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The Influence of Learning Discipline and Time Management on Student Learning Achievement in Economics Subjects at MA Midanutta'lim Jogoroto

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Abstract

Learning achievement is a key indicator of educational success and is influenced by internal factors such as learning discipline and time management. In Islamic boarding school-based madrasahs, students must balance formal academic responsibilities with intensive religious activities, making discipline and effective time allocation essential for academic performance. This study aimed to analyze the influence of learning discipline and time management on students' achievement in Economics subjects at MA Midanutta'lim Jogoroto during the 2025/2026 academic year. A quantitative survey design was employed, involving a population of 115 students and a sample of 90 students selected through proportional random sampling. Data were collected using questionnaires and academic records and were analyzed through multiple linear regression with SPSS version 27. The findings reveal that learning discipline had a positive and significant effect on learning achievement (Sig. = 0.000; β = 0.401), while time management also had a positive and significant effect (Sig. = 0.047; β = 0.240). Simultaneously, both variables significantly influenced learning achievement (F = 34.506; Sig. = 0.000) and explained 44.2% of the variance in students'

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academic performance. The study concludes that stronger learning discipline and more effective time management contribute to improved Economics learning achievement. These findings contribute to educational management and learning behavior studies by highlighting the importance of self-regulated academic habits in Islamic boarding school-based madrasahs. Practically, the study implies that madrasahs should strengthen discipline development programs and provide time management training to support students' academic success.

Keywords: Learning Discipline; Time Management; Learning Achievement; Economics Education; Islamic Boarding School-Based Madrasah

INTRODUCTION

The progress of a country can be seen from the quality of education owned by its people. Education plays an important role in improving the quality of human resources through the development of individual knowledge, skills, and potential (Wibowo, 2024). In Indonesia, the goal of national education as stated in Article 3 of Law Number 20 of 2003 concerning the National Education System is to develop the potential of students to become human beings who have faith, piety, noble character, knowledge, creativity, independence, and responsibility as citizens. Therefore, education is not only oriented towards improving academic ability, but also on the formation of character and superior quality of human resources.

One of the success of education can be seen from the learning achievements of students. Learning achievement is the results achieved by students after participating in the learning process that reflects the level of mastery of knowledge, skills, and behavioral changes acquired during learning activities (Susanti, 2022). Thus, learning achievement is an important indicator in assessing the success of the educational process (Eudya et al., 2021).

Learning achievement is one of the indicators of student success in following the learning process. Learning achievement reflects the level of mastery of knowledge, skills, and attitudes that students acquire after participating in learning activities in a certain period (Zega, 2022). The high or low learning achievement is influenced by various factors, both internal and external factors. Internal factors that come from students, such as learning discipline and the ability to manage time, have an important role in determining students' academic success (Wahyuningsih, 2015). Therefore, efforts to improve learning achievement

need to be supported by the formation of disciplined learning behavior and good time management skills.

Learning discipline is an attitude of obedience and obedience to rules, rules, and obligations related to learning activities. Students who have good learning discipline tend to be more regular in participating in learning, doing assignments on time, and being responsible for their academic obligations (Christian & Pahlevi, 2021). Learning discipline can help students develop positive study habits so that they are able to achieve optimal learning outcomes (Siregar, 2022). In addition to learning discipline, time management is also an important factor in supporting learning success. Time management is a person's ability to plan, organize, and utilize time effectively to achieve certain goals. This ability allows students to prioritize activities, avoid procrastination on assignments, and make more efficient use of study time (Rahmalia et al., 2026).

Learning discipline is the attitude and behavior of students that shows compliance with rules, responsibilities, and consistency in carrying out learning activities both at school and outside school (Oktaviani & Kuswandi, 2024). Discipline is reflected through obedience to follow the learning process, complete tasks on time, and manage learning activities regularly so as to support the achievement of optimal learning achievements. Based on various studies, learning discipline is also closely related to the ability to self-regulate (*self-regulated learning*) which encourages students to control their learning behavior independently.

In addition to learning discipline, time management is also an equally important factor in supporting learning success. Time management is a person's ability to plan, organize, and utilize time effectively to achieve certain goals (Aula et al., 2024). In the context of education, time management skills help students in determining activity priorities, developing study schedules, and avoiding procrastinating behavior. According to (Tarischa et al., 2023) Time management is the ability of individuals to plan, organize, prioritize, and control the use of time effectively so that various activities can be completed according to the goals that have been set. These abilities help individuals make optimal use of time, reduce work delays, and increase productivity and academic success.

Various studies show that learning discipline and time management have a relationship with learning achievement. Research conducted by Jannah et al. (2022) shows that learning discipline has a positive and significant effect on student learning outcomes. Research Inayah et al. (2023) It was also found that time management has a positive and

significant effect on the academic achievement of working students. In addition, Putri et al. (2025) concludes that time management and learning discipline simultaneously have a significant effect on learning outcomes in Economics subjects. However, research Humaira & Bagasworo (2024) shows that time management does not have a significant effect on student learning outcomes during hybrid learning. The difference in the results of the study shows that there is an inconsistency in the research findings (*Research gap*) about the influence of time management on learning achievement.

In addition to the differences in research results, studies on the influence of learning discipline and simultaneous time management on Islamic boarding school-based Madrasah Aliyah students are still relatively limited. In fact, pesantren-based madrasah students have different characteristics from public school students because they have to carry out academic activities as well as religious activities that are quite dense (Lubis et al., 2026). Activities such as formal learning, reciting, memorization of the Qur'an, study of the yellow book, and daily worship require students to have the ability to manage time and good study discipline so that all activities can run in a balanced manner (Azzahra, 2024). This condition shows that learning discipline and time management are important factors in supporting students' academic success in a pesantren-based educational environment.

MA Midanutta'lim Jogoroto is one of the Aliyah Madrasah located in the Midanutta'lim Islamic Boarding School. Students in this madrasah are not only required to achieve academic achievements, but also actively participate in various scheduled religious activities. The dense activities that students must undergo require good learning discipline and time management skills so that academic and religious goals can be achieved optimally (Ananda & Marsofiyati, 2025). Based on these conditions, this study was conducted to analyze the influence of learning discipline and time management on student learning achievement in Economics subjects at MA Midanutta'lim Jogoroto for the 2025/2026 Academic Year. The results of the research are expected to contribute to the development of education, especially related to factors that affect student learning achievement in the pesantren-based madrasah environment.

This study aims to determine the influence of learning discipline on student learning achievement, the influence of time management on student learning achievement, and the influence of learning discipline and simultaneous time management on student learning achievement in Economics subjects at MA Midanutta'lim Jogoroto for the 2025/2026 Academic Year.

METHODS

This study uses a quantitative approach. The quantitative approach was chosen because the study aims to test the influence of learning discipline and time management variables on student learning achievement through numerical data measurement and statistical analysis. According to (A.Siroj et al., 2024) Quantitative Research It is a research method based on the philosophy of positivism that is used to research a specific population or sample, with data collection using research instruments and statistical data analysis to test the hypothesis that has been determined. This approach is in accordance with the purpose of the research that wants to determine the magnitude of the influence of free variables on partially or simultaneously bound variables. This research is also an associative research because it seeks to elucidate the causal relationship between learning discipline and time management and student learning achievement.

The research design used was a survey research with multiple linear regression analysis. The survey design was chosen because it allowed researchers to obtain data directly from respondents through questionnaires to describe the actual conditions of the variables being studied. Multiple linear regression analysis was used to determine the influence of learning discipline (X1) and time management (X2) on learning achievement (Y), both partially and simultaneously. This design is relevant to previous research conducted by (Putri et al., 2025) which uses a survey approach to examine the influence of time management and discipline on learning outcomes. However, this research is unique because it was carried out in a pesantren based Madrasah Aliyah environment which has the characteristics of academic and religious activities that are denser than public schools.

The research population is all students in grades X and XI majoring in social studies at MA Midanutta'lim Jogoroto for the 2025/2026 Academic Year which totals 115 students. The population consists of 34 students in the X-IPS Male class, 26 students in the X-IPS class, 30 students in the XI-IPS Male class, and 25 students in the Women's XI-IPS.

Sampling technique using *Proportional Random Sampling*, which is a random sampling technique with a certain proportion according to the number of members of each population group. (Khaidir Ali Fachreza et al., 2024) explained that the probability sampling technique provides an equal opportunity for every member of the population to become a research sample. The number of samples was determined using the Slovin formula with an error rate

of 5%, so that a sample of 90 students was obtained. The distribution of samples is carried out proportionally in each class so that it is representative of the population.

The research uses primary data obtained directly from respondents through the distribution of questionnaires directly or through Google Form. In addition, documentation is used to obtain data on student learning achievement in the form of Economics subject scores obtained from subject teachers.

The research instrument is in the form of a Likert scale questionnaire which is compiled based on the indicators of research variables. The variables of learning discipline were measured through indicators of adherence to school discipline, adherence to learning activities at school, obedience in doing assignments, and adherence to learning activities at home. Time management variables are measured through indicators that determine goals and prioritize learning, how to manage time, and control time use.

Before being used in the study, the instrument was first tested for validity and reliability to 30 respondents outside the study sample. The validity test was carried out using the Pearson Product Moment correlation with a significance level of 5% ($\alpha = 0.05$) and a table r value of 0.361. The test results showed that in the learning discipline variable there was one invalid item, namely item number 3, so that the item was not used in the study. Thus, the learning discipline instrument consists of 14 valid items, while the time management instrument consists of 10 valid items that all meet the validity criteria.

Next, reliability tests were carried out using Cronbach's Alpha method. The test results showed that the learning discipline variable obtained a Cronbach's Alpha value of 0.851, while the time management variable obtained a Cronbach's Alpha value of 0.887. Both values are greater than 0.60, so the research instrument is stated to have a high level of reliability and is suitable for collecting research data.

Data analysis was conducted using IBM SPSS Statistics 27 software. The analysis stage begins with descriptive statistics to describe the characteristics of the research data. Furthermore, analytical prerequisite tests were carried out which included normality tests, multicollinearity tests, and heteroscedasticity tests to ensure that the data met the regression assumptions.

After fulfilling the assumptions, the data was analyzed using multiple linear regression to determine the influence of learning discipline and time management on student learning achievement. The regression model used is:

$$Y = a + b1X1 + b2X2 + e$$

with Y as learning achievement, X1 as learning discipline, X2 as time management, a as a constant, b1 and b2 as regression coefficients, and e as error. Hypothesis testing was carried out using the t-test to determine the partial influence of each independent variable on learning achievement and the F test to determine the simultaneous influence of the two independent variables on the bound variable. In addition, the determination coefficient (R^2) is used to determine the contribution of learning discipline and time management variables in explaining the variation in student learning achievement.

The research was carried out on MA Midanutta'lim Jogoroto students for the 2025/2026 academic year. The preparation of an empirical study will be carried out in 2025, while the collection and processing of research data will be carried out in 2026 with a total of 99 students. The research process includes the preparation stage, data collection, data analysis, and the preparation of research reports. Overall, the research lasted for one academic year, from the planning stage in 2025 to the completion of analysis and reporting in 2026.

RESULTS

1. Descriptive analysis

Table 1. Descriptive Analysis Results

	N	Minimum	Maximum	Red	Std. Deviation
Learning Discipline	90	38.00	70.00	56.4222	7.02320
Time Management	90	23.00	50.00	40.4111	5.15140
Learning Achievement	90	75.00	98.00	86.5889	5.65466
Valid N (listwise)	90				

Source: data processed by researchers, 2026

Based on table 1. Descriptive Statistics Results, as many as 90 students became research respondents. The learning discipline variable has an average of 56.42 with a score range of 38–70, the time management variable has an average of 40.41 with a score range of 23–50, while the learning achievement variable has an average of 86.58 with a score range of 75–98.

2. Classic assumption test

a. Normality test

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		90
Normal Parameters, b	Red	.0000000
	Std. Deviation	4.22267259
Most Extreme Differences	Absolute	.060
	Positive	.060
	Negative	-.059
Kolmogorov-Smirnov Z		.569
Asymp. Sig. (2-tailed)		. 200d
a. Test distribution is Normal. b. Calculated from data.		

Source: data processed by researchers, 2026

In table 2. The results of the normality test using the Kolmogorov-Smirnov method show a significant value of 0.200. Because the results are greater than the significance level of 0.05, it can be concluded that the data in this study are normally distributed.

b. Multicollinearity test

Table 3. Multicollinearity Test Results

Coefficient								
Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIVID
1.	(Constant)	54.281	3.955		13.725	.000		
	Learning Discipline	.401	.087	.498	4.590	.000	.545	1.835
	Time Management	.240	.119	.219	2.015	.047	.545	1.835
a. Dependent Variable: Learning Achievement								

Source: data processed by researchers, 2026

Based on table 3. The results of the Multilinearity Test explain that the VIF value of the learning discipline variable (X1) is 1.835, which is smaller than 10.00, with a tolerance value of 0.545, which is greater than 0.10. Meanwhile, the VIF value of the time management

variable (X2) of 1.835 is smaller than 10.00 with a tolerance value of 0.545 greater than 0.10. Thus, it can be concluded that there is no multicollinearity.

c. Heteroskedacityity test

Table 4. Heteroscedasity Test Results

Coefficient						
Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.619	2.263		1.157	.250
	Learning Discipline	.056	.050	.162	1.124	.264
	Time Management	-.058	.068	-.123	-.856	.394
a. Dependent Variable: ABS_RES						

Source: data processed by researchers, 2026

Based on table 4. The results of the heteroscedasticity test using the Glejser test, the significance results of the learning discipline variable were 0.264 and time management 0.394. It was concluded that there was no heteroscedeshiptide problem because the significance value > 0.05.

3. Multiple linear test

Table 5. Multiple Linear Test Results

Coefficient						
Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.281	3.955		13.725	.000
	Learning Discipline	.401	.087	.498	4.590	.000
	Time Management	.240	.119	.219	2.015	.047
a. Dependent Variable: Learning Achievement						

Source: data processed by researchers, 2026

Table 5. Multiple Linear Regression Results produce the equation Y = 54.281 + $0.401X_1$ + $0.240X_2$. The equation shows that a constant value of 54.281 indicates that student learning achievement will be at a value of 54.281 if the variables of learning discipline and time management are considered constant. The learning discipline regression coefficient of 0.401 shows that every increase in one unit of learning discipline will increase learning achievement by 0.401 units. Meanwhile, the time management regression coefficient of 0.240 shows that every one unit increase in time management will increase learning achievement by 0.240 units. Both coefficients have positive values, which indicate that learning discipline

and time management have a direct relationship with student learning achievement in Economics subjects.

4. Hypothesis test

a. t-Test

Table 6. t-Test Results

Coefficient						
Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.281	3.955		13.725	.000
	Learning Discipline	.401	.087	.498	4.590	.000
	Time Management	.240	.119	.219	2.015	.047
a. Dependent Variable: Learning Achievement						

Source: data processed by researchers, 2026

Table 6. The results of the partial test (T-test) show that the learning discipline variable has a positive and significant effect on learning achievement with a significance value of 0.000 (<0.05). In addition, time management also has a significant effect on learning achievement with a significance value of 0.047 (< 0.05). Thus, learning discipline and time management partially have a significant effect on student learning achievement in the Economics subject at MA Midanutta'lim Jogoroto.

b. Test F

Table 7. F Test Results

NEW ERA						
Models		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1258.833	2	629.417	34.506	.000b
	Residual	1586.956	87	18.241		
	Total	2845.789	89			
a.Dependent Variable: Learning Achievement b. Predictors: (Constant), Time Management, Learning Discipline						

Source: data processed by researchers, 2026

Table 7. The results of the simultaneous test (F test) show a significance value of 0.000 (<0.05) and a calculated F value of 34.506 which is greater than the F table of 3.098. These results show that learning discipline and time management together have a significant effect on student learning achievement. Thus, improving learning discipline and the ability to manage time well can support the improvement of student learning achievement.

c. Coefficient of Determination Test (R2)

Table 8 Determination Coefficient Test Results (R2)

Model Summary				
Models	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.665a	.442	.430	4.27093
a.Predictors: (Constant), Time Management, Learning Discipline b.Dependent Variable: Learning Achievement				

Source: data processed by researchers, 2026

Table 8. The results of the Determination Coefficient Test show an R Square value of 0.442, which means that 44.2% of the variation in student learning achievement can be explained by the variables of learning discipline and time management. Meanwhile, the remaining 55.8% were influenced by other factors outside the research model that were not studied in this study.

DISCUSSION

This study aims to analyze the influence of learning discipline and time management on student learning achievement in Economics at MA Midanutta'lim Jogoroto. The results of multiple linear regression analysis showed that learning discipline and time management had a positive and significant influence on student learning achievement, both partially and simultaneously. The learning discipline variable obtained a significance value of 0.000 with a regression coefficient of 0.401, while the time management variable obtained a significance value of 0.047 with a regression coefficient of 0.240. In addition, the results of the F test showed a significance value of 0.000 with a Fcal value of 34.506, so that the two variables together had a significant effect on student learning achievement. A determination coefficient value (R^2) of 0.442 showed that 44.2% of the variation in learning achievement could be explained by learning discipline and time management, while the remaining 55.8% were influenced by other factors outside the research model.

These findings show that the higher the level of learning discipline and the better the student's ability to manage time, the higher the learning achievement achieved. In a pesantren-based madrasah environment, students are required to be able to balance academic activities and dense religious activities. Therefore, the ability to comply with learning rules, do assignments on time, prioritize activities, and utilize time effectively is an important factor in supporting student learning success.

The results of this study are in line with the theory of learning discipline put forward by Stop (2028) which states that learning discipline is a form of self-awareness to obey rules and rules that can help students achieve learning success. Students who have high learning discipline tend to be more organized in following learning, responsible for tasks, and have consistency in achieving learning goals (Wahab et al., 2021).

The findings of this study also support the results of the research Jannah et al. (2022) who found that learning discipline has a positive and significant effect on mathematics learning outcomes. The study shows that the higher the level of student learning discipline, the higher the learning outcomes obtained. In addition, the results of this study are in line with the research Zubaidah et al. (2024) which found that learning discipline had a positive and significant effect on student learning outcomes during hybrid learning.

On the time management variable, the results of this study support Stephen Covey's theory which explains that effective time management is carried out through planning, scheduling, prioritizing, and controlling the use of time. Students who are able to prioritize learning and avoid non-essential activities tend to have better learning achievements.

The results of this study are also in line with the research Inayah et al. (2023) and Putri et al. (2025) which shows that time management has a positive and significant effect on learning achievement. However, the results of this study are different from the research Humaira & Bagasworo (2024) who found that time management had no significant effect on learning outcomes. This difference may be due to the characteristics of different respondents, where Humaira and Bagasworo's research was conducted on students who work so that they have more complex time limitations than MA Midanutta'lim students.

Simultaneously, the results of this study support the research Astuti et al., (2022) which states that learning discipline and time management together have a significant effect on student learning outcomes. The integration between learning disciplines and the ability to manage time creates a more directed, consistent, and effective learning pattern so that it can improve student learning achievement.

In addition, the results showed a determination coefficient value (R^2) of 0.442. These findings indicate that learning discipline and time management together are able to explain 44.2% of the variation in student learning achievement in Economics, while the remaining 55.8% is influenced by other factors that were not studied in this study. This percentage shows that although learning discipline and time management are important factors, student

learning achievement in the Islamic boarding school-based Madrasah Aliyah environment is also influenced by various other internal and external factors. These factors can be in the form of learning motivation, learning interests, intellectual abilities, family support, learning methods applied by teachers, school environment, learning facilities, and peer influence.

The value of the determination coefficient of 44.2% can be categorized as a fairly strong contribution in social and educational research. This shows that both variables have a real role in improving student learning achievement, but are not the only determining factor for academic success. This condition is in line with the theory of learning achievement which states that learning outcomes are the product of the interaction of various factors that affect each other, both from within the student and from the surrounding environment. Therefore, it is not enough to improve learning achievement only through strengthening learning discipline and time management skills, but also needs to be supported by efforts to increase learning motivation, learning quality, and a conducive learning environment.

Practically, this finding implies that the madrasah can develop a learning discipline coaching program and time management training as part of a strategy to improve student learning achievement. For students who are in a pesantren environment with a busy schedule of academic and religious activities, the ability to manage time and adhere to the study schedule is an important skill to maintain a balance between academic demands and religious activities. However, because there are still 55.8% of other factors that affect learning achievement, madrasas and teachers need to pay attention to other aspects such as learning motivation, parental support, quality of the learning process, and the provision of a supportive learning environment so that the improvement of learning achievement can be achieved more optimally.

This research has several limitations that need to be considered. First, the research was only carried out on one pesantren-based madrassas , namely MA Midanutta'lim Jogoroto, so the generalization of research results to other madrasas or schools needs to be done carefully. Second, the variables studied were only limited to learning discipline and time management, while there were still various other factors that had the potential to affect student learning achievement. Third, the measurement of learning discipline and time management variables uses questionnaire instruments that depend on respondents' perceptions so that there is a subjectivity bias in filling in the answers. Therefore, further research is recommended to involve a wider range of respondents, add other relevant

variables, and combine data collection methods to obtain a more comprehensive picture of the factors affecting student learning achievement.

CONCLUSION

Based on the results of the research, it can be concluded that learning discipline and time management have a positive and significant effect on student learning achievement in Economics subjects at MA Midanutta'lim Jogoroto. Partially, these two variables have been proven to increase learning achievement, where the higher the learning discipline and the better the student's time management, the higher the learning achievement achieved. Simultaneously, learning discipline and time management contributed 44.2% to learning achievement, while 55.8% were influenced by other factors outside the study. These findings suggest that learning success is influenced not only by academic ability, but also by learning discipline and effective time management.

This research contributes theoretically, methodologically, and practically. Theoretically, this study reinforces that learning discipline and time management are important factors that affect learning achievement. Methodologically, this study expands the study in the context of Islamic boarding school-based Madrasah Aliyah. Practically, the results of the research can be a reference for schools, teachers, parents, and pesantren managers in improving student learning discipline and time management. In addition, this study adds to the literature on factors that affect learning achievement in an Islamic boarding school-based education environment.

Based on the limitations of the study, further research is recommended to add other variables that have the potential to affect learning achievement, such as learning motivation, learning environment, learning interests, and family support. In addition, the scope of the sample can be expanded to various levels and educational institutions to make the research results more comprehensive. Subsequent research can also use a mixed methods approach to gain a deeper understanding of the influence of learning discipline and time management on learning achievement.

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