

# The Influence of Self-Discipline and Peer Environment on the Academic Achievement of Junior High School Students in Sepaku District

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## A B S T R A C T

The aim of this study is to empirically analyze the influence of self-discipline and peer environment on the academic achievement of junior high school students in Sepaku District, both partially and simultaneously, within the framework of integrating internal and external factors of adolescent development. A quantitative approach with an explanatory research design was used to test the influence of self-discipline and peer environment on students' academic achievement through inferential statistical analysis. The study population consisted of 1,125 students, with a sample of 137 students determined using the Slovin formula at an 8% error rate. Data were collected through questionnaires, documentation, and observation, and then analyzed using descriptive and inferential statistics. The results indicate that self-discipline has a positive and significant effect on the academic achievement of junior high school students in Sepaku District. Students' ability to manage time, obey rules, and maintain consistency in learning plays an important role in improving academic performance. Conversely, the peer environment has a negative and significant effect, indicating that less supportive social interactions can reduce students' focus, commitment, and learning outcomes. Simultaneously, these two variables contribute 52.0% to the variation in academic achievement, suggesting that learning success is influenced by the synergy of internal and external factors.

**Keywords:** *Academic Achievement, Peer Environment, Self-Discipline, Students*

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## INTRODUCTION

In the past two decades, the issue of student academic achievement has been placed as a major concern in the global educational discourse. Students' learning outcomes are no longer seen solely as an indicator of cognitive ability, but have been interpreted as a reflection of psychological readiness, self-regulation ability, and support of the surrounding social environment. This paradigm shift has encouraged the integration of educational psychology and learning management approaches so that the determinants of academic success can be understood more comprehensively. In the national context, various efforts to improve the quality of education continue to be carried out through curriculum improvement, teacher competency improvement, and strengthening competency-based assessments based on competency standards (Rahmawati et al., 2021). However, the variation in students' academic achievement is still found quite sharply, even in schools in the same administrative area. This phenomenon shows that learning success is not solely determined by the quality of teaching and curriculum, but is also influenced by internal factors of students as well as the dynamics of their social environment.

In the development of modern educational theory and practice, the importance of non-cognitive factors in explaining academic success is increasingly emphasized. Self-regulation, perseverance, personal discipline, and peer influence have been identified as variables that have a significant predictive power on learning achievement. Thus, schools are no longer

*The Influence of Self-Discipline and Peer Environment on the Academic Achievement of Junior High School Students in Sepaku District* understood only as a space for the transmission of knowledge, but as a socio-psychological ecosystem where students' character and learning habits are formed and developed.

If the context is narrowed to North Penajam Paser Regency, especially Sepaku District, the variation in the academic achievement of junior high school students is still found and seen as a problem that requires serious attention. Preliminary data shows that in core subjects such as Mathematics, Science, and English, the percentage of students who have not reached the Minimum Completeness Criteria (KKM) is still in a relatively high range. This condition indicates that academic success is not entirely determined by intellectual capacity alone, but is also influenced by other factors outside of the purely cognitive aspect.

Nationally, the gap in academic achievement is still reported as a major challenge in various educational evaluations. Differences in performance between students are not always found to correlate linearly with intelligence levels or socioeconomic backgrounds, but are often associated with aspects of self-regulation and social environment. The results of the recapitulation of odd semester report cards for the 2025/2026 school year at several State Junior High Schools in Sepaku District show that some students have not reached KKM in core subjects, with a fairly significant percentage. The variation in achievement is even seen in the same class, so the difference in learning outcomes cannot be explained solely by the student's initial ability.

Based on initial interviews with homeroom teachers and counseling guidance teachers, it was revealed that some students who have not reached KKM do not come from groups with low abilities, but from students who show a lack of consistency in learning, a tendency to delay completing assignments, and the influence of peer activities outside of academic activities. These initial findings further strengthen the suspicion that self-discipline and the social environment have contributed to academic achievement.

In the past five years, self-discipline has been identified in various studies as a strong predictor of academic success at the secondary education level. In fact, its contribution is considered more stable than the momentary motivational variable. On the other hand, the peer environment has been understood to play a role as a protective factor as well as a risk factor, depending on the norms and academic culture that develops within the group.

This research then focused on three main constructs, namely self-discipline, peer environment, and academic achievement. Self-discipline is defined as the ability of students to control behavior, manage study time, complete assignments consistently, and comply with academic rules without intensive external supervision. The peer environment is understood as students' perception of support, norms, and the influence of the peer group in learning activities and attitudes towards school. Meanwhile, academic achievement is measured through the achievement of semester report cards and the level of achievement of KKM in core subjects.

Conceptually, the relationship between variables is assumed to be causal, where self-discipline is seen as influencing academic achievement through the mechanism of regulating learning behavior, while the peer environment is understood to affect achievement both directly and through the formation of students' habits and academic orientation. The selection of these variables is based on empirical findings that show that the learning success of early adolescents is strongly influenced by the ability to self-manage and the quality of social interaction in peer groups.

The theoretical basis of this research is compiled based on several main conceptual frameworks. The importance of self-regulation in directing behavior toward a specific goal has been emphasized in Social Cognitive Theory (Parlina, 2024; Sumianto et al., 2024), so that self-discipline is positioned as a concrete manifestation of this ability. The developmental ecological perspective has also asserted that individual development is influenced by environmental systems that interact with each other, in which peers belong to microsystems that exert a direct influence on learning behaviors and attitudes. In addition, perseverance and consistency of effort have been affirmed as important determinants of long-term success in self-control and grit theory. Within the framework, self-discipline is placed as the main

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internal factor, while the peer environment is positioned as an external factor that interacts in influencing academic achievement.

Various previous studies have shown that self-discipline has consistently been found to contribute significantly to the academic achievement of junior high and high school students. A positive correlation between study time regulation, persistence in completing assignments, and report card scores has been reported in a number of studies (Abdul, 2022; Hasan et al., 2024; Kurniawati & Astrella, 2023; Riandari et al., 2023; Siregar & Syaputra, 2022). On the other hand, the influence of peers on academic engagement has also been proven, where a friendship environment that supports a learning culture is found to be able to increase academic motivation and completeness, while groups with non-academic orientations tend to reduce learning performance. However, most previous research was still conducted partially by separating self-discipline testing and peer influence, so empirical models that integrate the two variables in one comprehensive analytical framework are still limited. In addition, more research is conducted in large urban areas, so the context of semi-urban or developing areas such as Sepaku District has not been widely represented in the literature. Therefore, empirical gaps in the simultaneous testing of self-discipline and the peer environment in the context of junior high school students in developing regions have been identified as research gaps. The socio-geographical condition of Sepaku District, which is undergoing development dynamics and social changes, has also not been widely studied from the perspective of educational psychology, so the urgency of this research is increasingly emphasized.

Theoretically, self-discipline in the context of education can be explained through the theory of self-regulated learning which emphasizes the ability of individuals to manage their learning process independently. This theory explains that students who have good self-regulation tend to be able to plan learning activities, monitor learning progress, and evaluate their learning outcomes reflectively. These abilities allow students to maintain learning consistency, control distractions, and direct behavior toward expected academic goals. In this framework, self-discipline is understood as one of the main manifestations of self-regulation abilities that play a role in increasing students' academic success.

On the other hand, adolescent development at the junior high school level is characterized by an increasing role of peer groups in shaping individual attitudes and behaviors. From the perspective of adolescent social development theory, interaction with peers is one of the main social contexts that affect students' value orientation, learning habits, and academic engagement. Peer groups can serve as a source of social support that encourages learning engagement, but they can also be a risk factor if group norms tend to move away from academic activities. Therefore, the quality of the friendship environment has great potential in influencing the direction of students' academic development in the early adolescence phase.

In the study of education, students' academic success is often understood through a model of integration of internal and external factors. Internal factors include individual characteristics such as self-discipline, motivation, and self-regulation skills, while external factors include the influence of the social environment such as family, school, and peers. The interaction between the two factors determines how students manage the learning process and respond to academic demands. Thus, simultaneous testing between self-discipline as an internal factor and the peer environment as an external factor is important to gain a more comprehensive understanding of the determinants of student academic achievement.

Based on this description, the formulation of the problem in this study is directed to answer several main questions regarding the relationship between self-discipline, peer environment, and academic achievement of junior high school students in Sepaku District. In particular, this study tested three main hypotheses, namely: H1: Self-discipline has a positive and significant effect on students' academic achievement. H2: Peer environment has a significant effect on students' academic achievement. H3: Self-discipline and peer environment simultaneously influence students' academic achievement. This hypothesis test is expected to provide an empirical picture of the contribution of internal and external factors in shaping students' academic achievement in the context of the Sepaku District area.

Theoretically, this study is expected to enrich the literature on non-cognitive determinants of academic achievement in early adolescence through the integration of internal and external factors in one analytical framework. Practically, the research findings are expected to be used as a basis for formulating strategies to strengthen counseling guidance services, character development, and more conducive management of the school's social climate. The novelty of this research lies in the simultaneous testing of self-discipline and peer environment in explaining the academic achievements of junior high school students in Sepaku District, a context that has not been studied much in the latest national literature. Finally, this study is aimed at empirically analyzing the influence of self-discipline and peer environment on the academic achievement of junior high school students in Sepaku District, both partially and simultaneously, in the framework of integrating internal and external factors of adolescent development.

## METHOD

This research was carried out using a quantitative approach and was categorized as explanatory research. The quantitative approach was chosen because the testing of the influence of free variables on bound variables was carried out empirically, measurably, and analyzed through inferential statistical techniques as recommended in the quantitative research methodology. This type of explanatory research is used because the causal relationship between learning motivation, self-discipline, and peer environment on students' academic achievement is to be explained systematically and data-based (Creswell, 2024; Wei et al., 2012).

To test the relationship and influence between research variables more specifically, inferential analysis in this study was carried out using multiple linear regression analysis. This technique was chosen because the research involved more than one independent variable that was assumed to have an influence on one bound variable, namely the student's academic achievement. Multiple linear regression analysis allows researchers to determine the magnitude of the influence of each partially independent variable as well as its simultaneous influence on the bound variable. The entire data analysis process is carried out with the help of SPSS statistical software.

Before the regression analysis is carried out, the analysis prerequisites test is first carried out, which includes the normality test, the linearity test, and the multicollinearity test to ensure that the data meets the basic assumptions in linear regression analysis. After all assumptions are met, hypothesis testing is carried out through a t-test to determine the influence of each independent variable partially and an F test to determine the influence of independent variables simultaneously on students' academic achievement.

The implementation of the research is carried out in the even semester of the current school year by considering the stability of the ongoing learning process and the availability of student academic data which is considered more complete and representative. The location of the study was determined at the Junior High School (SMP) in Sepaku District which was selected through purposive sampling techniques based on considerations of suitability of characteristics with the purpose of the study. The research population was determined as all junior high school students in Sepaku District which amounted to 1,125 students. The determination of the number of samples is carried out using the Slovin formula because the number of populations is known definitively, so that the margin of error can be determined measurably in the process of calculating the research sample.

$$n = \frac{N}{1 + \frac{N \cdot e^2}{1125}}$$

$$n = \frac{1125}{(1 + 1125 \cdot (0,08)^2)}$$

$$n = 137,19 \approx 137 \text{ Sample}$$

The information in the sample calculation is explained as follows: (n) is determined as the number of samples used in the study, (N) is determined as the total population of 1,125

*The Influence of Self-Discipline and Peer Environment on the Academic Achievement of Junior High School Students in Sepaku District* students, and (e) is determined as the margin of error of 8% which is used as the margin of error in determining the sample size.

The data collection process in this study is designed systematically by utilizing several complementary techniques so that the data obtained can be categorized as comprehensive, accurate, and have a level of validity and reliability that can be scientifically accounted for, especially in examining the influence of learning motivation, self-discipline, and peer environment on the academic achievement of junior high school students in Sepaku District. The data collection technique is carried out through the distribution of questionnaires as the main instrument to measure research variables, documentation to obtain administrative and academic supporting data, and observation to observe factual conditions in the field. Furthermore, the data that has been collected is analyzed using two statistical approaches, namely descriptive statistics to describe the characteristics of the data in general and inferential statistics to test hypotheses and draw conclusions about the relationship and influence between research variables empirically.

## FINDINGS AND DISCUSSION

### Research Results

#### Instrument Testing

The quality of the instrument is tested to ensure the level of reliability and validity of each statement item in the questionnaire that has been prepared, so that the instrument used is really feasible to measure the research variables. The evaluation is carried out through testing the validity and reliability of each variable to ensure that the data obtained has a level of consistency and accuracy that can be scientifically accounted for. The validity test of the instrument in this study was carried out using the construct validity approach, which was analyzed through the item-total correlation technique. Through this technique, the degree of interconnectedness between each statement item and the total score of the variable is measured to ensure that each item is able to adequately represent the theoretical construct to be revealed. Thus, the validity of each statement item is assessed based on the extent of its contribution to the formation of the overall variable construct.

Table 1. Testing the Validity of Questionnaire Instruments

No	Item	R-count	R Table	Verdict
<b>Self-Discipline (X1)</b>				
1	Perencanaan_1	0,597	0,1678	Valid
2	Perencanaan_2	0,662	0,1678	Valid
3	Pengelolaan_1	0,710	0,1678	Valid
4	Pengelolaan_2	0,750	0,1678	Valid
5	Pemantauan_1	0,749	0,1678	Valid
6	Pemantauan_2	0,690	0,1678	Valid
7	Pengendalian_1	0,722	0,1678	Valid
8	Pengendalian_2	0,740	0,1678	Valid
9	Evaluasi_1	0,853	0,1678	Valid
10	Evaluasi_2	0,689	0,1678	Valid
<b>Peer Ward (X2)</b>				
1	Dukungan_1	0,761	0,1678	Valid
2	Dukungan_2	0,779	0,1678	Valid
3	Modeling_1	0,664	0,1678	Valid
4	Modeling_2	0,657	0,1678	Valid
5	Interaksi_1	0,850	0,1678	Valid
6	Interaksi_2	0,702	0,1678	Valid
7	Norma_1	0,698	0,1678	Valid
8	Norma_2	0,694	0,1678	Valid
9	Tekanan_1	0,799	0,1678	Valid
10	Tekanan_2	0,601	0,1678	Valid

Source: SPSS Analysis 22 (2026)

Based on the results of the validity test on the Self-Discipline variable (X1), it was shown that all statement items had a greater r-count value than the r-table of 0.1678 at a significance level of 5% with a total of 137 students. The r-calculated value obtained is in the

*The Influence of Self-Discipline and Peer Environment on the Academic Achievement of Junior High School Students in Sepaku District* range of 0.597 to 0.853, so that each statement item is declared to meet the validity criteria. Thus, the instrument used to measure the Self-Discipline variable was declared feasible to be used in the next stage of analysis. Furthermore, based on the results of the validity test on the Peer Environment variable (X2), it was obtained that all statement items had an r-count value that exceeded the r-table of 0.1678. The resulting r-count value is in the range of 0.601 to 0.850, so all statement items are declared statistically valid. Therefore, the instrument in the Peer Environment variable is declared to meet the validity requirements and can be used in the next stage of data processing and analysis.

Table 2. Analysis of Questionnaire Instrument Reliability

Variabel	Cronbach's Alpha	Kritas Numbers	Verdict
Self-Discipline (X1)	0,893	0,600	Reliabel
Peer Ward (X2)	0,882	0,600	Reliabel

Source: SPSS Analysis 22 (2026)

Based on the results of the reliability test, it was obtained that the Self-Discipline variable (X1) had a Cronbach's Alpha value of 0.893, while the Peer Environment variable (X2) had a value of 0.882. Both values are known to be greater than the minimum criteria set, which is 0.600, so that all items in each variable are declared to meet the reliability requirements. This shows that the internal consistency level of the instrument is relatively high and the resulting measurement results are considered stable and reliable. Thus, the questionnaire used is declared feasible to continue at the next stage of data analysis.

### Descriptive Statistical Testing

Descriptive statistics are used to describe the characteristics of the research data which include the mean value, standard deviation, minimum value, and maximum value of each variable. Through this analysis, an overview of students' levels of learning motivation, self-discipline, peer environment, and academic achievement can be presented in a systematic and structured manner. Thus, the empirical condition of each research variable can be comprehensively understood before further analysis is carried out. The results of the descriptive statistical processing that have been carried out are presented in the following description.

Table 3. Descriptive Statistical Analysis

	N	Minimum	Maximum	Mean	Hours of deviation
Disiplin Diri	137	26.00	40.00	36.5839	3.21449
Peer Environment	137	24.00	42.00	33.8102	4.00832
Academic Achievement	137	373.33	533.33	449.7130	35.85848
Valid N (listwise)	137				

Source: SPSS Analysis 22 (2026)

Based on the results of descriptive statistical analysis, all variables were analyzed on 137 respondents (valid N = 137). In the Self-Discipline variable, a minimum score of 26.00 and a maximum score of 40.00 with an average of 36.5839 and a standard deviation of 3.21449, so that the level of student self-discipline can be categorized as tending to be high with a relatively low rate of data dissemination. In the Peer Environment variable, a minimum value of 24.00 and a maximum of 42.00 with an average of 33.8102 and a standard deviation of 4.00832 were obtained, which shows that the variation of respondents' answers is still in the fairly homogeneous category. Meanwhile, in the Academic Achievement variable, a minimum score of 373.33 and a maximum of 533.33 with an average of 449.7130 and a standard deviation of 35.85848, so that students' academic achievements can be categorized quite well with a level of value spread that is still relatively reasonable.

### Classic Assumption Testing

The classical assumption test is carried out by including a normality test to determine whether the distribution of data is distributed normally, a multicollinearity test to ensure that there is no high correlation between independent variables, and a heteroscedasticity test to assess whether the residual variance has similarities or not. Through the series of tests, the feasibility of the regression model for use in further analysis can be statistically ascertained.

The results of the analysis of classical assumptions that have been carried out are presented in the following description.

Table 4. Normality Analysis

		Unstandardized Residual
N		137
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Hours of deviation	24.66970742
Most Extreme Differences	Absolute	.053
	Positive	.053
	Negative	-.041
Test Statistic		.053
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Source: SPSS Analysis 22 (2026)

Based on the results of the normality test conducted using the Kolmogorov-Smirnov method on the residual unstandardized value, it is known that the number of data analyzed was 137 respondents. Asymp value. The Sig. (2-tailed) obtained was 0.200, which is greater than the significance level of 0.05, so it can be concluded that the data is declared to be normally distributed. In addition, a test statistical value of 0.053 indicates that no significant deviation from the normal distribution was found. Thus, the assumption of normality in the regression model has been fulfilled and the analysis can be continued to the next stage.

Table 5. Multicollinearity Analysis

Model		Collinearity Statistics	
		Tolerance	LIVE
1	(Constant)		
	Disiplin Diri	.950	1.053
	Peer Environment	.950	1.053

Source: SPSS Analysis 22 (2026)

Based on the results of the multicollinearity test, it was obtained that the variables of Self-Discipline and Peer Environment each had a Tolerance value of 0.950 and a VIF value of 1.053. A Tolerance value greater than 0.10 and a VIF value smaller than 10 indicate that symptoms of multicollinearity are not found in the regression model. Thus, it can be stated that independent variables do not have a high correlation so that they do not affect each other in explaining the dependent variables. Therefore, the assumption of multicollinearity has been fulfilled and the regression model is declared feasible for use at the next stage of analysis.

Table 6. Heteroscedasticity Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	-7.289	16.794		-.434	.665
	Disiplin Diri	.337	.415	.071	.811	.419
	Peer Environment	.424	.333	.112	1.274	.205

Source: SPSS Analysis 22 (2026)

Based on the results of the heteroscedasticity test conducted using the Glejser method in a study on the influence of Self-Discipline and Peer Environment on the Academic Achievement of Junior High School Students in Sepaku District, it was obtained that the Self-Discipline variable (X1) had a significance value of 0.419, while the Peer Environment variable (X2) had a significance value of 0.205. Both significance values are known to be greater than 0.05, so it can be stated that heteroscedasticity symptoms are not found in each independent variable. Thus, the residual variance in the regression model is stated to be constant or meets the assumption of homogeneity. Therefore, the regression model used in this study is considered to have met the assumption of heteroscedasticity and is feasible to be used at the next stage of analysis.

### Pengujian Hypothesis

Hypothesis testing was carried out through multiple linear regression analysis using an inferential statistical approach. The multiple linear regression method was used to test the influence of learning motivation, self-discipline, and peer environment on students' academic achievement, either partially or simultaneously. Through this analysis, the magnitude of the

The Influence of Self-Discipline and Peer Environment on the Academic Achievement of Junior High School Students in Sepaku District contribution of each independent variable to the dependent variable can be empirically known. The results of the hypothesis testing that have been carried out are presented in the following description.

Table 7. Partial Analysis (t)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Say.
	B	Std. Error	Beta		
1 (Constant)	183.478	27.536		6.663	.000
Disiplin Diri	8.292	.680	.743	12.189	.000
Peer Environment	-1.098	.546	-.123	-2.013	.046

Source: SPSS Analysis 22 (2026)

In the Self-Discipline variable (X1), a t-value of 12.189 was obtained with a significance level of 0.000 which is smaller than 0.05. These scores show that partially positive and significant influences on Academic Achievement have been found. Thus, it can be concluded that Self-Discipline is stated to have a positive and significant influence on the Academic Achievement of Junior High School Students in Sepaku District. Meanwhile, in the Peer Environment variable (X2), a t-value of -2.013 was obtained with a significance level of 0.046 which is smaller than 0.05. These results show that partially negative and significant influences on Academic Achievement have been identified. Thus, it can be concluded that the Peer Environment is stated to have a negative and significant influence on the Academic Achievement of Junior High School Students in Sepaku District.

Table 8. Simultaneous Analysis (F)

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	92104.064	2	46052.032	74.557	.000b
	Residual	82768.847	134	617.678		
	Total	174872.911	136			

Source: SPSS Analysis 22 (2026)

Based on the results of the F test, an F value was obtained of 74.557 with a significance level of 0.000 which is smaller than 0.05. These results show that simultaneously a significant influence on Academic Achievement has been found from the variables of Self-Discipline and Peer Environment. Thus, it can be concluded that the two independent variables together are stated to have a significant influence on the academic achievement of junior high school students in Sepaku District. In addition, the regression model used is considered to have met the feasibility (fit) so that it can be used to explain the relationship between variables in this study.

Table 9. Coherence Determination Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726a	.527	.520	24.85313

Source: SPSS Analysis 22 (2026)

Based on the results of the determination coefficient test, an R value of 0.726 was obtained which showed that a strong relationship between the variables of Self-Discipline and Peer Environment and Academic Achievement had been identified. The Adjusted R Square value of 0.520 shows that after adjusting for the number of variables and sample size, the contribution of the influence of the two independent variables was recorded at 52.0%. Thus, it can be concluded that simultaneously Self-Discipline and Peer Environment contribute 52.0% to the Academic Achievement of Junior High School Students in Sepaku District. The remaining 48.0% were stated to be influenced by other variables that were not included in this research model.

## Discussion

### The Influence of Self-Discipline on Academic Achievement

The results of this study show that self-discipline has a positive and significant influence on the academic achievement of junior high school students in Sepaku District. A t-value of 12.189 with a significance level of 0.000 ( $< 0.05$ ) shows that self-discipline is not just a complementary variable, but a determining factor that actually contributes to students'

*The Influence of Self-Discipline and Peer Environment on the Academic Achievement of Junior High School Students in Sepaku District* academic achievement. Statistically, these findings confirm that a unit increase in self-discipline is followed by a meaningful increase in academic achievement.

Substantively, self-discipline is reflected in structured learning habits ranging from the ability to manage time, set task priorities, maintain consistency, and comply with academic rules without always having to be supervised (Kasingku & Lotulung, 2024; Sulistiawati, 2025; Kusuma et al., 2025). Students who are able to manage themselves well tend to have a stable learning rhythm. They not only learn when there are exams, but build a continuous routine. It is this consistency that in the long run forms the accumulation of material understanding and has an impact on increasing value.

These findings are in line with the framework of Albert Bandura's Social Cognitive Theory which places self-regulation as the main mechanism in directing behavior towards a specific goal (Azhari & Jailani, 2025; Parlina, 2024; Sumianto et al., 2024). In the academic context, students who have good self-control are able to delay momentary pleasures, manage distractions, and maintain focus on learning goals. Self-discipline is a bridge between intentions and actions, between the desire to achieve and the real effort made every day. The results of this study also reinforce the view of Angela Duckworth who asserts that perseverance and self-control often determine success more than intellectual capacity alone (Abdul, 2022; Kurniawati & Astrella, 2023; Riandari et al., 2023). In the junior high school classroom, the difference in grades between students is not always determined by intelligence level, but by how consistently they practice, repeat material, and complete assignments on time. Disciplined students tend not to give up easily when faced with academic difficulties. They see obstacles as part of the learning process, not a reason to stop trying.

On the other hand, when self-discipline is low, the learning process becomes directionless. The habit of procrastinating assignments, studying sporadically, or not adhering to academic rules makes understanding of the material not formed in depth. Students may have good cognitive potential, but without adequate self-management, these potentials are not optimally actualized. In the context of early adolescence, this condition becomes increasingly complex as students are in a developmental phase fraught with social and emotional distractions. Thus, self-discipline can be understood as the foundation of sustainable learning behavior. It is not just an attitude of obedience to the rules, but an internal ability to consciously direct oneself towards academic goals. The findings of this study indicate that efforts to improve academic achievement in Sepaku District Junior High School are not enough just through strengthening learning methods or adding lesson hours. More than that, a systematic strategy is needed to foster students' self-regulation through habituation, mentoring, and strengthening of school culture that emphasizes personal responsibility.

The role of schools and parents is crucial in forming an ecosystem that supports the growth of self-discipline (Bhoki et al., 2025; Mustofa, 2025). Example, consistency of rules, and providing constructive feedback can help students build more mature learning habits. If self-discipline is successfully strengthened in a sustainable manner, then improving academic achievement is no longer just a short-term target, but a natural result of a well-managed learning process.

This is in line with several works such as Hasan et al., (2024) that learning discipline in school has a positive and significant effect on the learning achievement of Indonesian language learning of grade V students of SD Negeri 14 Woja Academic Year 2016/2017, which is evidenced by the value of  $t$  calculated (2.966) greater than the  $t$  table (0.714), so that an alternative hypothesis is accepted (Hasan et al., 2024). Siregar & Syaputra, (2022) that learning discipline has a significant influence on the learning outcomes of Indonesian students in elementary school, so that the better the level of student learning discipline, the higher the academic achievement obtained (Siregar & Syaputra, 2022). Wahab & Fitri, (2021) that partially learning discipline does not have a significant effect, learning motivation has a negative and significant effect, but simultaneously discipline and learning motivation together have a significant effect on the learning achievement of students at SMA Muhammadiyah Maumere (Wahab & Fitri, 2021).

**The Influence of Peer Environment on Academic Achievement**

The results of the study showed that the peer environment had a negative and significant effect on the academic achievement of junior high school students in Sepaku District. A t-value of -2.013 with a significance level of 0.046 ( $< 0.05$ ) indicates that the effect is statistically acceptable. The direction of the negative coefficient gives an important meaning: the stronger the influence of the friendship environment that is less supportive of academic activities, the greater the tendency to decline student learning achievement. These findings show that social dynamics among students cannot be viewed as a fringe factor. In early adolescence, the need for social acceptance and a sense of belonging to the group is often more dominant than academic interests. In such a situation, the norms and habits that develop in the peer group become a reference for daily behavior. If the group emphasizes non-academic activities such as excessive playing, neglecting assignments, or underestimating learning achievements, then group members tend to adjust in order to maintain social attachment. This adjustment can slowly reduce students' focus, time, and energy to learn.

The phenomenon can be explained through the developmental ecological perspective of Urie Bronfenbrenner, who places peers as part of a microsystem that interacts directly with individuals (Hamdi et al., 2023; Ibda, 2022; Lubis, 2024). An intense and repetitive social environment will shape mindsets, attitudes, and habits. In the context of schools, daily interactions with peers have the potential to build a culture of learning, both a productive culture and vice versa. When the developing culture is less conducive, academic achievement becomes one of the affected aspects. The results of this study are also in line with the view of adolescent development expressed by John W. Santrock, that in the junior high school phase students are in a sensitive stage to social influences (Amanullah & Kharisma, 2022; Teenagers, 2023). Early teens tend to seek recognition and support from peers, so academic decisions are often influenced by social considerations. It is in this context that peer pressure can function as a risk factor if group norms do not support learning orientation.

However, it is important to emphasize that the negative influences found in this study do not mean that peers always have a bad impact. Conceptually, the friendship environment has great potential as a source of academic support. A solid learning group, a culture of mutual motivation, and healthy competition in achieving achievements can actually be a driver of improving learning outcomes. In other words, the direction of influence is largely determined by the quality of the norms and interactions formed in the group.

The fact that the results of the study show a tendency to have negative influences suggests the need for intervention at the level of the school's social climate. It is not enough for schools to only emphasize curriculum achievements, but also need to build a collective academic culture that encourages students to support each other in learning. Peer mentoring programs, the formation of learning communities, and the strengthening of counseling guidance services can be strategies to direct group dynamics in a more constructive direction. Reflectively, these findings show that students' academic achievement is not the result of individual work alone, but is formed in a complex network of social relations. In Sepaku District, the peer environment still seems to present more distractions than academic support. Therefore, efforts to improve achievement cannot be separated from fostering a healthy social climate, so that social interaction between students becomes a collective energy that strengthens, not weakens, the spirit of learning.

Some of the works such as Asmara et al., (2021) that even though the conditions of the peer environment are relatively good and the student's Accounting learning achievement has not fully reached the standard of completeness, the peer environment has still been proven to have an effect on the level of learning achievement of students (Asmara et al., 2021). Putri et al., (2025) that the peer environment has a significant effect on student learning achievement, where a positive environment can increase motivation, discipline, and academic achievement, while a less conducive environment has the potential to reduce learning achievement (Putri et al., 2025).

**The Influence of Self-Discipline and Peer Environment on Academic Achievement**

The results of the F test showed an F value of 74.557 with a significance level of 0.000 ( $< 0.05$ ). This means that simultaneously self-discipline and peer environment have a significant effect on the academic achievement of junior high school students in Sepaku District. These findings confirm that academic achievement is not the result of a single factor, but rather is the product of an interaction between internal and external factors that work simultaneously in the student learning process.

Self-discipline as an internal factor plays a role in shaping learning order, academic responsibility, and consistency in completing tasks and achieving learning targets (Aysah et al., 2025; Wijayanti, 2025). Students who have high self-discipline tend to be able to manage time, postpone momentary pleasures, and maintain focus on long-term academic goals. In the perspective of self-regulation put forward by Roy Baumeister, the ability to control oneself is an important foundation in achieving optimal performance, including in the context of education. Thus, self-discipline becomes an internal control mechanism that maintains the stability of students' learning behavior.

Meanwhile, the peer environment as an external factor shapes social norms and interaction patterns that affect students' learning habits. Based on Urie Bronfenbrenner's developmental ecological theory, peers are part of a microsystem that interacts directly and intensely with individuals. The quality of interaction in this system can strengthen or weaken academic behavior. If group norms support a learning culture, then its influence will strengthen discipline and consistency of learning. However, if the group norms are not conducive, then the potential for a decrease in academic achievement becomes greater.

An R value of 0.726 indicates a strong relationship between self-discipline and peer environment and academic achievement. Furthermore, the Adjusted R Square value of 0.520 indicates that 52.0% of the variation in academic achievement can be explained by the two variables together. This figure shows a fairly dominant contribution, while confirming that almost half of students' academic achievement is influenced by a combination of self-regulation and social context. The remaining 48.0% were influenced by other factors outside the research model, such as intrinsic motivation, family support, teacher learning quality, and educational facilities.

Substantively, these findings provide an understanding that self-discipline and peer environment do not work separately, but rather interact with each other. Strong self-discipline can be an internal bulwark when students face negative social pressure from peers. On the other hand, a positive social environment can strengthen and maintain student learning discipline. In the context of early adolescence, which is described by John W. Santrock as a developmental phase sensitive to social influences, the synergy of these two factors becomes crucial in determining the direction of academic achievement.

Thus, improving the academic achievement of junior high school students in Sepaku District requires a comprehensive approach. Schools need not only to instill the values of discipline and individual responsibility, but also to build a social culture that supports academic activities. Character development programs, strengthening study groups, and managing a positive school social climate are strategic steps to ensure that internal and external factors of students can synergize optimally in improving academic achievement.

Various studies show that self-discipline and the peer environment are important factors that affect students' academic performance. The study by Asmara et al. (2021) and Putri et al. (2025) confirms that the peer environment has a significant effect on learning achievement, where a positive environment is able to increase motivation, discipline, and academic achievement, while a less conducive environment has the potential to reduce learning outcomes (Asmara et al., 2021; Putri et al., 2025). This finding is in line with Hasan et al. (2024) and Siregar and Syaputra (2022) who stated that learning discipline has a positive and significant effect on the learning achievement of Indonesian language of elementary school students (Hasan et al., 2024; Siregar & Syaputra, 2022). Although Wahab and Fitri (2021) found that partially discipline did not have a significant effect, but simultaneously with learning motivation it still had a significant influence on student achievement (Wahab & Fitri,

*The Influence of Self-Discipline and Peer Environment on the Academic Achievement of Junior High School Students in Sepaku District* 2021). Overall, the findings corroborate that self-discipline as an internal factor and the peer environment as an external factor contribute to each other's academic success.

## CONCLUSION

The results of the study show that students' academic success is influenced by internal and external factors, especially self-discipline and the peer environment. Self-discipline plays an important role in forming regular study habits, increasing learning engagement, and positively impacting academic achievement. Meanwhile, the camaraderie environment can strengthen or even weaken students' learning orientation depending on the values that develop within the group. Therefore, improving academic achievement requires an integrated approach through strengthening students' self-regulation and creating a conducive social environment, including through the role of schools in counseling guidance, character development, and positive learning climate management.

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