

The Influence of Teacher Discipline on Students' Learning Motivation

1) Rolin Fadilah Hasibuan¹

Manajemen Pendidikan Islam Universitas Islam Negeri Sumatera Utara, Medan

* [Email; rolinfadilah222@gmail.com](mailto:rolinfadilah222@gmail.com)

ABSTRAK

Abstract :

The focus on performance and on-going professional learning motivates teachers to keep their body of knowledge and their practical experience up to date, based on advances in theory and evidence. At the same time, teachers both individually and collectively—contribute to developing new knowledge and expertise, which may also be reflected in revised standards. Therefore, there should be a two- directional arrow between the aims of standards and the qualities of professional learners. In addition, belonging to a professional learning community in the context of the professional frame opens up new possibilities for learning to achieve better performance (e.g., a professional community supports students in initial teacher education by supervising and mentoring them during their traineeship) and to keep up to date through on-going professional learning. Since the activities were school-based, the activity leaders could also be one of the students' teachers during the school day. Some studies in the motivation field have provided support for the contagion phenomenon described above. In reviewing the literature on families' impact on the learning of their children, this chapter cites different types of studies. Whenever possible, evidence from intervention studies or meta analyses, especially meta-analyses of intervention studies, is emphasized. A brief explanation of various types of studies is provided here to help the reader understand basic differences between the methods.

Keywords: *The Influence, Teacher Discipline, student, Learning Motivasi.*

INTRODUCTION

A professional teacher must be able to convey material correctly, effectively and efficiently so that students can understand what is conveyed by the teacher in the learning process. Teachers also need to master learning strategies so that the learning process in the classroom is passionate and fun, and teachers are also expected to be disciplined in their work as educators. From that statement it can be said that teacher discipline demands and can act in accordance with written and unwritten rules, and on time from and to class. In this way, students' personal motivation can grow gradually and follow in the teacher's footsteps. In this way, students come to class on time and follow the teacher's lessons with enthusiasm and motivation. The motive in this case is "the hidden power within us that drives us to act and act in our own way".

(Simons, R.- R.-J., Ruijters, 2014) claim that there has been a fundamental change in the understanding of who is a professional. They explain that, in the past, one could learn a profession and that not much further professional learning was necessary, but in the modern world we expect everyone to be a 'learning professional'.

This does not only imply formal training as has often been seen in the 20th century, but also learning through self-discipline and a self-regulated process (Kubr, 2002), as well as under the supervision of peers in a collectivity (Schinkel, W., & Noordegraaf, 2011) . (J, 2011) specified that

teachers needed to update their knowledge and skills because of changes in the curricula and new knowledge on effective teaching and learning to meet the needs of diverse students.

Learning motivation, therefore, is a psychological state that stimulates a person to learn. Therefore, student learning motivation plays an important role in achieving optimal and expected learning outcomes. Based on the description above, teachers as educators need to be trained as teachers so that they can become role models for their students.

One of the most ubiquitous, compelling, and enduring findings in the family- school-community literature is the association between family involvement and student's academic learning (Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, 2015). The association has been observed during the early childhood (Ma, Shen, Krenn, Hu, & Yuan, 2015), elementary (Lee & Bowen, 2006), middle (Hill & Tyson, 2009), and high school (Jeynes, 2007) years. This chapter focuses on the relationship between family involvement and student academic learning describing the types of involvement and characteristics of students, families, and schools that differentially influence student learning.

RESEARCH METHODS

In reviewing the literature on families' impact on the learning of their children, this chapter cites different types of studies. Whenever possible, evidence from intervention studies or meta analyses, especially meta-analyses of intervention studies, is emphasized. A brief explanation of various types of studies is provided here to help the reader understand basic differences between the methods.

FINDING AND DISCUSSIONS

Professional Teacher

In addition, professional standards could be used to ensure quality in teacher education, starting with initial pre-service teacher education and continuing with professional learning throughout the career (OECD, 2013). Related to this, Looney (2011) noted that teacher evaluation needed to be tied to a clear set of standards. In addition, Sachs (2003) claimed that the development of standards had been part of a two-pronged initiative by governments and bureaucracies to improve the performance of educational systems and teachers' practices in classrooms. More specifically, she identified three aims of the introduction and implementation of teaching standards :

1. To improve the performance of teachers
2. To improve the standing of teachers
3. To contribute to the on-going professional learning of teachers.

All three are in line with the concept of teachers as learning professionals who take responsibility to develop themselves and the profession. Hence, we see that standards should be analysed in the framework that is designed according to these aims. Finally, standards also serve as bridges between the stages in teacher education from initial education to continuous professional development and guide teachers through their lifelong professional learning. From this perspective, a shared understanding and agreement among different parties about teachers' competences gain importance in the broader community, including among student teachers, teacher educators, in-service teachers, school heads, representatives in teachers' organisations and parents' boards.

Theoretically, professional standards may be used to enhance the quality of teachers' professional learning (see Figure 1) by supporting performance by specifying a body of theoretical knowledge; supporting on-going professional learning based on experience (practical knowledge gained as theory in action), improving expertise in the field by updating the body of knowledge, and standing for the profession based on a professional frame that connects teachers to a professional community.

The focus on performance and on-going professional learning motivates teachers to keep their body of knowledge and their practical experience up to date, based on advances in theory and evidence. At the same time, teachers both individually and collectively—contribute to developing new knowledge and expertise, which may also be reflected in revised standards. Therefore, there should be a two- directional arrow between the aims of standards and the qualities of professional learners. In addition, belonging to a professional learning community in the context of the professional frame opens up new possibilities for learning to achieve better performance (e.g., a professional community supports students in initial teacher education by supervising and mentoring them during their traineeship) and to keep up to date through on-going professional learning. Finally, on the basis of the synthesis of the studies of Simons and Ruijters (2014) and Sachs (2003), we claim that the aims of the standards will be achieved and the qualities of the professional learners developed if the teachers are committed and express integrity. If the aims of the standards have been achieved and the qualities of the professional learners have been developed, then teachers increase their autonomy and authority (Pedaste M, Leijen Ä, Poom-Valickis K, 2019).



We use this theoretical framework to analyse how the aims of professional standards have been achieved in the Estonian context. More specifically, our objectives are threefold :

1. To understand to what extent the performance of teachers (body of knowledge) has been described in the professional standards, how this has been recognised by the professional community and how it affects initial teacher education.
2. To find how on-going professional learning for developing theory in action and increasing expertise in the field have been supported by using professional standards as a guide for professional learning by teachers and at the organisational level in schools.
3. To characterise the role of professional standards in supporting the standing of the profession in society and in the professional community and in supporting teachers' autonomy and authority (Pedaste M, Leijen Ä, Poom-Valickis K, 2019).

Vygotsky's theoretical perspective characterizes learning as the development of higher-order thinking skills. His social constructivist perspective was unique in positing that these higher-order skills (such as voluntary attention, logical methods of organizing and committing to memory, problem solving, and concept formation) take place first in social interaction and are then subsequently internalized (learned) to be used independently in the future (Palincsar, 1998). In his theory, language was privileged as :

1. The central form of thought
2. A mediator in the internalization process
3. A means of mastering the self.

He also described the process of learning as taking place in the zone of proximal development, which is what the child cannot do independently but can achieve with the guidance of a more skilled other (L.S., 1980).

Students' Learning Motivation

Schools and programs that aim to engage families could benefit from several insights from the sociocultural perspective. First, what we know about the zone of proximal development indicates that it is imperative that teachers and parents understand a student's current level of knowledge, performance, and understanding of a relatively fine-grained skill in order to be able to support children's learning. This might be done by providing information about typical developmental sequences of skills and knowledge in a way that allows parents to locate their child's development in that sequence such as by having parents and teachers share specific observations of a child's learning and progress.

Second, the sociocultural perspective highlights the importance of higher-order thinking skills in human learning. Application of that insight would entail engaging families in fostering children's critical thinking and problem-solving skills in place of simply having them monitor children's practice of rote skills or knowledge. There has been a history of tension between some communities and parents on the one hand and educational reformers on the other regarding curricular changes that aim to promote these skills, which has been seen most notably in public reaction against various mathematical reforms including, most recently, the Common Core (Kirp, 2014). So, one aspect of this approach is convincing parents why it is important for their children to develop higher-order skills.

The positive predictive links connecting perceived autonomy support from the activity leader to both activity-based intrinsic and identified regulations are consistent with past research (Gagne, 2003). The more students perceived autonomy support from their activity leader, the more they reported intrinsic and identified regulations towards their activity. Yet, perceived autonomy support from the activity leader was also associated with school-based identified regulation during the same school year (both directly and indirectly through activity-based identified regulation), although to a lesser degree. Consequently, the more students felt that their leader provided them with choices in the activity, encouraged them to ask questions, and listened to what they would like to do, the more they perceived that school could help them achieve their personal goals. On the one hand, these results suggest that perceived autonomy support from the activity leader may be "contagious" from one context to another, and not necessarily domain-specific, at least with respect to identified regulation. On the other hand, this may have to do with the similarities between the

educational and ECA contexts, as highlighted in the introduction (Gillet, N., Berjot, S., Vallerand, R. J., & Amoura, 2012).

Since the activities were school-based, the activity leaders could also be one of the students' teachers during the school day. Some studies in the motivation field have provided support for the contagion phenomenon described above. For example, a research study showed that simply observing a target person's motivational orientation produces a higher level of motivation for the person who observed this person (Friedman, R., Deci, E. L., Elliot, A. J., Moller, A. C., & Aarts, 2010). Perceived support from the activity leader could have an influence also through another process involving peers: if students with the same activity leader also interact with the same group of peers within the school context, the leader's actions in the ECA context could spread to the school context through the peers. For instance, peers could use autonomy-supportive behaviors with each other, which could directly influence their motivation to attend school.

CONCLUSION

The focus on performance and on-going professional learning motivates teachers to keep their body of knowledge and their practical experience up to date, based on advances in theory and evidence. At the same time, teachers both individually and collectively—contribute to developing new knowledge and expertise, which may also be reflected in revised standards. Therefore, there should be a two- directional arrow between the aims of standards and the qualities of professional learners. In addition, belonging to a professional learning community in the context of the professional frame opens up new possibilities for learning to achieve better performance (e.g., a professional community supports students in initial teacher education by supervising and mentoring them during their traineeship) and to keep up to date through on-going professional learning. Since the activities were school-based, the activity leaders could also be one of the students' teachers during the school day. Some studies in the motivation field have provided support for the contagion phenomenon described above.

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