



**THE EFFECT OF LEARNING DISCIPLINE AND LEARNING MOTIVATION
 TOWARDS STUDENTS’ READING SKILL AT SMA ISLAM AL-GHOZALI
 GUNUNG SINDUR BOGOR**

Sunardi 1, Mursyid Anwar², Kholil Aziz³.
 Pamulang University 1,2,3
 South Tangerang, Banten
 Indonesia

dosen01421@unpam.ac.id, dosen01428@unpam.ac.id, dosen00457@unpam.ac.id

Article History	Abstract
Submitted date: 2022-11-05 Accepted date: 2022-12-25 Published date: 2023-02-01	Reading Comprehension achievement is the result obtained by students as an outcome from reading activities. There are two factors that influence student achievement in reading, internal and external factors. Internal factors are factors that come from the internal of students, ones of which are the learning discipline and learning motivation. This research aims to examine the effect of learning discipline and learning motivation toward Students’ Reading Skill. The population is taken from ninth grade students of SMA Islam Al Ghozali Gunung Sindur Data collection techniques used in interviews, questionnaires, and reading comprehension tests. The prerequisite tests conducted include tests for normality, linearity, and multicollinearity. Test of the hypothesis in this study used one sample t test, simple correlation analysis, simple regression, multiple correlation, multiple regression, determinant coefficient, and F test. The results of the study show that there is significant effect of learning discipline and learning motivation together toward students reading skill, which is proved by the value of $t_{\text{observe}} = 7.792$, is bigger than the value of $t_{\text{table}} = 5.49$, the value of $\text{sig} = 0.001$, which is smaller than 0.05. Based on the research results, then all parties, both teachers and parents should pay attention and improve the discipline and motivation of student learning, so as to achieve optimal reading achievement.
Keywords: Learning discipline, learning motivation, reading skill	

Introduction

Education is a process of character building, strengthening the mind and expanding intellect which continues a long life process. According to an old Indian proverb, a man without education is like a beast without its horns or tail. He is a burden on earth and becomes a parasite on society. Education is meant to increase human resource quality, because the success of the education world is one of the determining factors in achieving goals of national education. National education aims to build skill and form the nation's character and civilization and to build the potency of students to become human who believe Almighty, healthy, creative and independent and democratic citizens and responsible. In other words, national education priorities are to increase the quality of the learning process. Various efforts need to be made to increase students’ learning motivation in order to achieve learning outcomes or academic

achievement optimally. The improvement of human resource quality itself is an absolute requirement in order to achieve the goal of development.

Academic achievement may be seen from the learning process of the students, influenced by factors from internal and external. Internal factors are simply defined as a factor that comes from inside physically and psychologically such as attitude, intelligence, interest, talents, independence, personality and motivation, while external factors can be social environment, facilities, weather conditions and so on (Jaya,2019:16). Sugihartono (2007), defines achievement of learning as a result of measurement in the form of numbers or statements that reflects mastery of the subject matter for the students. Suryabrata (2006) defines learning achievement as a result of education evaluation achieved by students after undergoing the process of formal education over a period of time, and learning outcomes are in the form of numbers. Learning achievement is something that is very important because it is the result of an evaluation of the education activity process. In learning, discipline has an important role in influencing the students' learning success. Discipline in learning means students are disciplined in learning activities. Students who are disciplined in learning at home and at school, will achieve greater achievement. If learning has been carried out continuously, then it will create good learning discipline. Students who are disciplined in learning will obey the rules and regulations in the school environment. Disciplined students show readiness to learn, leave on time, attend lessons properly, obey the school rules, and do the assignments that are given by the teacher. Students who study discipline will show regularity and obedience in learning without coercion. Student discipline will affect their achievements. Discipline indicators of students can be such as, getting to school on time at the hour determined by rules at school, ending the learning process as the time and schedule determined, wearing school uniforms according to regulation, taking care the tidiness and cleanliness of the cloth according to school rules, when one is unable to attend the school, they he must have to include a notification letter to the school. Based on the description above, it can be concluded that discipline is the state of the attitude or behavior of learners who are obedient in accordance with the rules established on the basis of non-coercion from the parties anywhere, so as to create order. Discipline happens and forms as a result of long training and coaching takes place since childhood in the family environment then continues in education at school. Students who have high discipline, will show value of order, obedience, and order. Besides learning discipline, learning motivation has an important role in influencing learning achievement. Motivation is one of the factors that determines the success of students in learning. Motivation for each person's learning activities. Students who have high learning motivation will affect their learning activities. The students who study diligently, their learning outcomes will increase and goals of learning can be achieved. Motivation consists of intrinsic motivation and extrinsic. Intrinsic motivation is motivation that comes from within students themselves, while extrinsic motivation is the motivation that comes from the outside, extrinsic motivation can come from parents, teachers, and the environment around. Teachers and parents play a role in fostering student learning motivation. Motivation serves as a driving force or motor that releases energy and leads to the goal to be achieved. Besides that, motivation also serves to select activities that is to determine that actions must be done to achieve the goal by setting aside action which is not useful for this purpose. Nawawi (2005), distinguishes motivation based on the source, namely internal and external motivation. Internal motivation usually acts as a driving force coming from inside the individual itself in the form of awareness and encouragement from others., so external motivation can rise because of the influence of encouragement from outside individuals.

Learning motivation of students can decrease so that it can bring impact to the learning process then it can cause the decline of learning outcomes. Therefore, the learning motivation of the students needs to be improved in order to get optimal results. Motivation problems may have

been the cause of low students' interest in the process of learning activities, because lack of encouragement in learning can come from either within students or outside of the students.

Learning motivation is the driving force of the psychological aspect of students which can lead learning activities, ensure the continuity of learning activity and provide direction for learning activities to achieve optimal goals. For example, if students learning activities are motivated in carrying out learning because of the influence of educators in using varied methods, delivery of goals from learning activities will also become one of the efforts that can motivate students because they know the essence or objective of their learning.

According to Sardiman (2007), states that the characteristics of students who have high learning motivation is:(i) diligent in facing the task (able to survive to work for long time, never stop if not finished yet);(ii)tenacious in facing the difficulties (not give up quickly);(iii) show interest in various issues;(iv)work independently;(v) get bored quickly on routine ;(vi)able to depend his opinion;(vii)not easy to give up what is believed;(viii)happy to solve learning problems/questions.

In the learning process, the English language still has a very important role. It means to communicate with people from all over the world, as it is an international language used in any life sectors such as economy and business, social and culture. Especially in the education sector, the Indonesian government, through the minister of National Education, also gives big attention to the English language. It stipulates that the language curriculum should build communicative competence. The students are demanded to have the ability to achieve communicative competence. The students should be able to master the four language skills, listening, reading, speaking and writing. Besides, they should also learn the components of English such as vocabulary, grammar, and pronunciation.

Among the four language skills, reading comprehension has an essential role in the learning process and must be developed from an earlier age. The capability to read for many kinds of goals is a prerequisite for someone at school or college. It is a skill that must be trained in order not to miss the opportunity in the globalization era. It is said that reading skill is the key element of learning for academic purposes. Thus, having the ability to develop reading skills can have much impact on learning across the curriculum, motivation to read, attitude toward life and performance in the business life.

Reading comprehension is considered a complicated cognitive skill of getting the meaning from the reading text. It is an interaction which involves some aspects such as the text, reader, environment, and also social environment. Comprehension consists of cognitive activities such as : the knowledge of vocabulary, grammar-structure, reading strategy and also meta-cognitive. Out of these, there are still some variables affecting the students performance in reading, including the students reading culture.

Based on the discussion above, the researcher wants to find out whether there is any effect of Learning Discipline and Learning Motivation toward Students' Reading Skill at SMA Islam, Al-Ghozali, Gunung Sindur, Bogor.

Methodology

The research was conducted at SMA Islam Al-Ghozali, Bogor within the recent semester 2022/2023. There are three variables used in this research , namely Learning Discipline (X1), Learning Motivation (X2) and Students' Reading Skill (Y).

Research Instrument

Two kinds of instrument models are used in collecting the data. The first is a questionnaire drawn up based on the Likert-scale model for the variables of learning discipline and learning motivation , and the second is a reading test.

1. Reading Skill Instruments:

Conceptual Definition

Reading skill is the capability of students to get or find written information and transfer the ideas based on grammar rules in constructing the language. It covers getting the general idea from the text, getting the main idea of each paragraph, getting the specific information of the paragraph, getting the stated and unstated information, getting reference meaning of words and phrases, getting the moral value of the text , filling the gaps of sentences, and the last one is arranging paragraph

Operasional Definition

Reading skill score is score obtained by the students in answering the instrument that measure the indicators given which includes : getting the general idea from the text, getting the main idea of every paragraph, getting specific information from paragraph, getting stated and unstated information, getting the reference meaning of words or phrases, getting the moral value, filling the gaps, arranging the sentence into good paragraph

2. Learning Discipline Instrument:

Conceptual Definition:

Discipline in learning is a series of attitudes and behavior of students which shows his obedience and obedience to study regularly at school and at home on the basis of his basis to learn without being around coercion from any party. Discipline carried out by the students in learning activities both at home and at school.

Operation Definition:

Learning discipline score is the score obtained from answering on an instrument that measures the subject matter indicators, such as factuality, regulation obedience, attitude discipline, worship discipline and social discipline.

3. Learning Motivation Instrument

Conceptual Definition:

Learning motivation is the power of a student in doing the learning process. The indicators : drive to achieve , discipline to learning, readiness to face difficulties, and curiosity.

Operation Definition:

Learning motivation scores of students' answers on instruments that measure the subject matter indicators, such as : the drive to excel, learning discipline, ready to face difficulties, and curiosity.

The Technique of Data Analysis

First step is testing the hypothesis, by describing the three variables of the research data in the form of distribution of frequency, measuring symptoms and the histogram, and determining the analysis of regression to describe the variables by using multiple analysis.

The Linearity test performed to determine whether the among the variables have linear correlation. If the Sig. of deviation from linearity >0.05 then the data is linear. Heterogeneous test was done to test whether in the regression model an inequality of the answer residual respondent by using glacier test, if the value of significance (Sig) $>0,05$, then no symptom of heterogeneity occurs in the regression model.

Finding & Discussion

A. The Result of The Requirements Analysis Test

1. Normality Test:

Table 1. Recapitulation of the Normality Tests Result

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Reading Skill	.105	40	.200*	.978	40	.609
Learning Motivation	.115	40	.196	.976	40	.557
Learning Discipline	.095	40	.200*	.964	40	.237

a. Lilliefors Significance Correction

From the table, it can be seen that the score of sig in the column of Kolmogorov-Smirnov for variable of reading skill is 0.200, for variable of learning motivation is 0.196, and for variable learning discipline is 0.200. It can be stated that all variables have a sig score over 0.05, then H_0 is accepted, it means that the sample data from the free variables and bound variables in this study are normally distributed.

2. The Test of Homogeneity

Table 2. Homogeneity Test of data X₂-Y

Student's Reading Skill

Levene Statistic	Df1	Df2	Sig.
2.043	10	17	.094

The results of calculations with SPSS for the X₁-Y data obtained values sig = 0.123, and for the X₂-Y data obtained the sig = 0.094. Because the sig > 0.05, then H₀ is accepted, so the variances of two populations (X₁-Y data group and data group X₂-Y) are identical or not significantly different.

3. The Test of Linearity of Regression Line

a. Regression Line Linearity of The Effects of X₁ towards Y .

Table 3. The Results of The Linearity Test of Regression Lines of the Effects of X₁ towards Y

ANOVA Table

		Sum of Square	Df	Mean Square	F	Sig.
Student's Reading Skill Learning Motivation	Between Groups	4752.267	20	237.613	1.019	.485
	Linearity	1242.068	1	1242.068	5.327	.032
	Deviation from Linearity	3510.198	19	184.747	.792	.691
Within Groups		4430.133	19	233.165		
Total		9182.400	39			

The calculation was done with the help of SPSS, seen from the condition in the program, the criteria is “ if the value of (sig) < 0.05, then H₀ is accepted. That means that the sample comes from a homogeneous population.

b. Linearity of Regression Line of the Effect of Variable X₂ to Variable Y

The testing linearity of the regression line, calculation of the influence of variable X₂ with variable Y can be seen in Table 4.

Table 4 ANOVA Table

			Sum of Square	Df	Mean Square	F	Sig.
Student's Reading Skill * Learning Discipline	Between Groups	(Combined)	6135.733	22	278.897	1.556	.178
		Linearity	1834.472	1	1834.472	10.236	.005
		Deviation from Linearity	4301.261	21	204.822	1.143	.394
	Within Groups		3046.667	17	179.216		
Total			9182.400	39			

Based on the table, it can be stated that the sig of line deviation from linearity is $0.394 > 0.05$, so the H_0 is accepted. It means that the regression line of the effect of X_2 and Y are linear.

C. The Test of Hypothesis

The coefficient calculation of the Effects of X_1 and X_2 toward Y .

Table 5. Model Summary^b

Model	R	R Square	Adjusted R Square	Std .Error of the Estimate
1	.544 ^a	.296	.258	13.21453

a. Predictors: Learning Motivation, Learning Discipline

(1)The Effect of Learning Discipline (X_1) and Learning Motivation(X_2) together towards Reading Skill (Y).

Table above shows the multiple correlation coefficient of X_1 and X_2 together toward Y is equal 0.544. It can be stated that there are significant effects of learning discipline and learning motivation together toward students' reading skill. While the coefficient determination is 29.6%, it means that the contribution of learning discipline (X_1) and learning Motivation (X_2) together give effect to reading skill (Y) is equal to 19.6%, and the rest (69.4%), influenced by other factors.

From the results of correlation and regression testing then it can be concluded that there is significant effect of variables Learning Discipline (X_1) and the Learning Motivation (X_2) together toward Student's Reading Skill (Y).

(2) The Effects of Learning Discipline (X_1) towards Reading Skill (Y).

Table 4 above, multiple regression equation can be seen that the statistical hypothesis H_0 : There is no influence of variable (X_2) to the (Y) is rejected, because the value $t_{\text{observe}} = 2.911$ and $\text{Sig.} = 0.006 < 0.05$. This means that the research hypothesis that there is effect of learning discipline and motivation toward reading skill is accepted.

(3). The Effects of Learning Motivation (X_2) towards Reading Skill (Y).

Based on equations on multiple regression show that the statistics hypothesis H_0 : There is no effect (X_2) to the (Y) is rejected because the value $t_{\text{observe}} = 2.254$ and $\text{sig.} = 0.030 < 0.05$. This means that H_1 is accepted. It can be said the research hypothesis which states that there is influence of X_2 on Y is acceptable.

D. The Discussion of Research Findings

This study examines the effect of Learning Discipline and Learning Motivation together towards Student's Reading Skill at SMA Islam Al Ghozali, Bogor .

(1) The Effects of Learning Discipline and Learning Motivation together towards Student's Reading Skill at Private SMA Islam Al-Ghozali, Bogor. The table shows the description of data obtained from SPSS that $R=0.544$, coefficient determination =29.6%. It proved that correlation coefficient is significant. It means that variables X_1 and X_2 together with the bound variable Y.

From the result of regression of significance coefficient obtained the value of $\text{Sig}+0.001$ and $F_{\text{observe}} = 7.792$, and $F_{\text{table}} = 5.49$ so that the $\text{Sig value} < 0.05$ and $F_{\text{observe}} > F_{\text{table}}$ or regression is significant, that means there is significant effect on the X_1 and X_2 variables together bound variable Y. It can be interpreted that if students have high discipline and high learning motivation, it will be followed by a high reading skill. Then based on the theory, the researcher concluded that high discipline and high motivation in learning bring positive and significant impact to the students' reading skill.

(2) The Effect of Learning Discipline toward Reading Skill.

Seen from hypothesis obtained the $\text{Sig} = 0.006$ and $t_{\text{observe}} = 2.911$, and $T_{\text{table}} = 5.49$. Because the $\text{Sig value} < 0.05$ and $t_{\text{observe}} > T_{\text{table}}$, then H_0 is rejected or in other word there is significant effect of X_1 on the bound variable Y.

(3).The Effects of Learning Motivation towards Student's Reading Skill.

Seen from the hypothesis testing was obtained that the $\text{Sig} = 0.030$, $t_{\text{observe}} = 2.254$, while the $T_{\text{table}} = 3.25$. Since the $\text{Sig value} < 0.05$ and $t_{\text{observe}} > T_{\text{table}}$, then H_0 is refused .From quantitative information and theories that the researchers assume that there is influence of Learning Motivation towards Student's Reading skill.

Conclusion

There are three items that emerge in the conclusion, they are:

(1) Learning Discipline significantly affects the Reading Skill of the students. It can be proved by the value of $t_{\text{observe}} (2.911) > T_{\text{table}} (5.49)$ on the real level 5%, it means that there are effects of Learning Discipline of Students towards the bound variable Students' Reading Skill.

(2) Learning Motivation significantly affects Student's Reading Skill. It can be proved by the value of $t_{\text{observe}} (2.254) > T_{\text{table}} (5.49)$ on the real level 5%. That means that there is a positive effect variable Learning Motivation bound variable Y, Student's Reading Skill.

(3). Learning Discipline and Learning Motivation together give significant effect toward Students' Reading Skill. This matter is proved by the results of $F^{\text{observe}} = 7.792 > F^{\text{table}} (5.49)$. It means that learning discipline and learning motivation together have the same effect on student reading skill. It can be concluded that There is a "strong" relationship between learning discipline and learning motivation on student Reading Skill. Besides that, the number R is obtained (R Square) of 0.544, meaning that the contribution of the influence of disciplinary variables and learning motivation jointly on student achievement is 54.9%, while the remaining 46.1% is influenced by other factors that are not included in the research.

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