

The Influence of Discipline and Environment on Students' Learning Creativity in The Field of Study Integrated Social Sciences Spatial Interaction Material In Life In Asean Countries of SMP 5 Padangsidempuan

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ABSTRACT

The formulation of the problem in this study is whether discipline and environment influence the learning creativity of students in the field of integrated social studies on the material of spatial interaction in life in ASEAN countries at SMP Negeri 5, Padangsidempuan. The objective of this study is to determine the influence of discipline and environment on the learning creativity of students in the field of integrated social studies on the material of financial interaction in life in ASEAN countries. The type of research that the author used in this study was sociative. The questionnaire was used as a data-collection tool. Based on data analysis, a known r count of 0.998 was obtained. While the r table has a confidence level of 95% or an error rate of 5% with $N=30$ as big as 0.361 with thus can known that mark The calculated r is greater than the table r value, namely ($0.998 > 0.361$). Thus, It can be said that H_a is accepted that discipline and environment influence the learning creativity of students in the Integrated Social Studies study field of spatial interaction material in life in ASEAN countries in class VII of SMP Negeri 5 Padangsidempuan.

Keywords: Discipline, Environment, Creativity

I. INTRODUCTION

Through education, individuals acquire the knowledge and skills to improve their thinking abilities and mastery of technology. Thus, through the educational process, each individual is expected to be able to fulfill all aspects of their needs with all the skills they have. In this case, the student is the target of education. The main task of the students was to learn. Learning is a process from not knowing to knowing or not being able to be able. This means that through the learning process, students are guided to know something that has never been known before (Nasution.S, 2004)(Azwar, 2010a).

A goal-oriented teaching and learning process consistently encourages students to participate actively as they are the primary subjects of learning. Students must be able to develop their potential; therefore, teachers should encourage them to be independent. The learning process is inseparable from student discipline and learning environment (A.M.Sardiman, 2010)(Abdurrahman, 2005).

Based on the results of observations through interviews that the author has conducted at SMPN 5 Padangsidempuan, student learning discipline can be said to be still low, and there is lack of student awareness in complying with existing regulations at school. This is seen from visible symptoms, such as: there are still students who are late to school, leave during class hours, and chat with friends. In addition, homework was performed at school. In addition, the environmental conditions were less severe than clean.

Furthermore, there appears to be a lack of creativity among students. This is evident in symptoms such as students being less active in the learning process, less active in asking questions about learning materials, and assignments being submitted late (RI, 2008)(Daryono.M, 2008).

Study discipline is a crucial factor influencing student success. Achieving learning outcomes is essential, as a student's success ultimately depends on how well they implement effective study methods (Slameto, 2010)(Hamid K, Abdul, 2013).

Students' discipline in learning allows them to utilize their time effectively, both at school and at home. Without proper discipline, the atmosphere at school and in the classroom is less conducive to learning. Discipline fosters

a calm and orderly environment for the learning process. Discipline also paves the way for students to succeed in their studies and later in the workforce (Yusmiati, Y., & Wahyudi, 2021)(Munandar, 2008).

In addition to discipline, environment is also a crucial factor influencing student learning success. The environment is everything around the students that can make them feel happy, safe, and comfortable while learning. Learning environment is a learning resource that influences student motivation during the learning process. Learning environment is also a factor that cannot be ignored. The environment is an integral part of human life, especially for students who live and interact with one another.

Conducive learning conditions, both at home and at school, create a calm and comfortable environment for students to learn optimally. A positive environment should be cultivated to positively impact children and students, enabling them to learn optimally (Zaini, 2008).

II. METHODS

This type of research is quantitative in nature. It aims to determine the influence of two or more variables (Sugiyono 2017). Three variables were included in this study.

- a. X 1 = Variable Discipline
- b. X 2 = Variable Environment
- c. Y = Variable of learning creativity in the field of study Social Studies.

Therefore, the population in this study was all students in Class VIII of SMP Negeri 5 Padangsidempuan in the 2020-2021 academic year, consisting of four classes with a total of 122 students. Random cluster sampling was used as the sampling method. Therefore, the sample class was Class VIII IPS 1 with 30 students (Arikunto, 2016).

A questionnaire was used as the data collection tool. The questionnaire contains questions that must be answered by students as samples, with three alternative answers: always, sometimes, and never. Each score was as follows: Yes = 3, Sometimes = 2, and No. In order to test the hypothesis, the data that the author has collected will then be analyzed further, the hypothesis testing technique that the author uses in this study is by using the double product moment formula (Azwar, 2010b).

The presentation provisions are by comparing the calculated r value with the table r at a 5% error level. To determine whether the data is real or not, the author measures the quality of the data using a helper table with the provisions; if the calculated $r > \text{table } r$, then the alternative hypothesis (H_a) can be accepted and the null hypothesis (H_0) is rejected. Conversely, if the calculated $r < \text{table } r$, then the alternative null hypothesis (H_0) is accepted and (H_a) can be rejected.

III. RESULTS AND DISCUSSION

In this study, the formulation of the problem is whether discipline and environment influence the learning creativity of students in the integrated social studies field of spatial interaction material in life in ASEAN countries at SMP Negeri 5, Padangsidimpua. A questionnaire was used as the data collection tool.

The questionnaire was in the form of a multi-point questionnaire consisting of three alternative answers, each of which was given a weight as follows:

- 1) Answer option a "Yes" is given a score 3.
- 2) Answer choice c "Sometimes" is given a score of 2.
- 3) Answer option d "No" is given a score 1.

The data were collected on the three variables: discipline (variable X1), environment (variable X2), and learning creativity (variable Y). The next step is to analyze the data to test the hypothesis, whether it is accepted or rejected. The hypothesis states that discipline and environment influence the learning creativity of students in the Integrated Social Studies study field on spatial interaction material in life in ASEAN countries in class VII of SMP Negeri 5 Padangsidimpuan (hypothesis H_a). While the hypothesis H_0 states that discipline and environment do not influence the learning creativity of students in the Integrated Social Studies study field on spatial interaction material in life in ASEAN countries in class VII of SMP Negeri 5 Padangsidimpuan. This hypothesis was tested using the double-product moment formula.

Data analysis was performed using the multiple product-moment correlation formula. In the percentage calculation, variable X 1, namely discipline, obtained an average of 37.3, variable X 2, namely the environment, obtained an average of 32.3, and variable Y, namely learning creativity, obtained an average of 34.3. Next, data analysis was performed using the multiple product-moment correlation formula. .. With the criteria:

1. If r calculated is greater than r table, H_a is accepted and H_0 is rejected.
2. If r calculated is smaller than r table, H_a is rejected and H_0 is accepted.

After performing the calculations, the calculated r was 0.998, which was then compared with the table r value, where $N = 30$ people at a 5% error level was 0.361.

The calculated r value was greater than the r -table value ($0.998 > 0.361$), indicating that discipline and environment influence the learning creativity of students in the Integrated Social Studies study field of spatial interaction material in life in ASEAN countries in class VII of SMP Negeri 5 Padangsidimpun. Thus, the H_a hypothesis is accepted, and the H_0 hypothesis is rejected.

IV. CONCLUSIONS

From the results of the research and analysis of the data obtained, it can be concluded that, from the results of the calculation of the discipline questionnaire (Variable X 1) the average value was obtained (37.3) and the environment (Variable X 2) the average value was obtained (32.3) and creativity (Variable Y), the average value was obtained (34.3). The data were obtained from a data analysis technique using the multiple product moment correlation formula. After data analysis, the calculated r was 0.998 with a confidence level of 95% or an error rate of 5% with $N = 30$ at 0.361; thus, it can be seen that the calculated r value is greater than the r value in the table ($0.998 > 0.361$). Therefore, the alternative hypothesis (H_a), which states that discipline and environment influence the learning creativity of students in the Integrated Social Studies subject of spatial interaction in life in ASEAN countries in class VII of SMP Negeri 5 Padangsidimpun, can be accepted.

FUNDING STATEMENT

"No external funding was received for this study."

ETHICAL COMPLIANCE

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

DATA ACCESS STATEMENT

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in a study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

Common Elements in a Data Access Statement:

1. Data Location: Specifies where the data are stored, such as in online repositories (e.g., Zenodo, Dryad, or institutional repositories).
2. Access Instructions: Provides information on how to access the data, such as direct links, digital object identifiers (DOI), or contact details.
3. Data Availability: Indicates whether the data are publicly accessible, available upon request, or restricted due to ethical, legal, or privacy considerations.
4. Data Licensing: If the data are open, specify the applicable license (e.g., Creative Commons).

Examples of Data Access Statements:

1. Open Data:
 - "The data supporting this study are openly available in Zenodo at [DOI:10.xxxx/zenodo.xxxx]."
2. Restricted Data:
 - "The data that support the findings of this study are available upon request from the corresponding author. Due to privacy concerns, the data are not publicly available."
3. No Data Available:
 - "No datasets were generated or analyzed during the current study."
4. Conditional Access:
 - "The data supporting this study are available under restricted access and can be obtained upon reasonable request to the corresponding author and with the permission of the ethics committee."

Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to the policies of funding agencies or journals that require open access to data.

CONFLICT OF INTEREST DECLARATION

No Conflict Interest

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