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Harmony of Progress: Investigating Discipline, Motivation, and Learning Achievement in Citizen Education

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Article Info

ABSTRACT

Research objectives: This research aims to determine: 1) the relationship between student discipline and learning achievement in Civics subjects, 2) the relationship between learning motivation and learning achievement in Civics subjects and 3) the relationship between student discipline and learning motivation and learning achievement in Civics subjects

Methodology: This research is ex-post facto research and correlation research using a quantitative approach. The population in this study were students in grades VII and VIII of MTs Al Mu'minien, MTs Lohbener, MTs Ma'arif Langut and MTs Al Ghifari, totaling 1,294 students. The sampling technique used multi stage sampling with Isaac and Michael tables, and the sample obtained was 224 students. The data collection method uses a questionnaire for student discipline variables as well as learning motivation and documentation variables .

Main Findings: The main finding of this research is the positive and significant relationship between student discipline and learning motivation together on civic education learning achievement. This can have the implication that with student discipline and learning motivation in students together, students' Civics learning achievement will also increase . So that it can give rise to an urge for interest in learning to achieve a goal, for example becoming class champion .

Novelty / Originality of this research: The novelty of this research is the importance of the relationship between discipline and learning motivation together on student learning achievement in Citizen Education. It is considered important to combine the relationship between discipline and student learning motivation because this can be one way for students to have high levels concern for learning so that students can get good grades.

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1. INTRODUCTION

In the current era of globalization, countries are required to be able to compete with other countries [1]. As a result, a country is obliged to have quality human resources and be able to compete globally. To create quality human resources, educational institutions have an important role [2], [3]. Because educational institutions function as producers of the nation's future. However, one of the problems with education in Indonesia is the low

quality of national education [4], [5]. In fact, the quality of educational institutions greatly influences the quality of students, because students are the central point in teaching and learning activities [6], [7]. Therefore, to have human resources that can compete globally, it needs to be balanced with improving the quality of national education .

The quality of a learning process in an educational institution can be seen from the students' learning achievements because learning achievements are the final results achieved by students after going through the learning process [8]–[10]. An effective teaching and learning process will produce quality education, in accordance with community needs [11]. The Citizenship Education learning achievements obtained by students will reflect the extent to which students understand the subject matter [12], [13].

Students' learning achievement in Citizenship Education subjects cannot be separated from the factors that influence it. Of the various factors that influence learning achievement, students must try to exert all their power and effort to get the expected learning achievement. Students must feel a need to learn and be able to achieve.Learning achievement is influenced by various factors, namely internal factors and external factors [14], [15]. Internal factors are factors that exist within the student, while external factors are factors that come from outside the student. Internal factors include: physical factors (including health factors and physical disabilities), psychological factors (including intelligence, attention, interest, motivation to learn, talent, readiness and maturity), and fatigue factors [16], [17]. External factors include family factors (the way parents educate, relationships between family members, home atmosphere, family economic conditions, parental understanding, and cultural background), school factors (including teaching methods, curriculum, teacher and student relationships, student and student relationships) [18], students, student discipline, learning tools, building conditions, methods, and homework), community factors (student activities in society, mass media, and forms of community life).

However, at this time, there are many deviations in student behavior that need to be addressed immediately. As was known during the pre-survey at MTs throughout Lohbener Indramayu District, such as skipping classes when Citizenship Education lessons were in progress, skipping school, not wearing school uniforms neatly during class hours, and there were still students who came to school late. Meanwhile, for students wearing uniforms that are not neat, this happens because strict regulations are not followed. The teacher only reprimanded the students to tidy up their clothes but a moment later the uniforms were taken out again after the teacher left.Deviations in attitudes arise due to differences in perceptions or views regarding the students' own attitudes. This difference in perception can cause difficulties in a child's development. The aim of enforcing student discipline is to control student behavior as desired, so that activities at school can run optimally [19]. Apart from that, students learn to live with good habits, positive and beneficial for themselves and the environment [20].

Educators must be able to consistently show students which behavior is considered good and not good. If discipline is instilled continuously then that discipline will become a habit for students [21], [22]. Because people who are successful in their fields, on average, have a high level of discipline. On the other hand, people who fail generally have a low level of discipline . Therefore, discipline factors for students have a large role in learning activities, especially in improving students' abilities. Another factor that influences learning achievement is learning motivation [23].

Based on the results of the pre-survey at MTs, there are still students who are lazy about studying, don't do their assignments, have an unpleasant attitude, are not active in class, and don't pay attention to the teacher properly when lessons start. Nevertheless, there are students who diligently go to class, especially in Citizenship Education subjects, but it is a shame that they are not supported by encouragement to carry out learning activities. This happens because there is no motivation to learn in students. There are still many students whose learning achievements do not meet the minimum completeness score, this could be due to a lack of discipline within students and a lack of motivation to study Citizenship Education subjects. Based on the explanation above, researchers are interested in conducting research on the relationship between discipline and learning motivation and learning achievement in Citizenship Education subjects of MTs students in Lohbener Indramayu District.

Previous research conducted by Pa Balik et al., 2023 regarding the relationship between learning discipline and student achievement in citizenship education subjects [24]. In this research, the results showed that there was a significant positive relationship between learning discipline and citizenship education learning achievement. The novelty of this research is that through in-depth analysis, the relationship between student discipline and academic success in citizenship education subjects reveals a symbiotic relationship that is important for forming informed citizenship.

This research is very important because it highlights the crucial role of student discipline in achieving academic success, especially in Citizenship Education subjects. By understanding the relationship between discipline and learning achievement, we can develop more effective educational strategies to create a more skilled, informed, and civically active generation, which is desperately needed to advance society and the country.

Based on the background above, this research aims to determine: 1) the relationship between student discipline and learning achievement in Civics subjects, 2) the relationship between learning motivation and learning achievement in Civics subjects and 3) the relationship between student discipline and learning motivation and learning achievement in citizenship education lessons.

2. RESEARCH METHOD
2.1 Research Type

This research design uses a quantitative approach, because the observed symptoms are converted into numbers which are analyzed using statistics. This is based on the assumption that all observed symptoms can be measured and converted into numbers which makes it possible to use statistical analysis techniques.

This research includes ex-post facto research and correlation research. This research is ex-post facto research because this research reveals existing or existing data or events to find out the factors that can cause these events without any manipulation of the variables studied. According to Kerlinger, causal comparative research, also known as ex-post facto research, is a systematic empirical investigation in which scientists do not control independent variables directly because their existence in those variables has already occurred, or because these variables basically cannot be manipulated. This research is a correlation research because this research aims to find out whether there is a relationship between Student Discipline and Learning Motivation together with the Citizenship Education Learning Achievement of students in class VII and VIII MTs in Lohbener Indramayu District.

2.2 Population And Sample

The population in this research is MTs students in Lohbener Indramayu District during the academic year. Researchers conducted research at MTs throughout Lohbener District because their Citizenship Education learning achievement was not optimal .

This research also uses multi-stage sampling because it uses various sampling techniques together as efficiently and effectively as possible. First, use cluster sampling to determine the sample if the object to be studied is very broad.Second, it is used to balance the sample because the number of subjects is not the same. To determine the sample size, the researcher used the sample size using the Isaac and Michael table. Sampling was determined to be balanced with the number of subjects in each school. Third, use random sampling to mix subjects in the population so that all objects are considered the same. Researchers give equal rights to each subject to have the opportunity to be selected as a sample.

2.3 Data Collection Technique

This research uses data collection methods in the form of questionnaires and documentation. A questionnaire is a data collection technique by submitting or sending a list of questions to be filled in by respondents. The questionnaire in this research consists of statement items that are used to collect data related to student discipline variables and learning motivation. The questionnaire used is a closed questionnaire.The documentation method is a data collection technique that is not directly aimed at the research subject, but through documents. A document in the form of a written note whose contents are 52 written statements prepared by a person or institution for testing purposes and is useful as a source of data, evidence and information. The documentation method is used to collect data about Citizenship Education learning achievement. The Citizenship Education learning achievement taken by researchers is the Mid-Semester Examination score.

Instrument The statement prepared as a research instrument uses a Likert Scale, namely there are four alternative answers always, often, rarely, and never. The statements prepared as instruments are in the form of positive statements and negative statements which are arranged randomly so that the data obtained is quantitative, so each answer is given a score. Score each alternative answer given by the respondent to positive statements and negative statements .

In this research, the validity of each statement item in the research instrument uses the product moment formula , as follows:

$$\text{rxy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X^2)\}\{N \sum Y^2 - (\sum Y^2)\}}} \text{... (1)}$$

Description:
- Rxy : correlation index between two correlated variables
- N : number of subjects/respondents
- X : number of item scores
- Y : total score
- $\sum X$: sum of squares of variable X

$\sum Y$: sum of squares of variable Y

XY   : the number of times the item score is multiplied by the total score

Instrumental testing of an item is said to be valid, if the calculated r value is greater than or equal to r table at the 5% significance level, then the item is valid. Vice versa, if it is known that the calculated r is smaller than the table r, then the items from the instrument are invalid.

In this study, a reliability test was used using the *alpha* formula because the *alpha formula* is used to find the reliability of instruments whose scores are not 1 and 0, for example, questionnaires or questions in the form of descriptions. Alpha coefficient:

$$r11 = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma_i^2}{\sigma_i^2}\right] \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(2)$$

Information:

r11   : Instrument Reliability

K   : The number of questions

$\sum \sigma_i^2$: Number of item variants

σ_i^2 : Question variants

In this study, existing analysis techniques were used using analytical prerequisite tests with normality tests, linearity tests and multicollinearity tests. This research also tests a hypothesis, where the hypothesis can be used if the researcher's data has been analyzed and has met the prerequisite tests for analysis. Testing this hypothesis uses the following analysis:

a. Bivariate analysis

Bivariate analysis was used to test the first and second hypotheses, namely to determine the relationship between student discipline and Citizenship Education learning achievement as hypothesis 1; and to determine the relationship between learning motivation and Citizenship Education learning achievement as hypothesis 2. From hypotheses 1 and 2, bivariate analysis can be used . The proposed hypothesis can be accepted if the empirical r is greater than or equal to the table r. Conversely, the proposed hypothesis is rejected if r calculated is smaller than r table .

b. Multivariate analysis

This analysis is to determine the relationship between student discipline and learning motivation together with Civic Education learning achievement (hypothesis 3)

    1) Look for the multiple correlation coefficient between the independent variables (X1 and X2) together with the dependent variable (Y).

    2) Testing the significance of the multiple correlation coefficient .

    3) Relative Contribution and Effective Contribution

Relative contribution and effective contribution are a measure of how much the predictors in the regression contribute or contribute to the criterion variable. By calculating the relative and effective contributions, it will be known which predictors have the greatest contribution to the criteria.

    1) Relative contribution

This relative contribution shows the size of the contribution of a predictor to the sum of squares of the regression.

    2) Effective contribution

Effective contribution is a measure of the predictor's contribution to the overall effectiveness of the regression line used as the basis for prediction.

3. RESULTS AND DISCUSSION

This research is intended to determine the relationship between student discipline and learning motivation with the learning achievement in Civics subjects in grades VII and VIII of MTs in the Lohbener sub-district in the academic year. The subjects in this study were divided into three sample category criteria, namely high, medium and low category samples based on learning achievement on the average of students' daily tests. The high category sample in this study is MTsS Al Mu'minien, the medium category sample is MTsN Lohbener and MTsS Ma'arif Langut, while the low category sample is MTsS Al Ghifari. The data used in this research is primary data based on a questionnaire given to students in class VII and VIII MTs in Lohbener sub-district, totaling 224 students.

The questionnaire answers that have been collected are then analyzed to determine the description of student discipline, learning motivation, and learning achievement in citizenship education , in this case the analysis used is descriptive analysis. Student research data for each research variable is as follows:

3.1 The Relationship between Student Discipline and Citizenship Education Learning Achievement

Data on student discipline variables was obtained through a questionnaire with 20 questions and a total of 224 students as respondents. Based on student discipline data processed using the SPSS Version 16.0 for Windows program , the highest score was obtained at 80.00 and the lowest score was 45.00. The results of the analysis show a mean of 67.42, a median of 68.00, a mode of 66.00 and a standard deviation of 6.45.

The following is data on trends in student discipline variables and Citizenship Education learning achievement based on samples in the high, medium and low categories.

1) High category subjects

The trend of the variable is determined after the minimum value (Xmin) and maximum value (Xmax) are known, then nextlook for the ideal average value (Mi) with the formula Mi = $\frac{1}{2}$ (Xmax + Xmin) and look for the ideal standard deviation with the formula Sdi = $\frac{1}{6}$ (Xmax – Xmin).Based on these calculations, it shows that the majority of student discipline variables tend to be in the good category, 62 students (92.5%), then 5 students (7.5%) in the fair category. The tendency of the student achievement variable was that most of the students were in the poor category with 34 students (50.7%), the rest were in the sufficient category with 23 students (34.3%) and the good category with 10 students (14.9%). Thus, samples in the high category criteria have a tendency to have student discipline in the categorygood and learning achievement in the poor category.

2) Medium category subjects

The trend of the variable is determined after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = $\frac{1}{2}$ (Xmax + Xmin) and look for the ideal standard deviation with the formula Sdi = $\frac{1}{6}$(Xmax – Xmin).Based on these calculations, it shows that the majority of student discipline variables tend to be in the good category, 136 students (90.7%) and the sufficient category, 14 students (9.3%).Meanwhile, the tendency for learning achievement was mostly in the sufficient category, 60 students (40.0%), the rest were in the poor category, 47 students (31.3%) and the good category, 43 students (28.7%). Thus, from the results obtained, the sample in the medium category criteria has a tendency for student discipline to be in the good category and learning achievement in the sufficient category.

3) Low category subjects

The trend of the variable is determined after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = $\frac{1}{2}$ (Xmax + Xmin) and look for the ideal standard deviation with the formula Sdi = $\frac{1}{6}$ (Xmax – Xmin).Based on these calculations, it shows that the majority of student discipline variables tend to be in the good category as many as 4 students (57.1%) and in the sufficient category as many as 3 students (42.9%), then the tendency for student learning achievement variables is mostly in the poor category as many as 5 students (71.4%) and the remaining 2 students were in the sufficient category (28.6%). Thus, from the results obtained it can be said that the sample in the low category criteria hasthe tendency for student discipline to be in the good category and student learning achievement in the poor category .

Furthermore, the first hypothesis in this research states that "there is a positive and significant relationship between student discipline and the Citizenship Education learning achievement of MTs students in Lohbener Indramayu District." To test this hypothesis, product moment correlation analysis is carried out , namely by comparing the calculated r with the r table and the significance level is 0.05. If the calculated r is greater than the r table then it is significant, conversely if the calculated r is smaller than the r table then it is not significant. A summary of the product moment correlation results can be seen in table 1:

Table 1. Results of Correlation Analysis of X1 to Y

Variable	R-hit	R-hit	Sig
Student Discipline (X1) with learning achievement (Y)	0.493	0.338	0,000

Based on table 1, it can be seen that the calculated R is greater than the table R (0.493>0.138) and the significant value is 0.000, which means less than 0.05 (0.000<0.05). Based on these data, the first hypothesis in this research is accepted. The results of the product moment correlation analysis show that there is a positive and significant relationship between student discipline and the Citizenship Education learning achievement of MTs students in Lohbener Indramayu District.

3.2 The Relationship between Learning Motivation and Educational Learning Achievement

Citizenship Data on the learning motivation variable was obtained through a questionnaire on the learning motivation variable with 21 questions and a total of 224 students as respondents. Based on learning motivation data processed using SPSS Version 16.0 for Windows , the highest score was 80.00 and the lowest score was 38.00. The results of the analysis show a mean of 64.36, a median of 64.00, a mode of 63.00 and a standard deviation of 7.52.

The following is complete data on trends in learning motivation and learning achievement based on samples in the high, medium and low categories.

1) High category subject

The trend of the variable is determined after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = $\frac{1}{2}$ (Xmax + Xmin) and look for the ideal standard deviation with the formula Sdi = $\frac{1}{6}$ (Xmax – Xmin).Based on these calculations, it shows that the majority of learning motivation variables tend to be in the good category, as many as 35 students (52.2%), in the sufficient category, 31students (46.3%), and the less than 1 student category (1.5%). Then, regarding the trend of the student achievement variable, most of the students were in the poor category, 34 students (50.7%), the rest were in the sufficient category, 23 students (34.3%) and 10 students (14.9%) in the good category.Thus, from the results obtained, the samples in the high category criteria have a tendencymotivationlearning is in the good category and student learning achievement is in the poor category.

2) Medium category subjects

The trend of the variable is determined after the minimum value (Xmin) and maximum value (Xmax) are known, then next look for the ideal average value (Mi) with the formula Mi = $\frac{1}{2}$ (Xmax + Xmin) and look for the ideal standard deviation with the formula Sdi = $\frac{1}{6}$ (Xmax – Xmin).Based on these calculations, it shows that the majority of learning motivation variables tend to be in the good category of 100 students (66.7%) and the sufficient category of 50 students (33.3%). Then, the majority of students' learning achievements tend to be in the sufficient category, as many as 60 students (40.0%), the rest are in the poor categoryas many as 47 students (31.3%), and in the good category there were 43 students (28.7%). Thus, the results obtained show that samples in the medium category criteria tend to have learning motivation in the good category and student learning achievement in the sufficient category.

3) Low category subjects

The variable trend is determined after the minimum value (Xmin) and maximum value(Xmax) is known, then next look for the ideal average value (Mi) with the formula Mi =$\frac{1}{2}$ (Xmax + Xmin) and find the ideal standard deviation with the formula Sdi = $\frac{1}{6}$ (Xmax – Xmin).Based on these calculations, it shows that the tendency of the learning motivation variable is in the good category of 4 students (57.1%), the sufficient category of 2 students (28.6%), and the poor category of 1 student (14.3%). Then, the tendency for the learning achievement variable was mostly in the poor category, with 5 students (71.4%) and the remaining 2 students in the sufficient category (28.6%). Thus, from the results obtained, the samples in the low category criteria tend to have good learning motivation and their learning achievement is in the poor category .

3.3 Positive and significant relationship between student discipline and academic achievementCitizenship Education lessons for MTs students in Lohbener DistrictIndramayu

Data on student discipline variables was obtained through a questionnaire with 20 questions and a total of 224 students as respondents. Based on student discipline data processed usingSPSS Version 16.0 for Windows program obtained the highest score of 80.00 and the lowest score of 45.00. The results of the analysis show a mean of 67.42, median 68.00, mode 66.00, and standard deviation 6.45. With the results of this analysis, a good category was produced with a score of X ≥ 60, a fair category with a score of 40 ≤So the distribution of student discipline tendencies based on respondents' responses is in the good category with a frequency of 202 students (90.2%) and the sufficient category with 22 students (9.8%) .

The results of the research show that there is a significant relationship between student discipline and learning achievement in Citizenship Education subjects of MTs students in Lohbener Indramayu District. This is shown by the calculated r value of 0.493, which means it is greater than the r table at the 5% significance level (0.493>0.138) and the significance value of 0.000 is smaller than 0.05 (0.000<0.05). Thus the product moment correlation resultsshows that there is a positive and significant relationship between student discipline and learning achievement in the Citizenship Education subject of Mts students in Lohbener Indramayu District.

3.4 Positive and significant relationship between Learning Motivation and Learning Achievement in Citizenship Education subjects of MTs students in Lohbener Indramayu District in the 2014/2015 academic year

Data on learning motivation variables were obtained through a questionnaire on learning motivation variables with 21 questions and a total of 224 students as respondents. Based on learning motivation data processed using SPSS Version 16.0 for Windows , the highest score was 80.00 and the lowest score was 38.00. The results of the analysis show a mean of 64.36, a median of 64.00, a mode of 63.00, and a standard deviation of 7.52. With the results of this analysis, a good category was produced with a score of $X \geq 63$, a fair category with a score of $42 \leq$ with a frequency of 139 students (62.05%), the sufficient category was 83 students (37.05%), and the insufficient category was 2 students (0.9%).

The results of the research show that there is a significant relationship between learning motivation and learning achievement in Citizenship Education subjects of MTs students in Lohbener Indramayu District. This is shown by the calculated r value of 0.448, which means it is greater than the r table at the 5% significance level (0.448>0.138) and the significance value of 0.000 is smaller than 0.05 (0.000<0.05). Thus, the product moment correlation results show that there is a positive and significant relationship between learning motivation and learning achievement in Citizenship Education subjects of MTs students in Lohbener Indramayu District.

The results of this research support that if someone feels very urgent, then the need will motivate that person to try hard to fulfill a need. Students who have strong motivation to learn will have a lot of energy to carry out learning activities. Motivation encourages and leads to a person's interest in learning in order to achieve a goal. For example, if someone wants to be class top, then he must fight hard to get it, namely by diligently going to the library; read and hear information. This increase in achievement is supported by his personal attitude of being serious about studying and being able to divide his time playing and studying.

3.5 Positive and significant relationship between Student Discipline and Learning Motivation with Learning Achievement in Citizenship Education subjects of MTs students in Lohbener Indramayu District

Data on learning achievement variables were obtained from 224 student respondents. Based on learning achievement data processed using SPSS Version 16.00 for Windows , the highest score was 100.00 and the lowest score was 69.00. The results of the analysis show a mean of 78.61, a median of 78.00, a mode of 80.00, and a standard deviation of 6.03. With the results of this analysis, a good category was produced with a score of $X \geq 81.75$, an adequate category with a score of $75 \leq$ with a frequency of 65 students (29%), the adequate category was 96 students (42.9%), and the insufficient category was 63 students (28.1%).

The results of the research show that there is a significant relationship between student discipline and learning motivation together with the learning achievement in Citizenship Education subjects of MTs students in Lohbener Indramayu District. This is shown by the calculated r value of 0.558, which means it is greater than the r table at the 5% significance level (0.558>0.138) and the significance value of 0.000 is smaller than 0.05 (0.000<0.05). Thus, the results of the product moment correlation show that there is a positive and significant relationship between student discipline and learning motivation and the learning achievement in Citizenship Education subjects of MTs students in Lohbener Indramayu District. The results of the analysis obtained a coefficient of determination (R^2) of 0.311 or 31.1%. The results of this analysis indicate that learning achievement can be explained by the variables of student discipline and learning motivation by 31.1%. Meanwhile, the remaining 68.9% is explained by other variables not studied.

The results of this study support the theory[11]Factors that can determine student success come from, namely: Internal factors (factors within the individual), these factors include health, intelligence, attention, interest, talent, motivation, maturity and readiness. External factors (factors from outside the individual), external factors thatThe influence on learning can be grouped into three factors, namely family factors; school; and society. School factors include teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, school time, building conditions, learning methods, and homework.

4. CONCLUSION

Based on the data obtained from the results of the analysis carried out, the following conclusions can be drawn, there is a positive and significant relationship between student discipline and the Citizenship Education learning achievement of students in class VII and VIII at MTs in Lohbener Indramayu District, this is proven by the calculated r value being greater than the r table (0.493 > 0.138) and a significance value of 0.000 which means less than 0.05 (0.000 < 0.05). There is a positive and significant relationship between learning motivation and the Citizenship Education learning achievement of students in class VII and VIII of MTs in Lohbener Indramayu District in2014/2015 teachings, this is proven by the calculated r value being greater than the r table (0.448 > 0.138) and a significance value of 0.000 which means less than 0.05 (0.000 < 0.05). There is a positive and significant relationship between student discipline and learning motivation together on the Citizenship

Education learning achievement of students in class VII and VIII MTs in Lohbener Indramayu District in the 2014/2015 academic year, this is proven by the calculated r value of 0.558 which is greater than r table (0.558 > 0.138) and a significance value of 0.000 which means less than 0.05 (0.000 < 0.05).

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