The Impact of Student Ethics on Learning Outcomes in Elementary Schools

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Abstract

This study investigates the impact of student ethics on learning outcomes at SD Negeri 30 Pagar Alam using a quantitative survey methodology. Quantitative research involves larger samples and a systematic approach throughout. Data was collected from 222 students, with a sample size of 22, using observation, interviews, documentation, and questionnaires. The analysis included validity tests, reliability tests, simple linear regression hypothesis testing, and questionnaire score examination. The findings show a significant relationship between student ethics and learning outcomes, with a correlation coefficient (r) of 0.494 and a significance level of 0.019 below 0.05, indicating a strong correlation. The reliability test for variable X yielded 0.6200. The t-test result (2.543) exceeded the t-table value (2.086), demonstrating a significant impact of student ethics on learning outcomes, thus rejecting the null hypothesis (Ho) and accepting the alternative hypothesis (Ha). Factors influencing student ethics include individual characteristics, personal interests, concentration in studying, and the peer environment.

Keywords: Ethics, Learning Outcomes, Student

INTRODUCTION

Education is a deliberate endeavor aimed at enhancing the quality of human existence and promoting a country's development. According to Ki Hadjar Dewantara, the primary objective of education is to instil cultural values in youngsters, moulding them into intellectually and spiritually well-developed individuals (I Putu Ayub, 2018:119).

The term can span a wide range of subjects and areas when discussing education. "Education, in its most comprehensive interpretation, is tantamount to existence." It encompasses all circumstances in life
that impact an individual's development. Education is a process of acquiring knowledge and skills through a structured learning experience (Tas'adi, 2014:191). Education can be defined as the collective accumulation of an individual's lifelong learning experiences. Multiple societal phenomena indicate that education has not yet achieved complete success in cultivating pupils with a comprehensive range of knowledge and skills.

This is apparent from the widespread occurrence of immoral conduct in society, including substance abuse, theft, and other similar acts. Within educational institutions, a considerable number of students continue to demonstrate inappropriate conduct, including showing contempt towards teachers, coming tardy, failing to fulfill homework assignments, and causing disturbances during class. The Indonesian Dictionary defines "ethics" as the study of moral principles, encompassing concepts of good and wrong, as well as moral rights and obligations (Maidiantius Tanyid, 2014:237).

This encompasses the interactions between professors and students, among students themselves, and between students and other members of the community. Educators are an indispensable component of the educational system and so deserve to be revered. Students must adhere to ethical principles not only while dealing with teachers, but also when interacting with their peers. The terms ethics, morality, and character are sometimes used interchangeably, and some academics consider character to be synonymous with Islamic ethics. As to the Dictionary of Educational and General Terms, ethics is a philosophical discipline that imparts knowledge about virtuous behavior (Tas'adi, 2014:191).

Every student must prioritize ethics, as they are crucial in preventing undesirable behaviors. Lacking ethical behavior, individuals will not hold us in high regard or esteem. As educators, it is our duty to impart ethical principles to children as an integral component of their education, instructing them in moral principles and appropriate conduct. Teachers mold students' personalities and equip them to engage constructively in society. Teachers impart not only academic knowledge but also instill the ethical principles that serve as the bedrock for students' future personal growth.

The attainment of educational objectives commences inside the household. The home serves as the primary environment in which children cultivate and shape their personalities. Parents bear the obligation and accountability to furnish their children with a quality education, recognizing that children are vital constituents of the family who require proper care, instruction, and nurturing (Amalia Yunia Rahmawati, 2020:53).

The role of family support is crucial in enhancing students' academic success, as the family holds considerable influence in an individual's life. Family support has the potential to improve students' academic accomplishments. Instances of familial assistance encompass attending to their education, counseling them when they violate school regulations, furnishing essential educational materials, overseeing their academic progress, and being cognizant of their social milieu (Rambe, 2019:930).
Upon conducting early observations at SD Negeri 30 in Pagar Alam, it is clear that there is a widespread presence of various sorts of unethical behavior among the kids. The objective of this study is to ascertain whether student ethics have an influence on academic achievement. In addition, the researcher aims to discover the key characteristics that have a major impact on enhancing the academic performance of students at SD Negeri 30 Kota Pagar Alam.

**METHOD**

This study utilizes a quantitative approach by employing a questionnaire design. Data analysis encompasses several techniques such as validity testing, reliability testing, hypothesis testing using basic linear regression, and evaluation of questionnaire scores. The purpose of the validity test is to ascertain that the instruments employed possess a sufficient level of validity. This test is carried out utilizing the product moment correlation analysis approach with the aid of SPSS V26 software. Reliability testing evaluates the degree of consistency exhibited by the equipment used to measure the variables being studied. Simple linear regression analysis is utilized for doing hypothesis testing. Questionnaire scores are utilized to quantify the reactions to each statement item in the questionnaire.

**RESULTS AND DISCUSSION**

*Validity Test*

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<th>Product moment</th>
<th>Pearson Correlation</th>
<th>Sig.2-tailed</th>
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<td></td>
<td>0.494</td>
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Based on the data presented in the table, it can be inferred that the correlation coefficient (r) between student ethics (x) and learning outcomes (y) is 0.494, with a significance level of 0.019. According to the determination criterion, the correlation between these two variables is deemed significant due to its value being below 0.05 (0.019 < 0.05). The correlation between the independent variable and the dependent variable is positive, meaning that as the independent variable increases, the dependent variable likewise tends to increase.

*Reliability test*

The next test conducted was a reliability test, which was used to assess the consistency level of the questionnaire. The technique used by the researcher to test this reliability was the Cronbach’s alpha coefficient reliability test (α).

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<tr>
<th>Cronbach’s Alpha</th>
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Based on the results of this test, it can be concluded that the instrument is reliable and capable of producing consistent data.

**Hypotheses test**

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<th>t-value</th>
<th>2.543</th>
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By examining the t-table, it is found that at 20 degrees of freedom, the critical value at the 5% significance level is 2.086 and at the 1% significance level, it is 2.045. Therefore, the calculated t-value of 2.543 is greater than 2.086. This means that the ethics of the participants significantly affect the learning outcomes, and thus, the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted.

Students learning outcomes are substantially influenced by their ethical behaviour. This can be illustrated by consulting the t-table, where it is evident that for 20 degrees of freedom, the critical value at the 5% significance level is 2.086, whereas at the 1% level it is 2.045. Therefore, the computed t-value of 2.543 is more than the threshold value of 2.086. Consequently, the ethical behavior of students has a substantial impact on their academic achievements, resulting in the rejection of the null hypothesis ($H_0$) and the acceptance of the alternative hypothesis ($H_a$). This demonstrates a notable correlation between student ethics and the academic achievements of fifth-grade pupils at SD Negeri 30 Pagar Alam.

Self-related individual characteristics, particularly those of a physical nature, also exert a substantial influence. Through careful observation and active engagement in Islamic education sessions, it became clear that.

**CONCLUSION**

The study demonstrates that student ethics significantly influence learning outcomes, as evidenced by a calculated t-value of 2.543 exceeding the critical value of 2.086 at a 5% significance level. This leads to the rejection of the null hypothesis and acceptance of the alternative, confirming the impact of ethics on educational performance. Furthermore, individual factors like physical condition, student interest, concentration during lessons, and the influence of peers are crucial in shaping learning experiences. Physical health directly affects comprehension, lack of interest hinders engagement, poor concentration disrupts lesson absorption, and negative peer influences can degrade personal and academic development. Thus, these elements collectively contribute to the effectiveness of educational outcomes in Islamic education among fifth-grade students at SD Negeri 30 Pagar Alam.

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