



The Role of The School Environment as A Moderating Variable in The Effect of Discipline on Learning Outcomes in Islamic Religious Education and Ethics

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ABSTRACT

This study aims to analyze the influence of discipline on Islamic Religious Education and Ethics learning outcomes and to examine the role of the school environment as a moderating variable. The research approach employed quantitative methods with a survey technique. The study population consisted of 218 seventh-grade students of SMP Negeri 2 Salatiga in the 2024/2025 academic year, and 69 students were selected as a sample using the Slovin formula with a 5% margin of error. Data were collected through questionnaires (for discipline and school environment variables) and grade documentation (for learning outcomes). Data analysis was performed using multiple linear regression and Moderated Regression Analysis (MRA) using SPSS. The results indicate that discipline has a positive and significant influence on Islamic Religious Education and Ethics learning outcomes. Furthermore, the school environment acts as a moderating variable, strengthening the influence of discipline on learning outcomes when conditions are conducive and weakening it when conditions are less conducive. These findings confirm that improving the quality of Islamic Religious Education and Ethics learning is not solely determined by internal factors such as student discipline, but also influenced by external factors such as a supportive school environment. Practically, these research findings provide implications for educators and school administrators to foster a culture of discipline and create a religious, orderly, and conducive learning climate as an effort to improve the quality of religious education.

Keywords: *Discipline, Learning Outcomes, School Environmet.*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh kedisiplinan terhadap hasil belajar Pendidikan Agama Islam (PAI) dan Budi Pekerti serta menguji peran lingkungan sekolah sebagai variabel moderasi. Pendekatan penelitian menggunakan metode kuantitatif dengan teknik survei. Populasi penelitian terdiri atas 218 siswa kelas VII SMP Negeri 2 Salatiga Tahun Ajaran 2024/2025, dan sebanyak 69 siswa ditetapkan sebagai sampel menggunakan rumus Slovin dengan tingkat kesalahan 5%. Data dikumpulkan melalui angket (untuk variabel kedisiplinan dan lingkungan sekolah) serta dokumentasi nilai (untuk hasil belajar). Analisis data dilakukan menggunakan regresi linier berganda dan Moderated Regression Analysis (MRA) melalui program SPSS. Hasil penelitian menunjukkan bahwa kedisiplinan memiliki pengaruh positif dan signifikan terhadap hasil belajar PAI dan Budi Pekerti. Selain itu,

lingkungan sekolah berperan sebagai variabel moderasi yang memperkuat pengaruh kedisiplinan terhadap hasil belajar ketika kondisi lingkungan sekolah kondusif, dan melemahkannya ketika kondisi tersebut kurang mendukung. Temuan ini menegaskan bahwa peningkatan mutu pembelajaran PAI tidak hanya ditentukan oleh faktor internal berupa kedisiplinan siswa, tetapi juga dipengaruhi oleh faktor eksternal berupa lingkungan sekolah yang mendukung proses pembelajaran. Secara praktis, hasil penelitian ini memberikan implikasi bagi pendidik dan pengelola sekolah untuk menumbuhkan budaya disiplin serta menciptakan iklim belajar yang religius, tertib, dan kondusif sebagai upaya peningkatan kualitas pendidikan agama.

Kata Kunci: *Kedisiplinan, Hasil Belajar, Lingkungan Sekolah.*

INTRODUCTION

Islamic Religious Education (*PAI* in Indonesian) and Ethics are essential components of the national curriculum, playing a strategic role in shaping the character and morals of students. PAI learning is not only oriented towards mastering religious knowledge, but also towards shaping attitudes and behaviours in accordance with Islamic teachings. The success of learning is reflected in students' ability to understand, internalise, and apply religious values in their daily lives (Harahap, 2020). Thus, the learning outcomes of PAI and Ethics reflect both academic achievement and the quality of character building in students.

Internal and external factors influence student learning outcomes. One important internal factor is discipline, which reflects regularity in learning, compliance with rules, and consistency in completing tasks. Good discipline has a positive impact on improving academic achievement (Amalia et al., 2021). Research by Tamba et al. (2025) also confirms that discipline is a determining factor in learning success because it encourages students to act in an orderly and consistent manner. Thus, discipline plays a strategic role in shaping effective learning behaviour. However, the influence of discipline is not singular; it can be strengthened or weakened by external factors, particularly the school environment.

However, the influence of discipline is not singular, but can be strengthened or weakened by external factors, particularly the school environment. A conducive school environment serves as a place for fostering disciplined behaviour as well as an external factor that supports students' academic achievement. The school environment can be understood through three dimensions: the physical dimension (facilities, infrastructure, and cleanliness), the social dimension (teacher-student relationships, atmosphere of togetherness, and school climate), and the academic dimension (availability of teaching materials, learning methods, and enforcement of rules). These three dimensions form an ecosystem that has the potential to strengthen or weaken the influence of discipline on learning outcomes (Hendrizal, 2019)

Previous studies have shown that the school environment has a significant effect on learning outcomes. Wulandari (2024) found that a well-organised school environment can improve learning outcomes, while Nurfauzi (2024) emphasised that a conducive learning environment fosters a culture of discipline among students. Tarigan's (2018) findings expand on this view by showing that the school environment not only has a direct effect on learning outcomes but also acts as a moderator that strengthens the influence of internal factors such as discipline. However, most of these studies still place the variables of school environment and discipline separately or have not empirically tested the interaction between the two in the context of Islamic Religious Education and Ethics learning. Therefore, this study attempts to fill this gap by analysing the role of the school environment as a moderating variable in the relationship between discipline and learning outcomes in Islamic Religious Education and Character Education.

The research context at SMP Negeri 2 Salatiga reveals that, despite having a relatively conducive learning environment with adequate facilities, the school still experiences disciplinary problems, including tardiness, late arrival to class after breaks, and late submission of assignments. This condition indicates a gap between the potential of the school environment and the students' disciplinary practices, which has an impact on learning outcomes, especially in Islamic Religious Education and Ethics subjects (Indriyanti, 2025). This condition indicates a gap between the potential of a supportive school environment and the students' disciplinary practices, which are not yet optimal. This imbalance has an impact on learning outcomes, particularly in Islamic Religious Education and Ethics subjects, which require harmony between cognitive, affective, and psychomotor aspects.

Previous empirical studies on the relationship between discipline and learning outcomes have yielded varying findings. Elly (2016) found that the contribution of discipline to learning outcomes was relatively small. In contrast, Suciwati & Mukhlisina's (2022) research has demonstrated that student discipline in learning activities is highly influential in improving student learning outcomes. These differing findings suggest the need to consider additional variables, such as the school environment, to provide a more comprehensive explanation.

Furthermore, from an Islamic education perspective, discipline has a strong theological and moral foundation. The value of discipline is a manifestation of the principle of *istiqamah*, which is consistency in doing good and obeying Allah's commands. The Prophet Muhammad exemplified discipline in all aspects of life, from worship and time management to social responsibility. Therefore, discipline in the context of Islamic Education does not only reflect academic behaviour, but also the moral integrity and faith of students. A religious and conducive school environment

strengthens character building through the example set by teachers, religious culture, and a system of rules that instils the values of *akhlakul karimah* (Hanik et al., 2021).

Based on this description, this study focuses on analysing the influence of discipline on learning outcomes in Islamic Religious Education and Character Education, with the school environment serving as a moderating variable for seventh-grade students at SMP Negeri 2 Salatiga during the 2024/2025 academic year. This study is expected to provide theoretical contributions by strengthening the understanding of the integrative role of internal and external factors in the PAI learning model, as well as providing practical implications for educators in developing learning strategies that foster discipline and build a conducive and religious learning environment.

METHODS

The study employed a quantitative approach, utilising a moderated regression analysis (MRA) design. A quantitative approach was chosen because this study focused on measuring numerical variables and aimed to test hypotheses (Jailani & Saksitha, 2024). The purpose of this study was to analyse the effect of discipline on learning outcomes in Islamic Religious Education and Ethics, and to investigate the role of the school environment as a moderating variable. The study population consisted of all 218 seventh-grade students at SMP Negeri 2 Salatiga during the 2024/2025 academic year. The sample was determined using the Slovin formula, resulting in 69 respondents. The sampling technique employed was proportional random sampling from each class, ensuring that each group of students had an equal chance of being selected as respondents.

This study involved three main variables, namely student discipline (X) as an independent variable representing the level of compliance and consistency of students in obeying rules, implementing regulations, and fulfilling their learning responsibilities at school, learning outcomes (Y) Islamic Religious Education and Ethics as dependent variables measured through report card scores and official academic documents for Islamic Religious Education and Ethics subjects for the odd and even semesters of the 2024/2025 Academic Year, and school environment (Z) as a moderating variable, used to test the extent to which these conditions strengthen or weaken the influence of discipline on learning outcomes.

The research instruments consisted of questionnaires and documentation. The questionnaire used was a 1–4 Likert scale, compiled based on the indicators of each variable. For the discipline variable, the indicators included compliance with rules and regulations, punctuality, regularity in completing assignments, and orderly behaviour in class during the learning process. For the school environment variable, the indicators used included the completeness of facilities and infrastructure, social relationships

among school members, a conducive learning climate, and teacher support in learning. Meanwhile, learning outcomes were obtained from the documentation of report card scores for Islamic Religious Education and Ethics subjects for both even and odd semesters, as reported by Islamic Religious Education and Ethics teachers.

Data processing was performed using the Software Package for Social Sciences (SPSS). Instrument validity was tested using Pearson Product-Moment correlation, and an item was declared valid if the calculated r value was greater than the table r value at a significance level of 0.05 (Janna & Herianto, 2021). Meanwhile, the reliability test was conducted using Cronbach's Alpha, and the instrument was deemed reliable if the Alpha value was greater than 0.70, indicating internal consistency (Anggraini et al., 2022). The data analysis technique consisted of three stages. *First*, classical assumption testing, which consists of normality testing using Kolmogorov-Smirnov and Shapiro-Wilk to test whether, in a regression model, an independent variable and a dependent variable or both, have a normal/non-normal distribution (Rifandi & Aviany, 2024). Multicollinearity tests to ensure that there is no overly strong relationship between independent variables. If there is a correlation between two independent variables, then it cannot be considered a good regression (Yaldi et al., 2022). The heteroscedasticity test is used to determine whether there is a deviation from the classical assumption of heteroscedasticity, namely the inequality of residual variance for all observations in the regression model (Pangow, 2024).

Second, multiple linear regression analysis is used to test the effect of discipline on learning outcomes and to control for school environment variables. The t-test is used to see the partial effect of discipline on learning outcomes, while the F-test is used to determine the simultaneous effect of discipline and school environment on learning outcomes. Third, Moderated Regression Analysis (MRA) is used to test the role of the school environment as a moderating variable in the relationship between discipline and learning outcomes. A moderating variable is a factor that influences the strength or weakness of the relationship between the independent variable and the dependent variable (Devi et al., 2024). The results of the analysis are expected to provide an empirical understanding of the extent to which discipline influences Islamic Religious Education and Ethics learning outcomes, as well as comprehensively explain the role of the school environment in strengthening or weakening this relationship.

This research was conducted at SMP Negeri 2 Salatiga, Jalan Kartini No. 26, Kecamatan Sidorejo, Kota Salatiga, Central Java. The location was chosen based on the school's characteristics, which include a fairly good learning environment but still face student discipline issues. The research was conducted during July 2025, covering the stages of initial observation, instrument preparation, data collection, and analysis of research results.

RESULT

The research was conducted at SMP Negeri 2 Salatiga, a school with adequate learning facilities and a relatively conducive environment. However, the pre-survey revealed that issues with student discipline, including tardiness and late submission of assignments, continued to persist. These conditions emphasise the importance of analysing the extent to which the school environment plays a role in the relationship between discipline and learning outcomes in Islamic Religious Education and Character Education.

1. Validity Test

A validity test is a test that determines whether a measuring instrument is valid or invalid. A questionnaire can be considered valid if the questions accurately express what is being measured (Janna & Herianto, 2021).

a. Discipline Validity Test

Table 1. Discipline Validity Test

Calculated R	Table R	Results
0,586	0,344	Valid
0,445	0,344	Valid
0,397	0,344	Valid
0,585	0,344	Valid
0,612	0,344	Valid
0,510	0,344	Valid
0,755	0,344	Valid
0,218	0,344	In-valid
0,424	0,344	Valid
0,690	0,344	Valid
0,472	0,344	Valid
0,777	0,344	Valid
0,676	0,344	Valid
0,600	0,344	Valid
0,471	0,344	Valid

The discipline variable instrument consists of 15 statements. The validity test results using Pearson Product-Moment correlation with a table r of 0.344 show that 14 items are valid, with the highest calculated r of 0.777 and the lowest of 0.397. One statement item, namely item number 8, was declared invalid because it had a calculated r of 0.218 (< 0.344).

b. School Environment Validity Test

Table 2. School Environment Validity Test

Calculated R	Table R	Results
0,732	0,344	Valid
0,629	0,344	Valid
0,675	0,344	Valid
0,608	0,344	Valid
0,681	0,344	Valid
0,617	0,344	Valid
0,657	0,344	Valid
0,643	0,344	Valid
0,635	0,344	Valid
0,296	0,344	In-Valid
0,611	0,344	Valid

The school environment variable instrument consists of 11 statements. From the validity test results, 10 items were declared valid with the highest calculated r of 0.732 and the lowest of 0.608. In contrast, one statement, item number 10, was declared invalid with a calculated r value of 0.296 (< 0.344).

2. Reliability Test

A reliability test is a tool used to measure questionnaires that have indicators of variables. Reliability tests are used to determine the consistency of measuring instruments, ensuring that the instruments used are reliable and remain consistent when measurements are repeated. A questionnaire can be considered reliable if the answers are consistent, yielding relatively similar results (Anggraini et al., 2022).

Table 3. Discipline Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha
.841	.841

Table 4. School Environment Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha
.852	.852

The validated instruments were then tested for reliability using Cronbach's Alpha. The discipline variable obtained a value of 0.841, and the school environment variable obtained a value of 0.852. Both were above the minimum limit of 0.60, indicating that the instruments were reliable and consistent in measuring the research variables.

3. Classical Assumption Test

a. Normality Test

The normality test aims to determine whether an independent variable, a dependent variable, or both, in a regression model, have a normal or non-normal distribution (Rifandi & Aviany, 2024).

Table 5. Normality Test Results

		X	Y	Z
N		69	69	69
Normal Parameters ^{a,b}	Mean	49.09	86.83	33.20
	Std. Deviation	3.791	3.883	3.109
Most Extreme Differences	Absolute	.110	.111	.158
	Positive	.106	.063	.158
	Negative	-.110	-.111	-.092
Kolmogorov-Smirnov Z		.913	.921	1.311
Asymp. Sig. (2-tailed)		.376	.365	.064

a. Test distribution is Normal.
 b. Calculated from data.

Based on the results of the Kolmogorov-Smirnov normality test, it is known that the Sig values for variables X, Y, and Z are 0.376, 0.365, and 0.064, respectively, all of which are greater than 0.05. The data on the variables of discipline, school environment, and PAI learning outcomes are declared to be normally distributed. Thus, the normality assumption is fulfilled, and the data are suitable for regression analysis.

b. Multicollinearity Test

The multicollinearity test aims to determine whether there is a correlation between independent variables. If there is a correlation between two independent variables, then it cannot be said to be a good regression (Yaldi et al., 2022).

Table 6. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	X	.848	1.180
	Z	.848	1.180

a. Dependent Variable: Y

The analysis results show that the variables of discipline and school environment have a Tolerance value above 0.10 and a VIF value below 10. Thus, it can be concluded that there is no multicollinearity in the regression model.

c. Heteroscedasticity Test

The heteroscedasticity test is used to determine whether there is a deviation from the classical assumption of heteroscedasticity, namely the existence of unequal variance of the residuals for all observations in the regression model (Pangow, 2024).

Table 7. Heteroscedasticity Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.789	3.281		.850	.399
	X	-.073	.065	-.147	-1.114	.269
	Z	.113	.079	.187	1.418	.161

a. Dependent Variable: ABS_RES

The analysis results show that the variables of discipline and school environment have a significance value above 0.05, so it can be concluded that there is no heteroscedasticity in the regression model.

4. Hypothesis Testing

a. Multiple Linear Regression Test

Multiple linear regression testing is used to determine the magnitude of the contribution of each independent variable to the dependent variable, both simultaneously and partially.

Table 8. Multiple Linear Regression Test Results

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.982a	.964	.962	.755	

a. Predictors: (Constant), xz, x1, Z

The Model Summary test results show a correlation coefficient (R) value of 0.982, indicating a very strong relationship between discipline (X) and school environment (Z) on learning outcomes (Y). The coefficient of determination (R²) value of 0.964 indicates that these two variables can explain 96.4% of the variation in learning outcomes. In comparison, the remaining 3.6% is attributed to other factors outside the model. A very high R² value for the socio-educational context indicates the possibility of conceptual overlap or multicollinearity between variables. Therefore, these results need to be interpreted carefully, considering the potential similarity in dimensions between discipline and school environment as factors that are both rooted in the culture of order and the learning climate of students.

b. F test

To determine the simultaneous effect of discipline and school environment on learning outcomes, an F-test was conducted using ANOVA analysis.

Table 9. F Test Results

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	988.237	3	329.412	577.194	.000 ^a
	Residual	37.096	65	.571		
	Total	1025.333	68			

a. Predictors: (Constant), xz, x1, Z

b. Dependent Variable: Y

The test results show that the significance value of the F test is 0.000 (< 0.05), indicating that the discipline variable simultaneously has a significant effect on the Islamic Religious Education and Ethics learning outcome variables.

c. T Test

The T-test was conducted to examine the partial effect of the variables of discipline and school environment on learning outcomes.

Table 10. T Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	194.507	2.629		73.981	.000
	x1	-1.978	.049	-2.157	-40.405	.000
	Z	-3.348	.092	-2.680	-36.291	.000
	xz	.062	.002	3.724	37.473	.000

a. Dependent Variable: Y

The t-test results show that the discipline variable has a significance value of 0.000 (< 0.05). This proves that discipline has a positive and significant effect on the learning outcomes of Islamic Religious Education and Character Education. The t-test results for the school environment variable also show a significance value of 0.000 (< 0.05). These findings indicate that the school environment has a positive and significant effect on PAI and Character Education learning outcomes.

5. Moderated Regression Analysis (MRA)

To test the moderation hypothesis in this study, Moderated Regression Analysis (MRA) was used, with the moderation variable functioning to influence the strength or weakness of the relationship between the independent variable and the dependent variable (Devi et al., 2024)

Table 11. Moderated Regression Analysis (MRA) Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	194.507	2.629		73.981	.000
	x1	-1.978	.049	-2.157	-40.405	.000
	Z	-3.348	.092	-2.680	-36.291	.000
	xz	.062	.002	3.724	37.473	.000

a. Dependent Variable: Y

Based on the analysis results, the following moderation regression equation was obtained:

$$Y = \alpha + b_1X + b_2Z + b_3(X \times Z) + e$$

This equation shows that the interaction coefficient between discipline (X) and school environment (Z) is 0.062 with a t value of 37.473 and sig. = 0.000 (< 0.05). This result indicates that the interaction variable has a positive and significant effect on learning outcomes. Thus, the school environment serves as a moderating variable that enhances the impact of discipline on learning outcomes. This means

that every one-unit increase in the school environment will increase the influence of discipline on learning outcomes by 0.062 units.

Theoretically, these findings suggest that the relationship between internal factors (discipline) and learning outcomes is not independent but rather depends on external conditions, specifically the school environment. Practically, these results emphasise the importance of creating a conducive school environment, both physically and academically, as it can enhance the positive impact of discipline on student learning outcomes.

DISCUSSION

1. The Effect of Discipline on Learning Outcomes

The results of the analysis show that discipline has a positive and significant effect on learning outcomes in Islamic Religious Education and Character Education. Causally, these findings suggest that discipline serves as a self-regulatory mechanism that consistently directs students' learning behaviour toward academic goals. Students with high levels of discipline tend to show regular attendance, compliance with rules, and punctuality in completing assignments, resulting in a more effective and focused learning process. Conversely, low discipline leads to weak learning control, thereby reducing students' ability to manage their time and academic responsibilities effectively.

Theoretically, the results of this study confirm the view of behavioristic learning theory, which emphasises the importance of forming positive habits and consistent behaviour in achieving optimal learning outcomes. In the context of educational psychology, discipline is also closely related to self-management theory, which views behavioural regularity as a mediator between motivation and academic achievement (Adlya et al., 2020)

This empirical confirmation builds upon the previous findings of Harahap (2020) and Amalia (2021), which demonstrate that discipline is a significant internal factor influencing learning success. This study also builds upon previous findings by emphasising that discipline, in Islamic Religious Education and Ethics learning, serves not only as an academic factor but also as an instrument for the internalisation of religious and moral values in students.

In terms of pedagogical implications, these findings highlight the importance of fostering a culture of discipline within the school environment. Educators, especially Islamic education teachers, need to instil the value of discipline through exemplary behaviour, habit formation, and consistent enforcement of learning rules to shape students' academic responsibility and moral character. As for the religious implications, discipline reflects the implementation of the values of *istiqomah* (steadfastness), *amanah* (trustworthiness), and responsibility as taught in

Islam. Therefore, instilling discipline in the learning process not only supports academic success but also contributes to the formation of students' religious personalities and good character.

2. The Influence of the School Environment on Learning Outcomes

The t-test results indicate that the school environment has a positive and statistically significant impact on learning outcomes in Islamic Religious Education and Character Education. Causally, a conducive environment, encompassing physical, social, and academic aspects, fosters a comfortable learning atmosphere, promotes harmonious interactions, and provides emotional support, thereby increasing student concentration and motivation. These conditions strengthen learning engagement and foster academic responsibility.

These findings confirm the educational ecology theory, which posits that the environment serves as an external system that influences student behaviour and achievement. This study builds upon the results of Hendrizal (2019) and Wulandari (2024) highlights the role of the environment as a context for shaping discipline and character development.

In the context of Islamic Religious Education and Character Education, a religious and conducive school environment serves as an effective medium for instilling moral values, such as responsibility, exemplary behaviour, and cooperation. This aligns with the concept of religious habitus in Islamic education, where positive habits and a spiritual environment shape the moral behaviour of students.

Pedagogically, these results highlight the importance of maintaining a disciplined, supportive, and participatory school climate to optimise learning outcomes. Religiously, a spiritual and disciplined school environment serves as a medium for internalising moral values, such as responsibility, exemplary behaviour, and *ukhuwah* (brotherhood), which are at the core of Islamic Religious Education and Ethics learning.

3. The Role of School Environment Moderation

The results of Moderated Regression Analysis (MRA) indicate that the school environment plays a significant role as a moderating variable in the relationship between discipline and learning outcomes in Islamic Religious Education and Character Education. The regression equation obtained is:

$$Y = \alpha + \mathbf{b}_1X + \mathbf{b}_2Z + \mathbf{b}_3(X \times Z) + e$$

The results show a t-value of 37.473 with a significance level of 0.000 (< 0.05), indicating that the effect of discipline on learning outcomes increases by β_3 one unit for every one-unit increase in the school environment. Thus, the school environment strengthens the effect of discipline on learning outcomes.

Theoretically, this moderating effect can be explained through Bronfenbrenner's ecological approach to education, which posits that the learning environment serves as an external system that influences individual behaviour within the educational context. A conducive school environment provides social, emotional, and structural support that reinforces the influence of internal factors, such as discipline, on academic performance.

When the learning environment is well-organised, with adequate facilities, a positive social climate, and orderly classroom management, student discipline tends to manifest consistently in learning behaviours, such as punctuality, obedience to rules, and academic responsibility. Conversely, in a less supportive environment, personal discipline loses its influence due to a lack of external control and contextual support. Thus, the school environment acts as a catalyst, either strengthening or weakening the relationship between internal factors (such as discipline) and learning outcomes.

These findings confirm the results of Nurhayati et al. (2021) that school environmental conditions can function as a quasi-moderator, and expand on the findings of Dewi and Yuniarsih (2020) by showing that the moderating role of the environment is not limited to motivational support but also extends to the formation of consistent disciplinary behaviour. Similar support is provided by Wulandari et al. (2024), who emphasise that a healthy school climate can amplify the impact of individual variables on academic achievement.

Pedagogically, these results imply the importance of synergy between student discipline coaching and learning environment management. Educators and schools need to create a learning system based on order, responsibility, and positive interaction so that students' disciplinary potential can contribute optimally to academic achievement. Religiously, a spiritual and highly disciplined school environment is an effective medium for internalising *akhlakul karimah* values, such as perseverance, responsibility, and honesty, which are at the core of Islamic Religious Education and Ethics learning.

Overall, the results of the study show that discipline and the school environment interact significantly in determining the success of Islamic Religious Education and Ethics learning. Discipline is an internal factor that regulates student learning behaviour, while the school environment functions as an external context that reinforces this impact. This study broadens the understanding of the integration of internal and external factors in the PAI learning model, emphasising that the success of religious education depends not only on the individual efforts of students but also on the quality of the supporting learning environment system.

PAI teachers are expected not only to focus on delivering cognitive material but also to develop learning strategies based on exemplary behaviour, discipline,

and a religious learning environment. This can be realised through habitual spiritual activities, the formation of a moral learning community, and the enforcement of rules that foster students' moral responsibility. This study emphasises that the success of Islamic Religious Education and Ethics learning requires synergy between personal discipline and an environmental system that supports religious values, so that learning not only produces high-achieving students, but also students with good character and morals.

CONCLUSION

Based on the results of the study, it was found that the school environment plays a significant moderating role in the relationship between student discipline and learning outcomes. This means that the influence of discipline on academic achievement will be stronger in a positive school environment, specifically one that is orderly, supports the learning process, and fosters a harmonious climate of interaction between teachers and students. Theoretically, this suggests that the effectiveness of discipline depends not only on internal factors within students, but also on the external context that shapes their learning behaviour. In Islamic Religious Education and Ethics classes, these findings highlight the importance of creating a religious and conducive school culture, as such an environment can foster order, responsibility, and sincerity in learning, thereby manifesting moral values. Thus, a good school environment not only strengthens the relationship between discipline and learning outcomes but also contributes to the more comprehensive formation of students' religious character.

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