

Factors Affecting Order and Study Discipline in Homogeneous Male Class XI Light Vehicle Engineering At SMK-NU Hasyim Asy'ari Tarub

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Abstract— Discipline has a big influence on the learning process. Learning with discipline can increase enthusiasm during the learning process. This study aims to analyze the factors that influence the learning discipline of class XI TKR students at SMK Hasyim Asy'ari Tarub. This study uses a qualitative approach with a descriptive method. This research was conducted at SMK Hasyim Asy'ari Tarub located at Jl. Raya Karangjati No. 25 Tarub, Tegal Regency in August 2024. The subjects in this study were class XI TKR students. Data collection techniques used in this study through observation, interviews, and documentation. Data analysis techniques use data reduction, data presentation, and conclusions/verification. The results of this study are that the order and discipline of learning of class XI TKR students are influenced by two factors, namely intrinsic factors and extrinsic factors. Intrinsic factors are factors that come from within students including: interest, motivation, and cognitive abilities. While extrinsic factors are factors that come from outside students including: school environment, family environment, and community environment.

Keywords— Order and Discipline, Learning Process, Homogeneous Class.

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I. INTRODUCTION

Order and discipline in the classroom are vital factors in the success of the learning process. A well-ordered and disciplined class creates a conducive learning environment, enabling students to focus and absorb the material more effectively. However, maintaining order and discipline in the classroom often presents a unique challenge for teachers. Previous studies have identified various factors that influence classroom order and discipline, such as teachers' leadership styles, (Juliana et al., 2023) classroom climate, student characteristics, and learning environment. Nevertheless, further research is needed to understand more deeply the factors influencing classroom order and discipline, particularly in the context of homogeneous classes (Sonia Indika et al., 2023).

Discipline refers to actions that reflect orderly behavior and adherence to established rules and regulations. Orderliness governs the personal and group dynamics created by individuals. Discipline arises naturally from an internal drive to comply with rules. Discipline driven by awareness stems from the realization that success in all areas can only be achieved through discipline. On the other hand, discipline enforced through coercion is often accompanied by reluctance, arising from fear of penalties or sanctions for rule violations. Upholding discipline does not always require external involvement but must start from within oneself. Self-initiated discipline is most significant, as it stems from personal awareness.

Study discipline does not emerge spontaneously; it is influenced by various factors, both internal and external.

Internal factors include motivation, interest, attitude toward learning, and self-confidence. External factors include family environment, school environment, peer influence, and access to learning facilities.

Order and discipline in the classroom are fundamental to the success of the learning process. A disciplined and well-ordered class facilitates a conducive learning atmosphere, helping students stay focused and effectively grasp the subject matter. However, maintaining classroom discipline and order can be a significant challenge for educators. In vocational education, particularly in the Light Vehicle Engineering program, study discipline plays a critical role. Students are expected not only to possess strong theoretical knowledge but also practical skills that can only be honed through consistent and disciplined practice.

The homogeneous male Class XI Light Vehicle Engineering group is particularly interesting due to its unique characteristics compared to female groups, including differences in interests and motivation. Factors influencing students' order and discipline in learning can be classified as internal or external. Internal factors include motivation, interests and talents, intelligence, health, and self-esteem. External factors include family environment, school environment, peer influence, social media, and economic conditions.

The findings of this study are expected to provide recommendations for teachers, schools, and parents to enhance students' learning discipline. Additionally, this research may serve as a reference for future studies exploring similar topics.

II. METHOD

In this study, the researcher employed a qualitative approach, which is a method used to investigate natural objects rather than experimental ones. A natural object refers to an object that exists as it is, without being manipulated or altered by the researcher. When entering and leaving the research setting, the condition of the object remains relatively unchanged. (Aina Kartika Rahayu et al., 2023) The type of research utilized is descriptive. Descriptive research provides a systematic account of phenomena, facts, or events. It describes, reveals, and explains realities and provides a comprehensive and comparative portrayal of various events across different social situations. (Annisa Nur Azizah et al., 2024)

The primary data sources in this study include the vice principal in charge of curriculum, teachers, and students, while secondary data sources encompass books, documentation collections, and daily records related to the research object. Data collection techniques used in this study include observation, interviews, and documentation. Data analysis techniques involve several steps: data collection, data reduction, data presentation, and conclusion drawing or verification.

III. RESULT AND DISCUSSION

A. Definition Of Homogeneous Class

A class is a space used by a group of students to engage in teaching and learning activities through educational interactions. The concept of a homogeneous learning class arises from a series of efforts made by educators to optimally manage the classroom. Classroom management has led to various types of learning class terms aimed at achieving educational goals, one of which is the homogeneous class type. The management pattern of a homogeneous learning class is one of many classroom management patterns applied in educational institutions in Indonesia. This approach is implemented based on the diverse backgrounds of a group of students (Sohim et al., 2023).

According to Indriana and Windarti in Peni, a homogeneous learning class is a class that separates male and female students during both the learning process and other activities. The KBBI (Indonesian Dictionary) defines "homogeneous" as something composed of similar types, traits, characteristics, or elements. A homogeneous learning class, therefore, refers to a classroom where the learning process is conducted by a group of students of the same gender—either all male or all female—placed in different classrooms.

A homogeneous class is a class in which students are grouped based on similarities in gender, age, race, ethnicity, or socioeconomic status. It can also be described as a class consisting of only one gender, either male or female. Generally, homogeneous schools refer to primary, secondary, and advanced levels of education. Homogenization in education implies uniformity, harmonization, or standardization, where aspects are

made similar and consistent in the educational system (Yusuf et al., 2022).

Schools, by nature, have diverse types. They can be classified into two main categories: coeducational schools and non-coeducational schools. Coeducational schools are those where both male and female students are accepted in the learning process, commonly referred to as heterogeneous classes. In contrast, non-coeducational schools accept only male or only female students and are more widely known as homogeneous schools.

Some also define homogeneous classes as those consisting of students with similar abilities, which facilitates teachers in delivering material suited to the students' capacities. This arrangement not only simplifies the teacher's tasks but also helps students understand the lessons more effectively. Adib Faisal, as cited by M. Yusuf, explains that a homogeneous class is one where students share similar backgrounds in terms of gender, age, race, and social status. In other words, the class consists of students of the same gender.

B. Orderliness and Discipline in Learning

In general, the factors influencing classroom management are divided into two categories: internal and external. Internal factors relate to students' emotions, thoughts, and behaviors. The unique personality traits of each student make them individually different in biological, intellectual, and psychological aspects. External factors, on the other hand, pertain to the learning environment, student placement, student grouping, class size, and so forth (Nurmadiyah & Asmariyani, 2020). The way students are grouped in a class significantly influences the class dynamics. The more specific the grouping, the higher the potential for enhancing quality.

A well-managed educational institution must have strong management, including effective classroom management. The objectives of classroom management include:

1. Creating a conducive classroom environment to enable students to develop their abilities to the fullest.
2. Eliminating obstacles that hinder effective teaching and learning interactions.
3. Providing and organizing facilities and infrastructure that support student learning.
4. Guiding and mentoring students based on their social, economic, cultural backgrounds, and individual traits.

The achievement of classroom learning objectives is highly supported by the effectiveness of the classroom management implemented by teachers. As professionals, teachers are required to manage the classroom by creating and maintaining optimal learning conditions to achieve teaching objectives. Effective classroom management is an essential prerequisite for the successful implementation of the teaching and learning process.

C. Discipline

In daily life, we engage in various activities, sometimes performed on time and other times not. Activities carried out punctually and consistently often become habits. The habit of performing activities in an organized and timely manner is commonly referred to as discipline in everyday life. According to Nursito (Handayani & Subakti, 2020), discipline refers to efforts to control oneself and mental attitudes, either individually or within a community, to develop compliance and adherence to rules and regulations based on intrinsic motivation and awareness.

Discipline is essential for everyone, everywhere, including students. Students must practice discipline by adhering to school regulations, studying diligently, completing assignments on time, and maintaining disciplined habits at home to achieve optimal learning outcomes. Discipline plays a crucial role in shaping individuals with exceptional characteristics. When discipline arises from self-awareness, students can succeed in their studies. Conversely, students who frequently violate school rules often face obstacles in optimizing their potential and achievements.

Lateness, for instance, refers to not arriving on time. This behavior in educational settings can be influenced by both internal and external factors. Internally, laziness, lack of motivation for the given material, and daydreaming tendencies are common causes. Externally, family and school environments play significant roles. Lateness behavior, characterized by arriving after the designated time, can result in avoidance, hesitation, or fear among students.

D. Learning

Effendi and Praja (2005:102) define learning as "a process of effort or interaction undertaken by an individual to acquire habits, knowledge, attitudes, and new experiences." Similarly, Slameto (2005) describes learning as "a process of effort made by an individual to achieve behavioral changes as a result of their experiences and interactions with the environment." Winkle (2002) adds that learning is a mental process aimed at acquiring knowledge, skills, wisdom, or attitudes that are retained and applied, leading to progressive behavior changes.

In the learning process, students utilize their mental abilities to comprehend the subject matter. Based on these definitions, learning can be summarized as a human effort to achieve new behavioral changes through experiences and interactions with the environment, ultimately leading to mastery of knowledge, skills, and wisdom. (Belajar-mengajar, 2024)

E. Learning Discipline

Learning discipline significantly influences students' academic achievements. Students with high learning discipline can study effectively, systematically, and regularly, leading to better learning outcomes. This is consistent with Walgito's (2007:7) assertion: "Even

with a good study plan, without discipline, it will have no impact on academic performance."

Thus, learning discipline plays a vital role for students by enabling them to condition themselves to study in line with societal expectations. Discipline helps overcome laziness and reluctance, allowing students to achieve satisfying learning outcomes. For disciplined children, discipline becomes an integral part of their behavior. They do not perceive it as a burden; instead, it feels burdensome if they fail to adhere to discipline because it has become ingrained in their daily lives.

Asfiani & Rapi (2024) argues that instilling discipline in learning activities cannot be achieved suddenly or within a day or two; it requires a considerable amount of time. To cultivate discipline in learning activities, specific strategies should be employed, such as establishing regular routines, completing tasks within scheduled times, and utilizing designated spaces for study.

Based on the above definition, it can be concluded that learning discipline in this research refers to students' attitudes formed through a process of a series of behaviors that demonstrate values of obedience and orderliness, guided by individual moral values. This discipline aims to achieve behavioral changes encompassing transformations in thinking, attitudes, and actions aligned with social standards (Nuzulia, 1967).

F. Factors Influencing Orderliness and Discipline in Learning

Orderliness and discipline in learning are essential foundations for achieving optimal academic performance. Various interrelated factors influence the level of orderliness and discipline in a student's learning process. Below are some key factors to consider:

1. Internal Factors

- a) Motivation: The level of motivation significantly determines the effort a student will exert in learning. Motivation can be intrinsic, such as interest or curiosity, or extrinsic, such as rewards or external pressures (Desriandi & Suhaili, 2021).
- b) Interest and Talent: Interest in a particular subject encourages students to engage more actively in learning. Similarly, natural talent in a specific area can boost confidence and motivation.
- c) Intelligence: Adequate intelligence facilitates the understanding of learning materials. However, intelligence alone is not the sole determinant of success; non-cognitive factors such as motivation and discipline are equally important.
- d) Health: Good physical and mental health greatly supports the learning process. Healthy students tend to be more focused and energetic during their studies.
- e) Self-Esteem: Students with high self-esteem are generally more confident and motivated to achieve success.

2. External Factors

- a) Family Environment: Family support, especially from parents, plays a crucial role in developing good study habits. A harmonious and conducive family environment motivates students strongly.
- b) School Environment: A comfortable learning atmosphere, inspiring teachers, and adequate learning facilities encourage students to maintain discipline in their studies.
- c) Peers: Peer influence is particularly strong during adolescence. Peers with good study habits set positive examples for others.
- d) Social Media: Excessive use of social media can disrupt concentration. However, if used wisely, social media can become an effective learning tool.
- e) Economic Conditions: A family's economic status affects students' access to learning resources such as books, stationery, and additional courses.

SMK NU Hasyim Asy'ari is a vocational school located in Karangjati, Tarub District, Tegal Regency. It operates under the Ministry of Education and Culture and offers several vocational programs, including Microfinance and Banking, Light Vehicle Automotive Engineering, Motorcycle Business and Engineering, and Computer Network Engineering.

Each program at the school tends to have homogeneous classes. For instance, the Light Vehicle Automotive Engineering and Motorcycle Business programs are predominantly male, while the Microfinance and Banking program mostly comprises female students.

This distinction in homogeneous classes has piqued the author's interest in researching discipline and orderliness in such settings.

Orderliness and discipline in the classroom are essential foundations for the learning process. A conducive classroom environment maximizes the effectiveness of teaching and learning activities. This study specifically examines factors influencing orderliness and discipline in homogeneous male classes. The key findings of the research are as follows:

- a) Gender Composition and Student Openness
The study reveals an interesting phenomenon regarding the influence of gender composition in classrooms on student openness. Mixed-gender classes consistently demonstrate lower levels of openness compared to single-gender classes. This includes students' dressing behavior, social interactions, and communication styles. Students in single-gender classes feel more comfortable and secure interacting with their peers, leading to greater openness in their dressing and interactions.
- b) Group Dynamics in Male and Female-Dominated Classes
Significant differences in group dynamics were observed between male and female-dominated classes. Male-dominated classes tend to form more

cohesive and solid bonds. Interactions among male students often focus on shared activities, healthy competition, and clear role divisions, indicating a strong sense of solidarity. In contrast, female-dominated classes often form smaller, more intimate groups, with interactions centered on personal conversations, sharing feelings, and emotional support. While these smaller groups foster close relationships, the lack of cross-group interactions can hinder the development of overall class solidarity.

- c) Factors Influencing Discipline and Orderliness in Homogeneous Male Classes
Social environments within the classroom, particularly peer influence, significantly impact the discipline and orderliness of male students. Peers can serve as both positive and negative motivators, making it vital for teachers to create a conducive classroom atmosphere that encourages positive social interactions. Additionally, the teacher's role as a facilitator and guide is crucial. Clear, consistent directions accompanied by concrete examples help students understand the importance of discipline and order. Furthermore, a democratic and participatory leadership style from teachers can enhance students' motivation to act disciplined.
- d) Strategies for Managing Discipline and Orderliness in Male Classes
At SMK NU Hasyim Asy'ari Tarub, disciplinary actions are implemented as necessary but are designed to avoid physical punishment. For instance, if a male student has long hair, teachers first remind the student to comply with the rules. If repeated reminders are ignored, the teacher may cut the student's hair into a neat and appropriate style in accordance with school regulations.
- e) Disciplinary Programs at SMK NU Hasyim Asy'ari Tarub
The school has implemented programs such as a point-based disciplinary system. Students violating school rules are assigned points, and when the total reaches 100, parents are notified. Additionally, regular hair inspections are conducted every one to two months to ensure compliance with grooming standards.
- f) Learning Discipline in Homogeneous Classes
Homogeneous classes foster uniform academic capabilities and structured, directed learning processes. However, in the XI TKR class, which is predominantly male, some students struggle with learning due to laziness, particularly during theory-based lessons. This is attributed to the vocational focus of SMK, where students engage more in practical activities, leading to a lack of interest in theoretical subjects.
This study highlights the importance of tailored strategies and programs to address the unique challenges and dynamics within homogeneous male classes, fostering a disciplined and orderly learning environment.

IV. CONCLUSION

The research findings reveal that student learning orderliness and discipline are influenced by a range of complex internal and external factors. Internal factors include learning motivation, interests and talents, intelligence, physical and mental health, and self-esteem. Motivation plays a central role in driving students to engage earnestly in their learning activities. It can be shaped by elements such as interest in the subject, parental expectations, and rewards received. Similarly, interests and talents significantly contribute to students' engagement, with those possessing strong affinity or aptitude in certain areas being naturally more inclined to participate actively in learning.

External factors also play a crucial role, encompassing family and school environments, peer influence, economic conditions, and teaching methods. A supportive family environment and a conducive school atmosphere, characterized by positive student-teacher relationships and peer support, foster a setting where discipline and orderliness can thrive. Adequate learning facilities, such as libraries and laboratories, further enhance the learning experience by providing students with the resources they need to succeed.

Based on the research, several strategies are recommended to improve student learning orderliness and discipline. Enhancing learning motivation is crucial and can be achieved through challenging assignments, constructive feedback, and engaging learning activities. Creating a supportive and conducive learning environment, both at school and at home, is equally important. Strengthening collaboration among schools, parents, and students is essential to building a positive learning climate.

In conclusion, the level of student learning orderliness and discipline is a result of the interaction between various internal and external factors. Improving these aspects requires a comprehensive and ongoing effort. By understanding these influencing factors, effective programs can be designed to enhance students' academic performance and foster a better learning experience.

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