



Factors Affecting the Economics Learning Outcomes: Discipline Character, Learning Motivation, and Teaching Variations

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ABSTRAK

Berhasil atau tidaknya seorang siswa dalam pendidikan tergantung dari proses belajar yang dialami oleh siswa tersebut. Guru dapat memberikan pembelajaran yang lebih bervariasi guna meningkatkan hasil belajar siswa. Penelitian ini bertujuan untuk menganalisis pengaruh karakter disiplin dan motivasi belajar serta variasi pembelajaran terhadap hasil belajar ekonomi siswa kelas X. Jenis penelitian yang digunakan adalah explanatory research dengan metode survei. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMA dengan menggunakan random sampling sehingga sampel penelitiannya adalah seluruh partisipan kelas X SMA. Instrumen penelitian yang digunakan dalam penelitian ini adalah angket sedangkan hasil belajar diambil dari nilai belajar siswa. Teknik analisis data dalam penelitian ini adalah menggunakan analisis jalur (path analysis) yang dalam pelaksanaannya dilakukan melalui program SPSS. Terdapat pengaruh antara karakter siswa terhadap hasil belajar siswa. Karakter disiplin dan motivasi belajar berpengaruh positif terhadap hasil belajar siswa karena hasil belajar akan meningkat jika karakter disiplin belajar meningkat dan diikuti dengan motivasi belajar dan hasil belajar siswa bisa buruk jika siswa tidak ditanamkan karakter disiplin. dan motivasi dalam belajar. Variasi yang diberikan oleh guru dapat mengembangkan hasil belajar siswa apabila memiliki berbagai macam variasi pengajaran.

ABSTRACT

The success or failure of a student in education depends on the learning process experienced by the student. The teachers can provide more varied learning in order to improve student learning outcomes. This study aims to analyze the influence of the character of discipline and learning motivation as well as variations in teaching on the economics learning outcomes of students in grade X. The type of research used is explanatory research with survey method. The population in the study were all students in class X high school, using random sampling so that the research sample was all participants in class X high school. The research instrument used in this study was a questionnaire while the learning outcomes were taken from the student's learning scores. The data analysis technique in this study is to use path analysis (path analysis) in its implementation is carried out through the SPSS program. There is an influence between student characters on student learning outcomes. The character of discipline and learning motivation have a positive effect on student learning outcomes because learning outcomes will increase if the character of learning discipline increases and is followed by learning motivation and student learning outcomes can be bad if students are not instilled with the character of discipline and motivation in learning. Variations given by the teacher can develop student learning outcomes if they have various kinds of teaching variations.

1. INTRODUCTION

Learning is very basic for humans and is a continuous process that changes students in various ways (Berková et al., 2018; Meiriza, 2015). The expected changes are certainly good changes in the form of expected achievements. These achievements can be in the form of mastery, the use of attitudes and skills in various fields (Mukhtar & Putri, 2021; Shanks, 2019). For a student learning is an obligation. The success or failure of a student in education depends on the learning process experienced by the student (Nurrokhmani et al., 2016; Zotov et al., 2021). The teachers can provide more varied learning in order to improve student learning outcomes. Teaching variation is a teaching activity in the context of the teaching and learning interaction process aimed at overcoming the boredom of students so that, in teaching and learning situations, students always show perseverance, enthusiasm, and are full of participation (Nirtha et al., 2021; Nurmila et al., 2022; Shilfani et al., 2022). Skills in carrying out variations in the teaching and learning process include three aspects, namely variations in teaching styles, variations in using media and teaching

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materials, and variations in interactions between teachers and students (Asrial et al., 2021; McGovern et al., 2021; Skaraki et al., 2018). With variations in teaching, it can give character to students, including the character of discipline.

Discipline is compliance with regulations or subject to supervision or control. Discipline aims to develop character in order to be able to control oneself, to behave in an orderly and efficient manner (Akoto, 2020; Sunarto et al., 2020). Discipline has an important role in achieving educational goals (Darmaji et al., 2019; Kapon et al., 2018). The quality or not of student learning is strongly influenced by the most basic factor, namely discipline, in addition to environmental factors, both family, school, discipline and the talent of the students themselves (Amin et al., 2021; Qian et al., 2020). In addition to the character of discipline obtained from the variety of teaching, the character of learning motivation can also be obtained by students. Learning motivation is psychological factors that are non-intellectual, their unique role is in growing passion, feeling happy and eager to learn. Someone who learns with high motivation will carry out learning activities seriously and enthusiastically (Batubara et al., 2020; Oweis, 2018). Conversely, if students study with low motivation, students will be lazy and even don't want to do tasks related to the lesson (Elshareif & Mohamed, 2021; Zheng et al., 2019). The level of a person's learning motivation will affect the success of that person (Santana-Monagas et al., 2022; Xing et al., 2021). Learning motivation needs to be cultivated, especially from within students to improve learning outcomes.

Learning outcomes on the one hand are thanks to the teacher's actions, an achievement of learning objectives. On the other hand, it is a mental improvement of students. Learning outcomes can be divided into teaching impact and accompaniment impact. Both effects are very useful for teachers and students. The impact of teaching is a measurable result, as stated in the report card numbers, while the accompaniment impact is the application of knowledge and skills in another field, a transfer of learning. Therefore, this study is in line with previous research that explain how the influence of learning motivation on student learning outcomes (Ghani et al., 2022).

Therefore, the research objective is to analyze the influence of the character of discipline and learning motivation as well as variations in teaching on the learning outcomes of class X students in the subject of Economics. The expected result is that there is an influence between disciplined character and learning motivation as well as teaching variations on student learning outcomes in class X senior high school.

2. METHODS

This research is an explanatory research, which is to explain the state of each variable (Asad et al., 2019). This research is also included in the causal associative group. It is classified as associative because this research is to determine whether or not there is a relationship between the variables studied. The population in this study were students of class X SMAN 1 Tanjung Jabung Timur. Based on the population specifications, the sample in this study used random sampling. The sample used is all students who are in SMAN 1 Tanjung Jabung Timur as many as 245 students. The sample table in this study is show in Table 1.

Table 1. Research Sample in class X SMAN 1 Tanjung Jabung Timur

No.	Student	Total students
1	X1	34
2	X2	38
3	X3	34
4	X4	35
5	X5	34
6	X6	35
7	X7	35
Total		245

This research uses survey research method. This method is appropriate to use because in addition to describing current conditions, it can also answer questions about the characteristics of variables, the relationship and influence between variables. To analyze the pattern of relationships between variables with the aim of knowing the direct or indirect effect of a set of independent variables (exogenous) on the dependent variable (endogenous) a path analysis model is used. The research instrument used in this study was a questionnaire while the learning outcomes were taken from the student's learning scores. Questionnaire grid is show in Table 2.

Table 2. Questionnaire Grid

No.	Variable	Indicator	Descriptor
1.	Discipline Study	Obey the school rules Study preparation Attention to learning activities Completing assignments on time	Obey school rules Have literature books and tools to support learning activities. Pay attention to explanations and subject matter Not late in completing the task
2.	Teaching Variations	Variety of teaching styles Variations in the use of media and teaching aids Interaction Variations	Voice variations Mimics and Motion Silence View Contact Position change Centering Visual variations Audio variations A variety of assistive devices that can be held and manipulated Variations in student interaction patterns and activities
3.	motivation to learn	There is a desire and desire to succeed There is a drive and a need for learning There are hopes and dreams for the future There is an appreciation in learning There are interesting activities in learning There is a conducive learning environment.	Individual wish Extrinsic drives and feelings of need Personal expectations for yourself Teacher's Award activities, media, or methods in learning Supportive class atmosphere

The data analysis technique in this study is to use path analysis (path analysis) in its implementation is carried out through the SPSS (Statistical Product and Service Solution) program. After using SPSS there is a normality test and a linearity test that functions to see the data taken are normal and the data is in the same direction by comparing the four test variables. After that, a regression test was carried out to detect the effect of the variables separated from each other with a certain time lag.

3. RESULT AND DISCUSSION

Results

Economic learning outcomes in this study are students' mastery of learning materials and student success rates. Economics Learning Outcomes are obtained from a collection of student report cards. From the results of the study, students' scores were obtained as show in [Table 3](#).

Table 3. Statistics of the Economic Value of Class X Students of SMA N 1 Tanjung Jabung Timur

N	Valid	152
	Missing	0
	Mean	64.91
	Median	67.00
	Mode	75
	Range	32
	Minimum	45
	Maximum	77

From [Table 3](#), it can be seen that the highest score is 77 and the lowest score is 45. The distance between the highest and lowest scores or range is 45. The median value of this learning outcome data or

median is 67. While the value that often appears or mode is the value 75. For the average value of all students from the results of report cards is the value of 64.91. The number 64.91 when viewed from the table of values will be included in the group of fairly good scores, which are in the range of 60.00-69.99. From these results, it can be concluded that some of the values of economics lessons are in the fairly good category. Furthermore, the results of the statistical description test of the tenth-grade students of SMA N 1 Tanjung Jabung Timur is show in [Table 4](#).

Table 4. Description of Student Learning Discipline Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Study Discipline	152	61	38	99	80.72	10.799
Valid N (Listwise)	152					

As show in [Table 4](#), from the overall indicators, it can be stated that the highest score is 99 while the lowest is 61. From the 30 statements, the mean or average answer overall is 80.72 or 2.69 including good categories. So it is hereby stated that the learning discipline variable for class X SMA 1 Tanjung Jabung Timur is in the good category. Furthermore, the results of the statistical description test of the value of teaching variation in X SMA N 1 Tanjung Jabung Timur is show in [Table 5](#).

Table 5. Statistical Description of the Value of Teaching Variation

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Teaching Variety	152	81	39	120	91.66	15.668
Valid N (Listwise)	152					

Base on [Table 5](#), from all indicators, it can be stated that the highest score is 120 while the lowest is 39. From the 30 statements, the mean or average answer overall is 91.66 or 3.06 including good category. So it is hereby stated that the variable of teaching variation of class X students of SMA 1 Tanjung Jabung Timur is in the good category. Furthermore, the results of the statistical description test of learning motivation at X SMA N 1 Tanjung Jabung Timur is show in [Table 6](#).

Table 6. Statistical Description of Learning Motivation

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Teaching Motivation	152	81	39	120	89.98	17.085
Valid N (Listwise)	152					

Base on [Table 6](#), from all indicators, it can be stated that the highest score is 120 while the lowest is 39. From the 30 statements, the mean or average answer overall is 89.98 or 2.99 including good category. So it is hereby stated that the variable of teaching variation of class X students of SMA 1 Tanjung Jabung Timur is in the good category. Furthermore, the normality test on the variables of learning discipline, teaching variation, learning motivation and student learning outcomes is show in [Table 7](#).

Normality test

From the normality test using SPSS 17.0, the results are as presented in [Table 7](#).

Table 7. Normality Test

		Disiplin Belajar	Variasi Mengajar	Motivasi Belajar	Hasil Belajar
Normal Parameters ^{a,b}	Mean	80.72	91.66	89.98	63.70
	Std. Deviation	10.799	15.668	17.085	11.811
Most Extreme Differences	Absolute	0.073	0.135	0.106	0.139
	Positive	0.049	0.088	0.053	0.139
	Negative	-0.073	-.135	-0.106	-.124
Kolmogorov-Smirnov Z		0.902	1.671	1.310	1.718
Asymp. Sig. (2-tailed)		0.390	0.08	0.065	0.05

From Table 7, it is found that the three variables tested are declared normal because the value of Sig. > 0.05. So all the variables in this study are stated to be all normally distributed because all have a Sig.> 0.05 value. Furthermore, linearity test on learning discipline variables, teaching variations, learning motivation and student learning outcomes.

Linearity Test

To see whether the variables of learning discipline and learning outcomes have the same pattern or the same direction. Then the linearity test was carried out. And the results of the linearity test can be seen in Table 8.

Table 8. Linearity Test of Learning Discipline and Learning Outcomes

			Sum of Squares	df	Mean Square	F	Sig.
Learning outcomes * Learning discipline	Between Groups	(Combined)	10365.695	38	272.781	2.881	0.000
		Linearity	4640.894	1	4640.894	49.016	0.000
		Deviation from Linearity	5724.802	37	154.724	1.634	0.026
	Within Groups	10698.972	113	94.681			
Total			21064.667	151			

From Table 8, it can be seen that the significance value for Linearity is 0.000. Because the significance is less than 0.05, it can be concluded that there is a linear relationship between the learning discipline variables and the results. To see whether the variables of teaching variation and learning outcomes have the same pattern or the same direction. Then the linearity test was carried out. And the results of the linearity test can be seen in Table 9.

From Table 9, it can be seen that the significance value for Linearity is 0.000. Because the significance is less than 0.05, it can be concluded that there is a linear relationship between the variables of teaching variation and results. To see whether the variables of learning motivation and learning outcomes have the same pattern or the same direction. Then the linearity test was carried out. And the results of the linearity test can be seen in Table 10.

Table 9. Linearity Test of Teaching Variation and Learning Outcomes

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * Teaching Variations	Between Groups	(Combined)	14495.037	50	289.901	4.457	0.000
		Linearity	11424.141	1	11424.141	175.632	0.000
		Deviation from Linearity	3070.896	49	62.671	0.963	0.548
	Within Groups	6569.630	101	65.046			
Total			21064.667	151			

Table 10. Linearity Test of Learning Motivation and Learning Outcomes

			Sum of Squares	df	Mean Square	F	Sig.
Learning outcomes * learning motivation	Between Groups	(Combined)	14277.211	54	264.393	3.778	0.000
		Linearity	7800.997	1	7800.997	111.485	0.000
		Deviation from Linearity	6476.214	53	122.193	1.746	0.009
	Within Groups	6787.456	97	69.974			
Total			21064.667	151			

From [Table 10](#), it can be seen that the significance value for Linearity is 0.000. Because the significance is less than 0.05, it can be concluded that there is a linear relationship between the variables of learning motivation and results. Furthermore, the regression test on the variables of learning discipline, teaching variation, learning motivation and student learning outcomes. To test the discipline of learning with learning outcomes, researchers used SPSS 17.1 with the results as presented in [Table 11](#).

Table 11. Discipline Linear Regression Test on Learning Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.263	6.422		3.467	0.001
	Disiplin Belajar	0.513	0.079	0.469	6.510	0.000

From [Table 11](#), it can be seen that the significance value is 0.000. Because the significance is less than 0.05, it can be concluded that between the variables of learning discipline and learning outcomes there is a significant influence. To test the effect of teaching variations on learning outcomes, researchers used SPSS 17.1 with the results as presented in [Table 12](#).

Table 12. Linear Regression Test of Teaching Variation on Learning Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.950	2.888		3.791	0.000
	Teaching Variety	0.580	0.031	0.836	18.672	0.000

From [Table 12](#), it can be seen that the significance value is 0.000. Because the significance is less than 0.05, it can be concluded that between the variables of teaching variation and learning outcomes there is a significant effect. To test the effect of motivation on learning outcomes, researchers used SPSS 17.1 with the results as presented in [Table 13](#).

Table 13. Linear Regression Test of Motivation on Learning Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.803	3.457		7.174	0.000
	Motivation to Learn	0.437	0.038	0.687	11.572	0.000

From [Table 13](#), it can be seen that the significance value is 0.000. Because the significance is less than 0.05, it can be concluded that between the variables of learning motivation and learning outcomes there is a significant influence.

Discussion

Discipline in learning is one of the obligations that must be carried out by students in order to achieve learning goals at school, but violations in the form of school rules are still often found in the school environment such as students playing truant during study hours, cheating, stealing, fighting ([Kusdaryani et al., 2016](#); [Murniyetti et al., 2016](#); [Sugiarto et al., 2019](#)). Deviant behavior of students as mentioned above is none other than the result of a lack of discipline in school students and enforcement of regulations that can be said to be less effective, this results in various kinds of violations of the rules and regulations that apply at school and of course it greatly affects comfort and safety of students in learning. The low discipline of learning affects student learning outcomes in achieving grades according to the KKM ([Anggraini et al., 2017](#); [Bak-Coleman et al., 2021](#)). The results of this study indicate that discipline affects student learning outcomes. In line with the results of research conducted by previous researchers, namely learning discipline has a very strong correlation and contributes 79.92% to student learning outcomes and the remaining 20.08% is influenced by other factors not included in the study.

Diversity or in other terms called variation has a very strong influence in life. Especially in learning if the teacher in the teaching and learning process does not use variation, then the learning objectives are not achieved, in this case the teacher requires variation in teaching students (Asniar et al., 2022; Muhammad & Widyanto, 2019; Pappas et al., 2018). To be able to implement good teaching techniques, a teacher must master the skills of using variations in learning, both variations in teaching styles, variations in media and teaching materials and variations in interaction patterns and student activities for the benefit of their students so as to allow optimal development in accordance with learning objectives and students do not will get bored quickly. The results of this study indicate that there is an influence with variations in teaching so that it can improve learning outcomes. In line with previous study state teaching variations are able to increase and maintain students' attention to the material explained or not so that students become active during the teaching and learning process (Mustika & Rahmi, 2019).

Motivation plays an important role in learning. A student will not be able to study well and diligently if there is no motivation in him. Even without motivation, a student will not carry out learning activities. Therefore, the teacher always gives these motivational problems and tries to keep the turmoil inside each student during direct teaching (Kalaja et al., 2016; Putri et al., 2021). In the teaching and learning process in the classroom, not all students have the same motivation for a material. The results of this study are in accordance with previous researchers where, if learning motives or motivation arise every time they study, it is likely that their learning outcomes will increase. Learning motivation is also a need to develop self-ability optimally, so as to be able to do better and produce optimal learning outcomes (Purwati & Akmaliah, 2016; Suprihatin., 2015). So in this case learning motivation affects learning outcomes. The higher the motivation to learn, the learning outcomes achieved will increase. Conversely, the lower the motivation to learn, the learning outcomes achieved will decrease.

The implication of this research is that researchers see the influence of student learning characters, namely the character of discipline and learning motivation and are strengthened by variations in teaching on student learning outcomes. From the results obtained, the character of learning and teaching variations affect student learning outcomes. Judging from the data of discipline character factors and teaching variations as well as motivational characters can determine student learning outcomes. Thus the novelty of this research is that the researcher uses two science process skills characters on student learning outcomes and sees the effect of these two characters where previous researchers only saw one variable and previous researchers only identified variables.

4. CONCLUSION

There is an influence between student characters on student learning outcomes seen from the data and discussion above. The character of discipline and learning motivation have a positive effect on student learning outcomes because learning outcomes will increase if the character of learning discipline increases and is followed by learning motivation and student learning outcomes can be bad if students are not instilled with the character of discipline and motivation in learning. Variations given by the teacher can develop student learning outcomes if they have various kinds of teaching variations.

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