

The Influence of Learning Discipline, Learning Facilities, Learning Motivation and Learning Methods on the Learning Achievement of Economic Subjects in Class X IPS Students SMA Panjura Malang

Triana Dewi¹, Mochamad Muchson², Subagyo³

^{1, 2, 3}Master of Economics Education, Postgraduate, Nusantara University PGRI Kediri, Indonesia

Corresponding Author: Mochamad Muchson

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ABSTRACT

The purpose of this study was to determine and analyze the effect of learning discipline, learning facilities, learning motivation, learning methods simultaneously on the learning achievement of economic subjects in class X social studies students of SMA Panjura Malang. The population in this study were all students of class X IPS SMA Panjura Malang with a total of 70 respondents. Data was collected with a questionnaire instrument distributed to respondents. The results of this study indicate that (1) Learning discipline has a positive and significant effect on learning achievement. (2) Learning facilities have a negative and significant effect on learning achievement. (3) Learning motivation has a positive and significant effect on learning achievement. (4) Learning methods have a positive and significant effect on learning achievement, (5) Learning discipline, learning facilities, learning motivation and learning methods have a positive and significant effect on learning achievement. The magnitude of the influence of learning discipline, learning facilities, learning motivation and learning methods on learning achievement is 86.8% and the remaining 13.2% is influenced by other

variables outside this study. Thus, it can be concluded that learning discipline, learning facilities, learning motivation and learning methods together have a positive and significant effect on the learning achievement of students in class X IPS SMA Panjura Malang

Keywords: Learning Discipline, Learning Facilities, Learning Motivation, Learning Methods, Learning Achievement

INTRODUCTION

Law No. 20 of 2003 on the National Education System explains that education is a tool to foster and develop abilities, behavior and mental character as well as a useful national civilization in order to educate the nation's life. Education has the function of exploring and developing the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

According to Sudjana (2013), one of the goals of the teaching and learning process is a change in behavior in both the knowledge (cognitive) aspect, the attitude (affective) aspect, and the psychomotor aspect. With

education, students will become aware of something they did not know before, their knowledge of various aspects will increase and change to become more mature than before both in their cognitive aspects, attitudes and behavior.

One indicator of the achievement of learning objectives is the learning achievement obtained by students, this is reinforced by the statement of Feriza (2018) that the learning efforts achieved by students in education can be known from the results of learning achievements obtained by students presented in the form of learning outcomes or learning outcome reports. Learning achievement is used as a benchmark used to measure the success of students in understanding lessons and as an evaluation material for teachers in learning so that there is an increase in learning achievement from year to year.

Students' learning achievement can be influenced by learning discipline factors and learning motivation factors for achievement (Haqqe, 2017). According to Novitasari (2019) learning achievement is influenced by learning discipline and learning facilities. According to Fitrihanah (2018) learning achievement is influenced by learning methods provided by teachers and motivation from students in participating in learning, while according to Sutaya (2019) learning achievement is influenced by learning motivation, learning facilities and learning discipline.

Providing rules and supervision of their implementation as well as explanations of the importance of discipline is expected to foster a sense of discipline in students. The creation of a disciplined attitude to learning in schools will support the existing teaching and learning process, so that students will be able to learn.

Learning facilities are one of the external factors to support students' learning achievement at school. Arikunto (2019) states that learning facilities are everything that can facilitate and smooth the implementation of a learning effort.

Learners will be able to learn well if they have adequate facilities.

Learning motivation possessed by students in every learning activity plays a very important role in improving student learning outcomes. Learners who have motivation for a lesson will more easily understand what has been learned in that lesson because motivation functions as a driver or motor that releases energy and leads to the goal to be achieved (Sidabutar, 2020).

In teaching and learning activities at school there are several components, two of which are teachers and students, so that the teaching and learning process is successful, teachers and students must play an active role, in the classroom, the level of intelligence and activeness of students varies. Therefore, teachers must be able to treat students according to their level of intelligence, the application of learning methods must consider the subject matter, time allocation and supporting facilities. Optimal learning achievement reflects the success of the learning process at school or the success of students in mastering concepts or material (Astuti et al., 2012).

Based on observations at SMA Panjura Malang, researchers found a phenomenon that the learning facilities provided by the school were quite good but there was no economic handbook for students so that learning materials were only sourced from teaching teachers and there was no internet connection provided by the school to support students' learning activities. In terms of discipline, students have varying discipline, some have a good level of discipline and some are lacking because there are still many students who often do not submit assignments, arrive late, secretly play gadgets, and some even sleep in the classroom this shows that the learning motivation of students is lacking. The learning methods provided by the teacher are good but innovation is needed, especially in terms of technology such as utilizing online learning platforms.

LITERATURE REVIEW

1. Learning Achievement
According to Hidayat (2015) learning achievement is the realization or expansion of a person's potential or capacity, mastery of learning outcomes by a person can be seen from his behavior, both behavior in the form of mastery of knowledge, thinking skills, and motor skills. Learning achievement is the result of an interaction of learning and teaching actions (Dimiyati & Mudjiono, 2015). Learning achievement as a result of changes in behavior in the form of developing the abilities obtained by students after experiencing a learning process activity.
2. Learning Discipline
Learning discipline is an awareness to do something orderly and orderly in accordance with applicable laws and regulations with full responsibility without coercion (Puspitasari & Hadijah, 2017). Learning discipline is an orderly situation, where people (students) incorporated in a learning process are subject to the rules that have been set with self-awareness without coercion, both written and unwritten rules in behavior change (Mulyasa, 2013). According to Arikunto (2019) learning discipline is a person's compliance in following rules or regulations because it is driven by an awareness that is in his heart.
3. Learning Facilities
According to Hidayana (2021), everything that can facilitate the teaching and learning process in schools is a learning facility.
4. Learning Motivation
According to Sadirman (2012) learning motivation is the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities and which provides direction to learning activities, so that the goals desired by the learning subject can be achieved. Learning motivation is a condition that

exists in an individual where there is an urge to do something in order to achieve a goal (Rahman, 2021).

5. Learning Methods
According to Suharlina (2015), learning methods are ways that can be used to implement strategies in facilitating the implementation of an activity in order to achieve predetermined goals. The teacher's teaching method is a method used by the teacher in the teaching and learning process so that optimal results can be obtained (Febrianti, 2016). The learning method must be tailored to the needs and subject matter being taught.

MATERIALS & METHODS

This research uses a quantitative approach, according to Sugiyono (2012) quantitative methods are research methods based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses. This research is correlational research, according to Sugiyono (2012) correlational research is research that asks about the relationship between two or more variables. The research was conducted at SMA Panjura Malang. The sampling technique in this study using total sampling technique where the number of population is equal to the number of samples of 70 respondents in the entire class X IPS. Instrument test with validity test, reliability and classical assumption test. Data analysis using multiple linear regression using the SPSS program.

RESULT

1. Multiple Linear Regression
Table 1 Multiple Linear Regression Analysis Test Results

Model	Unstandardized Coefficients	
	B	Std. Error
1 (Constant)	8.430	2.637
X1	.158	.029
X2	-.094	.046
X3	.146	.048
X4	.435	0.34

Source: Data Processed by Researchers (2023)

Obtained by researchers from the results of data processing that has been carried out as follows:

$$Y = 8.430 + 0.158 X1 - 0.094 X2 + 0.146 X3 + 0.435 X4 + e$$

The coefficient of each regressed variable has been explained in the equation above, below is the interpretation of the above equation:

- a. The constant value in this study is known to be 8,430 (positive value), which means that if the learning discipline variable (X1) is 0, the learning facility variable (X2) is 0, the learning motivation variable (X3) is 0 and the learning method variable (X4) is 0, the value of learning achievement is 8,430.
- b. The regression coefficient value of the learning discipline variable (X1) is 0.158, this shows that between learning discipline (X1) and learning achievement (Y) has a unidirectional or positive relationship. If there is an addition or reduction of one unit of learning discipline (X1), it can cause an increase and decrease in the learning achievement variable by 0.158.
- c. The regression coefficient value of the learning facilities variable (X2) is -0.094, this explains that between learning facilities and learning achievement (Y) has a negative relationship. So that when the learning facility variable (X2) increases by one unit, it can cause a decrease in the learning achievement variable by 0.094.
- d. The regression coefficient value of the learning motivation variable (X3) is 0.146, this shows that if between learning motivation and learning

achievement (Y) has a unidirectional or positive relationship. If there is an addition or reduction in learning motivation by one unit, it can cause an increase and decrease in the learning achievement variable by 0.146

- e. The regression coefficient value of the learning method variable (X4) is 0.435, this shows that the learning method and learning achievement (Y) have a unidirectional or positive relationship. If the learning method occurs an addition or reduction of one unit, it can cause an increase and decrease in the learning achievement variable by 0.435.

2. Hypothesis Test

- a. T test

Table 2 T Test Results

Model	T	Sig.
1 (Constant)	3.197	.002
X1	5.512	.000
X2	-2.015	.048
X3	3.063	.003
X4	12.642	.000

Source: Data Processed by Researchers (2023)

In the following, the results of the t test analysis based on table 2 above:

- 1) The learning discipline variable (X1) has a significance value of 0.000 <0.05, so there is a significant influence between the learning discipline variable (X1) on learning
- 2) The learning facilities variable (X2) has a significance value of 0.048 <0.05, so there is a significant influence between the learning facilities variable (X2) on learning achievement (Y) so that Ha is accepted.
- 3) The learning motivation variable (X3) has a significance value of 0.003 <0.05, so there is a significant influence between the learning motivation variable (X3) on learning achievement (Y) so that Ha is accepted.
- 4) The learning method variable (X4) has a significance value of 0.000 <0.05, so there is a significant influence between

the learning method variable (X4) on learning achievement (Y) so that Ha is accepted.

b. F test

Table 3 F Test Results

Model	F	Sig.
1 Regression	106.537	.000
Residual		

Source: Data Processed by Researchers (2023)

Based on the data in table 3 above, if the number of Sig. 0.000 < 0.05 means that there is a simultaneous significant influence between variable X on variable Y.

c. Determinant Coefficient (R²)

Table 4 Test Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931 ^a	.868	.860	1.156

Source: Data Processed by Researchers (2023)

Based on table 4 above, it explains that the Adjusted R Square value is 0.860, meaning that the contribution of learning discipline variables (X1), learning facilities (X2), learning motivation (X3) and learning methods (X4) simultaneously affects the interest in learning achievement (Y) by 0.860 or 86% and 14% is influenced by other variables that are not in this study.

DISCUSSION

a. The Effect of Learning Discipline on Learning Achievement in Economic Subjects in Class X IPS SMA Panjura Malang Students

Based on the data analysis that has been carried out in testing the first hypothesis, it states that learning discipline has a positive and significant effect on the learning achievement of students in class X IPS SMA Panjura Malang. Measurement of learning discipline variables in this study uses indicators of obedience to school rules, order and order during the learning process in class, student perseverance in learning, planning and setting goals

for learning outcomes, responsibility for task completion.

b. The Effect of Learning Facilities on Learning Achievement in Economic Subjects in Class X IPS SMA Panjura Malang Students

Based on the data analysis that has been carried out in testing the second hypothesis, it states that learning facilities have a negative and significant effect on the learning achievement of students in class X IPS SMA Panjura Malang. Measurement of learning facility variables in this study was measured using indicators of study space, internet networks and electronic media, stationery and textbooks.

c. The Effect of Learning Motivation on Learning Achievement in Economic Subjects in Class X IPS SMA Panjura Malang Students

Based on the data analysis that has been carried out in testing the third hypothesis, it states that learning motivation has a positive and significant effect on the learning achievement of students in class X IPS SMA Panjura Malang. Measurement of learning motivation variables in this study uses indicators of persistence on activity goals, devois and sacrifice, fortitude and tenacity in the face of obstacles, the level of aspiration of the activities carried out, the level of qualification of the achievement or output achieved from its activities, the direction of attitude towards activity goals.

d. The Effect of Learning Methods on Learning Achievement in Economic Subjects in Class X IPS SMA Panjura Malang Students

Based on the data analysis that has been carried out in testing the fourth hypothesis, it states that the learning method has a positive and significant effect on the learning achievement of students in class X IPS SMA Panjura Malang. Measurement of learning method variables in this study using

indicators of skills, knowledge and learning process.

- e. The Effect of Learning Discipline, Learning Facilities, Learning Motivation and Learning Methods on Learning Achievement in Economic Subjects in Class X Social Students of SMA Panjura Malang

Based on the results of the analysis that has been carried out by researchers, it is found that learning discipline, learning facilities, learning motivation and learning methods have a simultaneous effect of 86% on the learning achievement of economic subjects in class X social studies students of SMA Panjura Malang.

CONCLUSION

Based on the data obtained from the results of the analysis that has been carried out by researchers, conclusions can be drawn:

1. There is a positive and significant influence of discipline on the learning achievement of economic subjects in class X social studies students of SMA Panjura Malang.
2. There is a negative and significant effect of learning facilities on the learning achievement of economic subjects in class X social studies students of SMA Panjura Malang.
3. There is a positive and significant effect of learning motivation on the learning achievement of economic subjects in students of class X IPS SMA Panjura Malang
4. There is a positive and significant effect of learning methods on the learning achievement of economic subjects in students of class X IPS SMA Panjura Malang
5. There is a positive and significant influence between learning discipline, learning facilities, learning motivation and learning methods on the learning achievement of economic subjects in class X social studies students of SMA Panjura Malang.

Declaration by Authors

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