

The Influence of Learning Discipline To The Results of Study History Students With Learning Motivation as Moderating Variable (Empirical Study of Private High School in Batam City)

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ABSTRACT

This research to know the influence of learning discipline to the results of study history students of private High School in Batam City with learning motivation as moderating variable. The research is quantitative approach. Total Sample as much as 100 class student from population total of 125 students. Sampling technique that is simple random sampling using the formula as much as 100 students. The method used was deskriptif verifikatif with the use of surveys. Research result indicate that Learning Discipline significant effect to the results of Study history. Learning Discipline significant effect to the results of study history with learning motivation as moderating variable. Based on the correlation coefficient, the interpretation of the table value R of 0,959 lies in the interval is very strong. The coefficient of determination results can be obtained (R square) of 0,920. This means that the given variables influence the discipline of learning, learning motivation against the results of the study of history was amounting to 92,0%, while the rest of 8,0% is affected by other factors in addition to learning discipline, motivation to learn

Keywords: Learning Discipline, learning motivation, results of study history.

INTRODUCTION

Education is important along with the needs of the community will need for school. Schools become places for studied for students who will be studying. Without education can be difficult competing in acquiring a job. Because education in Indonesia requires the existence of the diploma as a sign of a passing school. Through education will ease in reaching goals. Problems of education in Indonesia is the lack of student motivation and student learning discipline. Students as learners need to the existence of a will in applying the discipline of learning and have motivation in school. In the absence of both of these factors will be impossible students can obtain maximum learning result. Therefore needed the discipline of student learning and motivation of students in continuing education.

With regard to the ability of learners required the existence of a learning process. Learning is a process important for behavior change everyone and learning includes everything that is thought out and done by someone. Learn to play an important role in the development, habits, attitudes, beliefs, goals, personality, and even the perception of a person. Therefore by mastering fundamental concepts about learning, a person is able to understand even that learning activities play an important role in the process of psychological (Rifa'i, 2011:82).

One of the subjects that serve to develop the ability to form character and the civilization of the peoples are subjects of history. This is due to historical subjects have significance in the formation of national awareness and insight. Morthon White in Subagyo (2010:10) confirms the history is a study in the philosophy of history that constitutes the discipline/science related to an understanding of the past can be used as a lesson today, and will give you information or the guidelines in the future.

History is one of the subjects taught at the school from the most basic school level arrived at the unit level of secondary education. The process of learning history in high school demanded the involvement of learners actively and aims so that mastery of cognitive aspect, affective, and psychomotor formed on the student. The purpose of studying history is so that learners have the ability to think historically and understanding of history.

History teachers have an important role in the overall process of learning history. In addition to developing forms of learning tools and develop a mechanically education that focuses on the progress of the students, history teacher also played an important role in making the history lessons come alive and interesting for the students. History teacher is responsible for interpreting these concepts to students. It then explains why the teacher was instrumental in the study of history. History must be interpreted objectively and as simple as possible (Kochhar, 2008:393)

Teaching and learning activities in the history of the students not just memorize a chronological one specific event, but also required the existence of a discipline student learning. Even though the teacher is clearly menjabaran on the history but students not studying will be hard to get a high learning results. Students learn the discipline factor becomes important because it lies in the responsibility of learning of students in studying. Other factors that also support student success is the motivation of students in studying or school. Without the motivation of students for studying hard will also achieve the results studied history. Because motivation becomes the driving students to grab the builds. In addition, it became a motivation factors helped student success in terms of learning.

A REVIEW OF THE LITERATURE

The Results of Study History

The results of study are the patterns of change a person's behavior that includes aspects of cognitive, affective and psychomotor or after a certain learning activity level of quality changes are largely determined by factors that is inside a students and the social environment that affected it. Can be said to change behavior is a manifestation of a person's learning results after studying something object. If the object of history, then change the behaviour change knowledge, attitudes, interests, inclinations or actions related to history. Forms changes may take the form of do not know be interested do not know, from being a deft, from not interested to be nimble and so on.

History is the study of how human history that has its own uniqueness when world history it will be learned the world, when the history of the prophets will be learned the value of practical, cultural and discipline with the idea/form objects abstract concepts that are arranged in a hierarchical materialized in the form of the symbols and the deductive nature of his thought. Therefore, the results of learning math can be interpreted as a manifestation of the success of the process of learning mathematics that is reflected by the change of behavior in the form of cognitive, psychomotor or affective someone after getting math learning experience. This was confirmed by the opinion that Sudjana has said that "the results of the study are the skills possessed students after their learning experience".

Next Nasution also argued that: "the results of the study as a change that occurs in individuals who learned about the change not only knowledge but also in the form of skills, habits, attitude, understanding, mastery and the award in the individual personal learning ".From the description above it is obvious that someone who's been studying is not the same case with the moment when it has not been studied. A study of the process of maturity will gain learning

experience in the form of skill-proficiency. The difference between the prior with after getting a learning experience that is the result of learning. Student learning outcomes can be said well there is also which is not good. Sadirman (2003:49), said that the results of the study are said to be good if it has the following characteristics:

1. The results of the study it is durable and can be used by students in life.
2. The results of the knowledge that is genuine or authentic.
3. The results of the study achieved it conjures up notions of understanding/cause a reaction or an answer that can be accepted by common sense.
4. The results of the study were not related on the situation on the spot, but can also be used in other situations.

Learning Discipline

The discipline of learning is crucial in realizing an effective and quality schools. Discipline can be written rules regarding student behavior as well as there are procedures and sanctions or penalties. Discipline means dutifully against the provisions, regulations and norms in force. Darmodiharjo in Susilowati (2005:18) that discipline is the containing the willingness of mental attitude to comply with all the provisions, regulations and norms in force in fulfilling our duties and responsibilities. Discipline is the behavior of the form of the results of the exercise to comply with regulations that have been determined. Djamarah (2002:12) elaborated the code of conduct is a discipline that can set the order of personal life and groups.

Based on the above understanding, discipline can be seen from the adherence (compliance) of the students against the rules (code of conduct) related to the hours of study at the school, which includes hours admission school and out of school, student compliance in dress, Student compliance in following school activities, and so on. All activities of students views of allegiance is with regards to educational activities in schools. The discipline of learning based on the opinions of experts can be said to be a condition that created and formed through the process of work done to a person to obtain a new behaviour change as a whole, as a result of his experience own in interaction with its environment that shows the values of obedience, obedience, loyalty, order and order.

Student discipline means obey and comply with all the regulations and the code of conduct that is in school or at home, with all diligence, sincerity and patience in undergoing what was about to be obeyed. The discipline has some elements of them to obey the rules, norms, values, and the applicable law, as a means to influence and change a person's personality and built in order to obey the regulation. According to Tulus (2004:33) mention the elements of discipline are as follows.

1. Follow and obey the rules, and applicable law.
2. Obedience that mainly appeared because of a sense of self that it's useful for goodness and success. Can also appear because of fear, pressure, coercion and compulsion from outside himself.
3. As an educational tool to influence, change, fostering, and forms of behaviour in accordance with the values that are defined or taught.
4. The punishments given to those who violate the provisions in force, in order to educate, train, control and correct the behavior.
5. the applicable rules as guidelines and size behavior.

Discipline is required by anyone and anywhere. It caused wherever one is, there always exist regulations or code of conduct. So human life is impossible without discipline. Humans need discipline in her life wherever located. If people are disciplined, will face many problems in

daily life. Therefore, the behavior of his life is not in accordance with the regulations applicable at the place of the human being and the hope.

The discipline of learning is obedience and compliance in carrying out the activity in accordance with the rules to achieve the learning objectives that are satisfactory, the entanglement between the disciplines of study and the results of the study very closely so the more disciplined in learning the better the results achieved. (Hesti, 2008:12). Learning discipline indicators include: 1) learn in School Discipline, including a. discipline in the school entrance, b. Discipline in doing tasks, c. Discipline in following lessons at school and d. discipline in keeping the school's code of conduct. 2) home study Disciplines include a. discipline in timeliness study, b. discipline in school tasks at home c. Study on a regular basis

Learning Motivation

Traditional teaching methods on the imposition operates namely teaching by means of pouring things that are considered important by the teachers for their students. In this way did not consider the suitability of the materials with the ability, the needs, interests and level of development as well as an understanding of students. The teacher did not pay attention to students' motivation to learn the materials delivered. Learner factors considered to be something that determines the execution and success of the learning process. New view argues, that human behavior is driven by specific motifs. The Act of learning will be successful when based on motivation in students.

Learning motivation is the circumstances in the individual that is causing someone doing an activity to achieve a specific goal, with a powerful motivation someone will strive in earnest to achieve those goals. If students have a strong motivation to learn and he will try his best to learn, so obviously if a student wants to reach a goal of learning acquires a satisfactory learning results in addition to having common sense should also have the motivation to learn.

According to Sardiman (2012:73) motivation is derived from the word "motive" which means effort that encourages someone to do something. The motive can be said as the driving power from within and in the subject to perform certain activities for the sake of achieving a goal. Originated from the word "motive", the motivation can be defined as the driving power that has become active. Motives become active at certain times when the need to achieve a goal is very urgent or perceived.

Purwanto (2006:73) motivation is an attempt which was realized for moving, redirecting and keeping the person's behaviour so that he was compelled to act to do something so as to achieve the result or purpose. Slameto (2003:57) States that a person who is learning with a strong motivation, will carry out all the activities of his studies seriously, full of passion, and spirit. Instead of learning with the motivation of a weak, lazy and don't want to be working on tasks that are related to the lesson. So the motivation is the circumstances in the individual that is causing someone doing an activity to achieve a particular goal, with a powerful motivation someone will strive earnestly to achieve those goals. If students have a strong motivation to learn and he will try to learn as well as possible in order to achieve a goal that is a good learning achievement. Learning motivation is internal and external impulses on the students who are learning to change behaviors, on with several indicators or elements that support (Hamza, 2011:23). Indicators for assessing the learning motivation among others as follows.

1. An interest against a student lesson
2. Encouragement and necessity in study

3. interesting learning Activities while learning motivation
4. Desire to reach goals
5. The existence of competition in learning

Hypothesis

H1: Learning Discipline significant effect to the results of Study history

H2: Learning Discipline significant effect to the results of study history with learning motivation as moderating variable

Model Analysis

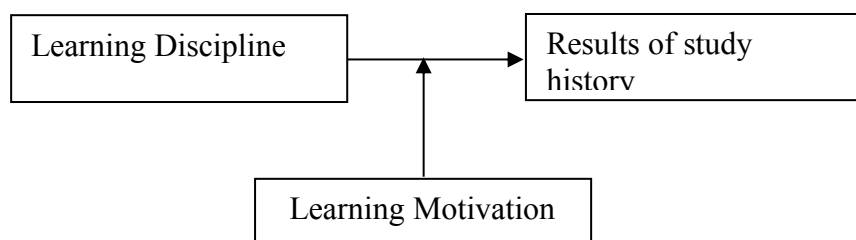


Figure 1. Model Analysis

RESEARCH METHODS

The design of this research is useful for analyzing causal relationships among variables with each other or how one variable affects the other variable (Umar, 2003). This research to prove empirically non variable influence against variables bound. The variable in this study are as follows: independent variable of learning discipline (X_1), moderating variable of learning motivation (X_2) and variable dependent variable the results of study history (Y).

The population of this research is the private high school students in Batam city. Based on the data that can be then the number of the population in this research is the whole grade XI consisting of 125 students and a sample in this research is of 100 students Slovin formula in accordance with Umar (2008:108). The technique of data collection in this research are used in many different ways, such as: documentation and question form. The data analysis techniques in the research of using linear regression and simple test interaction. The conceptual framework in this study, that there are influences between free and bound variables are variables with variables moderating

DISCUSSION

This test is intended to determine whether in regression models, residual or bully variables have normal distributions. This test using the test of normality with a normal plot of residual component probably. The calculation of the characteristics of social responsibility disclosure, then to know its distribution then conducted tests of normality (Kolmogorov Smirnov test), if the obtained $p > 0.05$ means that normal distribution of data so that it can statistical analysis by using multiple linear regression. Data processing of the results obtained that for x_1 , x_2 , x_1 , x_2 and Y is normally distributed, which is shown in Figure 1 below.

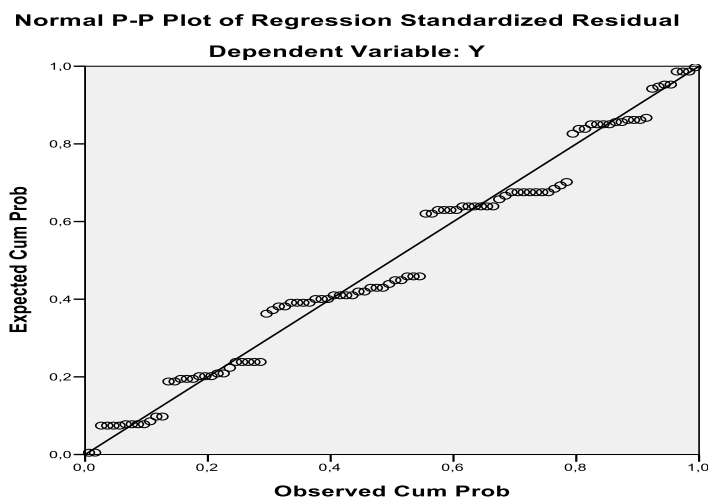


Figure 2. Normal Distribution

Based on Figure 1 retrieved data spread around the diagonal and diagonal lines indicate the direction of the mengukiti pattern of the normal distribution.

Simple Linear Regression

$$Y = 0,214 + 0,967X_1$$

From the above equation, the value of a constant (a) amounted to 0,214 meaning that when the discipline of learning (X_1) are zero, then the result of studying history students (Y) is 0,214. Then retrieved the results as shown below in discipline of learning (X_1), then the results of the study of history students (Y).

**Table 1
Simple Linear Regression**

Variable	Regression coefficient	t _{count}	Significant (p-value)	Description
Constant	,214	,934	,352	
X_1	,967	16,280	,000	influential
F _{count} = 265,040, Significant = 0,000				
R ² = 0,730				

Based on table 1 are obtained that linear equations have simple regression coefficients correlation is positive, so that it can be interpreted that the relationship between the free variables with variable bound to form a direct linear line. This means that any non variable increase will be followed by the increase of the variable is bound.

Interaction Test

$$Y = 1,304 + 0,508X_1 + 1,274 X_2 - 0,108 X_1.X_2$$

From the above equation, the value of a constant (a) registration1.304 meaning that when the discipline of learning (X_1), the motivation of learning (X_2) and the interaction between the disciplines of study motivation of learning ($X_1.X_2$) are fixed, then the results of the study of history students (Y) is registration-1,304. The discipline of learning (X_1), the motivation of learning (X_2) and the interaction between the disciplines of study motivation of learning ($X_1.X_2$) as well as the results of the study of history students (Y) can be shown as in table 2 below.

Table 2
Interaction Test Results

Variable	Regression Coefficient	t _{count}	Significant (p-value)	Description
Constant	1,304	1,631	,106	
X ₁	,508	2,277	,025	influential
X ₂	1,274	5,962	,000	influential
X ₁ .X ₂	-,108	-1,982	,050	influential
F _{count} = 366,666, Significant = 0,000				
R ² = 0,920				

Based on table 2, to test the influential student learning or discipline against the results of the study of the history of the students with learning motivation as a moderating variable, then do the test with significance level of the F test (α) by 5% or 0.05. As for the test results of the interaction significance value obtained less than 0.000 ($p < 0.05$) means free variables affect variables are bound. Thus H1 and H2 are accepted or rejected in other words the discipline of learning effect on the results of studying the history of the students with learning motivation as a moderating variable

Based on table 2 are obtained multiple regression linear equations that have the value of the correlation coefficient is positive, so that it can be interpreted that the relationship between the free variables with variable bound to form a linear line positive. This means that any non variable increase will be followed by the increase of the variable is bound.

The coefficient of Correlation (R)

These correlation tests are used to find out whether or not the variable relationship strong discipline of learning, learning motivation, against the results of the study of history. The result calculation SPSS of the obtained Correlation Coefficients that (R) or level the relationship between the variables of learning discipline, motivation to study the results of the study of history is of 0,959. Based on the correlation coefficient, the interpretation of the table value r of 0,959 lies in the interval is very strong. So it can be said that the strength of an Association (relationship) between a linear learning discipline, motivation variable belajari with the results of the study of history is a very powerful

The coefficient of Determination (R square)

From the results of the calculation of the SPSS are present in table 2 show that the coefficient of determination results can be obtained (R square) of 0,920. This means that the given variables influence the discipline of learning, learning motivation against the results of the study of history was amounting to 92,0%, while the rest of 8,0% is affected by other factors in addition to learning discipline, motivation to learn.

Hypothesis 1: Learning Discipline significant effect to the results of Study history

The influence of learning discipline against the results of the study of history based on the results of research on the first hypothesis States that the discipline of learning effect significantly to the results of a study of history, so that the first hypothesis is acceptable. The results of the above analysis, it was discovered the fact that the discipline of learning effect on the results of the study of history. This is caused because disipin learning is a condition that created and formed through the process of work done to a person to obtain a new behaviour change as a whole, as a result of his own experience in the interaction with its environment that shows the values of obedience, obedience, loyalty, order, and order.

This is in line with the opinion of Djamarah (2002:12) discipline is a code of conduct that can set the order of personal life and groups. A high learning disciplines will encourage students to

get a good learning results. This is because in order to get good grades required regulation of conduct which support the learning process of students. The results of this research also supports previous research that has been conducted by Mulyanto (2006) concluded that disciplined to study significant effect against the results of the economic study grade XI IPS even semester SMA Negeri 1 Kalirejo lesson year 2009/2010 as evidenced from the results of the calculation of t-test that showed $t_{\text{calculate}} > t_{\text{table}}$ i.e. $4.429 > 1.989$ and coefficient of determination (r^2) of 0.191.

Hypothesis 2: Learning Discipline significant effect to the results of study history with learning motivation as moderating variable

The influence of learning discipline against the results of the Study of history with the motivation of learning as a moderating variable is based on the results of research on the second hypothesis States that the discipline of learning effect significantly to the results of a study of history with the motivation of learning as a moderating variable, so that the second hypothesis is acceptable. The results of the above analysis, it was discovered the fact that the discipline of learning effect significantly to the results of the study of history with the motivation of learning as a moderating variable. Because to achieve good learning results students should have in addition to the discipline of learning should also have high motivation.

Learner factors considered to be something that determines the execution and success of the learning process. New view argues, that human behavior is driven by specific motifs. The Act of learning will be successful when based on motivation in students. The motivation of learning is a State within the individual meyebabkan someone do an activity to achieve a specific goal, with a powerful motivation someone will strive in earnest to achieve those goals. If students have a strong motivation to learn it will be trying to learn with the best, so obviously if a student inginmencapai learning acquires a satisfactory learning results in addition to having common sense should also have the motivation to learn. This is supported by the opinions of Mc. Donald in Sardiman (2011:73) stating the motivation is the energy in a person that is marked with the muculnya feelings and preceded by response to the existence of a purpose. The results of this research also supports previous research that has been conducted by Mulyanto (2006) concluded that there was influence motivation towards learning outcomes students study economics class XI IPS even semester SMA Negeri 1 Kalirejo year lesson 2009/2010 as evidenced from the results of the calculation of t-test that showed $t_{\text{calculate}} > t_{\text{table}}$ i.e. $4.429 > 1.989$ and coefficient of determination (r^2) of 0.191.

CONCLUSIONS

Based on the analysis and discussion of it can be made a summary as follows:

1. Learning Discipline significant effect to the results of Study history.
2. Learning Discipline significant effect to the results of study history with learning motivation as moderating variable

SUGGESTIONS

1. School should add facilities and learning tools to support teaching and learning in the process of a smooth, so can cultivate interest in learning students and students can achieve a good learning results.
2. The results of the study are not only influenced by the discipline of learning motivation and learning only. But the results of the study also in the guess can be affected by other factors. Therefore, further research dapatmeneliti other factors that improve student learning outcomes

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