



## The Influence of Hots, Peer Group, Classroom Management, Self-Motivation on the Learning Process of High School Students majoring in Social

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### ABSTRACT

The study is conducted to understand the relation of HOTS (High Order Thinking Skills), peer group, and class-room management to self-motivation; and the relation of self-motivation to learning process of student. The proposition of the study is development of self-motivation through external and internal factors of the student. The internal factor in the study is HOTS, while external factors comprise of peer group and class-room management. Furtherly, developed self-motivation will have significant impact to the learning process. The data of the study was collected from social science student XII class of one private school located in Jakarta. The data was processed by using SmartPLS program. The study findings are learning process is strongly influenced by self-motivation, and self-motivation is influenced by HOTS, peer group, and class-room management. HOTS and peer group gave strong influence and class-room management have less influence.

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## 1. INTRODUCTION

Education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Habe and Ahiruddin, 2017). Some of the key concepts of the definition of Education are: conscious and planned effort, active learners, development of self-potential. The commitment of the Indonesian government to provide access to quality education to citizens is realized through various policies and programs such as nine-year compulsory education and kejar package. In addition, the Government of Indonesia over the past few years has also allocated 20% of the State Budget (APBN) for Education.

**Table 1. Education Fund Allocation**

Year	2015	2016	2017	2018	2019
Education Budget	409.1 T	419.2 T	416.1 T	444.1 T	492.5 T
Allocation Distribution 2019	1. Center: 163.1 T 2. Transfer to area: 308.4 T 3. 21 T Financing				
Target Goals 2019	1. Smart Indonesia Program: 20.1 million people 2. School Operational Assistance (BOS): 57 million people 3. Construction/rehab of schools/classrooms: 56.1 thousand 4. Aim for Mission Scholarship: 471.8 thousand students				

Source: Processed data from (<https://www.kemdikbud.go.id/main/tentang-kemdikbud/pagu-apbn>)

However, Indonesia's PISA (Program for International Student Assessment) score, which has been adopted by the Ministry of Education and Culture, has not experienced significant development in 15 years, which is always below 400. Meanwhile, all Organisation for Economic Co-operation and Development (OECD) countries have averages above 500. This low PISA score correlates with further PISA findings, namely low ability to think high level or high order thinking (Marzano and Marzano, 2003; Isnawati and Samian, 2015).

The amount of allocation of education funds was not followed by PISA scores as expected. In addition to policy factors, improvement efforts need to pay attention that today's students include the millennial generation who have a different learning process from the previous period (Kozt, 2016).

Improving learning is a commitment of the government. For this reason, the learning process that relies on student activity is important. To encourage student learning, several things need to be considered.

First, students currently included in the millennial generation category have special characteristics that require an appropriate learning approach (Kozt, 2016; Suranto, 2015). In the same study, it was indicated that students' familiarity with information and communication technology affects the learning process and classroom management.

Second, the student learning process is influenced by student motivation. Students who are able to find motivation or self-motivation are indicated to be better able to undergo the learning process (Aritonang, 2008; Rohana, 2016). Related to the impact of motivation on academic achievement, (Conte, 2005) asserts that self-motivation shows strong significance on academic achievement. In addition, self-motivation as part of emotional intelligence contributes to developing student resilience in the study process (Dulewicz and Higgs, 2000). Sources of motivation can come from within students in the form of self-motivation or from outside such as from peers (peer groups) or from classroom activities (Rohana, 2016; Rosilah, 2016). In other studies stated that the early period of adulthood, the dynamics of learning changed. Students have greater independence, and the influence of teachers and close friends changes. The role of teachers decreases, while the role of close friends increases (Rubinson, 2022).

Third, education in the 21st century demands high-level thinking and therefore education needs to be adjusted so that students can reach the expected level of thinking. The need to implement HOTS is also necessary for social sciences, including Language (Merta, et al., 2017).

Fourth, the development of the times makes classroom management that includes teacher and student relations face great challenges. As indicated (Marzano and Marzano, 2003) The challenge facing teachers today is the changing behavior of learners. Interventions that could have previously been used are no longer adequate. It requires a combination of teacher interventions including providing feedback on student performance on an ongoing basis [14]. Taking into account the things mentioned above, this study intends to determine the relationship between various factors that affect the student learning process, specifically self-motivation, high order thinking style (HOTS), peer group, critical thinking skills, logical, reflective, metacognitive, and creative thinking which are higher-order thinking skills and classroom management.

## 2. LITERATURE REVIEW

Higher Order of Thinking Skill (HOTS) or the ability to think higher order is a thinking ability that not only requires the ability to remember, but requires other higher abilities, such as the ability to think creatively and critically ( Holilah, 2016). The provision of Science material is adjusted to its essence, namely as a product, process, and scientific attitude, so it is hoped that scientific attitudes will also be formed in students The application of several learning models such as project-based learning, problem-based learning, discovery learning is an opportunity for teachers to apply learning activities at the HOTS level.

The independent variables in this study were HOTS, peer group, and class management. The research model that describes the relationship between these variables can be seen in Figure 2. Based on the research model, the formulation of the hypothesis proposed in this study is as follows:

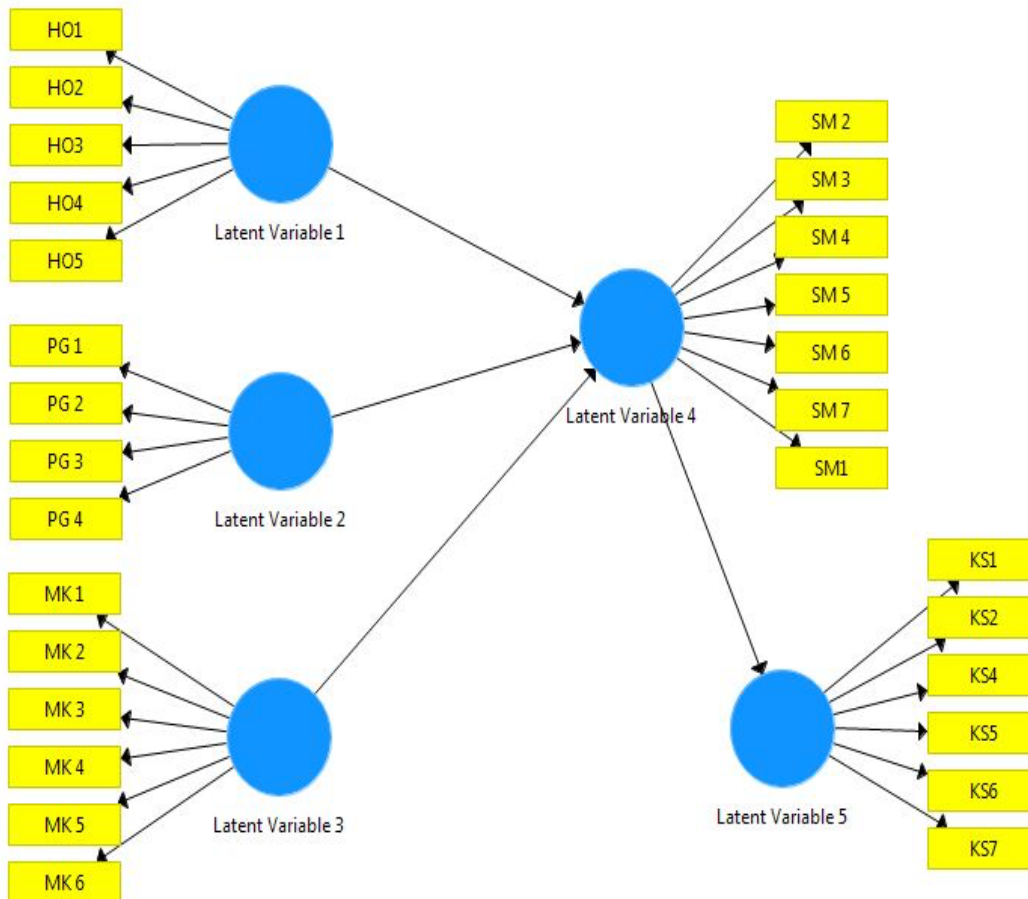
H1: The higher the self-motivation (SM), the better the student learning process (KS).

H2: The higher the high order thinking skills (HO), the higher the self-motivation (SM) will increase.

H3: The stronger the peer group (PG), the higher the self-motivation (SM)

H4: The better the class management, the more self-motivation (SM) will increase.

Based on the hypothesis developed, the purpose of the study was to determine the influence of HOTS, peer groups, and classroom management on the student learning process by mediating the self-motivation of grade 12 social studies students at private schools in West Jakarta.



**Figure 2. Research Model**

### 3. RESEARCH METHODS

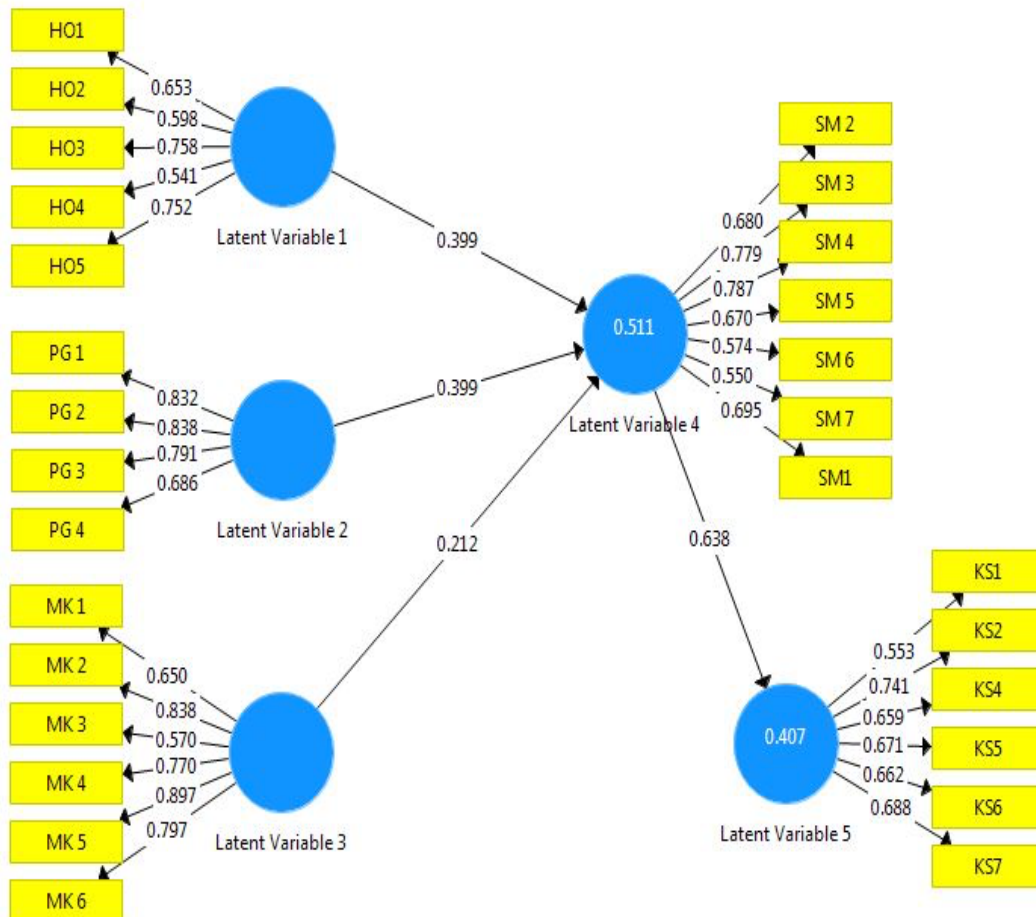
Understanding Research methods are steps owned and carried out by researchers in order to collect information or data and investigate the data that has been obtained This research uses survey methods with a structural equation modeling approach. Data collection was carried out by distributing questionnaires to all social studies students in class. The questionnaire is prepared behind closed doors and contains a closed statement with five answer options: strongly agree or match score 5, agree or match score 4, not sure score 3, disagree or disagree with score 2, and strongly disagree or do not match score 1.

The study population was all students majoring in social studies class XII who were in class at the time of data collection. The population numbered 54 and was at the same time a sample. Thus this research can be called census survey research or saturated sample (Sutisna, 2020).

Data analysis method using SmartPLS software tool version 3.2.8. As explained (Maria, 2017) PLS (partial least square) is an analysis method that is soft modeling because it does not require large amounts of data. Data below 100 is sufficient for analysis.

#### 4. RESULTS AND DISCUSSION

The results of the PLS model estimation are as follows:



**Figure 3. PLS Model Estimation Results**

The results of the PLS model estimation in figure 3 show that all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. An indicator with a loading factor greater than 0.5 means that it has a high contribution to explaining its latent construct (Sutisno, 2020).

To ensure the reliability of research instruments, it is necessary to conduct composite reliability and Cronbach Alpha tests. The construct is considered reliable if the value of both tests is above 0.70. The test results show the following results.

**Table 1. Reliability Test**

Variable	Cronbach Alpha	Composite Reliability
qHOTS (HO)	0,711	0,797
Peer Group (PG)	0,843	0,868
Classroom Management (MK)	0,917	0,890
Self-Motivation (SM)	0,829	0,857
Learning Process (KS)	0,763	0,825

**Table 2. Discriminant Validity Test**

	HO	PG	MK	BC	KS
HO	0,666				
PG	0,252	0,789			
MK	0,145	0,251	0,762		
BC	0,531	0,553	0,370	0,682	
KS	0,395	0,553	0,402	0,638	0,665

The above results show that the study has met the Fornell-Larcker criteria. The estimation results of the PLS model showed an R-squared for self-motivation of 0.511, which means that the three variables contributed to explaining self-motivation by 51.1%, while self-motivation contributed to explaining the student learning process by 40.7%. This is in accordance with the conclusion of the study [8]. Self-motivation has a major influence on the learning process of students with characteristics aged 17-19 years and residing in Jakarta. These results indicate that without self-motivation, students will not be able to carry out the learning process optimally.

This study also shows that the contribution of HOTS to self-motivation is the same as peer groups, whereas class management contributes less. This is in line with research (Merta, et al., 2017; Jailani, et al., 2017). Thus it can be said that HOTS and peer group are variables that affect self-motivation with HOTS as an internal variable and peer group as an external variable. Thus, it can be formulated that the ability to think at a high level (HOTS) is a relevant and important skill for millennial generation students. Similarly, peer groups become positive factors that support the learning process of students through self-motivation mediation.

This study also confirms the challenges faced by teacher-students in the classroom as concluded in the study (Marzano and Marzano, 2003). Three things can be the cause of classroom activities that contribute not as much as HOTS and peer groups to student self-motivation, namely: current student characteristics that are different from previous generations, teaching strategies that have not been adjusted to student characteristics, increased teacher capacity to process with millennial students.

#### 4. CONCLUSION

The research conducted has resulted in several conclusions that the student learning process is influenced by student self-motivation. Students who are able to develop self-motivation have the potential to be able to develop a positive learning process, student self-motivation is more influenced by HOTS and peer groups. Students who have high-level thinking skills and appropriate peer groups tend to be able to develop better self-motivation, Classroom management still has a positive influence on student self-motivation but is challenged to be managed better to be more relevant to millennial students.

This study took a fairly specific sample, namely class XII students in private schools located in West Jakarta. Further research is needed to expand the sample and region. In addition, the role of the family also needs to be a variable that is taken into account.

## 5. RECOMMENDATIONS

In connection with this research that has been carried out has limited taking subjects, very specific material and very simple methods. So the researcher suggested that other parties to conduct further research imposed on a wider range of subjects, more general material and more relevant methods so as to bring up better research results.

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