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Relationship between Learning Motivation and Learning Disciplinein High School Students during the Pandemic COVID-19

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ABSTRACT: This study aims to determine: (1) the relationship between learning motivation and learning discipline in SMAPangudiLuhur St. Louis IX Sedayu during the pandemic COVID-19,and (2) proposed a topic of classical guidance based on low scores on learning motivation and learning discipline items. This type of research is quantitative research with the correlation method. The subjects in this study were 68 students of grades 10 and 11 at SMA Pangudi Luhur St. Louis IX Sedayu who is 16-18 years old according to the age criteria of adolescent development. The two instruments used are the learning discipline scale and the learning motivation scale. The scale used is the Likert scale. Data analysis techniques used the JASP program version 0.16.3.0 for Windows.

I.   INTRODUCTION

One important aspect of human life is education.Education has a major impact on social development, economic development, and national progress, because it provides knowledge and skills to each individual However, in the last 3 years, education in Indonesia has changed due to the COVID-19 pandemic. To break the chain of transmission of COVID-19, the Ministry of Education and Culture of the Republic of Indonesia has changed the learning system that is usually carried out face-to-face to indirect online learning. The online learning process is carried out using various online platforms such as the Learning Management System (LMS), Google Meet, Zoom Meeting, Google Classroom, Google Form, Google Drive and Whatsapp. In addition, the implementation of the vaccination system since 2021 has caused the spread of COVID-19 in Indonesia to decrease so that the learning process is changed to hybrid learning.

Hybrid learning is a learning method with an online system that is combined with face-to-face learning. The implementation of hybrid learning is carried out by face-to-face learning which is carried out on a rotating basis with a total number of students 50% of the total classroom capacity. Classrooms that will be used must be cleaned, sprayed with disinfectant according to health protocols during the COVID-19 pandemic[1].

The decline in the number of COVID-19 began decrease in 2022, so that the learning process returns to being a direct face-to-face learning process by implementing health protocols. As a result of the many changes in the learning system affecting the attitude of student learning discipline.Even though the attitude of discipline is very important so that students remain orderly and do not deviate from the prevailing norms and the learning process becomes effective and efficient. Discipline is defined as an educational tool to influence, change, foster and shape behavior in accordance with the values that are determined and taught[2].Meanwhile, according toImron's statement, that learning discipline is student behavior that shows a form of obedience, obeyed regulations, implementation of rules and norms[3].In addition, Rohman also said that learning discipline is a condition that is created and formed through the process of a series of a person's behavior in accordance with rules or regulations to obtain a new change in behavior as a result of his own experience in interaction with his environment [4]. Based on several understandings of learning discipline, the researcher can conclude that learning discipline is a form of student compliance with regulations so that their behavior is in accordance with the norms that apply in society.

Learning discipline has several indicators, namely students are able to manage their own study time at home, students are active and orderly in learning, students pay close attention during the learning process, students are orderly in class [2]. Students who have learning discipline will show behaviors such as carrying out learning activities regularly, completing assignments on time, participating in all learning activities at school, diligently reading textbooks, paying attention to lessons conveyed by the teacher, diligently asking questions or expressing opinions, avoiding themselves from actions that hinder the smooth learning, make lesson notes neatly and regularly, and obey the lesson rules set by the school [5].

The most important element in the learning process is the attitude of student discipline. This is in accordance with Nolan's statement that in the learning process, discipline is the most important element because if students are not disciplined, the learning process will be disrupted and can affect the comfort of learning and students' discipline habits in the future [6]. Someone who succeeds in achieving their goals, it is impossible for them to be undisciplined because discipline is one of the important elements in achieving success so that their dreams are achieved. If someone having an undisciplined attitude will make the path to the final destination even farther and winding because of an inconsistent attitude, it can even bring disastrous consequences for himself[7].

Research conducted by Afriansyah and his friends in analyzing the level of discipline of students while participating in online learning at SMAPGRI 2 Palembang proved that the discipline aspects of online learning during the COVID-19 pandemic were almost fulfilled according to the criteria. However, there were some who did not meet the criteria, including: students had not been able to share their time, students had not been able to take advantage of study time, and some students did not submit assignments on time. Barriers faced by students in online learning are network and internet quota problems, access to smartphone and computer technology, and home disturbances[8].

To find out the problems that occur in schools, researchers conducted interviews with school counselorat SMA Pangudi Luhur St. Louis IX Sedayu. Based on the results of the interviews, it can be seen that there are problems with learning discipline when learning returns to a direct face-to-face learning process such as some students are not disciplined in using school attributes and uniforms, some students are late for school, and some students are often late in submitting assignments.

According to Suradi's statement learning discipline is influenced by two factors, namely intrinsic factors and extrinsic factors[9]. Intrinsic factors are factors that are found in the students themselves, namely psychological factors such as interests, talents, motivation, concentration, and cognitive abilities. Extrinsic factors such as non-social factors, social factors, the social environment of the community, and the social environment of the family. Meanwhile, Daryanto states that one that influences the development of discipline is motivation because if someone understands what one wants and what must be done to live a more comfortable, enjoyable, healthy and successful life, it will motivate students to make life plans and adhere to plans made on his own will and awareness, so that it will foster a disciplined attitude in a person. In accordance with these two views, it can be concluded that one of the factors that influence student learning discipline is motivation[10].

Motivation is an attempt to increase activity in achieving a certain goal, including learning activities [11]. According to Sudarwan's statement, motivation is defined as a force, encouragement, need, spiritual, pressure or psychological mechanism that encourages a person or group of people to achieve a certain result according to their wishes [12]. Learning motivation is the overall drive within students that stimulates students' intentions to engage in learning activities in order to achieve the goals they want [13]. Based on some of these definitions, the goals concluded that learning motivation is a driving force in student learning activities to achieve the desired goals.

There are two types of learning motivation, namely intrinsic motivation and extrinsic motivation [14]. Intrinsic motivation is an impulse that comes from within the individual, while extrinsic motivation is an impulse that is outside the individual. Learning motivation is divided into three indicators namely preparation for learning, participating in the teaching and learning process, and following the teaching and learning process[15].Students who are motivated will show characteristics such as diligently completing assignments, tenacious in facing difficulties, do not need external encouragement to achieve, prefer to work independently, easily bored with routine tasks, can defend his opinion, and it is not easy to leave what one believes [14].

In addition, there are several factors that influence learning motivation namely student aspirations, student abilities, student conditions, student environmental conditions, dynamic elements in learning, and teacher efforts in teaching students. The four impact of learning motivation [16]. First, students will continue to try to read, record, confirm, understand, and discuss the material presented by the teacher. Second, motivated students will find that there is no coercion in the learning process. Third, learning motivation helps students so that the learning process becomes organized and directed. Fourth, motivated students will find that discipline develops slowly as they avoid laziness, rejection, and dishonest behavior.

Based on the statement above that with the motivation to learn it will affect the discipline of learning in students. Motivation to learn as a driver or driving force for students in the learning process so that students achieve success and their goals. To achieve this success, students also need to have a disciplined attitude so that

they are able to control and direct themselves, so that they have an attitude of obedience to the rules and norms that apply.The purpose of this research is to determine whether there is a relationship between learning motivation and learning discipline during the COVID-19 pandemic among students at SMA Pangudi Luhur St. Louis IX Sedayu. As for the benefits of this research, it provides additional information for scientific research in the field of Learning Psychology regarding the relationship between learning motivation and student learning discipline.

II.   RESEARCH METHODS

This type of research is quantitative research using the correlation method. The population in this study were SMA Pangudi Luhur St. Louis IX Sedayu students. The sample used was purposive sampling with the criteria in this study being SMA Pangudi Luhur St. Louis IX Sedayu students aged between 16 to 18 years according to the criteria for the age of adolescent development. The instrument uses a Likert scale measurement which consists of two scales, namely the learning discipline scale and the learning motivation scale.

On the scale of learning discipline, it consists of 4 indicators, namely students can manage their study time at home, students study diligently and regularly, students pay close attention when studying in class, and students are orderly when studying in class[2]. Meanwhile, learning motivation consists of 3 indicators, namely preparation for learning, following the teaching and learning process, and following up on the teaching and learning process[15].

In testing the validity, researchers used 2 measurements of validity, namely content validity and psychometric validity. Content validity is the validity that is estimated through testing the content of the test with rational analysis or through professional judgment [17]. While the purpose of psychometric validity is to assess the total item correlation for each variable using the Pearson Product Moment correlation technique through the JASP program version 0.16.3.0 for Windows. An item is said to be valid if the Product Moment correlation coefficient ≥ 0.3 or with $\rho \leq 0.05$. Based on the results of the validity test on the learning discipline instrument, it is known that out of 40 items, there are 36 valid items and 4 invalid items. While the 40 items in the learning motivation instrument, there are 27 valid items and 3 invalid items.

The instrument reliability test in this study used the Alpha Cronbach coefficient formula through the JASP program version 0.16.3.0 for Windows. The alpha coefficient value is between 0.70 – 1 [18]. Based on the results of the reliability test on the learning discipline instrument, namely the α value of 0.941 so that the instrument is said to be reliable, while the learning motivation instrument is the α value of 0.893 so that it can be said that this instrument is reliable.

The steps in the data analysis technique that the researchers followed in this study were determining scores and processing data, conducting categorization analysis, testing assumptions, and testing correlational hypotheses using the r Pearson Product Moment formula through the JASP program version 0.16.3.0 for Windows.

III.   RESULTS AND DISCUSSION

A. Assumption Test Results

1. Normality test

Table 1. Normality Test Results

	Learning Motivation	Learning Discipline
Valid	68	68
Missing	1	1
Mean	79.721	109.559
Std. Deviation	9.750	14.490
Shapiro-Wilk	0.972	0.986
P-value of Shapiro-Wilk	0.130	0.669
Minimum	60.000	74.000
Maximum	107.000	144.000

Based on the table above, it can be seen that the normality test uses the Shapiro-Wilk formula on the learning motivation scale is $\rho = 0.130$ ($\rho > 0.05$) meaning that the learning motivation scale is normally distributed, while on the learning discipline scale the value is $\rho = 0.669$ ($\rho > 0.05$), so it can be concluded that the normality test results on the learning discipline scale are normally distributed.
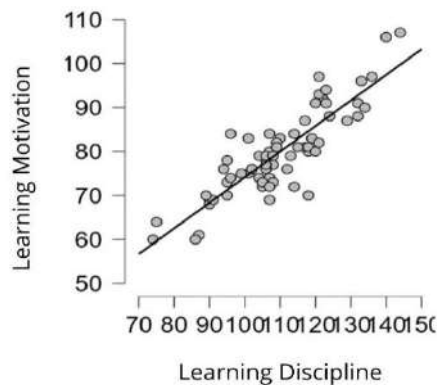
2. Linearity test

Figure 1. Linearity Test Results

Based on the linearity test graph above, there is a straight line sloping upwards from left to right which proves that there is a linear relationship between learning motivation and learning discipline.

B. Correlation Hypothesis Test Results

Table 2. Correlation Hypothesis Test Results

Variable		Learning Motivation	Learning Discipline
1. Motivation	Pearson's r	—	
	p-value	—	
2. Discipline	Pearson's r	0.863	—
	p-value	< .001	—

Based on the table above, it can be seen that the correlation value between the two variables is 0.863 with ρ 0.001 which indicates a very strong and significant relationship between learning motivation and learning discipline in SMA Pangudi Luhur St. Louis IX Sedayu. Therefore, it can be said that the higher the student's learning motivation, the higher the learning discipline. On the other hand, if learning motivation is low, student learning discipline is low.

C. Learning Motivation and Learning Discipline Achievement Results

1. Learning motivation

Table 3. Categorization of Learning Motivation

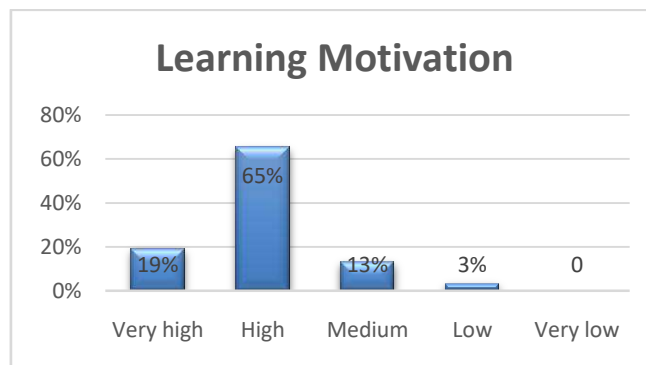| Score Range	Categorization	Frequency	Percentage
87,75 < X	Very high	13	19%
74,25 < X ≤ 87,75	High	44	65%
60,75 < X ≤ 74,25	Medium	9	13%
47,25 < X ≤ 60,75	Low	2	3%
X ≤ 47,25	Very low	-	-
Total		**68**	**100%**

Figure 2. Learning Motivation Achievement Results

In Figure 2, the results of student learning motivation are said to be high, which is indicated by the peak trend to the left. The high learning motivation of SMA Pangudi Luhur St. Louis IX Sedayu students is influenced by the condition of the school environment. The school is a place for ongoing learning activities and processes to influence student behavior and achievement [2]. A conducive school environment is an environment that is comfortable, quiet, and there are no disturbances in carrying out the learning process, so that students and teachers can carry out the teaching and learning process well [5]. A conducive school environment certainly makes students more motivated in learning. A conducive school environment allows students to study well [19].

The school environment must be supported by various educational environments such as facilities, laboratories, environmental management, physical appearance and teacher attitudes, as well as harmonious relationships between teachers and students [20]. SMA Pangudi Luhur St. Louis IX Sedayu has various facilities such as classrooms equipped with LCDs, school supporting office spaces, basketball courts, volleyball courts, futsal courts, athletic fields, science laboratories, computer laboratories, libraries, halls, CCTV cameras throughout the school area, green house and practice garden, multimedia room, School Medical Room (UKS), dance room, musical and band room, canteen, school yard and garden, student activity rooms, prayer room, Maria Mother of Wonders Cave, and adiwiyata school.

Implementation of teaching and learning activities at SMA Pangudi Luhur St. Louis IX Sedayu uses a fun learning approach and flexible learning. In addition, SMA Pangudi Luhur St. Louis IX Sedayu has 2 extracurricular forms, namely compulsory and optional extracurriculars. Compulsory extracurriculars namely Scouting education which must be attended by all students in grades X and XI, while elective extracurriculars are activities in the form of interest and talent sports, in the form of futsal, basketball, journalism, English Club, choir, graphic design, taekwondo, karawitan , Science Club, dance, Youth Red Cross (PMR), core platoon, and nature lovers.

2.   **Learning discipline**

Table 4. Categorization of Learning Discipline

Score Range	Categorization	Frequency	Percentage
$117 < X$	Very high	21	31%
$99 < X \leq 117$	High	32	47%
$81 < X \leq 99$	Medium	13	19%
$63 < X \leq 81$	Low	2	3%
$X \leq 63$	Very low	-	-
Total		**68**	**100%**
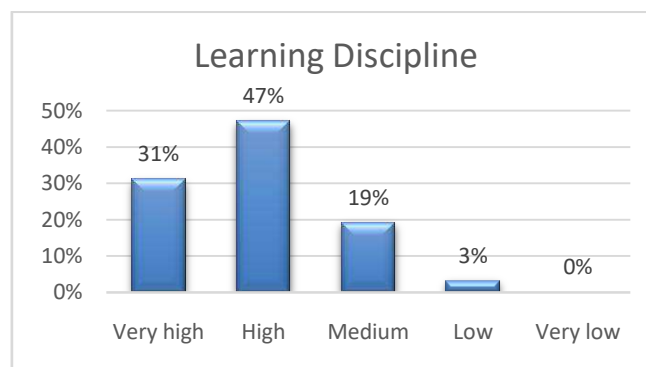
Figure 3. Learning Discipline Achievement Results

In Figure 3, the results of student learning discipline are said to be high, which is indicated by the peak trend towards high. The high discipline of student learning is influenced by several factors, namely the factor of self-awareness and the factor of punishment. Self-awareness is defined as a motive or encouragement that comes from oneself to manifest a disciplined attitude towards learning [2]. High self-awareness encourages discipline in learning so that students succeed in achieving outstanding academic results and achievements [21]. When students realize that discipline is important, students will remain disciplined so that their academic performance at school will be better [22]. Study discipline plays an important role because students succeed in achieving their learning achievements through discipline [2].

The second factor is punishment. Punishment is a means given to students who commit violations so that they can have a deterrent effect by reprimanding, prohibiting, rating, and imposing sanctions so that students can be vigilant and not repeat these violations [23]. The positive side of giving punishment to students who violate these rules aims to encourage or force them to follow and comply with these rules [2].

Sanctions or punishments for SMA Pangudi Luhur St. Louis IX Sedayu who violates school rules, namely students receive a warning, student receive a Warning Letter if they still commit violations. Sanctions or punishments are imposed according to the light, moderate or serious violations committed by students.In addition, SMA Pangudi Luhur St. Louis IX Sedayu has a school culture-based Strengthening Character Education program to familiarize students with values such as safety, order, cleanliness, faith, comfort, family, and health.

SMA Pangudi Luhur St. Louis IX Sedayu is a school based on the Catholic religion so that there are school rules that specifically function to help train students to become service leaders who imitate Jesus Christ with a complete personality, optimal, balanced, honest, disciplined, independent, creative, willing to work hard, humane, always ready to serve, and dare to fight for others. Upholding the discipline of SMA Pangudi Luhur St. Louis IX Sedayu is coordinated by the Principal who in daily implementation is managed directly by the Vice Principal for Student Affairs, OSIS coaches, school counselors and picket teachers, and is supported by all members of the community.

D. Categorization Results on Learning Motivation and Learning Discipline Items
1. Learning motivation

Table 5. Categorization Results of Learning Motivation Items

Score Range	Categorization	Frequency	Percentage
$221 < X$	Very high	5	19%
$187 < X \leq 221$	High	13	48%
$153 < X \leq 187$	Medium	9	33%
$119 < X \leq 153$	Low	-	-
$X \leq 119$	Very low	-	-
Total		27	100%

2. Learning discipline

Table 6. Categorization Results of Learning Discipline Items

Score Range	Categorization	Frequency	Percentage
$221 < X$	Very high	7	19%
$187 < X \leq 221$	High	24	67%
$153 < X \leq 187$	Medium	5	14%
$119 < X \leq 153$	Low	-	-
$X \leq 119$	Very low	-	-
Total		36	100%

E. Discussion

Based on the research results obtained, it shows that there is a very strong and significant relationship between learning motivation and learning discipline in SMA Pangudi Luhur St. Louis IX Sedayu students. In this process, motivation plays an important role in facilitating students to carry out learning activities.In the opinion of Mc. Donald motivation will arise from within if there is encouragement or stimulus to achieve goals. Learning motivation has a good impact on student success in the learning process[14].

Students who have high learning motivation will realize that in the learning process there is no coercion, so they will automatically follow the rules that govern their behavior. This is in accordance with Sardiman's explanation that motivation will be active and function by itself without any external stimulation and without coercion, because in every individual there is always an urge to do something[14].This is in accordance with Emda's statement which states that high learning motivation is influenced by students' awareness of the needs that drive their behavior and perceptions of the learning goals they want to achieve[24].

Second, high learning motivation will also create easier conditions for students, so that the learning process becomes orderly and directed. One function of motivation to learn is to determine the direction of action[14]. This is also in accordance with the function of learning discipline, namely students grow to become individuals who are orderly, organized, and disciplined in accordance with the norms, values of life, and discipline taught by teachers at school[2].

Third, high learning motivation also allows students to realize that discipline will slowly develop within them, because students will avoid feelings of laziness, embarrassment, and truant behavior. Motivation will cause a change in energy for individuals to act or do something [14]. All of these drives occur because of goals, needs, and desires.The importance of learning discipline for students is so that students do good and right, and students learn to live with good, positive, and beneficial lives for themselves and their environment[2].

This is also supported by the results of research conducted by Agustin and his friends that the higher the motivation to learn, the higher the discipline in learning[25]. The results of research conducted by Amrizal and friends also say that students who have high learning motivation will show their readiness to learn in class, such as paying attention to teacher explanations, doing schoolwork and homework, and having complete learning equipment. And vice versa, if students lack learning motivation and learning discipline, they will not show readiness in the learning process and students will violate the rules that apply at school[16].In addition, if students are not motivated to learn, they will not be interested in learning, such as students making noise in class, often going in and out of class, not diligent, and not serious about learning in class [26]. Thus, to foster learning motivation and instill a disciplined attitude towards learning in students, collaboration between the school counselor and all school personnel is needed in order to achieve the desired learning outcomes.

F. Implications of Research Results

Based on the results of tables 5 and 6, it is possible to make suggestions for planning guidance topics regarding learning motivation and learning discipline by taking the 2 lowest items from each variable.

Table 7. Implications of Research Results

Item Number	Indicators	Item Statement	Topic	Guidance Strategy
Learning Motivation				
21	Follow up the teaching and learning process	I followed the tutoring to increase my insight	The benefits of studying at a tutoring institution	Classical guidance
28	Study preparation	I never prepared a list of questions about subject matter that I did not understand	Actively ask questions so that my learning achievements are achieved	Classical guidance
Learning Discipline				
17	Students can set study time at home	In my spare time, I prefer to read books	Fill free time by reading books	Classical guidance
29	Students study diligently and regularly	I only study when there is a test	The importance of learning without knowing the time	Classical guidance

IV.   CONCLUSION

Based on the research that has been done, several conclusions are obtained, including:

1. There is a very strong and significant relationship between learning motivation and learning discipline in high school students. The higher the motivation to learn, the higher the discipline of learning in students.
2. The level of motivation to learn in students tends to be high with a percentage of 65%.
3. The level of learning discipline in students tends to be high with a percentage of 47%.
4. There are 2 items that measure learning motivation and learning discipline with low scores so that these items are used as topic suggestions for classical guidance services.

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