functions of the five senses, psychological aspects, such as emotional intelligence, attitudes, memory, are abilities individual to fully control the existence of the self as a whole (Suryabrata, 2006).

The growth of greater self-confidence, increased social participation and citizenship, improved work and income, increased use of public services, increased attention to the education of family/community members are indicators of the success of cadets' expected learning achievements (Lai, 2005; Tett & Maclachlan, 2007). So that the expected end result of this learning discipline activity is the emergence of a person's awareness that he needs to respect others by obeying and complying with applicable regulations, so that it will not harm other parties and good relations with others, as well as build a personality, which gives have an impact on the growth of a good personality. Therefore, with discipline, a person will get used to following, obeying the applicable rules and playing a role in building a good personality.

## II. METHOD

This research uses correlational research where the researcher wants to know the relation between two variables, namely discipline and achievement. Implementation of data collection in this study was carried out at the end of the semester. Discipline variables in this study were obtained through observations based on indicators, (1) compliance with the rules; (2) compliance in learning process; (3) responsible for the task. Achievements are obtained from the cadets' learning outcomes at the end of the semester. Participants in this study were cadets in the first year, there are 68 cadets. The analysis technique used is using product moment correlation.

## III. RESULT AND DISCUSSION

The results of data analysis in table I, show the correlation coefficient between discipline and learning achievement of  $(r) = 0.868$ , with  $p = 0.000 (< 0.05)$ . The conclusion is that there is a positive correlation between discipline and academic achievement of cadets. The correlation between achievement and academic achievement is very strong, above 0.8.

TABLE I. Correlation between discipline and learning achievement

		Discipline	Academic Achievement
Discipline	Pearson Correlation	1	.868
	Sig. (2-tailed)		.000
	N	68	68
Academic_Achievement	Pearson Correlation	.868	1
	Sig. (2-tailed)	.000	
	N	68	68

The relation between cadets' learning discipline and academic achievement has a very close relation (Senjaya, Kotamena, Ong, & Andika, 2020). The results of this study are in accordance with research from Chik & Abdullah (2018) which shows that there is a positive relation between discipline and learning achievement. This is because if the cadets have a high attitude and sense of discipline towards their daily learning activities, it will have a positive impact in the form of a structured learning system that tends to be consistent so that the cadets are able to maximize their competence and achieve optimal learning achievement (Ukpong & George, 2013).

Discipline is one of the most important characters that cadets need to grow and enforce. So that with a strong discipline can produce other better characters. Thus, the cadets become people of character or noble character. In addition, discipline will be easy to apply if the cadets are familiar with consistent process over time. Schaefer (1989) explains that the essence of discipline is to educate, guide, and direct cadets in life and their growth and development. Discipline is also a person's self-control over the forms and rules in which the rules are applied by the person concerned or from outside (Buker, 2011)

The discipline of learning that is presented in the cadets' learning class will form the cadets' personalities that are structured in their daily activities so that the cadets are accustomed to a conducive learning schedule and tend to be regular. They will be able to develop all their competencies which will certainly have a positive impact on their learning outcomes (Ainy & Pratama, 2020). Therefore, learning discipline is very important for cadets to determine their identity. Even experts say that with discipline many different needs can be met automatically. If someone is used to doing activities according to plan, they become disciplined or have started to regulate themselves, just practice sticking to the plan itself. Learning discipline is also an effort to make everyone aware of their duties and responsibilities so that they become people who are willing and able to take responsibility for all their work (Giesecke & McNeil, 2004).

Any work will work well if it is done regularly and disciplined, especially in terms of learning. In addition to regularity, cadets need to learn discipline. Only with discipline cadets will get good results. The emergence of discipline is not an event that suddenly just happens. The discipline of cadets cannot grow without the intervention of educators, and it happens gradually. The habits carried out by parents and adults in the family environment will be carried away by the

cadets as well as color their disciplined behavior, where discipline creates a willingness to work regularly.

Discipline in addition to making a person have skills regarding good learning methods, is also a process towards the formation of good character (Wynne, 1990). The advantages of discipline are making cadets to make their lives more orderly and orderly, living safe and orderly, preventing reckless living, respecting the interests of others, and getting used to an orderly life at school. The cadets can also understand that discipline is very important for their future because it can build a strong personality and is expected to be useful for all parties. In terms of learning discipline, both at school and at home, it is necessary, but too many suggestions will make the cadets bored, so intervention from adults is needed, especially parents or lecturers.

Discipline requires transparent supervision with the aim of making cadets more qualified, characterized and full of self-charm, who appear as role models for society, especially modern society (Samara, 2007). Discipline can grow and become a very good character if it is implemented wholeheartedly and on the basis of self-awareness (Ismail, Rahim, & Yusoff, 2013). The role of the lecturer as a mentor is to always direct the cadets to good morals, knowledge, and skills. While the role of parents in instilling disciplined learning attitudes in cadets must be taught from childhood. We must remember that instructions in the form of examples from parents (words) are more effective when accompanied by actions. But that doesn't mean that advice isn't needed, but that giving too many suggestions will make the cadets bored. In order to meet the expectations of parents in nurturing cadets, the role of parents is to guide cadets to seriously study by creating a pleasant learning atmosphere for cadets, they will be happy (motivated) in learning.

#### IV. CONCLUSION

This study shows that there is a strong relation between the discipline of cadets and their academic achievement. The discipline of cadets in this study includes obedience outside of learning activities and obedience in the learning process. The cadets who have good discipline affect the way they learn and fulfill their learning tasks. Learning achievement is influenced by internal and external factors. The discipline of cadets is obtained from these two factors, factors from within and from outside oneself, which are related to their learning achievements. The involvement of self-regulation in learning process is part of the discipline.

#### REFERENCES

- [1]. Ainy, Q., & Pratama, H. (2020). Teacher Social Competence, Student Learning Motivation, and Learning. *Journal of English Language Teaching*, 27-32.
- [2]. Blossfeld, H.-P., Maurice, J. v., & Schneider, T. (2011). 1 The National Educational Panel Study: need, main features, and research potential. *Z Erziehungswiss*, 4-17.
- [3]. Buker, H. (2011). Formation of self-control: Gottfredson and Hirschi's general theory of crime and beyond. *Aggression and Violent Behavior*, 265-276.
- [4]. Carless, D. R. (2003). Factors in the implementation of task-based teaching in primary schools. *System*, 485-500.
- [5]. Chaplin, J. (2002). *Dictionary of Psychology*. New York: Dell Publishing Co. Inc.
- [6]. Chik, Z., & Abdullah, A. H. (2018). Effect of Motivation, Learning Style and Discipline Learn about Academic Achievement Additional Mathematics. *International Journal of Academic Research in Business and Social Sciences*, 772-787.
- [7]. Freedman, M. P. (1997). Relationship among laboratory instruction, attitude toward science, and achievement in science knowledge. *Journal of Research in Science Teaching*, 343-357.
- [8]. Giesecke, J., & McNeil, B. (2004). Transitioning to the Learning Organization. *Library Trend*, 54-67.
- [9]. Ismail, M., Rahim, P. R., & Yusoff, M. S. (2013). Educational Strategies to Develop Discipline Among Students from the Islamic Perspectives. *Evaluation of Learning for Performance Improvement International Conference 2013* (pp. 80 – 87). Malaysia: Procedia - Social and Behavioral Sciences.
- [10]. Karaçalli, S., & Korur, F. (2014). The Effects of Project-Based Learning on Students' Academic Achievement, Attitude, and Retention of Knowledge: The Subject of "Electricity in Our Lives". *School Science and Mathematics*, 224-235.
- [11]. Klerk, J. d., & Rens, J. (2003). The role of values in school discipline. *Koers*, 353-371.
- [12]. Lai, T. F. (2005). College Students' Experiences with Diversity and Their Effects On Academic Self-Confidence, Social Agency, And Disposition Toward Critical Thinking. *Research in Higher Education*, 365-386.
- [13]. Lase, S. (2018). Hubungan antara motivasi dan kebiasaan belajar terhadap prestasi belajar matematika siswa SMP. *Jurnal Warta*, 1-8.
- [14]. Leskova-Zelenkovskaa, S., & Islam, A. (2015). The Significant Role of Music in the Educational System through the Various Scientific Disciplines. *IJSBAR*, 354-359.
- [15]. Lustick, H. (2017). Making discipline relevant: toward a theory of culturally responsive positive schoolwide discipline. *Race Ethnicity and Education*, 681-695.
- [16]. MacIntyre, A. (2009). The very idea of a university: Aristotle, Newman, and us. *British Journal of Educational Studies*, 347-362.
- [17]. Marisa, S. (2019). Pengaruh Motivasi dalam Pembelajaran Siswa Upaya Mengatasi Permasalahan Belajar. *Jurnal Taushiah FAI-UISU*, 20-27.
- [18]. Patrick, R. B., & Gibbs, J. C. (2012). Inductive Discipline, Parental Expression of Disappointed Expectations, and Moral Identity in Adolescence. *J Youth Adolescence*, 973-983.
- [19]. Samara, A. (2007). Group supervision in graduate education: a process of supervision skill development and text improvement. *Higher Education Research & Development*, 115-129.
- [20]. Saputro, S. T., & Pardiman. (2012). Pengaruh disiplin belajar dan lingkungan teman sebaya terhadap prestasi belajar mahasiswa program studi pendidikan akuntansi angkatan 2009 Fakultas Ekonomi Universitas Negeri Yogyakarta. *Jurnal Pendidikan Akuntansi Indonesia*, 78 - 97.
- [21]. Schaefer, C. (1989). *Bagaimana Mempengaruhi Anak, Panduan Praktis*. Jakarta: Dahara Prize.
- [22]. Senjaya, P., Kotamena, F., Ong, F., & Andika, C. B. (2020). School Environmental Influences, Student Discipline and Learning Motivation toward Increasing Senior High Students Achievement. *International Journal of Innovative Science and Research Technology*, 1006-1016.
- [23]. Sheldon, S. B., & Epstein, J. L. (2002). Improving Student Behavior and School Discipline with Family and Community Involvement. *Education and Urban Society*, 4-26.
- [24]. Suryabrata, S. (2006). *Psikologi Pendidikan*. Jakarta: Raja Grafindo Persada.
- [25]. Tan, B. P., Naidu, N. B., & Osman, Z. J. (2018). Moral values and good citizens in a multi-ethnic society: A content analysis of moral education textbooks in Malaysia. *The Journal of Social Studies Research*, 119-134.
- [26]. Tett, L., & Maclachlan, K. (2007). Adult literacy and numeracy, social capital, learner identities and self-confidence. *Studies in the Education of Adults*, 150-167.
- [27]. Tofade, T., Elsner, J., & Haines, S. T. (2013). Best Practice Strategies for Effective Use of Questions as a Teaching Tool. *American Journal of Pharmaceutical Education*, 1-9.
- [28]. Tu'u, T. (2004). *Peran Disiplin Pada Perilaku dan Prestasi Siswa*. Jakarta: PT. Gramedia Widia Sarana Indonesia.

- [29]. Ukpong, D. E., & George, I. N. (2013). Length of Study-Time Behaviour and Academic Achievement of Social Studies Education Students in the University of Uyo. *International Education Studies*, 173-178.
- [30]. Wynne, E. A. (1990). Improving Pupil Discipline and Character. In O. C. Moles, *Student Discipline Strategies: Research and Practice* (pp. 167-172). Albany: State University of New York Press.