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# DIFFERENCES AND RELATIONSHIPS ON SELF-EFFICIENCY AND DISCIPLINE CHARACTER OF HIGH SCHOOL STUDENTS

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**Abstract :**
This research aims to determine the results of student descriptive statistics on the variables of self-efficacy and disciplinary character of high school students in physics subjects. Then, this research also aims to determine the differences and relationships between self-efficacy and the disciplinary character of high school students in physics subjects at the two schools that were the research locations. The method used in this research is a mixed method. The results of the research show that Junior High School 6 Batanghari obtained superior self-efficacy and discipline character scores compared to Junior High School 11 Batanghari. Based on the t-test which states the data comparison is smaller than 0.05 and the correlation test states the data results are smaller than 0.05. This research shows that there are differences and relationships between self-efficacy and the disciplinary character of high school students in physics subjects at the two schools that were the research locations. The novelty in this research is to examine students' self-efficacy and character in learning physics. The results of this research provide implications for physics subject teachers to provide appropriate interventions to develop students' disciplined character with adequate self-efficacy.

Keywords: Character Discipline, Junior High School, Self-Efficacy



## INTRODUCTION

Education is knowledge, skills, and customs by a group of people that are passed down from generation to generation through education, training, or research (Kamid, Rohati, et al., 2021; Manubey et al., 2021). The educational process is an activity to mobilize educational facilities by educators aimed at educational goals. How the educational process is carried out will determine the quality of the educational goals. One of the fields of education that studies the natural sciences is physics. Physics is the study of matter and its motion and space-time behavior, as well as related concepts such as energy and force (Rochman et al., 2017; Subekti & Ariswan, 2016). One of the important factors in learning physics is students' self-efficacy.

Self-efficacy is the belief in oneself that one can master the situation and produce positive results (Utami & Wutsqa, 2017; Zysberg & Schwabsky, 2021). In general, self-efficacy is a self-confidence or individual belief in their ability to do something, produce something, organize, achieve their goals, and also implement actions to realize certain skills (Beghetto & Karwowski, 2017; Dou et al., 2018). For example, a student with low self-efficacy may not want to try to learn to work on a problem because he doesn't believe that studying will help him work on the problem. One of the relationships between self-efficacy which is a belief that there are also characters that help make students become better individuals, namely the character of discipline.

Discipline character is a rule set by oneself to achieve certain things related to education, application of learning objectives, and intelligence (Suradi, 2017; Yuliyanto et al., 2018). Building intelligent education begins with discipline. The character of the discipline that is very important for students can get very valuable benefits from the discipline applied. Discipline is not only done for the rules and all the rules and policies to be followed, but also for the confidence to achieve a high level of success. For example, time discipline: Students who work with discipline value time and complete assignments in the allotted time. Discipline and character start with quality education and professional teachers in teaching (Amin, Kurniawan, Septi, et al., 2021; Wang & Kuo, 2019). The importance of discipline that must be applied to every educational institution and individual so that later every student has a great sense of responsibility as a student.

Self-efficacy or student discipline character is a topic that has been widely studied by previous research. Research conducted by (Astuti & Pratama, 2020) shows that there is a positive and significant relationship between students' self-efficacy and communication skills. Furthermore, research conducted by (Pigay & Reba, 2021) shows that self-efficacy and teacher teaching style simultaneously or together influence students' self-discipline variables. (Muhammad et al., 2021) show that there is a relationship between self-efficacy and critical thinking skills where if students have good self-efficacy then their critical thinking skills will also be good. These studies have not linked self-efficacy and students' disciplinary character.

The relationship between self-efficacy and students' disciplinary character has also been studied by previous studies. Research conducted by Mulyanto et al., (2021) shows that learning discipline, self-efficacy and school climate together make a positive contribution to learning outcomes. Research conducted by Dwijayanti et al., (2022) shows that there is a significant relationship between learning discipline, achievement motivation and self-efficacy together with student learning outcomes. However, these studies have not examined the relationship between self-efficacy and students' disciplinary character. Thus, this research will complement previous research which will examine the relationship between self-efficacy and students' disciplinary character in physics learning.

The position of this research is very important, namely to find out the comparison of self-efficacy and disciplinary character in physics subjects as well as knowing the relationship between self-efficacy variables and disciplinary character so that it can be used as a good research source in the future. In this research, the variables used are students' self-efficacy and disciplinary character. This research aims to determine the results of student descriptive statistics on the variables of self-efficacy and discipline character of high school students in physics subjects. Then, this research also aims to determine the differences and relationships between self-efficacy and the disciplinary character of high school students in physics subjects at the two schools that were the research locations. The novelty in this research is to examine students' self-efficacy and character in learning physics.

## RESEARCH METHOD

This study uses mixed research methods designed with an explanatory design. Mixed methods research is a combination of two methods, namely quantitative and qualitative research methods (Amin, Kurniawan, Azzahra, et al., 2021; Syahrial et al., 2020). The explanatory design is carried out in several stages of research, first by collecting data, second by analyzing the data and third by formulating the results quantitatively, then proceeding with data collection, analyzing and formulating qualitative data, and ending with interpreting the research results (Creswell, 2013).

The instrument in this study used the type of questionnaire instrument. Where the questionnaire used consists of a self-efficacy and discipline character questionnaire. There are 28 valid statement items on this instrument using a Likert scale. The scale consists of 5 points with a very appropriate score of 4,

appropriate, namely 3, less appropriate, 2, and inappropriately 1. Each statement is representative of each indicator of self-efficacy and discipline character. The focus of this research is on 2 indicators of self-efficacy: making inner experience the basis for increasing confidence and the strength of belief. In 2 indicators of discipline character: collecting assignments on time and doing each assignment given in physics subjects using a Likert scale consisting of 5 categories, there are intervals in each category, and the intervals in each category can be seen in the table below. The grid of self-efficacy instruments and disciplinary character in physics subjects used in this research is as follows table 1.

Table 1. The data collection instrument grid

| Variable | Indicator | No. Statement Items |
|---|---|---|
| Self-Efficacy | Using deep experience as a basis to increase confidence | 1, 2, 3, 4, 5, 6, 7, 8 |
| | Strong or weak belief | 9, 10, 11, 12, 13 |
| Discipline Character | Swallow tasks on time | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| | Do any given task | 10, 11, 12, 13, 14, 15 |
| Number of Statements | | 28 |

Because the self-efficacy and discipline character questionnaire in physics subjects uses a Likert scale consisting of 5 categories, there are intervals in each category, and the intervals in each category can be seen in the table below. The description of the category of self-efficacy and discipline character in physics subjects is as follows table 2.

Table 2. Categories of self-efficacy and discipline character in physics subjects

| Category | Interval variable/Indicator | | | |
|---|---|---|---|---|
| | Self-Efficacy | | Discipline Character | |
| | Using deep experience as a basis to increase confidence | Strong belief | Swallow tasks on time | Do any given task |
| Very not good | 8.0 – 14.4 | 5.0 – 9.0 | 9.0 – 16.2 | 6.0 – 10.8 |
| Not good | 14.5 – 20.8 | 9.1 – 13.0 | 16.3 – 23.4 | 10.9 – 15.6 |
| Enough | 20.9 – 27.2 | 13.1 – 17.0 | 23.5 – 30.6 | 15.7 – 20.4 |
| Good | 27.3 – 33.6 | 17.1 – 21.0 | 30.7 – 37.8 | 20.5 – 25.2 |
| Very good | 33.7 – 40.0 | 21.1 – 25 0 | 37.9 – 45.0 | 25.3 – 30.0 |

Population The research sample is the research subject that will be examined for characteristics and other things that will be needed in a study (Amin, Alimni, et al., 2021). The population of this study was 100 students consisting of 50 students of Junior high school 6 Batanghari and 50 students of Junior high school 11 Batanghari. Larger sample sizes tend to provide more reliable results and can better represent the population. With 100 samples, there is the potential to obtain more accurate estimates of the characteristics of the population under study compared to smaller samples. The sampling technique is random sampling. The reason for taking research subjects from Junior high school 6 Batanghari and Junior high school 11 Batanghari is because these schools have done a lot of learning so that it can be seen the variables of self-efficacy and discipline character in the range of high school.

The data analysis technique used is random sampling because the sample used is students who study physics subjects according to the variables of self-efficacy and discipline character. The use of random sampling in this research is to save time, cost, and effort. It also makes it easier and more detailed to analyze all data from smaller survey subjects, enabling more accurate and comprehensive survey results.

From these data, descriptive statistical tests and inferential tests were then carried out in the form of testing assumptions and hypotheses. In the assumption test, three tests were carried out, namely normality test, homogeneity test, and linearity test. The normality test serves to determine whether the data being tested is normally distributed (Budiarti et al., 2022; Syahrial et al., 2019). Homogeneous test serves to find out whether several groups of research data have the same variance or not (Ernawati et

al., 2021). Linearity test serves to determine whether the data is linearly distributed. Then test the hypothesis in the form of t test and correlation test. The t-test is used to determine the comparison of attitude variables and scientific literacy variables at Junior high school 6 Batanghari and Junior high school 11 Batanghari. Correlation test to determine the relationship between self-efficacy variables and discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari (Kamid, Rohati, et al., 2021). These tests were then tested using SPSS 26 to obtain accurate results. The following is the research procedure.

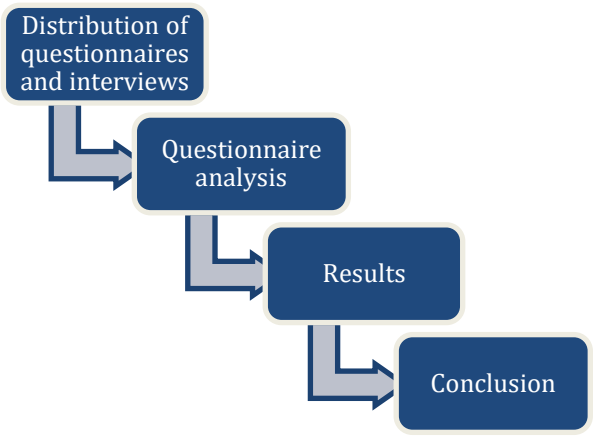


Figure 1. Research procedure

## RESULTS AND DISCUSSION

The following describes the results of descriptive statistics on self-efficacy variables and students' discipline character. With questions about indicators of self-efficacy: make internal experiences as the basis for increasing beliefs and the strength and weakness of beliefs. Indicator statements about the character of student discipline: collect assignments on time and do each assignment given. Where the results obtained from the distribution of questionnaires and interviews at Junior high school 6 Batanghari and Junior high school 11 Batanghari. The description of self-efficacy on indicators using internal experience as the basis for increasing confidence is shown in the following table.

Table 3. Description of self-efficacy on indicators using internal experience as a basis for increasing confidence

| School | Category | Interval | f | % | Mean | Med | Min | Max |
|---|---|---|---|---|---|---|---|---|
| Junior high school 6 Batanghari | Very not good | 8.0 – 14.4 | 0 | 0 | 3.5 | 3.5 | 2.0 | 5.0 |
| | Not good | 14.5 – 20.8 | 3 | 6 | | | | |
| | Enough | 20.9 – 27.2 | 15 | 30 | | | | |
| | Good | 27.3 – 33.6 | 20 | 40 | | | | |
| | Very good | 33.7 – 40.0 | 12 | 24 | | | | |
| Junior high school 11 Batanghari | Very not good | 8.0 – 14.4 | 0 | 0 | 3.8 | 4.0 | 2.0 | 5.0 |
| | Not good | 14.5 – 20.8 | 8 | 16 | | | | |
| | Enough | 20.9 – 27.2 | 19 | 38 | | | | |
| | Good | 27.3 – 33.6 | 19 | 38 | | | | |
| | Very good | 33.7 – 40.0 | 4 | 8 | | | | |

From the description of the table above, it can be seen that the comparison with the good category at Junior high school 6 Batanghari is higher than Junior high school 11 Batanghari so it can be said that Junior high school 6 Batanghari is superior to Junior high school 11 Batanghari in indicators of making internal experience as a basis for increasing confidence. The description of self-efficacy on the indicators of the strength and weakness of belief is shown in the following table.

Table 4. Description of self-efficacy on indicators of strong or weak belief

| School | Category | Interval | f | % | Mean | Med | Min | Max |
|---|---|---|---|---|---|---|---|---|
| Junior high school 6 Batanghari | Very not good | 5.0 – 9.0 | 5 | 10 | 3.8 | 4.0 | 1.0 | 5.0 |
| | Not good | 9.1 – 13.0 | 9 | 18 | | | | |
| | Enough | 13.1 – 17.0 | 8 | 16 | | | | |
| | Good | 17.1 – 21.0 | 16 | 32 | | | | |
| | Very good | 21.1 – 25.0 | 12 | 24 | | | | |
| Junior high school 11 Batanghari | Very not good | 5.0 – 9.0 | 8 | 16 | 3.6 | 4.0 | 1.0 | 5.0 |
| | Not good | 9.1 – 13.0 | 11 | 22 | | | | |
| | Enough | 13.1 – 17.0 | 9 | 18 | | | | |
| | Good | 17.1 – 21.0 | 12 | 24 | | | | |
| | Very good | 21.1 – 25.0 | 10 | 20 | | | | |

From the description of the table above, it can be seen that the comparison with the good category at Junior high school 6 Batanghari is higher than Junior high school 11 Batanghari, so it can be said that Junior high school 6 Batanghari is superior to Junior high school 11 Batanghari in indicators of using internal experience as a basis for strong or weak beliefs. The description of the discipline character on the indicators of collecting assignments on time is shown in the following table 5.

Table 5. Description of the character of discipline on the indicators of collecting assignments on time

| School | Category | Interval | f | % | Mean | Med | Min | Max |
|---|---|---|---|---|---|---|---|---|
| Junior high school 6 Batanghari | Very not good | 9.0 – 16.2 | 4 | 8 | 3.3 | 3.0 | 1.0 | 5.0 |
| | Not good | 16.3 – 23.4 | 7 | 14 | | | | |
| | Enough | 23.5 – 30.6 | 18 | 36 | | | | |
| | Good | 30.7 – 37.8 | 11 | 22 | | | | |
| | Very good | 37.9 – 45.0 | 10 | 20 | | | | |
| Junior high school 11 Batanghari | Very not good | 9.0 – 16.2 | 7 | 14 | 3.2 | 3.0 | 1.0 | 5.0 |
| | Not good | 16.3 – 23.4 | 10 | 20 | | | | |
| | Enough | 23.5 – 30.6 | 17 | 34 | | | | |
| | Good | 30.7 – 37.8 | 8 | 16 | | | | |
| | Very good | 37.9 – 45.0 | 8 | 16 | | | | |

From the description of the table above, it can be seen that the comparison with the sufficient category at Junior high school 6 Batanghari is higher than Junior high school 11 Batanghari so it can be said that Junior high school 6 Batanghari is superior to Junior high school 11 Batanghari in the indicator of collecting assignments on time. The description of the discipline character on the indicators for each task given is shown in the following table 6.

Table 6. Description of the character of discipline on the indicators of doing each task given

| School | Category | Interval | f | % | Mean | Med | Min | Max |
|---|---|---|---|---|---|---|---|---|
| Junior high school 6 Batanghari | Very not good | 6.0 – 10.8 | 5 | 10 | 2.5 | 3.0 | 1.0 | 5.0 |
| | Not good | 10.9 – 15.6 | 8 | 16 | | | | |
| | Enough | 15.7 – 20.4 | 17 | 34 | | | | |
| | Good | 20.5 – 25.2 | 10 | 20 | | | | |
| | Very good | 25.3 – 30.0 | 10 | 20 | | | | |
| Junior high school 11 Batanghari | Very not good | 6.0 – 10.8 | 8 | 16 | 2.4 | 3.0 | 1.0 | 5.0 |
| | Not good | 10.9 – 15.6 | 8 | 16 | | | | |
| | Enough | 15.7 – 20.4 | 16 | 32 | | | | |
| | Good | 20.5 – 25.2 | 9 | 18 | | | | |
| | Very good | 25.3 – 30.0 | 9 | 18 | | | | |

From the description of the table above, it can be seen that the comparison with the sufficient category at Junior high school 6 Batanghari is higher than Junior high school 11 Batanghari so that it can be said that Junior high school 6 Batanghari is superior to Junior high school 11 Batanghari in indicators of making internal experience as a basis for carrying out any tasks assigned given. The normality test of self-efficacy and student discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari is described in the following table 7.

Table 7. Normality test of self-efficacy and student discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari

| Schools | Variable | Kolmogorov-Smirnov | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Junior high school 6 Batanghari | Self-Efficacy | .187 | 50 | .200* | .361 | 50 | .470 |
| | Discipline character | .136 | 50 | .200 | .372 | 50 | .480 |
| Junior high school 11 Batanghari | Self-Efficacy | .295 | 50 | .200 | .373 | 50 | .470 |
| | Discipline character | .294 | 50 | .200* | .365 | 50 | .480 |

Based on the results of the table above, it can be concluded that the data is normally distributed. The normality test was obtained by the Kolmogorov-Smoirnov test, the significance value was > from 0.05. The homogeneity test of self-efficacy and student discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari is described in the following table 8.

Table 8. Homogeneity test of self-efficacy and student discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari

| School | Variable | N | Sig. (2-tailed) |
|---|---|---|---|
| Junior high school 6 Batanghari | Self-Efficacy | 50 | 0.528 |
| | Discipline character | 50 | 0.529 |
| Junior high school 11 Batanghari | Self-Efficacy | 50 | 0.526 |
| | Discipline character | 50 | 0.527 |

Based on the table above, it can be concluded that the homogeneity test has a homogeneous pattern at Junior high school 6 Batanghari and Junior high school 11 Batanghari. It is proven that the result of sig (2-tailed) is more than 0.05. The linearity test of self-efficacy and student discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari is described in the following table 9.

Table 9. Linearity test of self-efficacy and discipline character of students at Junior high school 6 Batanghari and Junior high school Batanghari

| School | Variable | N | Sig. (2-tailed) |
|---|---|---|---|
| Junior high school 6 Batanghari | Self-Efficacy | 50 | 0.037 |
| | Discipline character | 50 | 0.036 |
| Junior high school 11 Batanghari | Self-Efficacy | 50 | 0.035 |
| | Discipline character | 50 | 0.034 |

Based on the table above, it can be concluded that the linearity test is linearly distributed at Junior high school 6 Batanghari and Junior high school 11 Batanghari. It is evident that the sig (2-tailed) result is smaller than 0.05. The T-test of self-efficacy and student discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari is described in the following table 10.

Table 10. T-test of self-efficacy and student discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari

| School | Variable | N | Sig. (2-tailed) |
|---|---|---|---|
| Junior high school 6 Batanghari | Self-Efficacy | 50 | 0.018 |
| | Discipline character | 50 | 0.017 |
| Junior high school 11 Batanghari | Self-Efficacy | 50 | 0.016 |
| | Discipline character | 50 | 0.015 |

Based on the table above, it can be concluded that there is a comparison between self-efficacy and discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari. It is proven from the results of sig. (2-tailed) is less than 0.05. The correlation test of self-efficacy and student discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari is described in the following table 11.

Table 11. Correlation test of self-efficacy and student discipline character at Junior high school 6 Batanghari and Junior high school 11 Batanghari

| School | Variable | N | Sig. (2-tailed) |
|---|---|---|---|
| Junior high school 6 Batanghari | Self-Efficacy | 50 | 0.035 |
| | Discipline character | 50 | 0.036 |
| Junior high school 11 Batanghari | Self-Efficacy | 50 | 0.034 |
| | Discipline character | 50 | 0.033 |

Based on the table above, it can be concluded that there is a relationship between self-efficacy and the discipline character of students at Junior high school 6 Batanghari and Junior high school 11 Batanghari. It is proven from the results of sig. (2-tailed) is less than 0.05.

*Interview Results with Teachers*

In interviews with teachers about the physics teacher's strategies in fostering self-efficacy and the disciplined character of diverse students in high school. The average teacher there uses several learning strategies that are appropriate to physics subjects that are integrated with student self-efficacy and student discipline character in schools, including coaching on self-efficacy and disciplined character at Junior high school 6 Batanghari and Junior high school 11 Batanghari. The inhibiting factors are the facilities and infrastructure that are still quite inadequate and the limited physics learning every week.

The resulting data were processed using three types of tests, namely descriptive statistical tests, assumption tests, and hypothesis testing. Descriptive statistical test to see the results of the percentage, median, mean, minimum, and maximum by analyzing the result data based on five existing categories (Amin, Kurniawan, Septi, et al., 2021). Based on table 3, the average number of students chose the good category with the percentage for Junior high school 6 Batanghari 40% good and Junior high school 11 Batanghari 38% good. So, it can be concluded that Junior high school 6 Batanghari is superior to Junior high school 11 Batanghari in the self-efficacy variable on the indicator of making internal experience as

a basis for increasing confidence. Based on table 4, the average number of students chose the good category with the percentage for Junior high school 6 Batanghari 32% good and Junior high school 11 Batanghari 24% good. So, it can be concluded that Junior high school 6 Batanghari is superior to Junior high school 11 Batanghari in the self-efficacy variable on indicators of strong and weak belief. Based on table 5, the average number of students chose the good category with the percentage for Junior high school 6 Batanghari 36% sufficient and Junior high school 11 Batanghari 34% sufficient. So, it can be concluded that Junior high school 6 Batanghari is superior to Junior high school 11 Batanghari in the discipline character variable on the indicator of collecting assignments on time. Based on table 6, the average number of students chose the sufficient category with the percentage for Junior high school 6 Batanghari 34% sufficient and Junior high school 11 Batanghari 32% sufficient. So, it can be concluded that Junior high school 6 Batanghari is superior to Junior high school 11 Batanghari in the discipline character variable on the indicators of doing each task given.

The next test is the assumption test which consists of normality test, homogeneity test, and linearity test. The first assumption analysis test is about the normality test. The normality test was carried out to determine whether the data was normally distributed or not by looking at the results of Kolmogorov Smirnov greater than 0.05 (Kamid, Sofnidar, et al., 2021; Sofnidar et al., 2019). Based on table 7, the results of the normality test for self-efficacy and student discipline character, namely at Junior high school 6 Batanghari, which is 0.200 and at Junior high school 11 Batanghari, which is 0.200, it can be concluded that the results obtained are > 0.05 so it can be said that the data is normally distributed. The second assumption analysis test is about linearity test. Next is the homogeneity test is carried out to determine whether the data is homogeneous or not with the results of sig > 0.05 then the data has a homogeneous pattern. Based on table 8, the results of the homogeneity test of self-efficacy and student discipline character are at Junior high school 6 Batanghari, namely 0.528, 0.529 and at Junior high school 11 Batanghari are 0.526, 0.527 it can be concluded that the results obtained are > 0.05 so it can be said that the data is homogeneous. Based on table 9, the results of the linearity test of the discipline character and understanding of students' concepts are at Junior high school 6 Batanghari, namely 0.037, 0.036 and at Junior high school 11 Batanghari are 0.035, 0.034 it can be concluded that the results obtained are > 0.05 so it can be said that the data is linearly distributed.

Then, the hypothesis test was conducted, namely t-test and correlation test. The first hypothesis test, namely the t test, was carried out with the aim of knowing the comparison between two schools by comparing two variables (Amin, Alimni, et al., 2021). Based on table 10, the results of the t-test of self-efficacy and student discipline character are at Junior high school 6 Batanghari, namely 0.018, 0.017 and at Junior high school 11 Batanghari are 0.16, 0.015. So, it can be concluded that there is a comparison between Junior high school 6 Batanghari and Junior high school 11 Batanghari. It is proven from the results of sig. (2-tailed) is less than 0.05. In the second hypothesis test, which is about the correlation test, it is carried out with the aim of knowing the relationship between two schools and the relationship between two variables. Based on table 11, the results of the correlation test of students' attitudes and scientific literacy are at Junior high school 6 Batanghari, namely 0.035, 0.036 and at Junior high school 11 Batanghari are 0.034, 0.033 so it can be concluded that there is a relationship between Junior high school 6 Batanghari and Junior high school 11 Batanghari. It is proven from the results of sig. smaller than 0.05.

This study is in line with previous research conducted by (Yuliyani et al., 2017) on student self-efficacy. The study said that self-efficacy is very important for students to have in learning to improve students' abilities. However, previous research testing was not done by testing the variables and two schools. Where testing of two variables and two important schools is carried out to determine the comparison between one school and another so that it is known that students' self-efficacy is better between one school and another as a research benchmark. Our research compares student attitudes in two schools with two variables and four indicators so that our research can be used as a benchmark for comparing self-efficacy in high school.

This research is also in line with previous research conducted by Suradi, (2017) which examined the character of the discipline. However, this study did not perform some of the tests carried out by this study, namely the assumption test. One of the assumption tests is the homogeneity test, where the homogeneity test is important to do to find out whether the data, we are going to test is homogeneous or

not. In our research, we tested two assumption tests, namely normality and homogeneity tests. So that our research is precise and accurate.

This research is also in line with research conducted by Karmila & Raudhoh, (2021) shows that there is a positive influence of self-efficacy on student learning independence. This means that one of the factors in increasing students' independent learning abilities is increasing self-efficacy. Furthermore, research conducted by Munawaroh, (2018) shows that self-efficacy has a significant relationship with learning discipline in fourth grade elementary school students. This research will complement these studies by examining the relationship between self-efficacy and students' disciplinary character in physics learning.

The results of this research provide implications for physics subject teachers to provide appropriate interventions to develop students' disciplined character with adequate self-efficacy. The short-term impact of this research is useful and can be used as a benchmark to improve the quality of self-efficacy and character of students' discipline, especially at the secondary school level. The long-term impact of this research is that it can be used as a benchmark to conduct further research on self-efficacy and student discipline character. The limitation of this study is that it only compares schools. However, there has not been a test with a gender comparison between female and male students so that it can be known specifically the self-efficacy and discipline character of students in high school. The researcher suggests conducting further research to compare the variables of self-efficacy and student discipline character based on gender and the researcher suggests conducting research at the high school level.

## CONCLUSION

The research found that Junior high school 6 Batanghari obtained a superior self-efficacy score compared to Junior high school 11 Batanghari on the two indicators studied, namely using internal experience as a basis for increasing self-confidence and strong or weak beliefs. Apart from that, it was also found that Junior high school 6 Batanghari obtained a discipline character score that was superior to Junior high school 11 Batanghari on the two indicators studied, namely collecting assignments on time and carrying out every task given. It was found that there were differences between students' self-efficacy and discipline character at Junior high school 6 Batanghari, as well as differences between students' self-efficacy and discipline character at Junior high school 11 Batanghari. Furthermore, it was found that there was a relationship between self-efficacy and students' discipline character at Junior high school 6 Batanghari, as well as a relationship between self-efficacy and students' discipline character at Junior high school 11 Batanghari.

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