

The Influence of Learning Motivation, Discipline, and Meansinfrastructure on Indonesian Learning Achievement Studenrs During a Pandemic SMP Negeri 15 Tegal

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Abstract. The instruments used in this research are numbers and learning achievement tests. Questionnaires are used to determine student learning motivation, while learning achievement tests are used to determine student learning outcomes. Improving the quality of education is one of the efforts made to increase and improve learning achievement. The factors that influence high and low student achievement include internal and external factors, including learning motivation, discipline, and infrastructure. Students who have high learning motivation and discipline will be actively involved, have their own initiative to learn, and be more orderly in their learning. The purposes of this writing are: 1) to find out how much influence learning motivation has on students' Indonesian learning achievement during a pandemic; 2) to find out how much discipline influences students' Indonesian learning achievement during a pandemic; 3) to find out how much influence infrastructure has on Indonesian students' learning achievement during the pandemic; and 4) to find out how much influence learning motivation, discipline, and infrastructure have had on students' Indonesian learning achievement during the pandemic. The methods used for data collection are questionnaires and documentation. The independent variables in this study are learning motivation, discipline, and infrastructure, while the dependent variable is learning achievement. Given how important learning motivation, discipline, and infrastructure are for learning achievement, it is necessary to have high motivation and discipline in students. So it can be concluded that the success or failure of students in learning can be seen from the achievements they achieve. For this reason, it is necessary to maximize the factors that influence learning achievement so that educational goals run smoothly, regularly, effectively, and efficiently.

Keywords: motivation, discipline, infrastructure, learning achievement.

1. Introduction

The process of improving the quality of human resources, which is the current development target and the responsibility of the entire Indonesian nation, is education. (Faturrahman, 2012: 16). This is in accordance with Law No. 2 of 1989 regarding the national educational system, which stipulates that education's purpose is to foster capability development and enhance the standard of living and dignity of Indonesian citizens in order to achieve national objectives. Education has a crucial role in people's lives. All facets of personality and life development can be impacted by education, especially for the development of a child's insight as he matures. The responsibilities of instructors, students,

and parents are not exempt from issues in education. The function of the teacher in presenting material in class is crucial for success at the educational level. The parent's involvement is second only to the teacher's importance in the education of the child. Parents' motivation is a major factor in the process of getting good grades.

Because all students and teachers were required to study from home in order to stop the COVID-19 pandemic's corona from spreading, the way education was implemented in Indonesia suffered some noticeable modifications. This was done abruptly and without any planning. Another major barrier is the overall lack of readiness of the educational system. A shift from face-to-face instruction or offline (outside the network) to online instruction (in the network) has occurred, requiring readiness from all stakeholders, starting with the government, schools, teachers, students, and parents. As long as learning can continue without being hindered by the pressure to demonstrate competence, the government has loosened up the school assessment system in response to emergencies. As a result, many educators employ online learning technology.

The results of the teaching and learning process in a school can be judged by how well the kids have learned. Students' academic progress will be used to gauge how well learning is done in classrooms. to succeed in a learning process as measured by the best learning results. Two factors—internal and external factors—have an impact on the best learning results. While external variables are those that are present outside of the human, internal factors are those that are present inside the person. Intelligence, talent, curiosity, and concern are some of the factors that affect learning outcomes, along with motivation, health, learning strategies, discipline, family and social contexts, educational institutions, and auxiliary resources. A generic word for performance (performance), achievement (achievement), and students' attitudes toward learning is "learning outcomes." Learning outcomes include all the behavior expected of a learning process, both in terms of objectives such as performance and achievement and in terms of the domain, which includes cognitive, affective, and psychomotor abilities. Thus, learning achievement is more related to curriculum content and many aspects of learning. The better the learning achievement obtained, the more it indicates that these students can learn optimally. The purposes of writing this article are: 1) to find out the effect of learning motivation on students' Indonesian learning achievement during a pandemic; 2) to find out the effect of discipline on students' Indonesian learning achievement during a pandemic; 3) to find out the effect of infrastructure facilities on the language learning achievement of Indonesian students during a pandemic; and 4) to find out the joint effect of learning motivation, discipline, and infrastructure on students' Indonesian learning achievement during a pandemic.

2. Method

The methods used for data collection are questionnaires and documentation. The independent variables in this study are learning motivation, discipline, and infrastructure, while the dependent variable is learning achievement. Given how important learning motivation, discipline, and infrastructure are to learning achievement, it is necessary to have high motivation and discipline in students.

3. Discussion

A. Learning Achievement

The outcome of learning activities that involve both teaching and learning is known as learning attainment. The amount of fields of study that pupils have studied, as determined by the teacher, can be used to measure learning achievement. Of course, the goal of every learning activity is to maximize learning. Learning accomplishment is heavily influenced by a number of things in the process of acquiring it. The presence of teachers is one of the key elements that has a big impact on learning achievement. Given how important teachers are to the process of teaching and learning, the caliber of teachers should be taken into consideration (Mulyasa, 2005). Learning outcomes are a method of measuring a student's growth and progress in relation to their understanding of the curriculum's core principles and the teaching materials that have been given to them. According to several of the definitions given above, learning achievement is the outcome that students obtain over the course of the teaching and learning process. Learning achievement in schools typically takes the form of teachers assigning grades (numbers) to pupils as a measure of how well they believe the students have understood the material. This learning achievement is typically expressed in words, numbers, or sentences and is limited in time. The values that the teacher has implanted in the children are so strongly tied to the learning successes that have been attained. In this instance, the educational setting serves as a venue for the community to educate and train individuals in order to help them thrive, particularly in the context of contemporary life. Parents entrust educational institutions as a location to be able to develop the potential of their children due to the need to become a progressive (developing) human.

1. Learning motivation

The term "motivation" derives from the word "motive," which can be understood as the internal urge that propels someone to engage in specific behaviors in order to accomplish a goal. *Modif* can be interpreted as a state that exists internally (preparedness). According to M. Ngalim Purwanto (2000:60), motivation is everything that prompts someone to act or take a particular action. To put it simply, motivation is a psychological state that motivates someone to take action. In learning activities, motivation can be defined as the total driving force present in pupils that creates, ensures continuity, and gives learning activities direction in the hopes of achieving predetermined goals.

Motivation or motive can be described in a variety of ways, including as a need, want, wish, or drive. The word "motivation" is used to describe a psychological state in which a person is encouraged to desire to engage in particular activities in order to accomplish goals. To accomplish the objective of self-satisfaction, a person's internal motivation is what will cause them to act in a certain way (T. Hani Handoko, 2009: 252). In summary, learning without drive is probably not going to go very well. In this instance, motivation acts as the catalyst for learning activities in order to meet the predetermined learning objectives. Discipline Discipline can be used as a preventive technique in the teaching and learning process to stop and sustain behaviors that could impede learning..

2. Discipline

Discipline is an essential management function for all businesses, including educational institutions, because it directly correlates with students' ability to learn. It is challenging for

students to obtain the best learning outcomes without good discipline. Discipline is submission to obey a system that requires people to follow applicable judgments, directives, or laws. In other terms, discipline is following the established norms and guidelines.

Tu'u (2004:48–49) identified four key elements that shape and influence discipline. They are as follows:

a. Self-awareness

Self-understanding that discipline is important for one's own good and success is another very strong motive for realizing the importance of discipline. Discipline that is formed on the basis of self-awareness will have a stronger influence and be more durable than discipline that is formed due to elements of coercion and punishment.

b. follow-up and obedience

Follow-up and obedience are steps to implement and practice the rules that govern individual behavior. This is a continuation of the existence of self-awareness that will be generated by ability and strong will.

c. Educational tool

Educational tools that influence, change, foster, and shape behavior that is in accordance with the values that are determined or taught. Punishment Someone who obeys the rules tends to be caused by two things: the first is self-awareness, and the second is punishment. Punishment will awaken, correct, and straighten what is wrong so that people return to behavior that is in accordance with expectations.

3. Infrastructure Facilities

In addition to teaching staff, infrastructure is a crucial supporting component in the realm of education. Without appropriate infrastructure and facilities, education can never run smoothly. Without management in associated educational institutions, facilities and infrastructure cannot be fully utilized, and the management of educational facilities and infrastructure will empower the learning process. The first step in developing educational infrastructure and facilities involves doing a needs analysis to determine what infrastructure and facilities are required to support learning both inside and outside of the classroom. This is generally consistent with the theory advanced by Kompri (2014), which essentially states that an analysis of the needs for educational facilities and infrastructure is carried out during the planning process and that the analysis pertains to the needs for facilities and infrastructure in learning. Class teachers and topic teachers both participate in the activity of studying educational facilities and infrastructure, but the class teacher's role in analyzing needs has a bigger duty than the subject teacher's. The decision, which is made collaboratively with all school parties and refers to the very significant needs to support the learning process, is the first step in the acquisition of educational facilities and infrastructure. Finding ways to meet the demands of the learning process both within and outside of the classroom is the major goal.

Framework of thinking

1) The effect of learning motivation on Indonesian learning achievement

The learning motivation factor has a relationship with Indonesian learning achievement, because with the motivation of the students themselves it will make a major contribution to the learning achievements of the students themselves. Students who have high motivation to learn Indonesian will be seen from the way they study seriously in studying the material provided, are active when learning takes place, and always work on the questions given by the teacher. Students who have high learning motivation will not be satisfied with what they get, there is always a curiosity to know something more broadly. If students find difficulties, they will try their best to find solutions to the problems they face. This is inversely proportional to students who have low learning motivation. Students will underestimate the assignments given by the teacher, only as passive listeners when learning takes place, without asking questions if they experience difficulties or trying to find out something if they find difficulties. Even though they are given special attention and guidance or direction from parents, teachers or friends, they only have a very small chance of changing their behavior and directing them in a better direction. Learning without motivation is likely to be far from success. Therefore, motivation has a very important role in learning activities especially in efforts to increase learning achievement. So it is suspected that there is a positive influence between learning motivation and Indonesian learning achievement.

2) The influence between discipline and achievement in learning Indonesian

Disciplinary factors have a very important role in efforts to achieve satisfactory learning achievement. In the teaching and learning process, discipline can be a preventive tool to prevent and maintain things that can interfere with and hinder the learning process so that it needs to be instilled in students as early as possible. Students who have high discipline, such as being diligent in studying, obeying school rules including: attendance and doing assignments on time will get optimal learning achievement. So it is suspected that there is a positive influence between discipline and Indonesian learning achievement.

1. The influence of discipline and achievement in learning Indonesian

The infrastructure factor has a high contribution to the learning achievement of students during the pandemic because the availability of infrastructure facilities owned by students, such as smart devices, quotas, and internet networks, will support the acquisition of student learning achievements. So it is suspected that there is a positive influence between infrastructure and Indonesian language learning achievement.

2. The effect of learning motivation, discipline, and infrastructure on Indonesian language learning achievement

Learning motivation, discipline, and infrastructure are three factors that have quite an influence on students' achievement in learning Indonesian. High learning motivation and discipline, supported by adequate infrastructure, will help expedite and facilitate learning efforts in order to improve learning achievement. So it is suspected that there was a positive and significant influence of learning motivation, discipline, and infrastructure on students' Indonesian learning achievement during the pandemic.

4. Conclusion

Based on the discussion above, it can be concluded that learning motivation, discipline, and infrastructure are three factors that have a significant influence on students' achievement in learning Indonesian. High learning motivation and discipline, supported by adequate infrastructure, will help expedite and facilitate learning efforts in order to improve learning achievement. So it is suspected that there was a positive and significant influence of learning motivation, discipline, and infrastructure on students' Indonesian learning achievement during the pandemic. So that it can be said that the higher the learning motivation, discipline, and supported by adequate infrastructure will support the acquisition of optimal student learning achievement.

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