



THE EFFECT OF TEACHER DISCIPLINE ON STUDENT'S LEARNING MOTIVATION AT ENSINO BÁSICO CENTRAL 30 CICLO METINARO

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ABSTRACT

Education is a conscious effort to develop the potential of human resources through teaching activities. To realize education in certain schools, the government in this case the Ministry of Education RDTL must pay attention to the behavior of involvement of teachers in this case teacher discipline so that the teaching and learning process activities in schools run well according to the expected goals. The expected purpose of this research is to find out and analyze the significant influence between teacher discipline on the learning motivation of Class III students at Ensino Basico Central 30 Ciclo Metinaro - Dili. Based on the results of research and discussion, it shows that there is a significant influence between teacher discipline on student learning motivation, where the results of the study show a tcount value of 8870 at a significant level of 0.000 with a linear regression value of $Y = 9.764 + 0.555X$. Thus, the hypothesis H_a is accepted and H_o is rejected. The correlation value between teacher motivation and student learning outcomes is 0.785 and the coefficient of determination (R^2) is 0.616 or 61.6% meaning that 61.6% of teacher discipline (X) determines the ups and downs of learning motivation at Ensino Básico Central 30 Ciclo Metinaro. Meanwhile, the remaining 38.4% was caused by factors not analyzed in this study. Thus, it is hoped that school leaders need to emphasize teacher discipline so that they can motivate students to study well.

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INTRODUCTION

Education is a conscious effort to develop the potential of human resources through teaching activities. To realize education in certain schools, the government in this case the Ministry of Education RDTL must pay attention to the behavior of involvement of teachers in this case discipline so that the teaching and learning process activities in schools run well according to the expected goals.

Based on the RDTL constitution article 59 paragraphs 1-3 which says the government recognizes the existence of all educational institutions in Timor Leste, but this needs to be proven through an attitude of truth where the quality of education needs to be given maximum attention from various parties, especially educators in terms of structuring the discipline of teachers. to achieve the goals of good and quality education under the expectations of the nation.

Teacher discipline in this writing is a statement of the mental attitude and actions of the teacher in carrying out obligations regularly both at home and at school that reflects obedience and obedience to support the tasks and obligations carried out to achieve learning goals. Discipline is concerned with developing proper attitudes towards work. In short, it can be said that discipline is a condition that causes or gives impetus to employees to act and carry out all activities under established norms or rules. Discipline violations are any words, writings, or actions of employees that violate the provisions of company regulations both inside and outside working hours.

Learning motivation is two things that influence each other. Learning is a relatively permanent behavior change and potentially occurs as a result of practice or goal-based reinforcement to achieve certain goals.

According to Colquitt, Le Pine and Noe (2000: 10) define learning motivation as a direction, willingness, and behavior that leads to continuous learning and has also been found to be positive for learning achievement. Learning motivation is the desire of students to take part in the learning process, (Linda S. Lumsden, 1994: 18). In addition, it illustrates that learning motivation is meaningful, the value and benefits of learning activities are quite interesting for students to carry out learning activities. So learning motivation is the ability to carry out learning activities because it is driven by a desire to meet needs from within or from outside.

Based on the observations, it shows that the students in the school lack the willingness to be curious and carry out their learning activities at school. So that it will have an impact on student achievement. this happens according to the researcher that so far, in schools most teachers live far from school, causing teachers who are not present at student activities in the afternoon and do not even take the time to motivate students so that students have the desire to learn and want to know about the certain subject matter.

METHOD

This research was conducted at Ensino Basico Central 3^o Ciclo Metinaro Sub District Metinaro Dili District. The population in this study are; Class III students at Ensino Básico Central 3^o Ciclo Metinaro totaling 50 people. Due to the number of third-grade students as many as 50 people, the researchers took all the population as samples so that this study was a population study. To obtain primary data to be used

for analysis, the researchers used observation, questionnaires/questioners, and documentation as data collection techniques. The data analysis technique used is simple correlation analysis. Correlation analysis was used to determine the relationship between teacher discipline and learning motivation of grade III students, while simple linear regression analysis was used to measure the magnitude of the relationship between teacher discipline and student motivation in grade III using numbers.

To find out the relationship between teacher discipline and learning motivation of third-grade students, the general equation of the simple linear regression formula is $Y = a + bx$.

To test the significance of the correlation coefficient, in addition to using tables, you can use the t test with the formula:

$$r = \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

To determine the contribution of teacher discipline to the learning motivation of third-grade students at Ensino Basico Central 30 Ciclo Metinaro, the determinant coefficient formula is: $KP = (R_{xy})^2 \times 100\%$.

RESULTS

To determine the significant effect of the independent variable, namely teacher discipline (X) on the dependent variable of learning motivation (Y) at Ensino Básico Central 3^o Ciclo Metinaro, for the t-test (t-test) by comparing the probability tcount with the level of significance (0.05). It can be seen in the table below:

Table of Multiple Linear Regression Analysis Results Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.764	2.447		3.990	.000
	DisiplinGuru	.555	.063	.785	8.780	.000

a. Dependent Variable: MotivasiBelajar

The results of the regression analysis show that at the degrees of freedom $df = n - k - 1 = 49$ at the 95% confidence level or an error rate of 0.05 from the calculation results, the probability value of tcount is 8,780 which is greater than $t_{table} = 1,677$ at the error rate (=5%) so that H_0 is rejected. and H_a accepted. The acceptance of H_a means that teacher discipline has a significant effect on learning motivation at Ensino Básico Central 3^o Ciclo Metinaro.

Based on the table above, it can be seen that the value of tcount for constant is 8.870, at T_{table} with 48 db and a significant level of 0.05, it is 1.677 because $t_{count} > t_{table}$, H_0 is rejected and H_a is accepted. Meanwhile, significance is 0.000 which means the probability is 0.000, because the probability is less than 0.05 then it is rejected. Means meaningful and predictable not through the point (0,0). So, it can be seen that the tcount for teacher discipline (X) is 3.990, at t_{table} with 48 db and a

significant level of 0.05 it is 1.677 because $t_{count} > t_{table}$, H_0 is rejected and H_a is accepted.

Based on the analysis of the SPSS version 19.0 windows program, for the simple linear regression line equation, the simple linear regression equation in the Coefficients table above can be said that: $Y = 9.764 + 0.555X$. The interpretation of the regression line coefficient shows that if the learning achievement variable is constant, namely 9.764, if the teacher discipline variable (X) is increased by one unit, then the learning motivation variable (Y) can have a positive impact of 0.555.

After the regression analysis test, then the hypothesis test (t-test) was used to test the effect of the independent variable on the dependent variable. This t-test is used to prove the truth of the hypothesis which states that it is suspected that the teacher discipline variable (X) has a significant effect on learning motivation. Furthermore, the effect of the independent variable on the dependent variable can be seen from the calculated t value obtained from the t-test in the following table:

t Test Table
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.764	2.447		3.990	.000
	DisiplinGuru	.555	.063	.785	8.780	.000

a. Dependent Variable: MotivasiBelajar

From the research data in the table above, it shows that the value of the t test on the teacher discipline variable (X) on learning motivation (Y) is equal to $t_{count} = 8,780$, greater $t_{table} = 1,677$. rejected at a significance level of 95%, or a significant value of t test of 0.000 which is smaller than a by 5% so that H_0 is rejected and H_a is accepted, so it can be concluded that the teacher discipline variable (X) affects learning motivation (Y).

Meanwhile, the coefficient (R) is used to determine the relationship between the independent variable and the dependent variable, if the correlation coefficient (R) is close to 1 then the relationship is very strong and unidirectional. If the correlation coefficient (R) is close to (-1) then the relationship is strong and in the opposite direction, whereas if the correlation coefficient (R) is 0 then the relationship is weak.

Table Model Summary
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.785 ^a	.616	.608	1.729	2.206

a. Predictors: (Constant), DisiplinGuru

b. Dependent Variable: MotivasiBelajar

From the results of the analysis, the correlation coefficient (R) is 0.785. This value shows a positive influence and the relationship is strong and unidirectional, meaning that if there is an increase in the independent variable, namely teacher discipline (X), it will also be followed by an increase in learning motivation at Ensino

Básico Central 3º Ciclo Metinaro in terms of if teacher discipline is improved, motivation will also increase. increase or vice versa.

The coefficient of determination R^2 of 0.616 or 61.6% means that 61.6% of teacher discipline (X) determines the ups and downs of learning motivation at Ensino Básico Central 3º Ciclo Metinaro. Meanwhile, the remaining 38.4% was caused by factors that were not analyzed in this study, so that teacher discipline affected learning motivation so that the more influential were other independent variables that were not examined.

DISCUSSION

In the results of statistical calculations showing the number of simple linear regression coefficients from the acquisition value of the model regression equation, it is known that the teacher discipline variable (X) shows a positive regression coefficient value (unidirectional) with a value of 0.785. student's motivation to study. This can be interpreted that if the discipline factor increases, the student's motivation to learn will increase and vice versa. If the teacher's discipline factor decreases, the student's motivation to learn will decrease.

Where, the results of research and analysis using the Windows SPSS version 19.0 program show that the value of tcount for constant is 8.870, at Ttable with 48 db and a significant level of 0.05 it is 1.677, because tcount > ttable, H_0 is rejected and H_a is accepted. Meanwhile, significance is 0.000 which means the probability is 0.000, because the probability is less than 0.05 then it is rejected. Means meaningful and predictable not through the point (0,0). So, it can be seen that the tcount for teacher discipline (X) is 3.990, at ttable with 48 db and a significant level of 0.05 it is 1.677 because tcount > ttable then H_0 is rejected and H_a is accepted.

So, it can be stated that learning motivation is increasing, it must also pay attention to teacher discipline in teaching, this is under the results of the study showing that the coefficient of determination R^2 of 0.616 or 61.6% means that 61.6% of teacher discipline (X) determines the increase decreased motivation to study at Ensino Básico Central 3º Ciclo Metinaro. Meanwhile, the remaining 38.4% was caused by factors not analyzed in this study.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that there is a significant influence between teacher discipline on student learning motivation, where the results show that the teacher motivation variable has a significant effect with a probability value of Fcount of 77,089 with a significant level of 0.000 at the degree of freedom level (df) = 48, the Ftable value is obtained from the level of significance 5% (0.05) is 3.190. In addition, the tcount is 8.870 and the significance level is 0.000 with a linear regression value of $Y = 9.764 + 0.555X$. Thus, the hypothesis H_a is accepted and H_0 is rejected. The correlation value between teacher motivation and student learning outcomes is 0.785 and the coefficient of determination (R^2) is 0.616 or 61.6% meaning that 61.6% of teacher discipline (X) determines the ups and downs of learning motivation at Ensino Básico Central 3º Ciclo Metinaro. Meanwhile, the remaining 38.4% was caused by factors not analyzed in this study. So that it can be conveyed a suggestion that readers who happen to be

researching similar cases, should use sample research with a wider or larger population area and develop problems and develop predictors with the support of more reliable indicators. Thus the results are expected to reveal more problems and provide research findings that are more meaningful and beneficial for many parties.

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