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The Role of Motivation, Learning Discipline and Competence in Improving Learning Achievement

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Abstract: The Role of Motivation, Learning Discipline and Competence on Learning Achievement. The aim is to analyze the role of motivation, learning discipline and competence on learning achievement. The method of writing this scientific article is by using the library research method, which is sourced from online media such as Google Scholar, Mendeley, and other online media. The results of this study are: 1) Motivation plays a role in Learning Achievement, 2) Learning Discipline plays a role in Learning Achievement, 3) Competence plays a role in Learning Achievement. Apart from these 2 exogenous variables that affect the endogenous variable of Education Quality, there are still many other factors including the environment, organizational culture, curriculum.

Keywords: Motivation, Study Discipline, Competence, Learning Achievement.

INTRODUCTION

Education is one of the efforts that can be done to create reliable resources and can survive in the era of globalization where competition for the quality of its resources is very tight. In order to survive, resources are required to be more reliable in overcoming various things in order to survive (Narwoto, 2013:223). Learning is a process that is marked by changes in a person. Changes as a result of the learning process can be shown in various forms, such as changes in knowledge, understanding, attitudes and behavior, skills, abilities and abilities, reaction power, and other aspects that exist in the individual.

Motivation, discipline, and competence are three main pillars that play an important role in improving student learning achievement. Motivation is an internal drive that triggers students to learn and achieve academic goals. When students are highly motivated, they tend to be more enthusiastic in following lessons, seeking new knowledge, and facing challenges with a positive attitude. On the other hand, discipline serves as a foundation that supports the learning process. Good discipline helps students to manage time, set priorities, and maintain focus on academic tasks, so they can learn more effectively and consistently.

Competence, or the abilities possessed by students, also greatly influences learning achievement. Students who have adequate knowledge and skills are better able to understand the subject matter and apply it in different situations. This competence includes not only academic aspects, but also social and emotional skills that allow students to interact well in the learning environment. These three elements are interrelated; high motivation can increase

discipline, which in turn helps students develop competence. Thus, the synergy between motivation, discipline, and competence is crucial in creating optimal learning achievement.

Learning achievement is one of the indicators of achieving national education goals. Student learning achievement is basically influenced by various factors including factors from within and also factors from outside the students themselves. One of the main factors in increasing learning achievement is motivation and learning discipline. Students with high motivation and learning discipline will always be serious in learning by diligently studying the learning materials obtained at school so that they will later get high learning achievement.

Student learning achievement is determined by two factors, namely internal and external. Internal factors are factors that originate or originate from the students themselves, while external factors are factors that originate or originate from outside the students. Internal factors include learning prerequisites, namely knowledge that students already have before taking the next lesson, learning skills possessed by students which include methods related to following subjects, doing assignments, reading books, studying in groups preparing for exams, following up on exam results and finding learning resources, students' personal conditions which include health, intelligence, attitudes, ideals, and relationships with others. External factors include the teaching and learning process, learning facilities owned, learning environment, and family socio-economic conditions.

Based on the background, the research questions are:

- 1) Does Motivation Play a Role in Learning Achievement?
- 2) Does Learning Discipline Play a Role in Learning Achievement?
- 3) Does Competence Play a Role in Learning Achievement?

METHOD

The research method used is descriptive research. The research method uses literature study or library study. Library study is looking for research data or information by reading scientific journals. Secondary data used in the form of journals that can be accounted for, namely national journals on motivation, competence towards improving learning achievement. The steps taken to obtain information or data are to carry out library data collection methods, read and record, and manage research materials. After obtaining information or data from several journals.

Reviewing theories and relationships or influences between variables from books and journals both offline in libraries and online from Mendeley, Google Scholar and other online media. In quantitative research, literature reviews must be used consistently with methodological assumptions. This means that they must be used inductively so as not to direct the questions asked by the researcher. One of the main reasons for conducting quantitative research is that the research is exploratory (Ali, H., & Limakrisna, 2013).

RESULTS AND DISCUSSION

Results

The results of this article based on the background of the problem, objectives and methods are as follows:

Learning achievement

Learning achievement is a sentence consisting of two words, namely achievement and learning, achievement and learning are two words that have different meanings. Achievements obtained from learning outcomes after being assessed and evaluated can be low, medium or high. In agreement with the expert, Susanti (2019: 32-33) stated that learning achievement is the ability to complete difficult things, master, excel, compete, and surpass other students while overcoming obstacles and achieving high standards.

Learning achievement is the result of the learning process. Learning achievement indicators to measure the achievement of learning achievement obtained by students. According to (Darmadi, 2017) learning achievement is divided into five aspects, namely: 1) Intellectual ability; 2) Cognitive strategy; 3) Verbal information; 4) Attitude; 5) Skills

Learning achievement has been studied by various researchers, including: (Yahya & Ali, H., 2024), (Suharyono & Ali, H., 2017), (Janah, R., Nurfadilah, et al., 2023), (Andayani, T., & Madani, F., 2023).

Motivation

Motivation is formulated as a process that determines the level of activity and the general direction of human behavior, is a concept that is related to other concepts such as interest, self-concept, attitude and so on so that it can influence students who can arouse and direct behavior that is possible to be displayed by students (Slameto, 2010:170).

Learning motivation is a non-intellectual psychological factor that can increase passion, pleasure and enthusiasm in learning. Students with high motivation will have a lot of energy to carry out learning activities. In the learning process, of course there are things that want to be achieved which many experts call learning achievements. The drive to achieve this learning achievement is called achievement motivation (Sardiman, 2003:73).

Learning motivation indicators are classified by Hamzah B Uno, (2011:13) and Dimiyati & Mudjiono, (2013) as the existence of passion and desire to succeed, the existence of drive and need in learning, the existence of hope or ideals for the future, the existence of appreciation in learning, the existence of interesting activities in learning, the existence of a conducive learning environment.

Motivation has been studied by several researchers, including: (Afuan, Ali, H., et al., 2023), (Giovanni & Ali, H., 2024), (Mailina, & Ali, H., 2024), (Harsono, Ali, H., et al., 2023).

Learning Discipline

Discipline for students is a complicated thing to learn because it is a complex thing and has many connections, namely related to knowledge, attitudes and behavior. According to Ekosiswoyo and Rachman (2000:97), discipline is essentially a statement of mental attitude of individuals and society that reflects a sense of obedience, compliance, supported by awareness to fulfill duties and obligations in order to achieve goals.

According to Arikunto (2002:121), in the discussion of discipline, two terms are known that have almost the same meaning but are formed sequentially. The two terms are discipline and order, some also use the terms strategy and order. Order refers to a person's obedience in following the rules and regulations because they are driven by something from outside, for example because they want to get praise from their superiors.

Discipline in Learning has been studied by several researchers, including: (Lomu, L., & Widodo, SA, 2018), (Handayani, ES, & Subakti, H., 2021), (Navia, Y., & Yulia, P., 2017), (Chaerunisa, Z., & Latief, J., 2021)

Competence

Competence is one of the important components that individuals must have so that the implementation of work tasks can run well. According to Sutrisno & Zuhri (2019) defines competence as an ability that is based on skills and knowledge supported by work attitudes and their application in carrying out tasks and work in the workplace that refers to the established work requirements.

According to Spencer & Spencer in Triastuti (2019) competence is more defined as the underlying characteristics of a person related to the effectiveness of individual work in their work. Meanwhile, Rusvitawati, Sugiati, & Dewi (2019) explain that competence consists of a number of key behaviors needed to carry out a particular role to produce satisfactory achievement or performance.

Competence has been studied by several researchers, including: (Ali, H., Susanto, et al., 2024), (Yani, A., Ali, H., et al., 2024), (Firmansyah & Ali, H., 2024), (Muhajirin & Ali, H., et al., 2024).

Discussion

The Role of Motivation in Improving Learning Achievement

Based on research conducted by (Yumriani et al., 2022), namely teachers have a very important role in student motivation and achievement such as being a demonstrator, class manager, mediator, facilitator, evaluator, and motivator for students so that students can achieve their learning achievements. Therefore, educators are expected to always pay attention to their facilities and competencies so that learning goals and the ideals of Indonesian education can be achieved.

According to Achmad Mustofa (2016) who stated that motivation is one of the internal factors that affect learning achievement. In the teaching and learning process, motivation plays a very large role in learning achievement. Someone who has strong motivation will have the desire to carry out teaching and learning activities. So that someone who has a fairly high intelligence fails due to lack of motivation, because learning outcomes will be optimal if there is the right motivation. Motivation has a very important role in improving learning achievement. With strong motivation, students tend to be more enthusiastic and consistent in learning, so they are able to face academic challenges better. Motivation, both intrinsic and extrinsic, encourages students to set clear learning goals and strive to achieve them. In addition, motivation also helps increase mental resilience when facing difficulties, so that students can more easily get up and keep trying. Thus, motivation is the main key in optimizing learning potential and achieving higher achievements.

The Role of Learning Discipline in Improving Learning Achievement

Learning discipline as one of the internal factors that is the basis for students in improving student learning achievement because with the encouragement from within students to learn, it develops the spirit to be more active in learning (Anwar & Jaliyuddin, 2016). Learning discipline has a very important role in improving a student's learning achievement. This discipline includes the ability to manage time, set goals, and adhere to the study plan that has been made. With good discipline, students can avoid procrastination and focus more on the material being studied. This helps them to understand concepts better, complete assignments on time, and avoid stress caused by piling up assignments. In addition, learning discipline also creates positive habits that support the long-term learning process.

In addition, learning discipline also contributes to students' motivation and sense of responsibility towards their education. Disciplined students tend to be proactive in seeking additional learning resources, participating in academic activities, and interacting with peers and teachers. Thus, they do not only rely on classroom learning, but also explore knowledge outside the curriculum. This not only improves their understanding but also fosters self-confidence, which in turn has a positive effect on their academic achievement.

The Role of Competence in Improving Learning Achievement

Based on research conducted by (Idham, 2024) it can be concluded that the role of professional competence is very important in improving student learning achievement. Teachers who have adequate competence can provide a better learning experience for students. In addition, the use of information technology as a learning resource can also improve student learning outcomes.

Information technology can facilitate students in accessing information and enable them to learn independently and interactively. Therefore, in improving student learning achievement, it is recommended that teachers develop better professional competencies and utilize information technology as an effective learning resource. This is expected to improve the quality of learning and increase competitiveness in the digital era.

Meanwhile, based on research conducted by (Iis Wahyuni, 2023), namely teachers as an example always show good disciplined behavior by coming to school on time, when it's time for the class bell, the teacher immediately comes to class before the students arrive, because how will students be disciplined if the teacher does not show readiness to be disciplined (self-discipline). The disciplined attitude of teachers is expected to be an example for students to imitate the disciplined behavior of good teachers.

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking in this article is obtained as below:

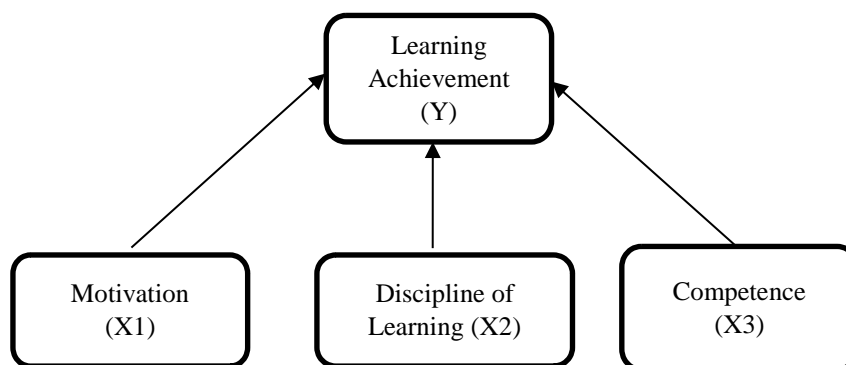


Figure 1. Conceptual Framework

Apart from motivation and competence which play a role in learning achievement, there are many other factors, including:

- 1) Environment: (Juanda, J., & Ali, H., 2022), (Wicaksono, RM, Ali, H., & Syarief, F., 2022), (Alqawi, D., Ali, H., & Fauzi, A., 2024), (Ali, H, Salam., et al., 2020).
- 2) Curriculum: (Ali, H., & Safri., 2022), (Mulyasa, HE, 2023), (Vhalery et al., 2022), (Gusteti et al., 2022), (Pebriyanti., 2023), (Mulia et al., 2023).
- 3) Organizational culture : (Yahya, S., & Ali, H., 2024) , (Prasetyo, I., Ali, H., & Rekarti, E., 2023) , (Ali, M., & Ali, H., 2023) , (Prasetyo, I., Ali, H., & Rekarti, E., 2023), (Andina, N., & Ali, H., 2024).

CONCLUSION

This study aims to determine the role of motivation and competence in improving learning achievement. Based on the article's questions, the conclusion of this article is:

- 1) Motivation plays a role towards Learning Achievement.
- 2) Learning Discipline Plays a Role in Learning Achievement.
- 3) Competence plays a role towards Learning Achievement.

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