



# The Effect of Discipline and Learning Motivation on Student Learning Outcomes in Elementary Schools

Salma Attakhidijah<sup>1\*</sup>, Muhroji<sup>2</sup> 

<sup>1,2</sup> Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Surakarta, Solo, Indonesia

## ARTICLE INFO

### Article history:

Received March 08, 2022

Accepted July 30, 2022

Available online August 25, 2022

### Kata Kunci:

Kedisiplinan, Motivasi Belajar, Hasil Belajar

### Keywords:

Discipline, Learning Motivation, Learning Outcomes



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## ABSTRAK

*Kedisiplinan dan motivasi belajar peserta didik merupakan faktor yang dapat mempengaruhi hasil belajar peserta didik di sekolah. Berdasarkan hasil observasi menunjukkan bahwa kedisiplinan dan motivasi belajar peserta didik kelas V belum optimal dan masih perlu ditingkatkan. Penelitian ini bertujuan untuk menganalisis pengaruh disiplin dan motivasi belajar terhadap hasil belajar peserta didik kelas tinggi di sekolah dasar. Metode yang digunakan adalah metode kuantitatif dengan desain korelasional. Populasi dalam penelitian ini yaitu peserta didik kelas tinggi di sekolah dasar dengan pengambilan sampel penelitian berjumlah 30 peserta didik. Teknik pengumpulan data yang dilakukan menggunakan angket berdasarkan hasil instrument kedisiplinan dan motivasi belajar dengan skala likert skor 1 sampai 4, sedangkan data berupa hasil belajar diperoleh dari wali kelas masing-masing berupa nilai PTS semester II. Pada penelitian ini teknik analisis data yaitu menggunakan uji normalitas dan uji hipotesis dengan Microsoft Excel 2019. Hasil penelitian menunjukkan bahwa terdapat pengaruh disiplin belajar terhadap hasil belajar peserta didik kelas tinggi. Kemudian terdapat pengaruh motivasi belajar terhadap hasil belajar peserta didik kelas tinggi di sekolah dasar terdapat pengaruh disiplin dan motivasi belajar terhadap hasil belajar peserta didik kelas tinggi di sekolah dasar.*

## ABSTRACT

Discipline and learning motivation of students are factors that can affect student learning outcomes at school. Based on the results of observations, it shows that the discipline and learning motivation of fifth-grade students is not optimal and still need to be improved. This study aims to analyze the effect of discipline and learning motivation on the learning outcomes of high school students in elementary schools. The method used is a quantitative method with a correlational design. The population in this study were high school students in elementary school with a sample of 30 students. The data collection technique was carried out using a questionnaire based on the results of the discipline instrument and learning motivation with a Likert scale score of 1 to 4, while the data in the form of learning outcomes were obtained from their respective teachers in the form of PTS scores for the second semester. In this study, the data analysis technique used was the normality test and hypothesis testing with Microsoft Excel 2019. The results showed that there was an influence of learning discipline on the learning outcomes of high-class students. Then there is the influence of learning motivation on the learning outcomes of high-grade students in elementary school. There is an influence of discipline and learning motivation in the learning outcomes of high-grade students in elementary schools.

## 1. INTRODUCTION

Education is an inseparable part of human life. The development of education is a major key to the growth and development of a nation. Based on the law of the Republic of Indonesia number 20 of 2003 concerning the National Education System Article 1 regulates that education is a conscious and planned effort to realize the learning atmosphere and learning process so that students can actively develop their potential to have spiritual strength, religious, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (Assidiqi & Sumarni, 2020; Hermanto, 2020) In the

educational process in schools, learning activities are the most basic activities, meaning that the success or failure of achieving educational goals depends on how the teaching and learning process experienced by students as students both in the school environment and in the home environment (Asmi et al., 2018; Mawardi, 2019). To create quality education and quality required teaching and learning process is good so that the knowledge of students will increase and the character of students formed. The standard of success of learning activities is the learning outcomes obtained from grades. Learning outcomes are one of the indicators of achievement that is very important to achieve the national goals of Education (Dwi Rita Nova & Widiastuti, 2019; Yuliati, 2017). The success of students while studying at school can be seen in the learning outcomes of the students themselves.

Basically, learning outcomes are influenced by many factors, including internal factors in students including intelligence, talents, interests, motivation, physical health, and discipline of student learning. The internal factors of students are discipline and motivation are the psychological factors of students (Pertwi, D & Sudarsono, A, 2015; Sulasmi, 2020). While external factors outside of students include the environment, teachers, community, school, advice, and learning infrastructure (Chaerunisa et al., 2021; Istiana et al., 2018). Talking about discipline is closely related to motivation. One that influences the development of discipline is self-understanding and motivation. If students seriously participate in learning activities, students will be able to improve high learning outcomes well. Discipline is an individual's voluntary awareness to obey the rules that apply in the school environment (Ansel & Pawe, 2021; Mulyawati et al., 2019). Discipline will make students trained and have the habit of taking good actions so that students will obey and obey the teacher and be orderly towards ongoing learning activities.

Based on the results of research at SD Negeri 2 Loktabat Utara, Banjarbaru City, it shows that the level of learning discipline varies, there are high, medium, and low (Hartini, 2021). This can be seen from the result data obtained by students' test scores, there were some students who did not do the assignments, and did not pay attention to the material provided. Another phenomenon that was studied at SD GMIM 24 Manembo-nembo explained that there were some students who did not realize that the character of discipline was so important (Gampu et al., 2022). There are some students who do not comply with school rules, for example, arriving late, not wearing a complete uniform, lack of politeness and courtesy when meeting older people.

Other phenomena based on the results of observations that have been made explain that the teacher is not punctual in teaching, the teacher is less assertive in carrying out learning, students do not listen to the subject matter properly but disturb their peers during the learning process, there is no strong enforcement of discipline when violating rules at school and in class. Discipline is serious obedience, which can be driven by awareness, namely how to give tasks and obligations by the rules applied in the school environment (Ansel & Pawe, 2021; Subahti et al., 2018). The indicators of learning discipline include: (1) Obedience to study time; (2) Obedience to lesson assignments; (3) Obedience to the use of learning facilities; (4) Obedience to using the time to come and go home (Kusumawati et al., 2017).

In addition to learning discipline, learning motivation also greatly impacts the learning outcomes of students at school. Learning motivation is a support for students to carry out active learning activities, and then good learning results will be achieved (Herlianto et al., 2018; Pratama & Ghofur, 2021). Learning motivation is also one of the things that can affect student learning outcomes. This is in line with previous research that motivation is a factor driving individuals to engage in an activity, so motivation is usually interpreted as a factor that drives a someone's behavior (Warti, 2018). Basically, all activities carried out by someone must have factors that support these activities. Therefore, learning motivation is a driving tool for students who can carry out learning activities and improve their skills and experiences in students. According to previous studies, there are indicators of learning motivation that can be classified as follows: (1) There is a desire to succeed; (2) There is encouragement and need in learning; (3) There are hopes and aspirations for the future; (4) There is appreciation in learning; (5) There are interesting activities in learning; (6); The existence of a conducive learning environment that allows students to learn well (Vhalery et al., 2021).

Based on the results of observations at SD Negeri 2 Ngagrang found several facts that at the elementary school level a lot of problems often occur that can interfere with the teaching and learning process. One of them is the problem of discipline and motivation to learn. Currently, many students are disciplined and have low learning motivation. The factors that cause low discipline and low learning motivation include students' lack of discipline in doing homework (PR), students less active in following the learning process, students do not bring textbooks according to schedule, students do not obey school rules and lack of achievement motivation from students. In the learning process discipline is very necessary, it will make students trained and have the habit of doing good actions and can control every action so that students will be obedient to teachers and orderly in ongoing learning activities (Budiani & Sholikhah, 2020; Handayani & Subakti, 2020). Based on the results of the description above, this study

aims to analyze the effect of disciplined learning on students learning outcomes, to analyze whether there is an effect of learning motivation on student learning outcomes, and then to analyze whether there is an influence of discipline and learning motivation on learning outcomes of high-grade students in SD Negeri 2 Ngagrong.

## 2. METHOD

The type of research used in this research is quantitative research. The quantitative approach emphasized objective phenomena and is studied quantitatively. The design used in this study is correlational, where this design uses numbers, statistical processing, structures and controlled experiments (Purnamasari & Ambarita, 2020; Rusni & Agustan, 2018; Subahti et al., 2018). The method used in this research was correlational which aims to determine whether there was an influence between two variables or several variables.

The implementation of this research involved the population in this study were high-grade students, namely IV, V, and VI SD Negeri 2 Ngagrong, Gladagari District, Boyolali Regency, totalling 58 and the research sample taken was 30 students. The variables in this study, namely discipline and learning motivation, are independent, while student learning outcomes are the dependent variable. The data collection procedure was conducted using questionnaires based on the results of Likert scale instruments distributed to high-grade, while data collection in the form of learning outcomes could be obtained from each class' homeroom teacher in the form of second semester PTS scores.

The research data were processed using the help of the *Microsoft Excel 2019* program. The questionnaire used consisted of two, namely the discipline and learning motivation questionnaire. The two questionnaires have several statements using a Likert scale with a score of 1 to 4. Before conducting the data analysis test, the researcher will conduct a validity and reliability test. Data analysis techniques in this study is using normality tests and hypothesis tests. The hypotheses in the study were tested using linear regression analysis, where the first and second hypotheses were tested using simple linear regression analysis while the third hypothesis was tested using multiple linear regression analysis.

## 3. RESULT AND DISCUSSION

### Result

The research data was obtained from a questionnaire on discipline and learning motivation which are variable data ( $X_1$ ) and ( $X_2$ ) to find out the learning outcomes ( $Y$ ) of students. Before the research was conducted, the disciplinary and learning motivation questionnaires were tested for validity and reliability. Test the validity of the instrument was done by distributing the questionnaire instrument to 30 students with each item of the question of discipline questionnaire 24 items and a questionnaire of motivation to learn 24 items. This validity test was used to measure the validity of each statement on the questionnaire instrument. This validity test uses *Microsoft Excel 2019* with *product moment* technical. Validation provisions of the instrument can be measured based on the validity criteria that state if  $r_{hitung} > r_{tabel}$  then the instrument is declared valid, whereas if  $r_{hitung} < r_{tabel}$  then the instrument is declared invalid. In the disciplinary questionnaire test the results of the validity test using a significant level  $\alpha = 5\%$  dengan  $n = 30$  dan  $r_{tabel} = 0,361$  obtained as many as 2 items of invalid questions and 22 items of valid questions. In the learning motivation questionnaire test, the results of the validity test using a significant level of  $\alpha = 5\%$  dengan  $n = 30$  dan  $r_{tabel} = 0,361$  obtained as many as 2 invalid questions and 22 valid questions.

After the next validity test was a reliability test used to see the consistency of the questionnaire. This reliability test uses *Microsoft Excel 2019* with Cronbach alpha technical. Reliability test conditions are declared reliable if  $r_{hitung} > r_{tabel}$ . In the test questionnaire discipline  $r_{hitung} = 0,909$  and  $r_{tabel} = 0,361$ , it can be concluded that the questionnaire discipline is reliable. In the questionnaire motivation test  $r_{hitung} = 0,965$  and  $r_{tabel} = 0,361$  it can be concluded that the questionnaire is reliable learning motivation. After testing the validity and reliability of learning outcomes data will be tested normality to determine whether the research sample is a normal distribution of data. Normality test using the *chi-square* test with *chi-square count* < *chi-square table* then the sample data is normally distributed. Based on the calculation using *Microsoft Excel 2019* with  $\alpha = 5\%$  obtained *chi-square table* 11,071 and *chi-square count* 2,079 so it can be said that the learning outcomes data is normally distributed.

Next is the hypothesis test. Test hypothesis 1, namely is there any influence of discipline on learning outcomes at SD Negeri 2 Ngagrong. Test hypothesis 1 using a simple linear regression test using *Microsoft Excel 2019*. The provisions for a simple linear regression test in hypothesis 1 test mean that

there is an influence of discipline on learning outcomes. Table 1 shows the ANOVA from the calculation of hypothesis 1 test.  $F_{hitung} > F_{tabel}$ .

**Table 1.** ANOVA Hypothesis Test 1

Source of Variation	df/db	Squared Mean	F	F Table
Regression	1	9.7171	10.6676	4,2
Residual	28	0.9109		
<b>Total</b>	<b>30</b>			

Based on Table 1, the results of the research are obtained so that it can be said that there is an influence of learning discipline on learning outcomes. Test hypothesis 2, there any effect of learning motivation on learning outcomes at SDN 2 Ngagrang. Hypothesis Test 2 using a simple linear regression test using Ms. Excel 2019. The provisions for a simple linear regression test in hypothesis test 2 mean that there is an influence of motivation on learning outcomes. Table 2 shows the ANOVA from the calculation of hypothesis test 2.  $F_{hitung} = 10,667 > F_{tabel} = 4,2$ ,  $F_{hitung} > F_{tabel}$ .

**Table 2.** ANOVA Hypothesis Test 2

Source of Variation	df/db	Squared Mean	F	F Table
Regression	1	5,766	5.4813	4,2
residual	28	1.0520		
<b>Total</b>	<b>29</b>			

Based on Table 2, the results of the research is obtained so that it can be said that there is an influence of learning motivation on learning outcomes. Hypothesis Test 3, namely is there an influence of discipline and learning motivation on learning outcomes at SDN 2 Ngagrang. Hypothesis Test 3 using a double linear regression test using Microsoft Excel 2019. The provisions for the multiple linear regression test in Hypothesis Test 3 mean that there is an influence of discipline and learning motivation on learning outcomes. Table 3 shows the ANOVA from the calculation of hypothesis test 3.  $F_{hitung} = 5,4813 > F_{tabel} = 4,2$ ,  $F_{hitung} > F_{tabel}$ .

**Tabel 3.** ANOVA Hypothesis Test 3

SumberVariasi	df/db	RerataKuadrat	F	F Tabel
Regresi	3	4,6182	5,8354	4,2
Residual	27	0,7914		
<b>Total</b>	<b>30</b>			

Based on Table 3, shows the results of the research obtained so that it can be said that there is an influence of discipline and learning motivation on learning outcomes.  $F_{hitung} = 5,8354 > F_{tabel} = 4,2$

**Discussion**

Based on the results of the analysis that was carried out using the help of the *Microsoft Excel 2019* application, this study stated that there was a significant relationship between discipline and learning motivation on learning outcomes. This shows that discipline and learning motivation greatly influence learning outcomes because discipline and learning motivation can encourage students to participate in learning activities properly. The higher the discipline and learning motivation of students, the better the learning outcomes of students (Asmawiyah, 2021; Mardiani, 2021). Discipline and learning motivation of students cannot be built by themselves, because student discipline can be realized based on awareness within each student. In addition, self-awareness is a strong motive for the realization of discipline, because in education discipline plays a role in influencing, encouraging, controlling, changing, fostering and shaping certain behaviors by the values that are instilled, taught and exemplified (Rindawan et al., 2020; Syaparuddin & Elihami, 2019).

In this case, parents and teachers also play an important role in improving the discipline and learning motivation of students. According to previous research, it states that the role of parents in the development of students cannot be ignored, the role of parents is very important in all aspects, especially in monitoring and giving attention to children’s education (Lumbantobing & Purnasari, 2021). Tutoring from parents in accompanying students when studying at home is very necessary to find out the development of student learning, especially in terms of student learning discipline at home. According to



other studies, parental tutoring is the process of assisting children which is given every day and is attached to the togetherness of their lives in the form of affection, acceptance, attention, responsibility and assisting to solve learning barriers to achieve optimal learning results according to their potential. owned by students (Wirawan et al., 2018). This is in line with other research which states that parental tutoring is a process of assistance provided by parents to their children in learning so that they become independent individuals (Elvira et al., 2019). When students apply disciplinary behavior, existing problems can be resolved, so that when students achieve learning success, students cannot be separated from various factors that affect their learning, both internal and external factors. In addition, parents are also responsible for fulfilling student learning facilities so that the learning process can run effectively (Andriani & Rasto, 2019; Cahyati & Kusumah, 2020; Wahidin, 2019).

In addition to the role of parents, teachers are also responsible for creating effective, enjoyable and meaningful learning. Teachers need to apply appropriate and interesting learning models to students to increase learning outcomes. According to previous research, in choosing the learning model used, it is necessary to pay attention to several things, namely learning objectives, class size, subject matter, teacher abilities, student characteristics, facilities, and available time. In addition, the learning model chosen by the teacher can also affect the discipline and learning motivation of students (Susilowati, 2020; Yanda et al., 2019). This can be seen from several indicators, namely the existence of an encouragement to learn. Discipline and learning motivation have a high role in the success of students in learning. According to Bloom's theory, learning outcomes that are inherent in students include three domains, namely the cognitive domain (knowledge), the affective domain (attitude), and the psychomotor domain (skills) (Fitrah & Ruslan, 2020; Magdalena et al., 2021). Discipline and learning motivation can increase if there is a cooperation between teachers and parents. Cooperation in this sense is to provide attention and assistance during learning activities. According to previous research, motivation includes two things, namely knowing what is learned and why it is worth learning (Zahwa et al., 2022). This is the basis for further learning. Without motivation, a person will not understand what it is and why it needs to be learned so it will be difficult to achieve learning objectives.

This researcher was strengthened by the results of previous research which stated that discipline has a positive relationship with motivation, the data shows a high level of reliable interpretation, and the magnitude of the influence of learning motivation on science learning achievement is 48.1 (Simba et al., 2016). Other findings from research results confirm that motivation has a large effect on student learning outcomes (Asmawiyah, 2021). The results of this study were also supported by the results of research which showed that there was a positive and significant relationship between learning discipline and learning motivation with PKN learning outcomes for fifth-grade students (Isnaeni & Sumilah, 2018). So, learning motivation is an encouragement to carry out learning activities to achieve a goal. Learning motivation from parents makes students have a sense of enthusiasm to continue learning and improve learning outcomes. Likewise, the discipline possessed by students who are firmly entrenched either at home or in the school environment so that good self-control is formed.

The researchers recommend that school facilities can be further improved, for example, such as calm, safe, conducive, and comfortable classrooms so as to be able to provide good learning motivation for students at school. Students are expected to be more enthusiastic in increasing discipline and learning motivation at school by remaining diligent in carrying out and working on assignments given by the teacher so that they can improve the behavior of each student. This research will provide benefits related to the influence of discipline and learning motivation on student learning outcomes in elementary schools. The limitations of this research only involve one educational institution, it is hoped that future the research will be able to further expand the scope of research related to discipline, motivation, and school-based learning outcomes.

#### 4. CONCLUSION

Based on the problem formulation, results and discussion, the conclusions that can be put forward in this study are that there is an influence between learning discipline on student learning outcomes at SD Negeri 2 Ngagrang. The researcher also found that there was an influence between learning motivation on the learning outcomes of students at SD Negeri 2 Ngagrang. And finally, there is an influence between discipline and learning motivation on the learning outcomes of students at SD Negeri 2 Ngagrang. In terms of learning outcomes, it is hoped that students will be able to improve their discipline and motivation to learn both in the family environment and school environment.

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