

**The Effect of Discipline and Learning Style in Online Learning on Student
Learning Outcomes in Economics Subjects
(Survei in Class X IPS 2 SMA Pasundan 2 Bandung)**

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ABSTRACT

This research uses a quantitative descriptive approach by using survey method. The subjects of this study were students of class X IPS 2 SMA Pasundan 2 Bandung with 35 students. Collecting data using questionnaires, interviews, and documentation. The instrument used is a closed questionnaire of each variable with a Likert scale. Tests of data analysis used were descriptive analysis, classical assumption test, multiple linear regression, and hypothesis test. The results of research on the effect of discipline and learning styles in online learning on student learning outcomes in class X IPS 2 SMA Pasundan 2 Bandung are as follows: (1) student discipline on the indicators of learning discipline shows that it lies in the "high" continuum area between the interval 1.284-1750. This shows that student discipline can be said to be optimal. (2) Students' learning styles tend to be visual learning styles with an average weighted score of 3.29. (3) Student learning outcomes are said to be not optimal because there are only 3 people or about 9% of students who are said to be complete and 32 people or around 91% are said to have not completed the economics subject. (4) The influence of discipline and learning styles on student learning outcomes is 2.8%, this is evidenced by R square of 0.28. This shows that discipline and learning styles contribute 2.8% to student learning outcomes, while the other 97.2% are influenced by other factors not examined in this study. As the end of the research, the writer gives suggestions to (1) for schools, to facilitate teachers and students in learning more (2) for teachers, to create a more varied learning atmosphere. (3) for students, students should be more active in participating and paying more attention to the material given by the teacher, especially in economics. (4) for further researchers, it is recommended that similar research be conducted to determine factors outside of discipline and learning styles that can affect student learning outcomes.