The Influence of Time Management, Learning Discipline, and Learning Facilities on Students' Mathematics Learning Outcomes

by Rifani Aulia

Submission date: 25-Oct-2024 11:56AM (UTC+0700)
Submission ID: 2496690961
File name: Artikel_Rifani_Aulia.docx (62.57K)
Word count: 4358
Character count: 24918

The Influence of Time Management, Learning Discipline, and Learning Facilities on Students' Mathematics Learning Outcomes

Rifani Aulia

Universitas Negeri Medan, Indonesia

Address: Jl. William Iskandar Ps. V, Kenangan Baru, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20221

Author's correspondence: rifaniiauliaa@gmail.com

Abstract. This research aims to see the influence of time management, learning discipline, and learning facilities on student mathematics learning outcomes partially and simultaneously. This type of research is ex-post facto design. The population in this study were tenth and eleventh grade students at SMA Swasta Dharma Pancasila Medan. The number of samples used was 63 students consisting of 34 tenth grade students and 29 eleventh grade students. The data collection method was carried out using questionnaires and documentation. The data analysis technique used is classical assumption test, multiple linear regression test, and hypothesis test. The research results showed that there is influence of time management, learning discipline, and learning facilities on students' mathematics learning outcomes partially and simultaneously.

Keywords: *Time Management, Learning Discipline, Learning Facilities, Students' Mathematics Learning Outcomes*.

1. BACKGROUND

Along with the times, countries are required to be able to compete and make adjustments in order to transform into reliable and quality human resources, one of which is through the field of education. Education is all knowledge from learning that has a positive impact on the growth of every living being (Pristiwanti et al., 2022). Education is one of the tools in an effort to improve the standard of living of all levels of citizens, and build the dignity of a nation, so the Indonesian government is trying as much as possible to develop education in Indonesia. Education is a learning process that can develop the potential in a person so that it can change behavior and have a positive impact on life. In the world of education, there are mathematics subjects. Mathematics is a fundamental science for the development of modern technology, and mathematics also plays a role in the development of various fields of science and human thought (Pratiwi et al., 2022). This subject is very important for human life in various fields so that mathematics needs to be taught to students. Students' learning outcomes are used as a benchmark to assess the level of student mastery of the material that has been taught (Suciarsy, 2018). Learning outcomes are also an accumulation of internal and external

factors that affect students (Egok, 2016). Based on this definition, it can be concluded that mathematics learning outcomes are gains obtained from students' abilities after participating in the mathematics learning process which are influenced by internal factors and external factors.

The results of midterm examination scores for mathematics subjects SMA Swasta Dharma Pancasila Medan, precisely in grade tenth and eleventh, show that in the tenth grade, only 17 students from 91 whose scores passed the minimum completeness criteria. Meanwhile, in the eleventh grade, there were 56 students from 79 students whose scores passed the minimum completeness criteria. Internal and external factors can cause low learning outcomes. Internal factors are causal factors that come from within students in the process of achieving learning outcomes such as: motivation, interest in learning, time management, learning discipline and so on. While external factors are everything that comes from outside the individual student either directly or indirectly that can affect individuals to improve their learning outcomes including the family environment, peers and society. So that, this study aims to see the influence of time management, learning discipline, and learning facilities on students' mathematics learning outcomes.

2. LITERATURE REVIEW

TIME MANAGEMENT

Time management is the planning and organization of time used in carrying out activities every day so that individuals can use time effectively and efficiently (Mulyani, 2013). Time management is a planning, organizing, mobilizing and controlling (supervision) of time productivity (Syelviani, 2020). This means that a person must do activities starting from the important one and do activities that are not a priority in their spare time. A person cannot do two or more jobs at once because it can interfere with concentration. By prioritizing an important activity, a person can work with good concentration effectively and efficiently. The indicator of time management are able to set goals, able to prioritize, able to make a schedule, able to minimize distractions, and able to delegate tasks (Harlina et al., 2018).

LEARNING DISCIPLINE

Learning discipline is an attitude of obeying regulations to bring about new changes in behavior through one's own experience in dealing with the environment (Lomu & Widodo, 2018). Learning discipline is a student attitude that is formed through a series of behavior processes that demonstrate values of obedience based on individual moral value references to achieve behavioral changes (Lase, 2016). Therefore, learning discipline is the attitude of obedient students to a rule so as to get changes in behavior obtained from the results of their own experience. Learning discipline is important for students because it can control themselves so that students can live regularly and do their assignments on time. Indicators of learning discipline are comply with the rules set in the school, follow the learning procedures at school, responsible for the tasks that the teacher has given, and repeating lessons at home (Sahputra et al., 2023).

LEARNING FACILITIES

Learning facilities are everything that is used to facilitate and smooth the learning process in order to achieve educational goals (Fazariyah & Dewi, 2020). Facilities are means that provide or assist smoothness and ease in the implementation of a teaching and learning process (Jumadi et al., 2022). Based on this definition, learning facilities are facilities and infrastructure used in learning process with the aim of making it easier to achieve learning goals. Facilities are equipment that is used directly, while infrastructure is equipment that does not move. According to Slameto (2013), the indicators of learning facilities are:

1. Room or place of study

   Condition for being able to study properly is that a special place to study is available. Every student should try to use a special place to study. A comfortable place to study at home is spacious enough for learning activities, attractive wall colors, equipped with air ventilation and equipped with sufficient lighting.

2. Study furniture

   Objects such as learning equipment are objects that help achieve a learning process, namely: special study tables, special study chairs, study lights, and bookshelves.

3. Learning aids

Tools and objects as learning aids are anything that can facilitate students in learning. In this case the learning aids are: complete stationery, complete arithmetic tools, laptops or computers, and teaching aids.

4. Learning resources

Learning resources are everything for students to search and find references to learning materials. In this case, examples of learning resources are: textbooks, internet access, radio, magazines or newspapers, and television.

MATHEMATICS LEARNING OUTCOMES

Mathematics is a fundamental science for the development of modern technology, and mathematics also plays a role in the development of various fields of science and human thought (Pratiwi et al., 2022). Learning is the process of changing a person's behavior as a result of interaction with the surrounding environment (Devi et al., 2022). The purpose of learning is to gain understanding because learning is a way to achieve goals (Milfayetty et al., 2018). Based on the above definition, mathematics learning outcomes are the gains obtained from students' mathematical abilities after participating in learning process which are influenced by internal and external factors.

The success of the educational process in schools is usually measured by learning outcomes after an evaluation of the learning process is carried out (Zamsir et.al in Nugroho & Warmi, 2022). Learning outcomes have their own way of calculation, namely by means of learning outcomes tests. Learning outcome tests are carried out to determine the abilities that students have achieved after getting learning. The test can refer to overall learning outcomes in the middle semester or at the end semester (Djiwandono, 2006). Student learning outcomes can be seen in various forms, starting from the results of semester exams, grade promotion exams, even daily assessments (Wirda et al., 2020).

3. RESEARCH METHODS

This research was conducted in grade tenth and eleventh at SMA Swasta Dharma Pancasila Medan in the 2023/2024 school year. This type of research is ex post facto design. This research does not provide treatment, but reveals facts that occur naturally

and have taken place, and then looks back at the data to determine the factors that preceded it (Eudya et al., 2021). Based on this definition, ex post facto research is research conducted to investigate causal relationships without providing treatment during the research.

The population were students in tenth and eleventh grade at SMA Swasta Dharma Pancasila in Medan. The sample was taken using proportionate stratified random sampling. The sample consisted of 63 students, of which 34 were tenth grade students and 29 were eleventh grade students. The data collection method was carried out using questionnaires with Likert Scale and documentation. Before doing the research, the questionnaires must be validated and calculating its reliability. In this study, validating questionnaire used Pearson Correlation. According to Purnomo (2016), If the value is positive and $r_{count} \geq r_{table}$ then the item is valid. If $r_{count} < r_{table}$ then the item is invalid. To calculate the reliability of questionnaire used Cronbach Alpha's. According to Ghozali (in Fanani et al., 2016), the instrument is said to be reliable if the Cronbach Alpha's value is greater than 0.6 and vice versa. The data analysis techniques using inferential data analysis by using SPSS 26, namely:

1. Classical Assumption Testing
    a. Normality Assumption

        In this study, to test the normality of data by using Kolmogorov Smirnov Test. The criteria is if the calculated Kolmogorov Smirnov value > Kolmogorov Smirnov table value, then the data is not normally distributed. If the calculated Kolmogorov Smirnov value is smaller than the Kolmogorov Smirnov table value, then the data is normally distributed (Usmadi, 2020).

    b. Residuals are independent of each other (Autocorrelation)

        The frequently used autocorrelation test method is the Durbin-Watson test. According to Novia (2016), Autocorrelation can be seen through the Durbin Watson test value as follows:

        - If DU < DW < 4-DU there is no autocorrelation
        - If DW < DL or DW > 4-DL, there is autocorrelation
        - If DL < DW < DU or 4-DU < DW < 4-DL, there is no certainty conclusion.

c. Heteroscedasticity Assumption

Heteroscedasticity test aims to detect unequal residual variances from all observations in a regression model. In this study, the Glejser test was used to test heteroscedasticity. Homogeneity occurs when the significance value is greater than 0.05, and vice versa (Purnomo, 2016).

d. Between independent variables are not correlated (multicollinearity)

Multicollinearity aims to see the correlation between each variable. Multicollinearity occurs in independent variables when the VIF value is greater than 10, but multicollinearity does not occur in independent variables when the VIF value is smaller than 10 (Basuki, 2015).

2. Hypothesis Testing

a. Partial Hypothesis Test

Partial hypothesis test aims to determine the influence between each independent and dependent variable. Partial hypothesis testing can be done by conducting a t-test. The independent variable has no partial influence on the dependent variable when significant value is greater than 0.05. The independent variable has partial influence on the dependent variable when significant value is smaller than 0.05 (Purnomo, 2016).

b. Simultaneous Hypothesis Test

The testing criteria are if the significance value is smaller than 0.05 then the decision is to reject H_0 or the dependent variables simultaneously influences on dependent variable, and vice versa (Basuki, 2014).

c. Coefficient of Determination

The coefficient of determination aims to determine the extent of the influence of an independent variable on the dependent variable. The range is 0 - 1 with the assumption that $0 \leq r^2 \leq 1$. If the coefficient of determination has a result close to 1, it means that the variation in the independent variable can almost provide the information needed to predict the variation in the dependent variable (Larasati & Gilang, 2016).

3. Multiple Linear Regression

Multiple linear regression is used to calculate the magnitude of the influence of more than one independent variable on one dependent variable. Multiple linear regression model in this study is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

Description:

Y = Students' mathematics learning outcomes

β_0 = constant

$\beta_1, \beta_2, \beta_3$ = regression coefficients of time management, learning discipline, and learning facilities

X_1 = Students' time management

X_2 = Students' learning discipline

X_3 = Students' learning facilities

4. RESULTS AND DISCUSSION

Before conducting the test, the validity and reliability are first calculated. The results of validity test are:

Table 1. Validity Test of Time Management Questionnaire

Variable	Item	Pearson Correlation Test	Pearson Correlation Table	Description
Time Management	1	0,552	$r_{(N-2;0,05)} = 0,3610$	Valid
	2	0,415		
	3	0,426		
	4	0,366		
	5	0,689		
	6	0,392		
	7	0,463		
	8	0,414		
	9	0,438		
	10	0,505		
	11	0,838		
	12	0,635		
	13	0,391		
	14	0,692		
	15	0,657		
Learning Discipline	1	0,730	$r_{(N-2;0,05)} = 0,3610$	Valid
	2	0,412		
	3	0,631		

	4	0,671		
	5	0,775		
	6	0,671		
	7	0,632		
	8	0,394		
	9	0,389		
	10	0,534		
	11	0,432		
	12	0,376		
Learning Facilities	1	0,520	$r_{(N-2;0,05)} = 0,3610$	Valid
	2	0,533		
	3	0,442		
	4	0,664		
	5	0,380		
	6	0,512		
	7	0,499		
	8	0,386		
	9	0,592		
	10	0,370		
	11	0,414		
	12	0,381		

Source : Primary data processing by the author, 2024

Time management, learning discipline, and learning facilities validity test calculations using SPSS 26 Application show that $r_{count} > r_{table}$. So, it can be concluded that all items of time management, learning discipline, and learning facilities questionnaire are valid. After knowing the validity of each question item, proceed with the reliability test. The results of reliability test are:

Table 2. Reliability Test of Questionnaire

Variable	Cronbach's Alpha Value	Description
Time Management	0,794	Reliable
Learning Discipline	0,768	
Learning Facilities	0,682	

Source : Primary data processing by the author, 2024

Reliability test calculations using SPSS 26 Application show that the Cronbach's Alpha value of time management, learning discipline, and learning facilities are more than 0,6. Therefore, time management, learning discipline, and learning facilities questionnaire are reliable. After conducting the research, several test were carried out related to the research data, namely :

1. Classical Assumption Testing

   a. Normality Assumption

   The normality test results show that:

Table 3. Normality Test

	Kolmogorov Smirnov Test Results	Kolmogorov Smirnov Table	Description
X_1	0.093	0.171344	Normally distributed
X_2	0.076		
X_3	0.106		
Y	0.163		

Based on Table 3, the Kolmogorov Smirnov value of time management data is 0.093, learning discipline is 0.076, learning facilities is 0.106, and students' mathematics learning outcomes is 0.163. Kolmogorov Smirnov table value with $\alpha = 0.05$ and a sample size of 63 is 0.171344. Because of Kolmogorov Smirnov value of time management, learning discipline, and learning facilities are smaller than Kolmogorov Smirnov table value. Therefore, all data are normally distributed.

   b. Residuals are independent of each other (Autocorrelation)

   The autocorrelation test results show that :

Table 4. Autocorrelation Test

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.712[a]	.507	.482	8.146	2.153

Source : Results of Data Processing by SPSS 26, 2024

Based on Table 4, the Durbin Watson Test value = 2,153. Durbin upper value is 1.6932 and Durbin lower value is 1.4943. It can be seen that $1.6932 < 2.153 < 2.3068$ or Durbin Watson value is between Durbin Upper and 4 – Durbin Upper. Therefore, the data does not suffer from autocorrelation.

c. Heteroscedasticity Assumption

The homogeneity test results show that:

Table 5. Homogeneity Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.123	7.169		.296	.768
	X1	-.016	.119	-.020	-.132	.895
	X2	.142	.129	.160	1.104	.274
	X3	-.033	.118	-.037	-.283	.778
a. Dependent Variable: ABS_RES						

Source: Results of Data Processing by SPSS 26, 2024

Based on the Table 5, significance value for time management (X_1) = 0.895, significance value of learning discipline (X_2) = 0.274, and the significance value of learning facilities (X_3) = 0.778. All significance values are greater than 0.05. Therefore, time management, learning discipline, and learning facilities data is homogeneously distributed.

d. Between independent variables are not correlated (multicollinearity)

Multicollinearity test of research data using the Variance Inflation Factors (VIF) test. The results obtained are as follows:

Table 6. Multicollinearity Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tol	VIF
1	(Constant)	-40.915	12.390		-3.302	.002		
	X1	.636	.206	.325	3.091	.003	.754	1.326
	X2	.890	.223	.410	3.993	.000	.792	1.263
	X3	.510	.205	.235	2.494	.015	.943	1.060

Source : Results of Data Processing by SPSS 26, 2024

Based on Table 6, the VIF test value for time management (X_1) is 1.326, for learning discipline (X_2) is 1.263, and for learning facilities (X_3) is 1.060. All VIF test values are smaller than 10. Therefore, there is no multicollinearity between the time management, learning discipline, and learning facilities variables.

2. Hypothesis Testing

   a. Partial Hypothesis Test

The results of partial hypothesis test is :

Table 7. Partial Hypothesis Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tol	VIF
1	(Constant)	-40.915	12.39		-3.302	.002		
	X1	.636	.206	.325	3.091	.003	.754	1.326
	X2	.890	.223	.410	3.993	.000	.792	1.263
	X3	.510	.205	.235	2.494	.015	.943	1.060
a. Dependent Variable: Y								

Source : Results of Data Processing by SPSS 26, 2024

Based on the Table 7, the significance value for time management (X_1) is 0.003. The significance value is smaller than 0.05. Therefore, time management influences students' mathematics learning outcomes. This is in line with research conducted by Risfandi., et al (2014) on the influence of time management of mathematics learning outcomes in class VIII SMPs Kartika XX-6 Kendari. The results of research obtained that the F_{count} value = 27.161 and the F_{table} value = 3.932, so the $F_{count} > F_{table}$ and the coefficient of determination is 19.2%. Thus, time management affect on the mathematics learning outcomes of eighth grade students of SMPs Kartika XX-6 Kendari in the 2012/2013 academic year.

Significance value for learning discipline (X_2) is 0.000. The significance value is smaller than 0.05. Therefore, learning discipline influences students' mathematics learning outcomes. This is in line with research conducted by

Harefa and Lase (2023) on the influence of learning discipline on students' mathematics values of SMPN 1 Sitolu Ori in the 2022/2023 academic year. The results is t_{count} value = 7.10 and the t_{table} value = 1.99, so the $t_{count} > t_{table}$ and the coefficient of determination value is 40.96%. Thus, learning discipline had a significant influence on students' mathematics values of SMPN 1 Sitolu Ori in the 2022/2023 academic year.

Significance value for learning facilities (X_3) is 0.015. The significance value < 0.05 or 0.015 < 0.05. Therefore, learning facilities influences students' mathematics learning outcomes. The research conducted by Hartanto and Sukartono (2022) on influence of learning facilities on the mathematics learning outcomes of fourth grade students at SD Negeri Kaliwungu 02 in the 2021/2022 academic year. The results of research showed that t_{count} (3.092) > t_{table} (2.034515). So, H_0 was rejected, which means that learning facilities had a significant effect on mathematics learning outcomes.

b. Simultaneous Hypothesis Test

From the results of simultaneous hypothesis test with the SPSS 26 application, it was found that:

Table 8. Simultaneous Hypothesis Test

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4021.046	3	1340.349	20.201	.000[b]
	Residual	3914.669	59	66.350		
	Total	7935.714	62			

Source : Results of Data Processing by SPSS 26, 2024

Based on Table 8, significance value is 0.000. The significance value is smaller than 0.05, then time management, learning discipline, and learning facilities simultaneously influence on the students' mathematics learning outcomes.

This is in line with research conducted by Sudiartini, et al (2021) regarding the contribution of learning discipline, parenting, and learning facilities to mathematics learning outcomes in online learning with sample size of 146 students. The research results indicate that student learning discipline

contributes to students' learning outcomes by 30% and a contribution of learning facilities to students' learning outcomes by 10%. There is also research conducted by Harlina and Fajar (2021) on the influence of time management on mathematics learning outcomes of XII science class students of SMA Muhammadiyah 5 Makassar during the Covid 19 pandemic with sample size of 80 students. The results showed that time management had influence on the mathematics learning outcomes of class II students at SMA Muhammadiyah 5 Makassar.

c. Coefficient of Determination

The results of coefficient of determination test using the SPSS 26 application, it was found that:

Table 9. Coefficient of Determination

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.712[a]	.507	.482	8.146	2.153
a. Predictors: (Constant), X3, X2, X1					
b. Dependent Variable: Y					

Source : Results of Data Processing by SPSS 26, 2024

Based on Table 9, the coefficient of determination value is 0.507. This shows that time management, learning discipline, and learning facilities simultaneously have an influence of 50.7% on student mathematics learning outcomes.

3. Multiple Linear Regression Model

Based on research data, the multiple linear regression model are :

Table 10. Multiple Linear Regression

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tol	VIF
1	(Constant)	-40.915	12.390		-3.302	.002		
	X1	.636	.206	.325	3.091	.003	.754	1.326
	X2	.890	.223	.410	3.993	.000	.792	1.263
	X3	.510	.205	.235	2.494	.015	.943	1.060
a. Dependent Variable: Y								

Source : Results of Data Processing by SPSS 26, 2024

Based on Table 10, the constant value is -40.915, while the coefficient for X_1 = 0.636, X_2 = 0.890, and X_3 = 0.510. Therefore, the form of the multiple linear regression model is:

$$Y = -40.915 + 0.636X_1 + 0.890 X_2 + 0.510X_3$$

5. CONCLUSION AND SUGGESTION

Based on the discussion above, the conclusions are there is influence of time management, learning discipline, and learning facilities on students' mathematics learning outcomes partially and simultaneously.

The author suggests that future researchers add other variables that can affect students' mathematics learning outcomes, such as learning models, learning motivation, and so on to be studied.

BIBLIOGRAPHY

Basuki, A. T. (2015). *Penggunaan SPSS dalam Statistik*. Sleman : Danisa Media.

Danuri., Maisaroh, S. (2019). *Metodologi Penelitian Pendidikan*. DI Yogyakarta: Penerbit Samudra Biru.

Devi, D. A. P. P. S., Widana, I. W., & Sumandya, I. W. (2022). Pengaruh Penerapan Ice Breaking Terhadap Minat dan Hasil Belajar Matematika Siswa Kelas XI di SMK Wira Harapan. *Indonesian Journal of Educational Development*, *3*.

Djiwandono, S, E, W. (2006). Psikologi Pendidikan. Jakarta: Grasindo

Egok, A. S. (2016). Kemampuan Berpikir Kritis Dan Kemandirian Belajar Dengan Hasil Belajar Matematika. *Pendidikan Dasar*, *7*(2), 186–199.

Eudya, A., Prihatin, I., & Saputro, M. (2021). Pengaruh Motivasi, Minat, Dan Manajemen Waktu Terhadap Prestasi Belajar Matematika Siswa Kelas Vii Smp. *Prima Magistra: Jurnal Ilmiah Kependidikan*, *2*(1), 50–57. https://doi.org/10.37478/jpm.v2i1.812

Fanani, I., & Djati, S. P. (2016). Pengaruh kepuasan kerja dan komitmen organisasi terhadap organizational citizenship behavior (OCB). *Fundamental management journal*, *1*(04), 40-53.

Fazariyah, A., & Dewi, P. S. (2020). Studi Pendahuluan : Kontribusi Fasilitas Belajar dan Tingkat Sosial Ekonomi Orang Tua Terhadap Hasil Belajar Matematika pada Pembelajaran dalam Jaringan. *Jurnal Ilmiah Matematika Realistik (JI-MR)*, *3*(1), 36–41.

Harefa, F., & Lase, S. (2023). Pengaruh Kedisiplinan Belajar Terhadap Nilai Matematika Siswa SMPN 1 Sitolu Ori Tahun Pelajaran 2022/2023. *Warta*

Dharmawangsa, *17*(2), 838-855.

Harlina, A. P., Theresia, M., & Hartati, S. (2018). Mengembangkan Kemampuan Manajemen Waktu Melalui Layanan Penguasaan Konten dengan Teknik Kontrak Perilaku. *Indonesian Journal of Guidance and Counseling: Theory and Application*, *3*(1), 1–8.

Hartanto, H., & Sukartono, S. (2022). Pengaruh Fasilitas Belajar dan Pengelolaan Kelas Terhadap Hasil Belajar Matematika Siswa Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 6211–6217. https://doi.org/10.31004/basicedu.v6i4.3201

Jumadi, P., Firman, A., & Alam, S. (2022). Pengaruh Kompetensi Profesional, Fasilitas, Belajar Dan Motivasi Belajar Siswa Terhadap Hasil Belajar Siswa SD Negeri II Marowo Kabupaten Toja Una-Una. *Ezenza Journal*, *1*.

Larasati, S., & Gilang, A. (2016). Pengaruh Motivasi Kerja terhadap Kinerja Karyawan Wilayah Telkom Jabar Barat Utara (Witel Bekasi). *Jurnal Manajemen Dan Organisasi*, *5*(3), 200. https://doi.org/10.29244/jmo.v5i3.12167

Lase, A. (2016). Hubungan Antara Motivasi Belajar Dengan Disiplin Belajar. *Jurnal Warta Edisi : 48*, *224*, 1–16.

Lomu, L., & Widodo, S. A. (2018). Pengaruh Motivasi Belajar dan Disiplin Belajar terhadap Prestasi Belajar Matematika Siswa. *Prosiding Seminar Nasional Pendidikan Matematika Etnomatnesia*, *0*(0), 745–751.

Milfayetty, S., Yus, A., Nuraini, Rahmulyani, & Hutasuhut, E. (2018). *Psikologi Pendidikan*. PPs Unimed.

Mulyani, M. D. (2013). Hubungan Antara Manajemen Waktu Dengan Self Regulated Learning Pada Mahasiswa. *Educational Psychology Journal*, *2*(1), 43–48. http://journal.unnes.ac.id/sju/index.php/epj

Novia, A. D. (2016). Analisis Perbandingan Uji Autokorelasi Durbin- Watson dan Breusch - Godfrey. *Universitas Islam Negeri Maulana Malik Ibrahim*, 81.

Nugroho, R., & Warmi, A. (2022). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Matematika Siswa Di Smpn 2 Tirtamulya. *EduMatSains : Jurnal Pendidikan, Matematika Dan Sains*, *6*(2), 407–418. https://doi.org/10.33541/edumatsains.v6i2.3627

Pratiwi, N., Sripatmi, S., Sridana, N., & Amrullah, A. (2022). Pengaruh Lingkungan Keluarga dan Fasilitas Belajar Terhadap Prestasi Belajar Metematika Kelas VIII SMP Negeri 3 Lingsar pada Materi Lingkaran Tahun Ajaran 2020/2021. *Griya Journal of Mathematics Education and Application*, *2*(1), 16–25. https://doi.org/10.29303/griya.v2i1.150

Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, *4*(6), 1707–1715.

Purnomo, R. A. (2016). Analisis Statistik Ekonomi dan Bisnis Dengan SPSS. In *Cv*.

Wade Group.

Risfandi, R., Busnawir, B., Sahidin, L. (2014). Pengaruh Manajemen waktu Terhadap Hasil Belajar Matematika Pada Siswa Kelas VIII SMPS Kartika XX-6 Kendari. *Jurnal Penelitian Pendidikan*, *2*(1).

Sahputra, D., Hambali, M., Asih, M., & Sakinah, N. N. (2023). Analisis Disiplin Belajar Anak Panti Asuhan Penyantunan Yatim Darul Aitam. *Jurnal Pendidikan Glasser*, *7*.

Slameto. (2013). *Belajar dan Faktor-faktor yang Mempengaruhninya*. PT. Rineka Cipta.

Suciarsy. (2018). Model Pembelajaran Guided Discovery untuk Meningkatkan Hasil Belajar dan Sikap Ilmiah Peserta Didik pada Mata Pelajaran Fisika Kelas XI. *Jurnal Pendidikan Fisika*, *6*(1), 43–54.

Sudiartini, N. L., Suharta, I. G. P., & Sudiarta, I. G. P. (2021). Kontribusi Kedisiplinan Belajar, Pola Asuh, dan Fasilitas Belajar Terhadap Hasil Belajar Matematika Selama Pembelajaran Daring. *Jurnal Imiah Pendidikan Dan Pembelajaran*, *5*(1), 124. https://doi.org/10.23887/jipp.v5i1.31386

Syelviani, M. (2020). Pentingnya Manajemen Waktu Dalam Mencapai Efektivitas Bagi Mahasiswa (Studi Kasus Mahasiswa Program Studi Manajemen Unisi). *Jurnal Analisis Manajemen*, *6*.

Usmadi, U. (2020). Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas). *Inovasi Pendidikan*, *7*(1), 50–62. https://doi.org/10.31869/ip.v7i1.2281

Wirda, Y., Ulumudin, I., Widiputera, F., Listiawati, N., & Fujianita, S. (2020). *Faktor-faktor determinan hasil belajar siswa*.

The Influence of Time Management, Learning Discipline, and Learning Facilities on Students' Mathematics Learning Outcomes

ORIGINALITY REPORT

19%	13%	16%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Negeri Semarang Student Paper	3%
2	dinastipub.org Internet Source	2%
3	repo.ppb.ac.id Internet Source	2%
4	ejournal.undiksha.ac.id Internet Source	1%
5	Submitted to University of Oklahoma Health Science Center Student Paper	1%
6	jurnal.uin-antasari.ac.id Internet Source	1%
7	Try Hendria Rahma Dewi, Janusi Waliamin, Sintia Safrianti. "Influence Of Job Rotation, Work Discipline, And Workload On Employee Productivity At PT. Bank Bengkulu (Persero) KC Karang Tinggi Bengkulu Tengah", Journal	1%

of Research in Social Science and Humanities, 2024
Publication

8	Submitted to School of Business and Management ITB Student Paper	1 %
9	prosiding.uika-bogor.ac.id Internet Source	1 %
10	Dwi Irawan, Agung Prasetyo, Nugroho Wicaksono, Aviani Widyastuti, Rizki Febriani, Ali Roziqin. "Economic Sustainability and Social Equality in the Technological Era", CRC Press, 2024 Publication	1 %
11	Ade Gafar Abdullah, Vina Adriany, Cep Ubad Abdullah. "Borderless Education as a Challenge in the 5.0 Society", CRC Press, 2020 Publication	1 %
12	core.ac.uk Internet Source	1 %
13	Submitted to Kensington International College Student Paper	1 %
14	www.studocu.com Internet Source	1 %
15	www.sciencegate.app Internet Source	1 %

16	Ratna Sari Dewi, Hafni Indriati Nst, Minda Syafina Syafei, Surya Julius Sembiring et al. "Simulation Study of Dibutylditiocarbamate (DBDTC) Ligand Molecular Dynamics for Extraction of Rare Earth Elements", Walter de Gruyter GmbH, 2024 Publication	1 %
17	ji.unbari.ac.id Internet Source	1 %
18	Ade Gafar Abdullah, Ida Hamidah, Siti Aisyah, Ari Arifin Danuwijaya, Galuh Yuliani, Heli S.H. Munawaroh. "Ideas for 21st Century Education", CRC Press, 2017 Publication	1 %
19	Submitted to Landmark University Student Paper	1 %
20	Submitted to National School of Business Management NSBM, Sri Lanka Student Paper	1 %
21	ojs.unm.ac.id Internet Source	1 %
22	www.engineeringletters.com Internet Source	1 %

Exclude quotes	On	Exclude matches	< 1%

Exclude bibliography On

The Influence of Time Management, Learning Discipline, and Learning Facilities on Students' Mathematics Learning Outcomes

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16