

THE EFFECT OF STUDY HABITS AND DISCIPLINE ON ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES (SURVEY OF STUDENTS OF SDN GANDARIA UTARA 03 SOUTH JAKARTA)

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Article Info

Received: March 14, 2026

Revised: June 10, 2026

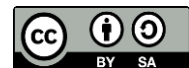
Accepted: August 11, 2026

Online Version: October 13, 2026

Abstract

The background of this study stems from the anomalous fluctuations in student grades, which consistently remain below the minimum completion standard, despite the school reporting a very high level of attendance discipline and assignment completion routines. This research aims to evaluate and measure the magnitude of the partial and simultaneous influence of study habits and discipline variables on the achievement of final learning outcomes in Islamic Religious Education. The researcher designed an empirical quantitative approach through a correlational survey method on a representative sample of 35 upper-grade students at SDN Gandaria Utara 03, South Jakarta. Field metric data collection utilized a closed-ended Likert-scale questionnaire instrument and documentation of academic grade reporting. The researcher then analyzed the data using multiple linear regression testing techniques based on statistical software programs. Quantitative data processing revealed empirical findings that the study habits and discipline variables simultaneously failed to have a significant impact on student academic achievement, recording a significance value of 0.958. The multiple regression analysis recorded a very low coefficient of determination, at only 0.3%. The research conclusion clearly declares the collapse of the conventional paradigm that glorifies compliance with physical regulations as a guarantee of high academic intelligence in students.

Keywords: Islamic Education, Learning Outcomes, Study Habits



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Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/alhijr>

How to cite

Ma'mun M., Irsyadiah, N & Muchlis, M. (2026). The Influence of Study Habits and Discipline on Islamic Religious Education Learning Outcomes (Survey on Students of Sdn Gandaria Utara 03 South Jakarta). *Al-Hijr: Journal of Adullearn World*, 5(5), 171–181. <https://doi.org/10.55849/alhijr.v5i5.1347>

Published by

Al-Hikmah Islamic College, Pariangan, Batusangkar

INTRODUCTION

Education is an essential process in developing quality human resources through planned learning activities. The learning process is both a necessity and an obligation, leading to changes in students' knowledge, skills, and attitudes. The achievement of this process is measured through learning outcomes, which represent the level of educational success in the school environment (Asril, 2023).

Islamic Religious Education (PAI) occupies a fundamental position in the elementary school curriculum, fostering students' character and religious values. Learning this subject is not merely oriented toward cognitive mastery, but rather focuses on the appreciation and application of Islamic values in real life. Optimal mastery of religious material requires dedication and a focused learning routine from an early age (Erihadiana, 2026).

Study habits according to Abdullah, (2026) Academic behavior is a pattern or technique that students consistently apply when participating in learning, reading books, completing assignments, and managing their time. This academic behavior is formed through a series of repeated practice processes until it becomes an automatic action without requiring conscious consideration. This persistent behavioral pattern enables students to carry out learning activities independently, both at home and at school.

Discipline represents another crucial internal element that significantly influences students' academic achievement. Discipline manifests as an individual's adherence to rules, implemented out of awareness and personal responsibility, rather than coercion. This compliance is reflected in punctuality, orderliness in class, and adherence to all learning instructions given by educators (Elamin, 2026).

The interaction between systematic study habits and a high level of discipline creates an ideal learning environment for students. Regular time management and adherence to school regulations directly contribute to improved understanding of learning material. The combination of these two internal factors ideally provides a solid foundation for achieving satisfactory learning outcomes across various disciplines (Gümüş, 2022).

The reality on the ground at SDN Gandaria Utara 03, South Jakarta, actually demonstrates an anomaly to this ideal learning concept. Academic grade documentation shows that Islamic Religious Education learning outcomes vary widely among students. Several students were identified as consistently achieving scores below the school's Minimum Completion Criteria (KKM) of 75.

Students' attention to learning activities in class has not reached an optimal stage amidst the rapid development of digital media (Wahyudi, 2023). Classroom observations showed some students busy talking with their peers, ignoring instructions to take notes, and neglecting to complete assignments, claiming they forgot. This lack of accountability and lack of consistency are key indicators of poor learning habits in elementary school-aged children (Manik, 2023).

Attendance and adherence to the school schedule at this institution are generally considered quite good, according to teacher reports. Formal discipline appears to be running smoothly, but this is not directly proportional to overall achievement in religious studies. This fact raises critical questions about the effectiveness of student discipline if it is not accompanied by a structured learning routine (Amirudin, 2025).

Behaviorist theory emphasizes that learning outcomes are a product of academic behavior, with study habits and discipline serving as stimulus variables determining success. Previous empirical studies have generally isolated only one variable, such as focusing on discipline alone

or learning styles in general. Empirical evidence regarding the extent to which study habits and discipline jointly influence Islamic Religious Education learning outcomes in elementary school students remains unclear (Dev, 2025).

This study was specifically designed to comprehensively unravel the relationship between students' internal variables and their academic achievement. Initial assumptions indicate that time management habits and adherence to discipline have a significant positive influence on learning outcomes in Islamic Religious Education (Musolin, 2024). Proving this hypothesis is essential to confirm the dominant factors causing fluctuations in student grades that are stuck below the completion standard (Cape, 2022).

Quantitative analysis using a survey method was conducted to measure the influence of study habits and discipline, both partially and simultaneously, on the Islamic Religious Education scores of students at SDN Gandaria Utara 03. Data collection through a questionnaire aims to present measurable empirical facts regarding students' academic behavior in the field. The results of this statistical mapping will later serve as a diagnostic instrument for educators in formulating more targeted instructional strategies.

Personality development theory asserts that discipline and learning routines should ideally be internalized into self-control, not simply mechanical compliance to avoid punishment (Rekan, 2025). An in-depth investigation of these two aspects will provide a theoretical foundation for schools to design holistic character-building programs. Future data-driven educational interventions are expected to produce students with independent, disciplined, and religious character, in accordance with the national education mandate.(Gjedde, 2024).

RESEARCH METHOD

Research Design

This study uses a quantitative approach with a correlational survey method to test the hypothesis. The research design was designed to analyze the influence of the independent variables, namely study habits (X_1) and discipline (X_2), on the dependent variable, namely Islamic Religious Education learning outcomes (Y). The correlational approach was chosen to determine the level of significance of the relationship between variables through statistical calculations of correlation and multiple regression (Lestari, 2024).

Research Target/Subject

The population in this study included 107 students enrolled in grades IV, V, and VI of SDN Gandaria Utara 03 Pagi, South Jakarta, in the 2025/2026 academic year. Sampling was conducted using the Slovin formula with a 10 percent error tolerance level, resulting in a representative sample of 35 students. The purpose of this subject selection was to obtain valid empirical data regarding students' academic behavior at the elementary school level.

Research Procedure

The research activities are scheduled to last four months, from January to April 2026, through a series of structured stages. These stages include title approval, preliminary studies, subject selection, instrument development, survey implementation, data collection, statistical data processing, final report writing, and thesis examination. This operational schedule is designed to ensure the entire research process runs systematically and on time.

Instruments, and Data Collection Techniques

Field data collection utilized a Likert-scale closed-ended questionnaire to quantitatively measure student learning habits and discipline. The Islamic Religious Education learning

outcome variable was collected using a written multiple-choice test instrument, supported by documentation of student academic grades (Ferdiansyah, 2025). All research instruments have passed the calibration stage through validity testing with Product Moment and Biserial correlations, as well as reliability testing using the Cronbach Alpha and Kuder-Richardson 20 (KR-20) formulas.

Data Analysis Technique

Data analysis combines descriptive statistical techniques to describe the frequency distribution, mean, median, mode, and histogram, as well as inferential statistics to test the research hypothesis using the help of SPSS software version 20.(Ismail, 2022). Analysis prerequisite testing was first executed through the Kolmogorov-Smirnov normality test, the linearity test of the regression line, and the multicollinearity test by examining the Tolerance and VIF values. The final stage of hypothesis testing was conducted using partial correlation analysis, multiple correlation, simple linear regression, and multiple linear regression to prove the magnitude of the partial and simultaneous influences between the variables studied.

RESULTS AND DISCUSSION

The study collected quantitative data from 35 student respondents at SDN Gandaria Utara 03, South Jakarta. Table 1 presents a summary of descriptive statistics for the three research variables as a whole. The average score for the Islamic Religious Education Learning Outcomes variable reached 23.89 with a standard deviation of 11.422.

Table 1. Descriptive Statistics of Research Variables

Statistics	Study Habits (X1)	Discipline (X2)	Islamic Education Learning Outcomes (Y)
N (Valid)	35	35	35
Mean	113.17	77.29	23.89
Median	110.00	78.00	22.00
Mode	105	88	19
Standard Deviation	20,125	12,794	11,422
Variance	405,029	163,681	130,457
Minimum	66	50	6
Maximum	150	96	39

The frequency distribution of the Islamic Religious Education Learning Outcomes variable is summarized in detail in Table 2. The range of student scores is between the lowest and highest intervals of 6 and 39. Twelve students, representing 34 percent of the total sample, fall into the very high category.

Table 2. Frequency Distribution of Islamic Education Learning Outcomes (Y)

Interval	Category	Absolute Frequency	Percentage
32 - 39	Very high	12	34%
24 - 31	Tall	2	6%
16 - 23	Currently	13	37%
8 - 15	Low	4	11%
1 - 7	Very Low	4	11%

The moderate category dominated the Islamic Religious Education Learning Outcomes scores, with 13 students, or 37 percent. The very low scorers had the same number of students as the low scorers, with four students each. These figures provide an initial overview of the variation in students' academic understanding in the class.

The average score of 23.89 for the Islamic Religious Education Learning Outcomes variable indicates a classical level of mastery of the material. The standard deviation of 11.422 indicates a fairly wide distribution of scores among students. This diversity in scores reflects the uneven level of understanding of Islamic religious material within the class.

A maximum score of 39 indicates the presence of some students who are able to absorb the material optimally. A minimum score of 6 indicates a small group still experiencing significant difficulty understanding the lesson. The score range of 33 points highlights the disparity in academic achievement among students in the same year.

The data concentration in the 16-23 interval shows a trend of student achievement centered at the intermediate level. This achievement represents sufficient mastery of basic competencies, with the majority of the class successfully exceeding the lowest score threshold. The presence of this majority group serves as the primary benchmark for evaluating teacher instructional effectiveness.

The measurement of the Study Habits variable recorded the scores obtained by 35 students as presented in Table 3. Statistical data shows that the average value of students' study habits was 113.17. The lowest score was recorded at 66, and the highest score touched the limit of 150.

Table 3. Frequency Distribution of Study Habits (X1)

Interval	Category	Absolute Frequency	Percentage
133 - 150	Very high	6	17%
115 - 132	Tall	10	29%
97 - 114	Currently	14	40%
79 - 96	Low	2	6%
61 - 78	Very Low	3	9%

The majority group in the Study Habits variable was in the moderate category, with 14 students, or 40 percent. Students with high study habits followed in second place, with 10 students. The figure of 17 percent, or 6 students, represented the group of students with very high study habits.

The assessment of the Discipline variable shows a different distribution pattern as seen in Table 4. The average discipline score reached 77.29 with the lowest score being 50 and the highest being 96. The very high category dominates this variable with the presence of 13 students or representing 37 percent of the population.

Table 4. Frequency Distribution of Discipline (X2)

Interval	Category	Absolute Frequency
86 - 96	Very high	13
75 - 85	Tall	10
64 - 74	Currently	5
53 - 63	Low	6
42 - 52	Very Low	1

The distribution of Study Habits scores, centered in the moderate and high categories, reflects students' relatively stable academic routines. The standard deviation of 20.125 for this variable indicates moderate variation in study habits between individuals. The majority of students have established regular study patterns thanks to the guidance of teachers and parents.

The discipline level, dominated by the very high and high categories, provides a positive indication of student compliance. The standard deviation for the Discipline variable was recorded at 12,794, indicating a more dense distribution of data compared to study habits. This uniformity of disciplinary behavior indicates the successful internalization of school rules among students.

A comparison of the two independent variables reveals a comparative advantage in formal discipline. Students generally demonstrate better adherence to classroom rules compared to consistently managing their own personal study schedules. This fieldwork separates students' obedience to authority figures from their learning initiatives outside of school hours.

A simple linear regression test between Study Habits and Islamic Education Learning Outcomes yielded a significance value of 0.919. This value exceeds the 0.05 level of significance, strongly rejecting the alternative hypothesis. A correlation coefficient of 0.018 also partially confirms the absence of a significant relationship between study habits and academic scores.

A separate analysis of the Discipline variable recorded a significance value of 0.850 for Islamic Religious Education Learning Outcomes. This value, well above the 0.05 threshold, leads to the technical conclusion that discipline has no partial impact on learning achievement. The coefficient of determination, which only reached 0.001, confirms the minimal contribution of a single disciplinary behavior to variations in religious values.

The lack of significance in both partial tests provides a new perspective on the determinants of learning achievement in elementary schools. Internal factors such as learning routines and adherence to rules have been shown to be ineffective in improving individual students' PAI scores. This statistical evidence leads to further investigation to examine the interaction of these two variables in an integrated manner.

The multiple linear regression testing phase measures the simultaneous impact of both independent variables on final learning outcomes. Table 5 details the regression parameters in the form of constant values, coefficients, and tolerance levels for each predictor. This statistical test evaluates the integration of study habits and discipline in creating a measurable combined effect.

Table 5. Results of Multiple Regression and Multicollinearity Analysis

Model	Unstandardized B	Std. Error	Standardized Beta	t	Sig.	Tolerance	VIF
(Constant)	22,958	13,748		1,670	.105		
Study Habits	-.026	.116	-.046	-.225	.823	.750	1,334
Discipline	.050	.182	.056	.276	.784	.750	1,334

The multiple regression equation yields the mathematical formula $Y = 22.958 - 0.225X_1 + 0.050X_2$. The constant value of 22.958 determines the predicted learning outcome point when both independent variables are assumed to have no value. The negative coefficient on variable

X1 and the positive coefficient on X2 describe the direction of attraction of each element in the combined model.

The ANOVA test results for simultaneous regression showed an overall significance level of 0.958. The F-test score of 0.043 failed to exceed the critical threshold required to accept the initial research hypothesis. The test's decision absolutely rejected the assumption of a significant joint influence on student scores.

The negative X1 coefficient of 0.225 projects a probability of a decrease in PAI scores each time the intensity of study habits increases simultaneously. The positive X2 coefficient of 0.050 predicts a marginal increase in learning outcomes as the student discipline index increases. The mathematical dynamics forming this equation fail to achieve statistical validity and therefore cannot be implemented as a universal measuring tool.

The combined contribution of the two independent variables is recorded in an R-squared value of 0.003. This 0.3 percent percentage demonstrates the regression model's inability to map fluctuations in Islamic Religious Education scores. The remaining 99.7 percent of the variance is completely controlled by various external factors beyond the scope of this research.

The rejection of the simultaneous hypothesis drastically changed the initial paradigm regarding the primary determinants of Islamic education academic success. The combination of disciplined behavior and study routines proved not to be the primary driver of skyrocketing student graduation rates. This empirical reality forced education practitioners to shift to analyzing external variables such as teacher pedagogical competence or family support.

Partial correlation testing reveals interactions between variables when the effect of a single factor is intentionally controlled statistically. The correlation between Study Habits and Islamic Education Learning Outcomes after controlling for Discipline shows a partial r value of -0.159 with a significance level of 0.019. This latest finding demonstrates the emergence of a significant negative relationship when student compliance is held constant.

The correlation between Discipline and Islamic Religious Education (PAI) learning outcomes, controlling for study habits, yielded a partial r value of 0.501. A significance value reaching 0.000 indicates a very strong positive relationship in this particular scenario. Discipline has been shown to be effective in linearly boosting religious scores when the disruptive effects of variations in learning routines are completely neutralized.

The dynamics of this statistical test revealed a highly complex pattern of interactions among all the study variables. The fundamental influence of one variable was apparently masked by the intervention of another when analyzed without the application of cross-control methods. Partial analysis brilliantly demonstrated the existence of a delayed interplay between personal habits and systemic compliance.

Statistical testing proved that the study habits variable did not have a significant influence on Islamic Religious Education learning outcomes partially. The significance value was recorded at 0.919, which is far above the tolerance level of 0.05. The contribution of this variable to the fluctuation of PAI academic scores was almost non-existent. Analysis of the discipline variable showed a similar pattern with a significance level of 0.850. This single variable was only able to explain 0.1% of the variation in student learning outcomes at SDN Gandaria Utara 03. This figure confirmed the absence of a partial effect of discipline on Islamic religious cognitive achievement. Multiple linear regression calculations recorded an F-value of 0.043 with a significance of 0.958 for simultaneous testing. Study habits and discipline together only contributed 0.3% to PAI

learning outcomes. The remaining percentage of 99.7% was absolutely dominated by external variables outside the scope of this research.

Classical educational literature generally places study routines and discipline as the primary determinants of academic success. This research finding contradicts this traditional postulate through empirical evidence of the zero significance of both variables (Hkoma, 2025). This phenomenon has introduced a new discourse regarding the shift in determinants of academic achievement in the digital generation. Previous studies have often documented a strong linear correlation between student compliance and report card grades (Latipah, 2023). Field findings at SDN Gandaria Utara 03 statistically break this correlation. Administrative compliance is no longer directly proportional to cognitive ability to absorb Islamic Religious Education material. Other academic publications often conflate study habits as the sole valid predictor. Recent data shows that individual internal factors are not strong enough to support achievement without the intervention of other variables. The pedagogical paradigm needs to shift from a focus on internal students to an analysis of external factors or the learning environment (Hasanah, 2024).

The rejection of the research hypothesis strongly signals the dysfunction of conventional learning instruments. Students may demonstrate physically disciplined behavior, but are mentally disconnected from the substance of religious material. Procedural obedience fails to transform into substantial cognitive understanding (Mahmoud, 2025). High average scores for discipline and study habits indicate the school's success in fostering a culture of discipline. Ironically, this culture of discipline stops at the physical level. Islamic Religious Education learning appears to require an emotional and spiritual approach, not simply mechanical obedience (Al-Razi, 2026). The 0.3% determination rate reflects the significant dominance of factors external to the student in determining academic grades. External learning ecosystems, such as teacher competence, the quality of teaching media, and family support, exert full influence on student achievement. This finding marks the collapse of the myth of absolute learning independence in elementary school-aged children.

Educators are required to re-evaluate the instructional strategies for Islamic Religious Education. Teachers can no longer rely on classroom discipline levels as an indicator of successful knowledge transfer (Asril, 2023). Renewal of teaching methods is an urgent need to bridge the gap between discipline and cognitive abilities. School policymakers need to restructure student character-building programs. The overemphasis on physical compliance must be balanced with the stimulation of critical and spiritual thinking (Nawas, 2026). The hidden curriculum must be designed to deeply engage students' affective aspects. Educational institutions urgently need to involve family members in boosting academic achievement. External variables, which contribute 99.7% of the variation in learning outcomes, are likely to stem from parenting styles or the home environment. Strategic collaboration between teachers, students, and parents is key to improving educational quality.

The characteristics of Islamic Religious Education material require an appreciation of values, not merely the mechanical memorization of learning routines. Elementary-age students tend to view discipline as an obligation to obey teachers to avoid punishment (Ni'mah, 2023). This kind of extrinsic motivation fails to trigger the higher-order thinking processes needed to achieve maximum scores. Digital-era distractions erode students' focus, whether they appear to be physically studying at home or in class. The amount of time spent in front of a book no longer reflects the intensity of true learning (Adiyono, 2025). The distraction of smart devices creates the illusion of learning habits without producing long-term memory residue. Uniformity of

evaluation methods often fails to capture the essence of religious learning holistically (Seyednoori, 2022). Overly theoretical exam questions are out of sync with the concrete operational learning styles of elementary students. The mismatch between the test instrument and the spiritual learning experience leads to distorted student scores. (Sunarso, 2024).

Future researchers must explore the remaining 99.7% variance by incorporating external variables into their research methodology design. Analyzing teachers' pedagogical competencies, school digital facilities, or parents' socioeconomic status would provide a more accurate map of the problem (Adhi, 2022). Large-scale follow-up studies are needed to validate this statistical anomaly. School management should immediately organize a pedagogical workshop for all religious teaching staff (Nugraha, 2025). The training must focus on creating interactive learning media that stimulate students' emotional engagement. Project-based approaches or educational games can be applied to replace the one-way lecture model. Educators need to design authentic assessment instruments that measure religious practice in real life (Sapiudin, 2025). Written cognitive evaluations must be combined with observations of students' attitudes and social projects. This paradigm shift in evaluation will restore the primary function of Islamic Religious Education as a medium for developing noble character (Asri, 2025).

CONCLUSION

The complete rejection of all research hypotheses constitutes the most crucial empirical finding, refuting traditional postulates regarding the determinants of academic success. This quantitative study contributes conceptual renewal by proving that learning routines and adherence to school administrative rules together control only 0.3% of the variation in Islamic Religious Education scores. Isolating internal student variables without measuring external factors is a major limitation of this survey methodology. Future researchers must expand the scope of the analysis by including the remaining 99.7% of residual variables such as teacher pedagogical competence, madrasah digital facilities, or the quality of parental involvement to map the determinants of religious achievement more comprehensively.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-investigation.

Author 3: Data curation; Investigation.

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