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THE INFLUENCE OF DISCIPLINE IN LEARNING AND EDUCATIONAL INTERACTIONS ON STUDENT LEARNING OUTCOMES AT SMK

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Abstract: This research aims at knowing the influence of discipline in learning and educational interactions partially and simultaneously on student learning outcomes at SMK Negeri 1 Jambi City. This research used descriptive quantitative method. In terms of data collection, this research used instruments in the form of questionnaires distributed to students and student grades. The population used in this study were 122 students in class XI and 67 students were selected as samples. The sample calculation was done by *interpolation*, *simple random sampling* was used in the distribution. This research used simple regression analysis and multiple regression analysis as the data analysis techniques. The result shows that: (1) There is a partially significant influence between discipline in learning on the results of 0.444, then H_o was rejected and H_a was accepted; (2) There is a partially significant influence between educational interactions on student learning outcomes of 0.320, then H_o is rejected and H_a is accepted; and (3) There is a significant simultaneous influence between discipline in learning and educational interaction on student learning outcomes of 0.602. Hence, it can be concluded that discipline in learning and educational interactions both have an influence on student learning outcomes. Researchers suggest that teachers should be able to emerge student discipline in learning, make better interactions, encourage students to actively interact during the learning process.

Keywords: Discipline in Learning, Educational Interactions, Learning Outcomes.

INTRODUCTION

Education plays an important role in the development of a nation. Education is seen as a way to develop the potential of intelligent, insightful and responsible human resources. For developing countries like Indonesia, education is essential in order to realize such a high quality

next generation of our nation who are expected to bring a change in the future. Muspawi (2020:1) said that a developed nation is always supported by a good education.

The aims of national education in Indonesia are stated in The Act No. 20, 2003 which states "National education functions to develop capabilities and shape the character and civilization of the nation which is useful to educate the nation, aims to develop the potential of students and to instill the core characters, including religious, noble, fit and healthy, knowledgeable, creative, independent, democratic and responsible.

In order to see whether students have achieved the learning, it is necessary to conduct an evaluation which will be labeled as students' learning outcomes. In education institutions, learning outcomes can be seen in students' reports. Learning outcomes which are evaluated include affective, cognitive and psychomotor factors. Therefore, learning outcomes are the results of measurements that have been made and expressed in the form of symbols, letters and sentences which describes the achieved result of a certain learning period.

The success of students' learning process certainly will not be achieved simply by chance. It goes along with a strategy or conditions that must be considered in the learning process because according to Shah (2014) and Thaip (2013) learning is a stage of change in every individual behavior. One of factors that have to be prepared is the students themselves such as their willingness to learn, discipline and so forth. According to Sudjana (2005), learning outcomes are influenced by internal and external factors of the students. According to Mulyasa (2010), learning outcomes are overall student learning achievements which become indicators of basic competencies and the degree of behavior change. Learning outcomes are in the form of positive changes in students from various aspects as a result of learning activities (Susanto, 2016).

Discipline in learning is one of the external factors that influences student learning outcomes. Discipline has a role to influence, encourage, control, emerge, shape and change certain behaviors in accordance with the values that are instilled, taught and exemplified. Tu'u (2004) states that discipline is an effort to control oneself and mental attitude in developing obedience as well as the obedience towards rules and regulations. Sumantri (2010) said that discipline in learning is the obedience of all students to carry out their learning obligations consciously to obtain changes in themselves, in the form of knowledge, deeds and good attitudes when they learn whether at home or school. Without discipline in learning, students will not be enthusiastic during the learning process. Good's in Imron (2011) explained that discipline is: First, the process or result of directing or controlling desires, impulses or interests in order to achieve intentions or to achieve more effective actions. Second, selecting actions with tenacity, actively and directing themselves, despite facing obstacles. Third, direct and authoritative control of behavior with punishment or reward. Fourth, restraining impulse in an uncomfortable and even painful way.

Discipline does not mean forcing students to be silent and just obey the rules, but discipline emphasizes more on how students can actively participate in school programs. Discipline is essentially an effort to raise students' awareness to be obedient. By instilling the discipline in students, it is expected that students can learn well-directed and stay away from things that are considered less beneficial. According to (Hurlock, 2008) Indicators of discipline in learning are shown by: First, being discipline in following teaching and learning activities in class. Second, being discipline in a school / laboratory learning environment. Third, being discipline to study at home.

Another factor that influences student learning outcomes is interaction in teaching and learning activities or educational interactions. Djamarah (2014) said that educational interaction is a two-way relationship between teachers and students with a number of norms as a medium to achieve educational goals, or in other words educational interactions, namely interactions between teachers and students that are formed and intertwined with the goals of educational values. With a good interaction, teachers will be able to guide students in developing their utmost abilities because the components of educational interactions according to Soraya (2016) include learning materials, teaching and learning activities, methods, tools, learning resources, and evaluations. According to Sardiman (2012), educational interaction is actually a reciprocal communication between one party with another party that contains certain purposes to achieve mutual understanding and then goals (to achieve learning goals in terms of learning activities).

Concerning the given factors above is important to achieve learning outcomes as what is expected. The learning outcomes will be used as a factor to determine the success and failure of learning. Learning outcomes cover all subjects taught to students. However, this research will focus on vocational subjects in office administration because this department is considered to be related to the study program being pursued by researchers.

From initial observation at the Office Administration Program of SMK Negeri 1 Jambi, this school was taken into consideration as it is one of the best schools in Jambi accredited A. However, the researchers found that there were still students with low scores, under the KKM (Minimum completeness criteria) which is 75. The KKM score is determined by the school based on a national standard curriculum, students master a minimum of 75% knowledge. This means that students who have mastered knowledge above 75% are allowed to continue their studies in the next program (Wijaya, 2010).

Low learning outcomes appear to be related to student discipline in learning. This is indicated by students who do not complete the assignment on time, students' absence without any information and some other students do not take the learning seriously. Researchers also see the educational interaction in the learning process is not good. Generally, students are apathetic in learning participation. If this is not immediately addressed, it will affect students' learning outcomes.

Given the problems related to discipline and educational interactions in supporting the learning process that affect learning outcomes as well as the limited reports or research on the influence of discipline in learning and educational interactions on student learning outcomes at SMK Negeri 1 Jambi City, those are the reasons of conducting this research that is expected to provide solutions or considerations to efforts made by schools to improve student learning outcomes at SMK Negeri 1 Jambi City.

RESEARCH METHOD

This research was conducted at SMK Negeri 1 Jambi City. Jl. Jend. A. Thalib, Simpang IV Sipin, Telanaipura, Jambi City. This research was completed on September, 2nd -28th 2019. The method used was quantitative method as stated by Creswell (2012) and Sugiyono (2013) that in this scenario, the researchers tested the theory by determining hypotheses and collecting data to support or refute hypotheses with a survey approach. There are 3 variables in this study, those are discipline in learning (X1), educational interactions (X2) as the independent variable and student learning outcomes (Y) as the dependent variable. The population in this study were students of class XI Office Administration at SMK Negeri 1 Jambi City consisting of 4 classes with a total of 122 students. While the sampling technique used was *simple random sampling*

technique, a sampling technique that provides equal opportunities to the population to be sampled, 67 students as the samples as well as research respondents.

Data collection used document technique which is done by collecting various documents related to research problems (Martono, 2016) in the form of student learning outcomes documents, and questionnaire technique that is by giving a set of written statements to respondents to be answered. The instrument in this study was a closed questionnaire about data relating to the discipline in learning and educational interactions on the learning outcomes of Class XI students in Office Administration at SMK Negeri 1 Jambi City. The questionnaire in this study was in a Likert scale, in the form of statements points followed by columns indicating the level of alternatives in choosing the available answers. Processing validity and reliability tests was assisted with the SPSS 22 program. Data analysis techniques included descriptive statistical analysis and data analysis requirements testing consisting of normality test, linearity test, heteroscedasticity test, and multicollinearity test. Hypothesis testing included simple regression analysis and multiple regression analysis.

RESEARCH RESULT AND DISCUSSION
A. RESEARCH RESULT
1. Partial Hypothesis Test (t Test)

The hypotheses proposed in the partial test (t test) of discipline in learning towards learning outcomes are as follows:

H_a: Discipline in learning partially has a significant effect on learning outcomes.

H_0: Discipline in learning partially does not have a significant effect on learning outcomes.

The statistical hypotheses tested are as follows:

H_a is accepted if the value of sig. <0.05

H_0 is accepted if the value of sig. > 0.05

The results of the coefficient of determination of Discipline in learning (X1) on learning outcomes (Y) are explained below:

Table 1: The results of the coefficient of determination of Discipline in learning (X1) on Learning outcomes (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,666[a]	,444	,435	4,902

a. Predictors: (Constant), Discipline in learning

b. Dependent Variable: Learning Outcomes

Based on the results of the coefficient of determination above, it appears that the value of R square is 0.444. This means that Discipline in learning as the independent variable contributes to the dependent variable, namely the learning outcomes for 44.4%.

As for the hypothesis proposed in the partial test (t test) on educational interactions on learning outcomes are :

H_a: Educational interaction partially has a significant influence on learning outcomes

H_0: Educative interaction partially does not have a significant effect on learning outcomes

The statistical hypotheses tested are as follows:

H^a is accepted if the value of sig. <0.05

H^0 is accepted if the value of sig. > 0.05

The results of the coefficient of determination of educational interactions (X2) on learning outcomes (Y) are described below:

Table 2: Results of the coefficient of determination of educational interactions (X2) on learning outcomes (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,565[a]	,320	,309	5,422

a. Predictors: (Constant), Educational Interactions

b. Dependent Variable: Learning Outcomes

According to the coefficient of determination above, the value of R square is 0.320. This means that the independent variable, the discipline of learning, contributes to the dependent variable, which is learning outcome for 32.0%.

Table 3: t Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,427	6,925		1,506	,137
	Discipline in Learning	,912	,135	,552	6,728	,000
	Educational Interactions	,752	,149	,413	5,030	,000

a.   Dependent Variable: Learning Outcomes

a. The Influence of Discipline in Learning on Student Learning Outcomes of SMK Negeri 1 Jambi City.

From the table, it is known that the simple regression equation obtained is Y = 10.427 + 0.912X1. The value of discipline in learning on learning outcomes is 0.912 on Sig. 0,000. It also can be seen that the t-value is greater than the t-table value which is 6.728> 1.997. T table was obtained by calculating df = n - 2 where n is the number of samples. The result is 67 - 2 = 65, then the obtained value of t_{table} = 1.997. Besides, the influence between variables can also be seen from the significance value that is less than the alpha value of 0.05 or 0.000 <0.05. It means that Discipline in Learning variable (X1) has a significant influence on Learning Outcomes (Y).

Therefore, it can be concluded that there is a significant influence of Discipline in Learning on student Learning Outcomes of class XI Educational Administration Skills Competency at SMK Negeri 1 Jambi City. It can be said that the higher Discipline in Learning students have, the higher Learning Outcomes they will get and vice versa.

b. The Influence of Educational Interactions on Student Learning Outcomes of SMK Negeri 1 Jambi City

It is known from the table that the simple regression equation obtained is Y = 10.427 + 0.752X2. The magnitude of the influence of Educational Interactions on Learning Outcomes is 0.725 on Sig. 0,000. While the calculated t-value is greater than the t-table value of 5.030> 1.997. T table is obtained by calculating df = n - 2 where n is the number of samples. From the calculation it is obtained that 67 - 2 = 65, then the t_{table} = 1.997. Another way to see the influence between variables is from the significance value which is less than the *alpha* value of 0.05 or 0.000 <0.05. From the explanation, it is clear that Educational Interaction variable (X2) has a significant influence on the Learning Outcomes (Y).

To summarize, there is a significant influence of Educational Interactions on student Learning Outcomes of class XI Educational Administration Skills Competency at SMK Negeri 1 Jambi City. It simply means the better Educational Interactions, the better Learning Outcomes and vice versa.

2. Simultaneous Hypothesis Test (Test F) The Influence of Discipline in Learning and Educational Interactions on Student Learning Outcomes at SMK Negeri 1 Kota Jambi

Referring to the given table, it can be seen that the equation of multiple regression analysis is Y = 10.427 + 0.912X1 + 0.752X2. Then, the constant value is positive which is equal to 10.427. This shows that there is a direct correlation between the variables X to Y. If X_1 and X_2 value is 0, then Y value is 10.427.

Table 4: Simultaneous Test (Test F)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1689,783	2	844,892	48,309	,000[b]
	Residual	1119,321	64	17,489		
	Total	2809,104	66			

a. Dependent Variable: Learning outcomes

b. Predictors: (Constant), Educational Interactions, Discipline in Learning

The table above explains that the value of F count is greater than the value of F table which is 48.309> 3.14. F table value is be obtained from the value of df_1 = k - 1 = 3 - 1 = 2. Then the df_2 value is n - k = 67 - 3 = 64. Hence, the F value of the table is 3.14. To find out the influence between variables simultaneously can be seen from the significance value. As what is explained in the table, the significance value is less than 0.05 i.e. 0,000 <0.05. It can be concluded that Discipline in Learning and Educational Interactions both have significant influence on student Learning Outcomes in class XI in Educational Administration Skills Competency at SMK Negeri 1 Jambi City. In other words, if the Discipline in Learning is high and the Educational Interactions are good, then it leads to great Learning Outcomes and vice versa.

Table 5 : Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,776[a]	,602	,589	4,182

a. Predictors: (Constant), Educational Interactions, Learning Discipline

b. Dependent Variable: Learning Outcomes

Referring to the table above, R *square* (R^2) shows a value of 0.602. It means that there is an influence of independent variables namely Discipline in Learning and Educational Interactions on the dependent variable which is Learning Outcomes of 0.602 or 60.2%. While the other 39.8% is influenced by other variables. The result is considered good as the obtained value is close to 100%.

B. DISCUSSION

This research was conducted to determine the influence of discipline in learning and educational interactions on the learning outcomes of class XI students in Educational Administration Skills Competency at SMK Negeri 1 Jambi City. There are three points of the problem formulation as follows.

1. The Influence of Discipline in Learning on Student Learning Outcomes at SMK Negeri 1 Jambi City

The result of this partial influence calculation is to answer the first problem statement. In the description of the level of discipline in learning, the level of discipline in learning is considered as a high discipline in Learning if the value ranges from 2.51 - 3.25. Based on the results of calculations of SPSS 22.0 the regression equation is obtained Y = 10.427 + 0.912X1. The magnitude of the influence of the discipline in learning on learning outcomes is 0.912 on Sig. 0,000. It is also seen that the t-value is greater than the t-table value of 6.728> 1.997. T table is obtained by calculating df = n - 2 where n is the number of samples, so the result is 67 - 2 = 65, with the result that T $_{table}$ = 1.997. In addition to seeing the influence between variables can also be seen from the significance value that is less than the *alpha* value of 0.05 or 0.000 <0.05. It means that the discipline in learning variable (X1) has a significant influence on learning outcomes (Y).

This partially proves that there is a significant influence of discipline in learning on student learning outcomes in class XI students Educational Administration Skills Competency at SMK Negeri 1 Jambi City. With that being said, the higher discipline in Learning, the higher learning outcomes will be. Conversely, the higher discipline in learning, the higher learning outcomes will be.

The results of this study are in line with some existing research. Such as a research conducted by Anggraini (2018) about the effect of discipline in learning in class on student learning outcomes in class XI PM (machine) on PPKN subjects at SMK Negeri 3 Jambi City. In the research, the results obtained that the independent variables of discipline in learning

significantly affect the dependent variable learning outcomes. The magnitude of this influence in the hypothesis test of 0.644 with a significant value of $0,000 < \alpha = 0.05$. In the coefficient of determination there is an influence of R2 of 0.440 or an effect of 44%.

The result of this study coincides with a research conducted by Jamilah & Isnani (2017) which says that the discipline in learning has an influence on learning outcomes with a t_{count} of 3.27> t_{table} and a significant value of 0.745. Similarly, there is a research conducted by Refliana (2017) about the influence of discipline in learning and learning independence on economic learning outcomes of students class X students of SMA Negeri 2 Kerinci. This study explains that there is a significant influence of discipline in learning with economic learning outcomes with t_{count} of 4.519> t_{table} and a significant value of 0.000 or a sig value smaller than the probability of 0.05 (0.015 <0.05). It means that a better students discipline in learning will result in increasing learning outcomes.

In addition from the results of the previous research, there are various theories that support the results of this study. Such as a theory by Sumantri (2010) that the discipline in learning is the obedience of all students to carry out learning obligations consciously so that changes are obtained in themselves, both in the form of knowledge, deeds and attitudes, both studying at home and studying at school. This opinion is also in line with the opinion of Tu'u (2004) states that discipline is one of the dominant factors in influencing student learning outcomes. Moenir (2010) mentions indicators that can influence the discipline in learning are time discipline and disciplinary action.

Based on the explanations above, it can be realized that how important is the discipline in learning in improving learning outcomes. Therefore, to achieve high learning outcomes students can make improvements in the indicators of the learning discipline itself. Such as by increasing discipline in participating in teaching and learning activities in class, discipline in learning in the school / laboratory environment and discipline of learning at home. It can also be said that among the keys to success to increase the value of learning outcomes is to increase discipline in learning.

2. The Influence of Educational Interactions on Learning Outcomes in SMK Negeri 1 Jambi City

The result of this partial influence calculation is to answer the second problem statement. In the description of educational interactions, the level of educational interactions is considered to be classified as very high educational interactions in the range of values 3.26 - 4.00. Then based on the results of calculations of SPSS 22.0 the regression equation obtained simply is Y Y = $10.427 + 0.752X_2$. The magnitude of the influence of educational interactions on learning outcomes is 0.725 on Sig. 0,000. It is also seen that the calculated t-value is greater than the t-table value of 5.030> 1.997. T table is obtained by calculating df = n - 2 where n is the number of samples, so the result is 67 - 2 = 65, with the result that t_{table} = 1.997. In addition, the influence between variables can also be seen from the significance value that is less than the *alpha* value of 0.05 or 0.000 <0.05. Thus, it means that the educational interaction variable (X2) has a significant influence on learning outcomes (Y).

This partially proves that, there is a significant influence on educational interactions on student learning outcomes in class XI students Educational Administration Skills Competency at SMK Negeri 1 Jambi City. In short, the less educational interactions are, the lower the learning outcomes will be. Conversely, if the educational interactions are good, then it will cause greater learning outcomes.

The results of this study are in line with previous research. The research conducted by Dwirahayu (2018). This research is about the Influence of Learning Motivation and Interaction of Teaching and Learning Towards Student Learning Outcomes in Fiqh Subjects at Madrasah Aliyah Ar-Risalah Slahung Ponogoro. From the calculation results of teaching and learning interaction variable data and student learning outcomes using SPSS 16 obtained R Square value or the coefficient of determination 13.7% which can be interpreted that the teaching and learning interaction variable (X) has a 13.7% contribution effect on student learning outcomes (Y).

In addition, there is another theory that strengthen this research result. It is from Sardiman (2012) which explains that educational interaction is actually a reciprocal communication between one party with another party that contains certain purposes to achieve mutual understanding and then to achieve goals (to achieve learning goals in terms of learning activities). The intended learning goal is ultimately to achieve the learning outcomes in accordance with the minimum score criteria since learning outcomes are seemed to be a benchmark for students' understanding of the given learning material. As mentioned by Slameto (2010) that learning outcomes are influenced by internal and external factors. Internal factors, namely: physical factors and psychological factors. While external factors are family factors, school factors and community factors. Slameto mentioned the interaction of students with teachers and students with students included in external factors. Iriantara (2013) suggested the characteristics of a positive interaction between teacher and student are: First, encourage students to actively participate in learning. Second, good relations between teachers and students. Third, being able to ask questions that encourage students to understand their own learning material. Fourth, use questions that encourage high-level reasoning. Fifth, be able to facilitate various questions and student comments. Sixth, the teacher acts as a guide and student companion. Seventh, skilled in various interaction techniques to prevent boredom. Eighth, the teacher is able to solve conflicts and other forms of personal problems that may arise. Mulyasa (2004) explains the indicators of student involvement in educational interactions are: First, emotional and mental involvement of students. Secondly, there is a willingness of students to contribute in achieving goals in learning activities which are very beneficial.

After knowing the importance of educational interactions, achieving high learning outcomes can be done by improving the indicators of educational interaction itself. In addition, teachers have to improve communication skills in order to provide understanding to students in the learning process for the sake of increasing the learning outcomes.

3. The Influence of Discipline in Learning and Educational Interactions on Student Learning Outcomes at SMK Negeri 1 Jambi City

The result of this simultaneous influence calculation is to answer the third problem formulation. In the description of learning outcomes, the level of learning outcomes is

considered classified in high learning outcomes in the range of values from 71 to 80.5. Then based on the results of calculations of SPSS 22.0, it is obtained that the multiple regression equation is $Y = 10.427 + 0.912X_1 + 0.752X_2$. Then it can be seen that the constant value is positive that is equal to 10.427. This shows that there is a direct correlation between the variables X to Y. If X_1 and X_2 value is 0, then Y value is 10.427.

It was also found that the calculated F value is greater than the F table value that is 48.309> 3.14. F table value can be obtained from the value $df_1 = k - 1 = 3 - 1 = 2$. Then the df_2 value is $n - k = 67 - 3 = 64$. So the F value of the table is 3.14. To find out the influence between variables simultaneously can also be seen from the significance value. As can be seen in the table that the significance value is less than 0.05 i.e. 0,000 <0.05.

Based on the method of making simultaneous test decisions, it can be concluded that there is a significant influence between discipline in learning and educational interactions on the learning outcomes of class XI students in Educational Administration Skills Competency at SMK Negeri 1 Jambi City simultaneously. This shows that if the higher the discipline of learning and the better educational interactions, it will result in higher learning outcomes and vice versa.

The results of this study proves the opinion from Wahab (2015) which explains that there are two factors that influence learning outcomes, namely internal and external factors. Which includes internal factors, such as physiological factors (such as: state of physical tone, state of physical function), psychological factors (intelligence or intelligence, motivation, interests, attitudes, talents). This also includes external factors, namely the social environment of the community, family, school, natural environment, and internal. The Discipline in Learning variable is classified as an internal factor and the educational interaction variable is classified as an external factor.

Based on the theory that has been explained before, it is increasingly proven that there is still a need for an increase in learning outcomes to the maximum. Learning outcomes need to be improved because through these learning outcomes can be seen how the level of student understanding in each learning material provided. Therefore, to be able to improve learning outcomes to the maximum it is necessary to increase in the discipline in earning as well as an increase in educational interactions by increasing from each indicator. In addition, there is also a need to improve teacher communication skills in delivering learning material and advice in improving student affection so that it is easily accepted by students. Likewise with students also need to provide good feedback in the learning process because basically educational interactions are in the form of reciprocal relationships in order to achieve maximum student learning outcomes.

CONCLUSION AND SUGGESTION
A. CONCLUSION
Based on the results of research and discussion that has been described previously, it can be concluded that: 1). There is a significant influence of discipline in learning on student learning outcomes in class XI students Educational Administration Skills Competency at SMK Negeri 1 Jambi City. This is proven by the significance value of 0,000 <0.05 and t_{count}> t $_{table}$ (6.728> 1.997). Because t_{count}> t_{table}, H_0 is rejected and H_a is accepted, with the contribution of partial contribution to the discipline in learning variable on student learning outcomes 44.4%. It means

that the higher discipline in learning will result in higher student learning outcomes. 2). There is a significant influence of educational interactions on student learning outcomes in class XI Educational Administration Skills Competency at SMK Negeri 1 Jambi City. This is evidenced by the significance value of $0,000 < 0.05$ and the value indicates $t_{count} > t_{table}$ or $(5,030 > 1,997)$. Because $t_{count} > t_{table}$ then H_0 is rejected and H_a is accepted, with the contribution of partial contribution to the educational intrreraction variable on student learning outcomes 32.0%. It means that if the better educative interaction will result in higher learning outcomes 3). There is a significant influence of discipline in learning and educational interactions on the learning outcomes of class XI students in Educational Administration Skills Competency at SMK Negeri 1 Jambi City. Evidenced by an F value of 48,309 at a significance of $0,000$ and R_2 of 0.602. The value of R_2 indicates that the variable of learning outcomes can be explained by the variables of learning discipline and educational interactions of 60.2%. It means that the higher discipline in learning and the better educational interaction will result in the higher learning outcomes of class XI students in Educational Administration Skills Competency at SMK Negeri 1 Jambi City.

B. SUGGESTION

In connection with the results of research that have been obtained and the existing discussion, the following suggestions are put forward: 1). For student. Students should be able to improve the discipline in learning and educational interactions with the teacher. It is expected that students have self-awareness of things and their obligation as a student to be able to obey the rules imposed by the school. 2). For Teachers. Teachers should continue to improve teaching skills by updating appropriate learning methods and models and can further improve student learning outcomes. Therefore, the educational interaction with students can also run smoothly. Besides that, by increasing the discipline of students so that students can get used to living in an and orderly way to the world of work later. 3). For Future Researchers. The next researcher who will examine with the same problem is advised to be able to choose research subjects with different characteristics and be able to examine other variables that can affect learning outcomes in addition to variables of discipline in learning and educational interactions.

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