

## **Application of Moving Class Learning Models and Teacher Pedagogical Competence on Learning Motivation and Student Learning Discipline**

**Marina<sup>1,2</sup>**  
**Henny Indrawati<sup>2</sup>, Suarman<sup>2</sup>**

<sup>1</sup> SMP Negeri 2 Bandar Seikijang, Riau, Indonesia

<sup>2</sup> Economic Education Studies Program  
FKIP, Universitas Riau, Pekanbaru, 28293, Riau, Indonesia  
Email: 80512.marina@gmail.com

**Abstract.** This study aims to analyze the effect of the application of moving class learning models and pedagogical competencies of teachers on learning motivation and its impact on student learning discipline in SMP Negeri 2 Bandar Seikijang. The population of this research were 151 students of class VIII and IX. Sampling method used proportional random sampling using the Slovin formula, so as to obtain 110 students. Data collection used a questionnaire with a Likert scale. The data analysis technique used a path analysis. The results of the analysis show that the application of the moving class learning model and the pedagogical competition of the teacher have a positive and direct and indirect effect on student learning discipline through intervening variables (learning motivation). In accordance with the results of the observation, the dominant contribution to the increase in motivation and discipline of students to learn is the presence of pedagogical competence of the teacher while the application of the moving class learning model only makes a smaller contribution. This shows that the good or bad quality of the teacher's pedagogical competencies and the moving class learning model will also reduce or increase student learning motivation which has an impact on student learning discipline.

**Keyword:** *Learning motivation, Learning discipline, Moving class learning model, Teacher Pedagogical Competence,*

### **1. Introduction**

Refer to Minister of National Education Regulation Number 41 of 2007 in Article 1, the standard process for primary and secondary education units include learning planning, implementing the learning process, evaluating learning outcomes and monitoring the learning process. In order to achieve standards process properly, the learning process in each educational unit is required to be able to create a learning process that is Paikem Gembrot.

---

---

The learning process with the system is expected to motivate students to participate actively, be disciplined and provide space that can form initiatives, creativity, and independence, according to the talents, interests and physical and psychological development of students towards positive behavioral changes. Slameto (2005) said that the teaching and learning process in schools will run well if the learning system or model is one of the factors that influence learning activities chosen and implemented with the right strategies and implemented by teachers who are competent in the field of teaching and education (Gusmida et al., 2017).

A learning model that provides many benefits and objectives to achieve a good standard process, where students are expected to be motivated and have a disciplined awareness in learning is by applying the moving class learning model, and supported by the presence of teacher pedagogical competencies that are good in the teaching and learning process in school. Oemar (2001) said that the moving class learning model aims to restore student learning motivation, and form cooperation between students so that interaction between students will be created which will reduce conflicts that can lead to undisciplined in the classroom and school.

According to Syaiful (2011), learning strategies with moving class learning models have some advantages; one of them is that teachers can play an active role in controlling student behavior in the learning, so that it can reduce conflict between students. Whereas Eddy (2012) said that moving classes have advantages felt by educators and students, one of them is to foster self-motivation and foster discipline and independence in students.

Ahmad, et al (2012) said that, moving class learning model is a relevant learning model in building student independence, because in the moving class there are several positive values that support the formation of independent students. Values contained in moving classes include; discipline, courage, confidence, responsibility, having skills and skills. The application of moving classes in schools must be followed by the implementation of good strategies and competent educators in their fields. Eddy (2012) said that moving class management strategies are an important indicator in the successful implementation of moving class learning models, such as the management of student movements, management of study rooms, and management of learning processes. Kunandar (2009) states that teachers must have pedagogical competencies that include several indicators including understanding students, implementing learning, utilizing information and communication technology and designing and implementing learning evaluations.

In the teaching and learning process, the teacher is required to carry out the teaching and learning process well so that the learning objectives can be achieved. Achmad (2012) said, the ability of teachers to apply their

---

---

pedagogical competencies in learning activities is very instrumental in attracting students to be actively involved in learning, such as creating fun learning activities so that closeness and good interaction arise between teachers and students that foster motivation in students to want engage and learn, and habituate the discipline in learning.

Oemar (2011) reported that learning motivation greatly determines the level of success or failure of student learning activities. Hamzah (2008) said that motivation to learn has several indicators such as; the existence of a conducive learning environment, the existence of interesting activities in learning, and the desire and desire to succeed, and the appreciation of learning. In the learning process, the teacher must be aware that an orderly atmosphere in the classroom is an important condition for an effective teaching and learning process. Syafruddin (2005) divides learning discipline indicators into four types of indicators 3 of which, namely: 1) obedience to learning time, 2) obedience to lesson assignments, and 3) adherence to the use of learning facilities. In his research, Abda (2013) said that moving class learning models influence student learning motivation. In another study, Dody et al. (2014) argue that, increasing student learning motivation can be influenced by teacher's pedagogical competence. This is supported by Henny (2017), who in his research said that the success of the learning process is highly dependent on your ability to apply your pedagogical competence in the classroom. Whereas Herlin et al. (2005), in his research also revealed that there was a significant relationship between motivation to learn and learning discipline.

Based on the description above, the researcher was interested in conducting research to find out the effect of applying the moving class learning model and teacher's pedagogical competence on learning motivation and its impact on student learning discipline in SMP Negeri 2 Bandar Seikijang, Pelalawan District, Riau Province. The research hypothesis that researchers make based on existing theory is that moving class learning models, and pedagogical competencies of teachers have a direct and indirect effect on the discipline of learning through learning motivation.

## **2. Methodology**

This study used descriptive quantitative methods. This research was conducted on July 2017 until January 2018. The total sample was 110 students from the total population of 151 students in class VIII and IX of SMP Negeri 2 Bandar Seikijang. Data collection used a questionnaire with a Likert scale. Following is the description of the indicators of each variable as shown in Table 1.

---

Table. 1. Research Variables and Indicators

Variable	Indicator
Moving class learning model	1. Management of class transfers 2. Management of the study room 3. The learning process in the study room
Teacher's pedagogic competence	1. Understanding of students 2. Implementation of educational and dialogical learning 3. Use information and communication technology in learning 4. Organizing assessment and evaluation of learning
Learning Motivation	1. There is a conducive learning environment 2. There are interesting activities in learning 3. There is a desire and intention to succeed 4. There is appreciation in learning
Learning discipline	1. Obedience to study time (moving class) 2. Obedience in doing lesson assignments 3. Compliance with the use of learning facilities.

The data analysis technique uses the path analysis with the substructures described in Figure 1.

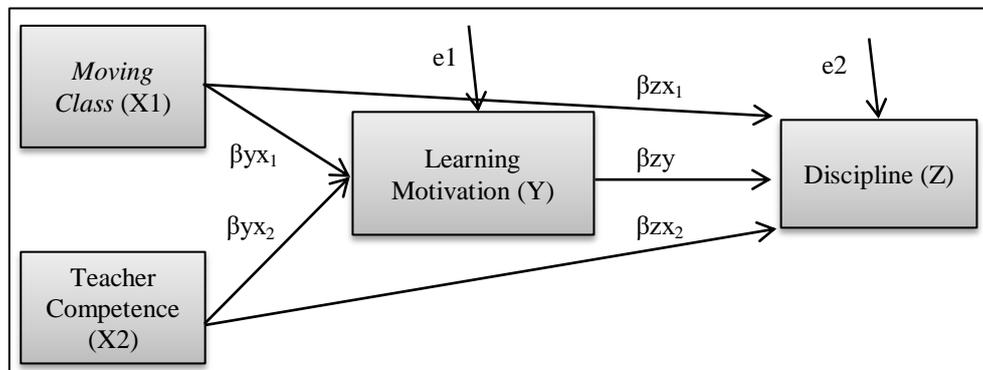


Figure. 1. Research path diagrams; direct and indirect influence between variables.

In accordance with Figure 1, two equations are obtained as follows:

$$\text{Sub Structure 1: } Y = \beta_{yx_1}X_1 + \beta_{yx_2}X_2 + e_1$$

$$\text{Sub Struktur 2 : } Z = \beta_{zx_1}X_1 + \beta_{zx_2}X_2 + \beta_{zy}Y + e_2$$

### 3. Results and Discussion

The results of the analysis carried out using path analysis with SPSS as shown in Table 2.

Table 2. Pathway Coefficient Analysis Structure 1 and 2

Path	Coefficient of Path	significance
X1 → Y	0,590	0.000
X2 → Y	0,316	0.000
X1 → Z	0,241	0.003
X2 → Z	0,312	0,000
Y → Z	0,416	0.000

For the contribution of variables, moving class learning models (X1) and teacher pedagogical competencies (X2) on learning motivation simultaneously can be seen in Table 3.

Table 3. Path 1 coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.866	.749	.745	6.29484	.872
2	.908	.824	.819	4.66206	.1166

a.1. Predictors: (Constant), Teacher Competence Guru, Moving Class

b.1. Dependent Variable: Motivation

a.2. Predictors: (Constant), Motivation, Teacher Competence Guru, Moving Class

b.2. Dependent Variable: Discipline

From Table 3 of the model 1, it is obtained simultaneously variable moving class learning model (X1), and teacher pedagogical competence (X2) contribute to learning motivation (Y) with R Square of 0.749. Whereas for the variable contribution of moving class learning model (X1), teacher pedagogic competence (X2) learning motivation (Y) on student learning discipline simultaneously on model 2, it is known the moving class learning model (X1), teacher pedagogic competence (X2) and motivation learning (Y) contributes to student learning discipline with R Square which is 0.824. In accordance with the results of structural equations 1 and 2, it will be presented a combination of path diagram structure 1 and path diagram structure 2 which can be seen in Figure 2.

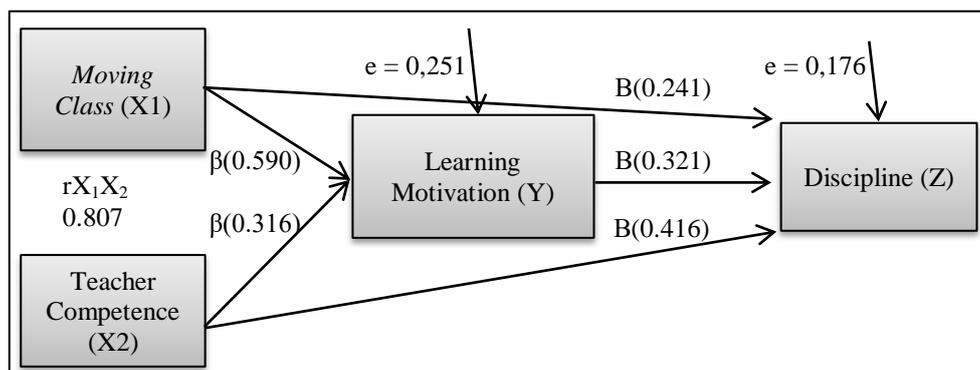


Figure.2. Combined Diagram of Structure 1 and Structure 2 Analysis

In Figure 2, it is known that moving class, teacher's pedagogical competence and learning motivation have a significant effect on student learning discipline either directly or indirectly. The following describes the direct and indirect effects of each variable which can be seen in table 4.

Table 4. Direct and Indirect Variable Influences

Variable	Direct	Indirect	Total
X1 – Y	0.590	-	0.590
X2 – Y	0.316	-	0.316
X1 – Z	0.241	$0,590 \times 0,312 = 0.184$	0.902
Y – Z	0,312	-	0,312
X2 – Z	0.416	$0,319 \times 0,312 = 0.0999$	0.628

In Table 4, it is known that the moving class learning model variable (X1) has a direct influence on learning motivation (Y) of 0.59, the variable pedagogic teacher competence (X2) has a direct influence on learning motivation (Y) 0.316, moving class learning model variables ( X1) gives a direct and indirect influence on student learning discipline (Z) of 0.902. Learning motivation variables have a direct influence on student learning discipline (Z) of 0.312, while the teacher's pedagogical competence (X2) also has a direct and indirect effect on the student learning discipline (Z) variable of 0.628. From the explanation above, it can be seen that the learning motivation variable (X2) has the lowest direct effect on student learning discipline which is equal to 0.312.

#### ***Effect of the Application of Moving Class Learning Models on Student Learning Motivation***

In accordance with the results of data analysis and hypothesis testing that has been done in this study, where the results show that there is a significant direct effect between the applications of the Moving Class learning model on student motivation in SMP Negeri 2 Bandar Seikijang, with a magnitude of 0.590. This can be seen from the results of observations where students feel agree with the process of managing the classroom and the moving class learning process that they live. Pleasing and agreeing attitude of students will foster motivation to learn.

The results of this study are reinforced by the opinion of Abda (2012) in his research stating that there is a positive and significant influence between moving class variables on learning motivation and learning outcomes. Ekwanis (2017) also stated that there is an increase in student learning motivation which is very high through learning activities with moving classes.

---

### ***Effect of Teacher's Pedagogic Competence on Student Learning Motivation***

Based on the results of data analysis and hypothesis testing that has been carried out in this study, where the results show that there is a significant effect between the pedagogical competence of teachers on student learning motivation, the influence is 0.316. In accordance with the results of observations that have been made, where the students perceptions show that the pedagogical competence of the SMP Negeri 2 Bandar Seikijang teacher is already in good criteria, especially on indicators of understanding students, managing the learning process and assessment. The attitude of accepting and comforting students in learning ultimately fosters student motivation to learn.

The results of this study are reinforced by the opinion of Dody et al. (2014) in his study suggested that, teacher pedagogical competence partially influences student learning outcomes, which it is believed that on the other hand learning outcomes are also the result of students' high motivation, so it can be concluded that pedagogical competencies also influence learning motivation students. Also added by Putri et al. (2014) said that, pedagogical competence can increase student learning motivation, on the other hand learning outcomes are also the result of high motivation from students, so that it can be concluded that pedagogical competencies also influence student motivation.

### ***Effect of the Application of Moving Class Learning Models on Discipline in Student Learning***

In accordance with the results of data analysis and hypothesis testing that has been done in this study, where the results show that there is a significant influence between the applications of moving class learning models to student learning discipline with a magnitude of 0.241. Although the results of observations have shown that the student discipline level in the criteria of sufficient especially in the indicators of obedience in doing assignments and the use of learning facilities, it does not interfere with the smooth learning process in the moving class.

According to Syaiful (2011), learning strategies with moving class models have several advantages, namely two of them are reducing conflict between students. Eko et al. (2000) said that with the right management class, the teacher will also be relatively easier to prevent the emergence of many student behaviors that are not appropriate to modify the atmosphere of the classroom environment, so that the opportunity for students to act undisciplined can be prevented or reduced.

---

---

### ***The Effect of Teacher Pedagogic Competence on Student Learning Discipline***

Based on the results of data analysis and hypothesis testing that has been done in this study, where the results show that there is a significant influence between teacher pedagogical competencies towards student learning discipline, with a large influence of 0.416. The results of observations have shown that the student discipline level is in the criteria of sufficient especially in the indicators of obedience in doing assignments and the use of learning facilities, but with the teacher pedagogical ability to manage students and the teaching and learning process is not a barrier teaching and learning process in a moving class.

The results of this study are reinforced by Government Regulation No.19 of 2005 concerning National Education Standards (article 28 paragraph 3), that the teacher's pedagogical competence is the ability of teachers in managing learning of students which at least includes, for example, understanding of students, where the teacher have an understanding of the psychology of child development, so that they know the right approach that is done to their students. The teacher can guide the child through difficult times in the age of the child. In addition, the teacher has the knowledge and understanding of the child personal background, so that he can identify the problems faced by the child and determine the right solutions and approaches.

### ***The Effect of Learning Motivation on Student Learning Discipline***

In accordance with the results of data analysis and hypothesis testing, where the results show that there is a significant influence between learning motivation towards student learning discipline with a large influence of 0.312. The growth of discipline in students is motivated by the motivation of students to behave better, because there is a conducive environment and awards given by the teacher.

The results of this study are reinforced by the statement of the results of the research conducted by Yosi, et al. (2017) which states that, there is a significant effect of learning motivation on the discipline of learning. Diarni, at all (2018) also said that with strong motivation, students will try to be disciplined so they complete their education and achieve what they are targeting to finish college. Umy (2013), stated that there is a positive and unidirectional relationship between work motivation and work discipline which is if work motivation is high then employee work discipline will also be high. Likewise with the opinion of Aries, et al. (2012) also stated that work motivation had a positive and significant impact on employee discipline. Although different studies on places, subjects and objects of research, but have similarities in the variables of motivation and discipline,

---

where learning and working together is an activity process that requires energy and concentration to get the desired results or objectives.

***The Influence of the Application of Moving Class Learning Models to the Discipline of Student Learning Through Motivation to Study***

The results also mean that there is a direct or indirect influence between the application of moving class learning models and learning discipline. The direct effect is seen in the application of moving class learning models that contribute to learning motivation. The application of moving class learning models in schools aims to foster students' motivation to learn. For indirect effects, namely the application of moving class learning models conducted by students for approximately 2 years in school will shape students' learning motivation. Learning motivation possessed by students will affect the attitudes and orientation of students to be more disciplined in learning both in class, in the school environment and carried home. So that students can achieve the learning outcomes they want. From this explanation, it can be said that the better quality of the application of the moving class learning model, it will foster student learning motivation. If students have good motivation it will have an influence on the formation of student learning discipline. The results of this study are in accordance with the opinion of Eddy (2012) saying the purpose of implementing a moving class system is to increase student motivation and learning outcomes, where students' discipline in learning can be formed and enhanced by forming and increasing learning motivation.

***The Influence of Teacher's Pedagogic Competence on Student Learning Discipline through Learning Motivation***

In accordance with the results of data analysis and hypothesis testing that has been done in this study, where the results show that there is a significant effect of teacher pedagogical competence on student learning discipline through student learning motivation. With the teacher pedagogical competencies that are applied massively, the teacher can understand the psychology of child development, so that they know the right approach that is carried out on their students.

In accordance with the results of a study conducted by Sukhvir (2013), where it is said that there is a very significant relationship between learning rewards by teachers to students and students learning motivation, the student happy attitude will also increase students discipline. The ability of the teacher to understand students and carry out the learning process that is good and maximum so that students feel comfortable, safe and happy in following the learning process, so that it will form learning motivation that will make students not want to do things that violate school and class rules, and always strive to be kind and disciplined both in class, school and at

---

---

home. In accordance with Government Regulation number 14 of 2005 concerning teachers and lecturers where teachers are required to have pedagogical competencies that are able to manage students and learning processes that are effective and enjoyable so students feel close and comfortable, so that they motivate them to learn, so students will not be interested in do things that violate the rules in class or school just to seek attention from the teacher or as a form of protest against the learning process that is not in accordance with student expectations.

#### **4. Conclusion**

From the results of the research and findings in the field it can be concluded that the discipline of learning externally can be influenced by the application of appropriate learning models, namely moving classes and teacher pedagogical competencies, while learning motivation becomes an internal factor of student learning discipline. Student learning discipline is influenced by moving class learning models and teacher pedagogical competencies through learning motivation as an intervening variable. The study of application of the moving class learning model has the lowest effective contribution to student learning discipline can be used as a note for the school to conduct supervision, re-evaluation and improvements to the implementation of strategies of moving class learning models such as classroom transfer management, space management class, managing the learning process in the classroom and learning assessment. In addition, it is necessary to increase the understanding of the school community about moving class learning models and good cooperation of all school members, so that the purpose of implementing a moving class learning model to increase student motivation and discipline can be achieved.

#### **Acknowledgment**

The author would like to thank the Director of the Directorate of Research and Community Service (DRPM) of the Director General of Strengthening Research and Development of the Ministry of Research, Technology and Higher Education for financial assistance that has been provided through the 2018 Postgraduate Team Scheme research grant.

#### **References**

- Abda, L. I. (2013). Kontribusi Moving Class Pada Pembelajaran Biologi Terhadap Motivasi Dan Hasil Belajar Siswa. *Unnes Journal of Biologi Education*, 2(2), 97-109.
-

- 
- Achmad, H. (2012). Kompetensi Pedagogik Guru. *Jurnal Edukasi*, 10(3), 362-377.
- Ahmad, S., & Wahyu, L. (2012). Model Pembelajaran Moving Class Mata Pelajaran Seni Budaya Dan Implikasinya Terhadap Kemandirian Siswa (Kajian Kasus) Di SMA Karangturi Semarang. *Journal of Arts Education*, 1(2), 16-21.
- Aries, S., & Sigit, W. (2012). Pengaruh Motivasi Kerja dan Gaya Kepemimpinan terhadap Disiplin Kerja Serta dampaknya pada Kinerja Karyawan (studi kasus pada PT.PLN APD Semarang). *Jurnal J@ti Undip*, 7(2), 19-28.
- Dody, R. U., & Erny, R. (2014). Pengaruh Kompetensi Pedagogik dan Motivasi Kerja Guru Terhadap Prestasi Belajar Siswa Dalam Ujian Nasional (UN) di SMA Negeri se Kota Mojokerto. *Jurnal Inspirasi Manajemen Pendidikan*, 3(3), 101-105.
- Eddy, W. (2012). Manajemen Moving Class Sebagai Pengorganisasian Sumber Daya Pembelajaran. *Unpublished doctoral dissertation*, 01-029.
- Ekwanis, P. (2017). Keterkaitan Penggunaan Moving Class Dengan Motivasi Belajar Dan Dampaknya Terhadap Kepuasan Belajar Ekonomi Siswa Man 2 Model Pekanbaru. *Pekbis Jurnal*, 9(2), 125-139
- Ekosiswoyo, R., & Rachman, M. (2000). *Manajemen Kelas*. Semarang, IKIP Semarang Press.
- Gusmida, R., & Islami, N. (2017). The Development of Learning Media for the Kinetic Theory of Gases Using the ADDIE Model with Augmented Reality. *Journal of Educational Sciences* 1(1), 1-10
- Hamzah, B. U. (2008). *Teori Motivasi dan Pengukurannya*. Jakarta, PT. Bumi Aksara.
- Henny, I., (2017). Implementasi Lesson Study Sebagai Upaya Peningkatan Kompetensi Pedagogik Guru Ekonomi Di Kabupaten Kepulauan Meranti. *Jurnal Pendidikan Jismulatif*, 4(2), 84-95.
- Kunandar. (2009). *Guru Profesional Implementasi Kurikulum KTSP dan Sukses dalam Sertifikasi Guru*. Jakarta, Rajawali Pers.
- Oemar, H. (2005). *Kurikulum dan Pembelajaran*. Jakarta, Redaksi Sinar Grafika.
- Oemar, H. (2005). *Metode Belajar Dan Kesulitan-Kesulitan Belajar*. Bandung, Tarsito.
- Peraturan Pemerintah No. 14. (2005). *Tentang Guru Dan Dosen*. Jakarta, PT. Sinar Grafika.
- Peraturan Pemerintah No. 19. (2005). *Tentang Standar Pendidikan Nasional*. Jakarta, PT. Sinar Grafika.
- Permendiknas Nomor 41. (2007). *Tentang Standar Proses Untuk Satuan Pendidikan Dasar Dan Menengah*. Jakarta, PT. Sinar Grafika.
- Putri B., Nasir U., & Sakdiah I. (2014). Kompetensi Pedagogik Guru dalam Meningkatkan Motivasi Belajar Siswa pada SMPN3 Ingin Jaya
-

- 
- Kabupaten Aceh Besar. *Jurnal Administrasi Pendidikan*, 2(1), 32-39.
- Slameto. (2005). *Belajar dan Faktor Yang Mempengaruhinya*. Jakarta, Rineka Cipta.
- Sukhvir, K. (2013). Academic Achievement in Relation to Achievement Motivation of High School Students. *International Journal of Science and Research (IJSR)*, 2(12), 2319-2331
- Syaiful, S. (2011). *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung, Alfabeta.
- Syafruddin. (2005). Hubungan Antara Disiplin Belajar Dan Perhatian Orang Tua Dengan Hasil Belajar Bahasa Indoensia Siswa SMA PGRI Sunguminasa Kabupaten Gowa. *Jurnal Pemikiran Dan Penelitian Pendidikan*, 6(2), 57-69.
- Umy, Y. (2013). Hubungan antara Motivasi Kerja dengan Disiplin Kerja Pegawai di Kantor Kecamatan Muara Jawa Kabupaten Kutai Kertanegara. *E-Journal Pemerintahan Integratif*, 1(1),122-130.
- Yosi, T., Edi G & Tanti, L. (2017). Hubungan Motivasi Belajar Dan Disiplin Belajar Siswa Kelas IX Pada Pembelajaran Matematika Di Suatu Sekolah Kristen. *Journal of Holistic Mathematics Education*, 1(1), 32-40.
-