

UNDERSTANDING HOW LEARNING MOTIVATION AND STUDY DISCIPLINE AFFECT THE LEARNING OUTCOMES OF STUDENTS IN SMP NURUL HUDA AL-MASHUDI SAMPANG

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Abstract

Student learning outcomes are important indicators to evaluate the success of learning, including concept understanding, knowledge application and skill development. Learning motivation and learning discipline are identified as key factors that influence student learning outcomes. This study was conducted at SMP Nurul Huda Al-Mashudi Sampang involving all students as respondents. The sampling technique was done by census. The results showed that learning motivation and learning discipline have a significant influence on student learning outcomes. This study makes a theoretical contribution to understanding the dynamics of learning. Practically, the research findings can be used to design more effective educational interventions, and support the improvement of educational policies. By understanding the interaction of these factors, it is expected to improve the quality of learning and student learning outcomes at SMP Nurul Huda Al-Mashudi Sampang and provide guidance for further research.

Abstrak.

Hasil belajar siswa merupakan indikator penting untuk mengevaluasi keberhasilan belajar, termasuk memahami konsep, penerapan pengetahuan dan pengembangan keterampilan. Motivasi belajar dan disiplin belajar diidentifikasi sebagai faktor kunci yang mempengaruhi hasil belajar siswa. Penelitian ini dilakukan di SMP Nurul Huda Al-Mashudi Sampang dengan melibatkan seluruh siswa sebagai responden. Teknik pengambilan sampel dilakukan dengan sensus. Hasil penelitian menunjukkan bahwa motivasi belajar dan disiplin belajar berpengaruh signifikan terhadap hasil belajar siswa. Penelitian ini memberikan kontribusi teoritis untuk memahami dinamika pembelajaran. Secara praktis, temuan penelitian dapat digunakan untuk merancang intervensi pendidikan yang lebih efektif, dan mendukung kebijakan pendidikan yang lebih baik. Dengan memahami interaksi faktor-faktor tersebut, diharapkan dapat meningkatkan kualitas belajar dan hasil belajar siswa di SMP Nurul Huda Al-Mashudi Sampang serta memberikan bimbingan untuk penelitian selanjutnya.

INTRODUCTION

Education is the main pillar for forming individuals and society. Through the educational process, a person acquires specific knowledge and skills and experiences transformation in various aspects of his life (Rambung et al., 2023). Learning, as the core of education, is closely related to change, both changes in behavior and aspects of personality. The learning process in the classroom or outside the formal educational environment provides opportunities for individuals to develop

understanding, views and abilities that shape their character. Through interaction with subject matter, peers, and teachers, a person can broaden his horizons, understand values, and absorb the norms that form the basis of social life. Learning also includes aspects of personality, where individuals learn to recognize and manage emotions, develop positive attitudes, and build independence. This process forms the core of personality development which includes responsibility, self-discipline, and the ability to adapt to the surrounding environment (Marhayani, 2018). Additionally, education provides the foundation for social growth and change. People who are educated tend to have a better standard of living, because educated individuals are able to make a greater contribution to economic, social and cultural development (Saefurriddajl et al., 2023). Thus, education is an effort to gain knowledge and a dynamic process that brings change to individuals and society. Education is the backbone for human development, leading them towards a deeper understanding of the world, themselves, and responsibility for the surrounding environment (Noor, 2018). According to Sukiyat (2020), with learning as the main vehicle, education becomes a transformational force that prepares individuals to face change and become active actors in a society that continues to develop.

Student learning outcomes are an important indicator used to evaluate the extent to which learning objectives have been achieved (Darmanto et al., 2014; Suardipa & Primayana, 2020). Student learning outcomes are a concrete benchmark for assessing the effectiveness of the learning process in the classroom (Hadi, 2017). Through various evaluation methods, such as exams, assignments, teachers can measure students' understanding of learning material. Learning outcomes include the extent to which students are able to understand certain concepts, apply knowledge in real situations, and develop the expected skills (Nupita, 2013). Johar and Hanum (2020) stated that students' success in achieving learning targets reflects individual success and reflects the effectiveness of the teaching strategies implemented by the teacher. If learning outcomes show a mismatch with established goals, teachers can use this information to re-evaluate learning approaches, adjust teaching methods and provide additional help to students who need it. Students who are able to convey their ideas and feelings clearly can be more effective in communicating with their teachers and peers (Darmawan & Mardikaningsih, 2022). When students achieve positive or successful results in learning, this can serve as a driving force to be more motivated in their learning process (Yanti & Darmawan, 2016). Students who have a good understanding of the subject matter tend to be more able to apply knowledge creatively (Mardikaningsih & Hariani, 2016). The importance of student learning outcomes is also related to efforts to improve the quality of education (Suti, 2011). Evaluation of learning outcomes provides valuable information for decision

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making at the school level or the education system at large. Learning outcomes can help to formulate educational policies, curriculum planning, and improve teaching methods to ensure that each student reaches the desired level of competency (Wahyudi et al., 2020).

Learning motivation is a key factor that has a big influence on students' success in the learning process (Lestari, 2017). Learning motivation includes a number of elements that motivate students to be actively involved in learning activities (Lutfi, 2014). Intrinsic factors, such as the desire to achieve, the urge to fulfill learning needs, and the hope of achieving goals, are internal drivers that generate motivation from within students (Saptono, 2016; Kadir et al., 2023). The desire to learn and achieve can provide a strong impetus for students to try harder, overcome obstacles, and achieve their academic goals. In addition, the need to learn, such as the desire to understand and master the subject matter, can also be a strong source of motivation. Students who feel their learning needs are met tend to be more motivated and focused on pursuing knowledge. Purwanti et al. (2014) stated that student motivation can arise from the application of effective learning methods. Where students are more interested and motivated when they see the relevance and benefits of what they are learning. Extrinsic motivation factors also have an important impact. Rewards, whether in the form of recognition of achievements or concrete prizes, can provide external incentives that increase enthusiasm for learning. A conducive learning environment, support from teachers and classmates, and interesting learning activities can also be extrinsic factors that increase student motivation (Darmawan et al., 2021). High motivation increases academic success and forms a positive attitude towards learning, independence and perseverance to face educational challenges (Helmon & Gunur, 2023).

Efforts to improve student learning outcomes require a comprehensive approach, and one important aspect in this case is learning discipline (Mulyawati et al., 2019). Learning discipline concerns enforcing rules and forming students' character to be responsible for carrying out various aspects of learning activities (Pribadi et al., 2021). Discipline provides control in self-development and opens up opportunities for students' personal growth and improvement (Karina et al., 2018). Through learning discipline, students are taught to be responsible for their study time. Adherence to the study schedule, punctuality in submitting assignments, and awareness of school arrival and departure times are important elements included in study discipline. This creates a structured time frame and helps students develop positive habits regarding time management (Susanto, 2018). Accuracy in using learning facilities is also an important aspect in learning discipline. Teachers who provide clear rules and provide consistent consequences for violations can create a structured learning environment and support student learning discipline (Aprilianti et al., 2019). Students are

taught to understand the value and importance of learning facilities, respect the learning environment, and maintain facilities so that they can be used by all students efficiently. Learning discipline is about enforcing rules in an authoritarian manner and includes the formation of a positive mentality towards the learning process (Salouw et al., 2020). By studying in a directed and regular manner, students can avoid feeling lazy and develop a passion for learning. Success in complying with learning rules and routines can stimulate students' intrinsic motivation, which in the end can increase learning outcomes (Prabowo, 2015).

Learning plays an important role in shaping the quality of learning and achieving student learning outcomes. Therefore, it aims to investigate the influence of learning motivation and learning discipline on student learning outcomes. By understanding the relationship and influence of these factors, it is hoped that it can contribute to improving the quality of learning and student learning outcomes.

DISCUSSION

Research Methods

This research is quantitative in nature, with the main objective being to measure the extent of the influence of learning motivation and learning discipline on student learning outcomes. The population of this study includes all students enrolled at SMP Nurul Huda Al-Mashudi, a secondary education institution committed to developing educational quality. The number of students in this population was recorded as 57 students spread across various grade levels. To conduct this research comprehensively, all students in the population will be included as respondents, covering all levels and grade groups. Therefore, to obtain data that reflects diversity and accurate representation, the sampling technique that will be applied is the census technique, which means involving all members of the population as respondents. This approach is expected to provide an accurate picture of the extent to which learning motivation and learning discipline influence student learning outcomes at Nurul Huda Al-Mashudi Middle School.

Data collection was carried out by distributing questionnaires to a selected sample of students. The research instrument used was a questionnaire to collect data regarding student perceptions of learning motivation and learning discipline on student learning outcomes. The questionnaire will include structured questions related to the research variables. The research variables consist of independent variables (learning motivation and learning discipline) and dependent variables (learning outcomes). Following is an explanation of operational definitions and research indicators:

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The definition of learning motivation (X.1) is the encouragement of students to be involved in learning activities with the aim of achieving learning success (Masni, 2017). Student Learning Motivation (X.1) is an internal drive that encourages someone to learn and achieve academic goals. According to Akmal et al. (2015), indicators of this variable are interest in the subject matter, self-confidence, active participation, appreciation for learning outcomes, and a sense of responsibility for the learning process.

Learning discipline (X.2) is defined as students' ability to control themselves to carry out learning activities which include regularity in learning tasks (Hadiati, 2018). Learning discipline (X.2) is defined as students' ability to control themselves to carry out learning activities which include regularity in learning tasks (Hadiati, 2018). The four indicators of learning discipline according to Syarifuddin (2005), are as follows: obedience to study time, obedience to lesson assignments, obedience to the use of learning facilities, and obedience to the use of arrival and return times.

The definition of learning outcomes (Y) is the intellectual aspect of learning outcomes, which includes students' understanding, knowledge and ability to remember, understand and apply information (Noviansah, 2020). Student Learning Outcomes (Y) are students' academic achievements which include understanding concepts, application of knowledge, and development of skills viewed from three aspects, namely affective, cognitive, and conative (Wahyudi et al., 2018). According to Bryam and Hu (2013), learning outcome indicators are as follows:

- a. Cognitive means student achievement in terms of knowledge, understanding and mastery of intellectual concepts.
- b. Affective means changes or gains in emotional aspects, attitudes and values of students as a result of learning experiences.
- c. Psychomotor means changes or mastery in the motor aspects or physical skills of students as a result of learning experiences.

The data collected in this research will undergo analysis using statistical methods, especially regression analysis. The main aim of this analysis is to identify and understand the extent of the influence of learning motivation and learning discipline on student learning outcomes. Regression analysis will provide a more detailed and measurable picture of the relationship between the variables studied.

Result And Discussion

Data collection carried out at Nurul Huda Al-Masudi Banyuates Middle School, Sampang, obtained results from 57 students who responded well to the questionnaire. By involving a number of students, it can be assumed that the research results reflect the general situation among the student population at SMP Nurul Huda Al-Masudi Banyuates Sampang.

Validity testing or validity testing has been carried out on the variables of learning motivation (X1) and learning discipline (X2) in relation to student learning outcomes (Y). The test results showed that not a single statement was eliminated and all of them were considered valid because the corrected total item correlation had a value of more than 0.3.

Cronbach's Alpha for all measurement instruments shows a value > 0.6 . Specifically, the motivation variable has a value of 0.973, learning discipline reaches 0.753, and student learning outcomes have a value of 0.833. This indicates that all variables are considered reliable as measurement tools because the values obtained show a high level of consistency and reliability in measuring research variables.

Table 1
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.760 ^a	.577	.561	4.64152

Analysis using the coefficient of determination revealed a close relationship between the variables studied, namely motivation and learning discipline on student learning outcomes. The R value obtained was 0.760, while the R Square value reached 0.577. These results indicate that around 57.7% of the variation in student learning outcomes can be explained by variables such as student motivation and learning discipline at SMP Nurul Huda Al-Masudi Banyuates Sampang. The remainder, around 42.3%, was influenced by other variables that were not the focus of the research.

Table 2
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1586.535	2	793.267	36.821	.000 ^b
	Residual	1163.360	54	21.544		
	Total	2749.895	56			

The F test results show that the calculated F value reaches 36.821, with a significance level of 0.000. At the 0.05 significance level, a probability value lower than this indicates that there is sufficiently strong evidence to reject the null hypothesis. Therefore, it can be concluded that the

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regression equation used in this research has strong significance. This analysis indicates that the variables of motivation and learning discipline together influence student learning outcomes at Nurul Huda Al-Masudi Banyuates Sampang Middle School. When these variables are combined in a regression equation, the results show that there is a significant simultaneous influence on student learning outcomes.

Table 3
t Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.544	3.655		4.527	.000
	X1	2.467	.731	.351	3.373	.001
	X2	2.809	.570	.514	4.932	.000

From the results of this research, a regression model has been formed which can be represented by the equation $Y = 16,544 + 2,467X1 + 2,809X2$, where Y is the student learning outcome variable, X1 is the learning motivation variable, and X2 is the learning discipline variable. From this model, if all variables have a value of zero, which can be interpreted as a very low level of motivation and learning discipline, the predicted student learning outcome value will be around 16.544. This value reflects the basic value or intercept in the model, indicating the level of student learning outcomes when there is no significant contribution from motivation and learning discipline variables.

Analysis of the significance of the variables in the regression model shows positive results. Learning motivation has a significance level of 0.001, while the learning discipline variable at Nurul Huda Al-Masudi Banyuates Sampang Middle School also has a very low significance level, namely 0.000. With a significance level of less than 0.05, it can be concluded that motivation and learning discipline play a partially significant role in achieving student learning outcomes at this school.

Furthermore, the learning discipline coefficient (2.806) turned out to be greater than the learning motivation coefficient (2.467). This shows that, in this research, learning discipline has a more dominant influence on the formation of student learning outcomes compared to learning motivation. This means that an increase in the level of learning discipline tends to have a greater impact on improving student learning outcomes compared to increasing learning motivation.

The results of this research state that there is a significant influence between learning motivation on student learning outcomes. These results are in line with Lestari's (2017) study; Bahri and Corebima (2015); Peng and Fu (2021). Motivation to learn can arise through various intrinsic and extrinsic factors that motivate individuals to engage in learning activities. Intrinsic factors, such as the desire to succeed, the need to learn, and hopes for ideals, originate from individuals' internal motivation that drives them to achieve their educational goals (Sari, 2018). On the other hand, extrinsic factors also have an important role in shaping learning motivation. Having awards as a form of recognition of achievements, a conducive learning environment, and interesting learning activities can trigger external motivation (Cahyono et al., 2022). A supportive environment and interesting learning activities can create positive stimuli for individuals to participate actively in the learning process. The combination of intrinsic and extrinsic factors creates a strong impetus for someone to be active and enthusiastic in learning activities (Marselus, 2023). This strong motivation, if managed well, can be a driving force for achieving educational goals and overall self-development. Therefore, managing and understanding learning motivation is important in education, because this can help educators to design more effective learning strategies and support optimal student development.

The results of research analysis show that learning discipline has a significant influence on learning outcomes. These findings are in line with studies from Kennelly et al. (2010); Mulyawati et al. (2019); Attakhidijah, (2022). Learning discipline can be considered the main key to achieving success in the learning process. The concept of discipline includes aspects of order, rules and norms that regulate a person's behavior. Learning discipline becomes a necessity and becomes the foundation that educates and directs individuals to achieve optimal learning outcomes. Learning discipline plays an important role in shaping a person's character (Rindawan et al., 2020). With discipline, a person is required to behave in accordance with the rules and norms that apply in their environment. This creates an organized and educational framework, allowing individuals to focus on learning goals and achieve desired outcomes. Discipline also provides great benefits for improving an organized life. Through discipline, a person can manage time more effectively, set priorities, and avoid distractions that can hinder the learning process (Mufida, 2012). Thus, success in learning outcomes depends on a person's intellectual intelligence and ability to carry out the learning process with high discipline. By applying learning discipline, a person can create an effective learning environment and achieve optimal academic achievement.

CONCLUSION

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Based on the results of research regarding the influence of learning motivation and learning discipline on student learning outcomes, it can be concluded that these two factors play a crucial role in determining the level of student success in learning. Learning motivation proves itself to be the main driver for achieving optimal learning outcomes. Students who have high motivation tend to be more enthusiastic, persistent, and focused on learning goals. This motivation provides extra encouragement to overcome obstacles and challenges that arise during the learning process. Learning discipline also has a significant impact on student learning outcomes. The discipline to manage time, follow rules, and maintain focus forms a solid foundation for achieving academic goals. Students who have a good level of discipline tend to be more organized and able to overcome distractions that can hinder learning. Approaches that are varied, innovative, and appropriate to students' learning styles can increase information absorption, motivate active participation, and produce understanding of learning material. For this reason, researchers will provide the following suggestions:

Support from educators and parents needs to be focused on generating student motivation to learn. Providing challenges appropriate to students' ability levels and interests can stimulate intrinsic motivation.

There needs to be a comprehensive discipline development program, both in the school environment and at home. Disciplinary habits need to start from an early age to form positive habits in students.

Further research could include psychological factors such as emotional intelligence, self-confidence, and students' self-perception in relation to motivation, discipline, and learning outcomes. Understanding these dynamics can provide more comprehensive insights.

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