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To cite this article:

Herpratiwi & Tohir, A. (2022). Learning interest and discipline on learning motivation. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 10(2), 424-435. <https://doi.org/10.46328/ijemst.2290>

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Article Info

Article History

Received:

12 July 2021

Accepted:

24 January 2022

Keywords

Discipline

Influence

Interest

Motivation

Abstract

In the education process, almost all skills, knowledge, habits, and attitudes are developed through the learning process. Achieving good learning outcomes involves several components, such as interests, talents, good psychological factors, abilities, motivation, attitudes, maturity, discipline, and others. This study aims to determine the influence of learning interest and discipline on learning motivation. The population was university students, and the sample of the study was all students who took the basic course of curriculum development in 2019-2020, totaling 38 students. Data analysis was performed to describe the condition of each research variable learning interest, discipline, and learning motivation. Data were then analyzed by ANOVA with *SPSS Program Version 16*. In this study, we found that interest in learning and discipline significantly influenced learning motivation. This relation can be seen in the value of the ANOVA analysis was statistically significant ($p < 0.05$). Interest in learning influences learning motivation, and this also applies to disciplines that have a strong influence on student motivation. Thus, student learning motivation can be increased by high effort and attention in increasing and developing student interest and discipline. The interest in learning and discipline has a positive influence on learning motivation. Learning motivation is not only influenced by interest and discipline but in this study, it is only limited to interest and discipline, which affect students' learning motivation. Other researchers can do related research talents, good psychological factors, abilities, or attitudes.

Introduction

In the education process, almost all skills, knowledge, habits, and attitudes are developed through the learning process. Achieving good learning outcomes involves several components, such as interests, talents, good psychological factors, abilities, motivation, attitudes, maturity, discipline, and others. The term 'interest' is an ill-defined term used in many discussions of language teaching materials. 'Interest' is also a missing anomaly in language teaching/ learning research, although it has been widely discussed and researched in general education and various disciplines (Tin, 2016). A general education curriculum, by definition, is wide-ranging in its scope of topics, disciplines, and applications, but many students enter college with specific personal interests or affinities for particular areas of academic study. Students frequently express this interest gap between individual

student interests and general education offerings in their desire to "get the core courses out of the way." For institutions that appreciate the role of a general education curriculum in providing students with a holistic liberal arts education, this "get them out of the way" attitude must be addressed (Pregitzer & Clements, 2013). Concerning learning, interest is characterized as an experiential state distinguished by attention, effortless engagement, and feelings of pleasure (Green-Demers, Pelletier, Stewart, & Gushue 1998; Silva 2006; Wisniewska 2013). Research into the effect of interest consistently indicated that interest positively related to students' achievement. However, the mechanism it affected the learning result remained an open question (Dan & Todd, 2014).

The development of more discrete research approaches and theories in the field of learning and motivation (e.g., curiosity, attention achievement motivation, intrinsic motivation, flow) rendered the concept of interest superfluous (Krapp, 1999). Motivation to learn is the overall driving force for students who lead activities and provide direction on learning activities. Thus, motivation is born from the need to achieve the goal. Motivation to learn is very important for the realization of learning achievement. For this reason, students must have the ability to motivate themselves since it is truly required to gain such achievements (Winkel, 2003). According to the theory of human needs, motivation in learning refers to meeting the needs (Maslow, 1981). Motivation is a mental drive that moves, directs attitudes and individual actors in learning (Harun, 2006). Less successful learners tend to have self-motivated difficulties such as lack of purpose, verbal reinforcement, and self-control (Sogunro, 2014).

Makmun (2000) states that we can identify some indicators in certain stages to increase learning motivation. The motivation indicator is toward its attitude toward the target activity. Hamzah (2008) defines that the characteristics or indicators of motivation are desires and wishes to succeed. Meanwhile, dimensions and indicators of motivation based on the Brophy and Good (1990) theory of learning motivation are intrinsic dimensions actively involved in the learning activities and extrinsic dimension avoiding teachers' punishments, encouragement to get praise from the teacher, the urge to please parents, the urge to get good grades and encouragement from friends (Asvio, Arpinus, & Suharmon, 2017). The concept of interest, as defined here, can also be used to specify the meaning of intrinsic learning motivation. Many authors have criticized the intrinsic-extrinsic dichotomy as misleading unless it is clarified based on a model of motivated learning (Rheinberg, 1997; Nenninger, Eigler, & Macke, 1993; Rathunde, 1993).

Motivation has an important role in encouraging someone to do something actively. Motivation also serves as a basis for getting involved and taking part in a program (Santoso et al., 2017). Motivation has an important role in encouraging someone to do something actively. Motivation also functions as a basis for someone to be involved and take part in a program. So that students can be motivated to learn, it takes an interest in learning and discipline. Interest in learning contributes greatly to the success of learners (Slameto, 2010). This fact is also reinforced by Sardiman's opinion (2011) that the learning process will work right when accompanied by interest. Likewise, according to Burke (1995), interest in learning is a major factor determining learners' learning activities (Triarisanti, 2019).

Interest theory suggests that another route to capturing and sustaining students' motivation is helping students find meaning and value in their courses (Harackiewicz & Hulleman, 2010). Interest involves stored knowledge, or cognitive representations stored from experience, value, or related emotional responses such as feelings of competence (Renninger, 2009). Interest and knowledge develop and influence how an individual engages in current and subsequent tasks, given the inherent linkages between these emotions and cognitive structures. This resultant persistent interest affects the ease and likelihood that material will be encoded in a student's memory (Norman, 1976).

Individual interest can be conceptualized in two ways: disposition and an actualized state. An individual's dispositional interests are enduring characteristics that are assumed to exist over time. From this perspective, interest is thought to influence learning in most, if not all, situations (Krapp, Hidi, & Renninger, 1992). Studies exploring particular conditions under which learning should occur are typically less concerned with the dispositional aspect of interest. Instead, research in this area is more concerned with how interest is manifested in certain affective states, comprised of pleasurable feelings and concentration, which commonly characterize actualized individual interest (Krapp, Hidi, & Renninger, 1992). Hidi and Baird (1986, 1988) argue that actualized interest arises from an interaction between internal and external conditions. In particular, two sources are involved: the individual who brings his or her characteristics and attitudes and the situation, which contains specific stimuli and conditions that arouse interest (Mazer, 2010).

Discipline is a position of tendency, a mental attitude to obey the rules, order and at the same time control and adjust to the rules that come from outside, even those that curb and show awareness of responsibility for duties and obligations (Mahendra, 2008). In the learning process, a disciplinary attitude is very necessary (Slameto, 2013) reveals that learning is a process of change obtained from the efforts made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. Then, according to Moenir (2010), discipline is a form of obedience to a set of rules, both written and unwritten. The application of discipline indicates urge and strong control to individuals in channeling their emotion and showing their behavior (McKinney, Brown, & Malkin, 2018).

Individuals' discipline can be known by their ability to show emotion that is not excessive and controlled. The individuals with discipline are the ones that can manage and direct themselves as they should be. Foucault (Sandoff & Widell, 2008) states that individuals' behavior can be controlled and predicted by discipline. If discipline is well applied, children can build their good character and personality as the society expected them to be that they are part of the society by themselves. This study aims to determine the influence of learning interest and discipline on learning motivation.

Method

This study used a descriptive quantitative research study that obtains data in numbers or numbered quantitative data (Sugiyono, 2008). In this study, the population was students of STKIP Al Islam Tunas Bangsa, and the sample of the study was all students who took the basic course of curriculum development in 2019-2020,

totaling 38 students. Age ranged between 16-19 years, and the proportion of the number of women was 79% and 21%men. Students' motivation data were collected using a standard learning motivation questionnaire (Glyn et al., 2008). Data analysis was performed to describe the condition of each research variable learning interest (X1), discipline (X2), and learning motivation (Y). Data were then analyzed by ANOVA with *SPSS Program Version 16*.

Results

Variables Entered/Removed

We investigated the effect of learning interest and discipline on learning motivation for students in STKIP Al Islam Tunas Bangsa. The two variables were not removed (see Table 1).

Table 1. Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Learning Interest, Discipline	-	Enter

Coefficient of Determination

Table 2 shows that the coefficient of determination or R-squared was 0.428 or 42.8%. This finding indicated that the learning interest and discipline affected 42.8% of the learning motivation, and other variables influenced the remaining 57.2%.

Table 2. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.654	0.428	0.396	0.762

Influence of Learning Interest and Discipline on Learning Motivation

Table 3 shows the results of the ANOVA analysis. This analysis showed that the influence of learning interest (X1) and discipline (X2) on learning motivation (Y) was statistically significant (significance=0.000 < 0.05).

Table 3. ANOVA Result

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	15.234	2	7.617	13.104	0.000
Residual	20.345	35	0.581		
Total	35.579	37			

Table 4 shows that the coefficients for learning interest (X1) and learning motivation (Y), discipline (X2), and learning motivation (Y) were all statistically significant (significance < 0.05).

Table 4. Coefficients for Learning Interest and Discipline Variables

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.404	1.290		5.740	0.000
Learning Interest	0.276	0.057	0.795	4.871	0.000
Discipline	0.248	0.058	0.695	4.261	0.000

Table 5 shows the influence of learning interest and discipline on learning motivation.

Table 5. The Influence of Learning Interest and Discipline on Learning Motivation

Variables	Regression	Correlation	R-Squared
	Coefficient (Beta)	Coefficient (r)	
Learning Interest	0.795	0.363	0.428
Discipline	0.695	0.201	

The influence of each independent variable on the learning motivation was calculated as follows:

$$\text{Effective Influence X1} = 0.795 \times 0.363 \times 100 = 28.86\%$$

$$\text{Effective Influence X2} = 0.695 \times 0.201 \times 100 = 13.97\%$$

We concluded that these two variables influenced 42.8% of the learning motivation, and learning interest (X1) had the largest influence.

The relative influence of each independent variable on the learning outcomes was calculated as follows:

$$\text{Relative Influence X1} = 28.86\% / 42.8\% = 67.4$$

$$\text{Relative Influence X2} = 13.97\% / 42.8\% = 32.6$$

We concluded that learning interest (X1) had the largest relative influence on learning motivation. The analysis clearly shows that learning interest and discipline influenced the learning motivation of elementary teacher education students in STKIP Al Islam Tunas Bangsa. Interest is a powerful dictator and motivator in the learning process. Students are likely to engage in more learning activities when their interests and emotions are positively provoked. Learning with interest would be better than learning without interest.

Interest is a tendency to seek out and participate in any learning activities. In everyday life, the words of interest and attention cannot be distinguished. Attention and interest do have a close relationship. Attention plays a very important in the learning process. Suppose the learning materials are delivered in such ways that attract students' attention spontaneously, then learning will be very satisfactory. The most important matter in the learning process is that students are willing to learn/seek out and participate in in- or out-of-classroom activities to achieve Learning Outcomes set up. It is not easily arisen (Akram, Ijaz, & Ikhrum, 2017; Arlianty, 2017).

Discussion

Learning Interest on Learning Motivation

Interest in learning accompanied the desire or ability to deliberate attention and liveliness that eventually gave birth to a sense of fun in the form of a change in behavior or attitude of knowledge and skills. Interest in learning students can be seen in the feeling of likes and interests of students to the study, the need for students to learn, greater attention to the things they have learned, and active participation in the activities (Arlianty, 2017). According to Vibulphol (2017), most students had a relatively high level of motivation, and many reported having internal interests in learning English; however, the level of learning was not assessed to be as high. Furthermore, a few students in almost every class showed a lack of motivation. The teachers were found to employ various motivational strategies, including autonomy-support and controlling styles. While autonomy controlling strategies were commonly used in these classes, autonomy-support strategies were found only in highly motivated and high-performing classrooms.

Students at school follow the learning process to gain knowledge and skills, as seen from the cognitive domain, affective domain, and psychomotor domain, generated within a certain period and assessed as a form of measurement of the success of the learning process. To produce high student achievement, hence required the existence of various effort done one of them by increasing interest and motivation learn student at school, the process of learning which have been arranged well without any interested student hence process of learning will be hampered, will result in a low learning achievement as well (Hude & Rohmah, 2017). Indicators of students with a high learning interest can be identified through the learning process in the classroom or at home (Safari, 2003). Students interested in a particular subject tend to give greater attention to an object (Slameto, 2010).

Discipline on Learning Motivation

Besides that, discipline also influences learning motivation. Discipline is the process of gradually training the mind and character to become a person who has self-control and is useful for the community. Parents who understand this are well aware that discipline is a process that goes with time and repetition and maturation of self-awareness of both parties, namely children and parents (Ariesandi, 2008). Discipline helps children in terms of feelings and deeds. Parents allow children to express their hearts and feelings. However, parents prevent and limit the actions of unwanted or well-directed children. How to prevent and limit the actions should be done nicely, so the pride of the child and parents are not hurt. Meanwhile, Daryanto and Darmiatun (2013) suggest that discipline is the responsible social behavior and an optimal function of independence in a social relationship that develops based on managing or controlling, motivating, and self-independence.

Indiscipline makes students lose focus on educational goals achieved through hard work, time management, respect for others, and self-determination (Gitome et al., 2013). This situation implies that disciplined pupils are likely to remain focused on their educational goals and aspirations, manage their time well, work harder in academics, and show determination to succeed academically because disciplined pupils are less likely to be involved in disciplinary cases, which may divert their attention from academic work. Therefore, the pupils are

more likely to be psychologically settled and ready for academic work (Simba et al., 2014). This behavior enhances their striving for academic success and eventually boosts their academic performance. Research shows that teachers reward and praise students for good behavior (Rahimi & Karkami, 2015). This finding suggests that disciplined pupils may be more appreciated and accepted by teachers. They may also be more appreciated by their peers at school and my parents and other relatives at home.

The appreciation and acceptance may make the pupils develop a positive self-concept, which may enhance pupils' achievement motivation. Studies show that students' achievement motivation is positively related to their academic performance (Awan, Noureen, & Naz, 2011; Al-Qahtani, 2013; Emmanuel, Adom, Josephine, & Solomon, 2014; Rahimi & Karkami, 2015). Achievement motivation is the need to perform well or strive for success, as evidenced by persistence and effort in difficulties (Singh, 2011). Therefore, the achievement motivation associated with discipline may enhance the pupils' academic performance.

Based on Self-determination Theory (SDT), learners may be driven to learn by two sources-internal and external. Learners are either 'intrinsically motivated' and engage in activities because of their internal interests, joy, and excitement, or 'externally driven' and perform an action with an anticipation of some outcome other than the learning itself (Deci & Ryan, 2008; Niemiec & Ryan, 2009; Ryan & Deci, 2000). Another state of motivation is referred to as 'unwillingness.' This is the situation in which the learner lacks the intention to engage in the learning activity-not feeling worthwhile to make any effort in the study as a result of being externally controlled (Assor et al., 2005; Deci & Ryan, 2008). These different types of motivation yield different effects on students' learning. With intrinsic motivation, learners learn better (Niemiec & Ryan, 2009) and are more process-oriented (Garn & Jolly, 2014), more persistent in learning (Cho, 2012; Deci & Ryan, 2008), and more prone to self-learning and development (Deci & Ryan, 2008; Ling, 2013; Niemiec & Ryan, 2009; Taylor et al., 2014).

Motivation aims to induce our emotions and do something in which people are interested. Illusions, which often keep motivation at rather a high level, eventually can be crashed. You need to improve your motivation to reach your goals and fulfill your dream. Even small obstacles may destroy your illusion when your way to success is based on motivation only. Furthermore, your goals might not be achieved (Goburnov et al., 2016). Learning motivation constitutes an important factor that affects learning (Bakar, 2014; Suswanto, 2017). Learning motivation serves as an efficient principle in education (Kim, 2011).

Motivation is significant to elevating the learning process (William, 2013). Those with high motivation will result in good learning (Andartari, 2013; Davoudi & Parpouchi, 2016) and). Suggestions are made concerning whether teachers are expected to optimize the condition for learning and develop student's skills for the future. Teachers motivate students to develop competitiveness and achieve even in the real world while working. Students must develop self-confidence to be successful and capable of competing in the industry because they have experience, perseverance, and professionalism (Yussi et al., 2016).

Conclusion

In this study, we found that interest in learning and discipline significantly influenced learning motivation. This result can be seen in the value of the ANOVA analysis was statistically significant (significance=0.000 < 0.05). The research found that interest in learning influences learning motivation, and this finding also applies to disciplines with a great influence on student motivation. Thus, student learning motivation can be increased by high effort and attention in increasing and developing student interest and discipline. The interest in learning and discipline has a positive influence on learning motivation. The discussion of this research looks at the affective aspects of student interest in learning and discipline in general. It would be better if you pay attention to the cognitive aspects of student learning interest.

Acknowledgements

The primary author conducted the research underlying this article as part of the University Lampung research program in Higher Education Administration. We thank LPDP, Puslapdik, and BPI ministry of education, culture, research, and technology.

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