http://ejournal.seaninstitute.or.id/index.php/Ekonomi
Jurnal Ekonomi, Volume 12, No 04 2023
ISSN: 2301-6280 (print) ISSN: 2721-9879 (online)

THE INFLUENCE OF LEARNING MOTIVATION AND DISCIPLINE ON STUDENTS' LEARNING ACHIEVEMENT OF CLASS X STUDENTS AT SMK PERDANA 1 SURABAYA

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ARTICLE INFO

Keywords:
motivation,
discipline,
learning achievement

ABSTRACT

This study examines student motivation and academic performance at SMK Perdana 1 in Surabaya, Indonesia. Researcher questionnaires are their main data collection and distribution strategy. Quantitative research was done, and SPSS was used to analyze the data using multiple regression. The data showed that learning discipline and motivation both affect learning achievement.

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1. INTRODUCTION

Educational institutions have a very significant impact on the production of potential and high-quality human resources, playing a very vital part in both of these processes. It is highly acceptable to pursue education through official institutions as a means of enhancing the level of learning that is carried out by instructors. Education is a key component in the achievement of development goals that focus on improving the overall quality of the human resources available. In the context of the field of education, pupils need to demonstrate high levels of learning achievement in order to develop into decent people who are capable of great things. Students are considered successful in their learning when they have attained the highest possible level of the benchmark after participating in learning activities together for the allotted amount of time. An essential indicator of the success of the teaching and learning process in an educational institution is the level of academic accomplishment attained by students.

The many accomplishments that each student has attained are directly related to the unique strengths that they possess. There are elements that influence these differences, and they can come from either within the students themselves, which are referred to as internal factors, or from the outside, which are referred to as external factors, as stated by Syah (2015: 145). The existence of a stimulus, whether in the form of a reward or a punishment, is inseparable from the concept of motivation as a fundamental need that moves a person to perform in a certain way. Because the role of motivation itself for students can generate and maintain perseverance in carrying out learning activities, and because it is predicted that student accomplishment will grow if they have this motivation, there is an expectation that student achievement will increase. The presence of motivation in a person can also encourage that person to keep continuing without giving up, even if at some point in the future that person will confront challenges in learning; even then, that person will still make an effort to complete whatever is preventing him from being able to accomplish what is his goal. According to Sardiman (1986: 75), motivation to learn is the overall driving force that exists inside pupils that creates learning activities. This driving force guarantees the continuity of learning activities and offers direction to learning activities in order to ensure that the goals intended by the learning subject can be attained.

Efforts to improve student accomplishment should include, in addition to learning motivation, the discipline of learning both at home and at school. This is an aspect that is not any less significant. Students will have a better disposition toward discipline if it is handled appropriately in accordance with any relevant rules or regulations and monitoring is carried out in a manner that is both continuous and repeated in order to ensure that instruction may be given to its fullest extent while remaining on target. Discipline will be better manifested early on starting with the environment of the family through knowledge that is implanted at a young age and which integrates more and more into a person as they get older. This will begin at the family level. After then, a more disciplinary attitude might be taken toward students while they are at school.

According to Komensky (quoted in Indriati et al., 2017), discipline can be defined as the process of teaching, training, the art of educating, and disciplinary content that is used in schools. According to

Farida's definition (which can be found in Indriati et al., 2017), discipline is an act of following predetermined protocol. According to Poerwodarminto, who is quoted in Sumantri (2010), "discipline is obedience to rules and regulations," the definition of discipline can be found here. According to Arikunto's interpretation as presented in Sumantri (2010), discipline is a person's obedience in obeying rules or laws since it is led by the awareness that is present in his heart. Discipline is something that is absolutely required for each and every student. A disciplined student can achieve educational goals more readily than most, who rarely finish the teacher's homework (PR). no Self-control or control A student's academic success depends on their drive and discipline. Students benefit much from having discipline, which refers to a scenario in which something is in an orderly, orderly, and proper condition and there are no infractions, either directly or indirectly. Therefore, it is necessary for it to be established in kids on a consistent basis so that discipline would become a habit for them.

Paying attention to the instructor while they are giving the topic but choosing instead to talk with friends and frequently not taking notes on the content that is being presented are both signs of low motivation. This may be the result of the pupils' having reached a point of mental exhaustion throughout the process of receiving the topic material. The author is by the teacher so that it is felt that it is still lacking to promote maximum accomplishment. This is based on the explanation of the context of the problem that was given earlier. On the other hand, kids who do not observe school rules, such as arriving late to school, breaking school rules, and not completing the assignments that are assigned, demonstrate a lack of discipline. The fact that there are still many test scores that are lower than the KKM indicates that there is still a relatively low level of learning attainment. As a result, students are required to participate in remedial testing in order to raise their test scores.

Table 1. Previous Research

No	Name and Year	Title	Research Results / Conclusions
1.	Meita Setyawati (2010)\	"The Influence of Family Environment and Learning Motivation on Accounting Learning Achievement of Class XI Students at SMA 1 Islam Gamping Tahun Teachings of 2009/2010"	The study found a strong favorable impact of Learning Motivation on Accounting Achievement. The correlation coefficient (rx2y) is 0.486, the determinant coefficient (r2x2y) is 0.236, and tcount is more than ttable, which is 2.021. Learning Motivation Contributes 57.60% and 20.47% Effectively. Better Learning Motivation increases Accounting Learning Achievement. Both Meita Setyawati and her studies investigate learning motivation and achievement.
2	Efi Baity Fadzila (2010)	"The Influence of Student Perceptions of Accounting Subject, Peer Environment, and Learning Motivation on Accounting Learning Achievement in Class XI IPS Students at SMA Negeri 1 Sewon Academic Year 2013/2014	The study demonstrated a strong positive association between Learning Motivation and Accounting Learning Achievement, with an r-value of 0.426 and a calculated t-value of 4.108, exceeding the t-table of 1,992. Efi Baity Fadzila studies learning motivation and achievement.
3.	Elvina Safitri (2019)	The Effect of Learning Motivation on Student Achievement in Class XI Social Sciences at SMA Negeri 6 Merangin.	According to research, learning motivation substantially impacts learning achievement. "The effect of learning motivation and learning style on learning achievement in the quality of midwifery services at the Midwifery Academy Giri Satria Husada Wonogiri" was examined by Sri Widayatni Learning motivation and style affect learning accomplishment, with an average score of 65.54 and 26.88, respectively, and a standard deviation of 2.49. The average learning achievement score is 3.01 with 0.5 standard deviation. The above explanation supports the theory.

4.	Anita Dwi Ardianti (2021)	The Influence of Learning Motivation and Learning Environment on Biology Study Achievement of Class XI MIPA Students at Rambipuji State Senior High School Jember	The study found that learning motivation and environment positively impact learning achievement, as shown by a calculated F value of 53.069, a significance level of 0.000 <0.05, and a R square value of 0.639, indicating a 63.9% explanation. 2) Learning motivation contributes 31% and the learning environment 69% to learning achievement. 3) Learning motivation contributes 19.81% and the learning environment 44.1% to learning achievement. Total effective contribution 63.91%, additional variables 36.09% not explored.
5	Fajar Kurniawan Saputra, 2007.	"The Influence of Motivation and Discipline on Learning Achievement of Class XI Students of SMA Negeri 12 Semarang Academic Year 2005/2006".	Ha is approved since the SPSS test results reveal that learning motivation affects student accomplishment in SMA Negeri 12 Semarang because the significant value for the motivation variable is 0.014. For the learning discipline variable, the significant value is 0.019, hence Ha is acceptable. Learning discipline affects student achievement at SMA Negeri 12 Semarang. Ha is approved because simultaneous test results reveal a significance value of 0.000, indicating that learning desire and discipline affect student progress at SMA Negeri 12 Semarang. The determination coefficient shows that X1 and X2 influence Y by 0.204 or 20.4%.

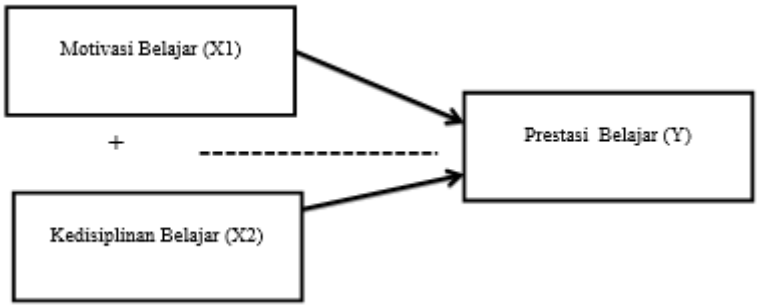

Figure 1 Research Framework

hypothesis

H1 : Learning motivation improves class X SMK Perdana Surabaya student achievement.
H2 : Learning discipline improves SMK Perdana Surabaya class X achievement.
H3 : SMK Perdana Surabaya class X pupils' learning achievement is positively influenced by learning desire and discipline.

2. METHODS

This study uses quantitative research to determine the association between two or more variables (Sugiyono, 2010: 10). This study is quantitative. Interviews and questionnaires collect data. This study used a survey method to obtain data from the population using a questionnaire provided by researchers. All 44 class X SMK Perdana Surabaya students were studied in this study. The 22 pupils were split into two classes, X APK 1 and X APK 2. All population members should be sampled if the population is under 100. making the study population-based. If the population is over 100, take 10-15% or 20-25%.

This study comprises two independent variables: learning motivation (X1) and discipline (X2). The independent variables in this study are Learning Motivation (X1), Learning Discipline (X2), and Learning Achievement (Y1). This primary data contains interview, field observation, and informant results. Literature, papers, journals, and internet sites linked to the topic were used as secondary data. Data

collecting methods in this study were: a. Questionnaire. All SMK Perdana Surabaya class X students received this questionnaire. A total of 44 Shiva in two classes. To evaluate respondents' responses using a Likert scale to quantify attitudes, views, and perceptions of the phenomenon, b. Documentation Method. In this situation, the researcher will gather materials connected to the research issues. This study analyzes paperwork to find information about organizational structure, history, profiles, and Perdana Surabaya Vocational School employees. Descriptive analysis is used to describe respondents' gender, age, and last education, as well as research variables like motivation and learning discipline as independent variables on learning achievement.

3. RESULTS AND DISCUSSION

Researchers used Google form questionnaires to survey 44 respondents in 7 days. Researchers gave 44 pupils questionnaires, which they all returned. This section describes the questionnaire respondents' genders.

Table 2. Respondent Gender Characteristics

Gender	Frequency
Man	18
Woman	26
Amount	**44**

Respondents who were male were 18 respondents or 40.90% and respondents who were female were 26 respondents or 59.09%

Analysis of Research Results

Validity test

A. Learning Motivation Validity Test (X1)

Table 3. Validity Testing of Learning Motivation Variable Items (X1)

correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	TOTX1
X1.1	Pearson Correlation	1	.015	.303*	.275	.312*	.393**	.189	.472**	.576**
	Sig. (2-tailed)		.925	045	071	039	008	.220	001	.000
	N	44	44	44	44	44	44	44	44	44
X1.3	Pearson Correlation	.015	1	.244	.146	.322*	.193	.252	.291	.399**
	Sig. (2-tailed)	.925		.110	.345	.033	.210	099	056	007
	N	44	44	44	44	44	44	44	44	44
X1.4	Pearson Correlation	.303*	.244	1	.381*	.503**	.564**	.547**	.470**	.706**
	Sig. (2-tailed)	045	.110		011	001	.000	.000	001	.000
	N	44	44	44	44	44	44	44	44	44
X1.5	Pearson Correlation	.275	.146	.381*	1	.590**	.482**	.369*	.601**	.753**
	Sig. (2-tailed)	071	.345	011		.000	001	014	.000	.000
	N	44	44	44	44	44	44	44	44	44
X1.6	Pearson Correlation	.312*	.322*	.503**	.590**	1	.548**	.383*	.576**	.775**
	Sig. (2-tailed)	039	.033	001	.000		.000	010	.000	.000
	N	44	44	44	44	44	44	44	44	44
X1.7	Pearson Correlation	.393**	.193	.564**	.482**	.548**	1	.535**	.492**	.781**
	Sig. (2-tailed)	008	.210	.000	001	.000		.000	001	.000
	N	44	44	44	44	44	44	44	44	44
X1.8	Pearson Correlation	.189	.252	.547**	.369*	.383*	.535**	1	.388**	.616**
	Sig. (2-tailed)	.220	099	.000	014	010	.000		.009	.000
	N	44	44	44	44	44	44	44	44	44
X1.9	Pearson Correlation	.472**	.291	.470**	.601**	.576**	.492**	.388**	1	.784**
	Sig. (2-tailed)	001	056	001	.000	.000	001	.009		.000
	N	44	44	44	44	44	44	44	44	44
TOTX1	Pearson Correlation	.576**	.399**	.706**	.753**	.775**	.781**	.616**	.784**	1
	Sig. (2-tailed)	.000	007	.000	.000	.000	.000	.000	.000	
	N	44	44	44	44	44	44	44	44	44

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows that after two steps of the instrument validity test, there are 8 valid question items and 1 invalid statement out of 9 question items. Question item 2 is considered invalid in the first instrument validity test stage if its r count < 0.232 and Sig. (2-tailed) is less than α 0.05. The remaining 8 assertions pass the instrument validity test after the second stage. The r count > r table value is 0.232, and the Sig. (2-tailed) value exceeds α 0.05. Thus, this study can use 8 legitimate LEARNING MOTIVATION (X1) statements.

B. Learning Discipline Validity Test (X2)

Table 4. Test Results for the Validity of Variable Items

correlations

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	TOT. X2
X2.1	Pearson Correlation	1	.668**	.407**	.530**	.287	.273	.428**	.712**
	Sig. (2-tailed)		.000	006	.000	059	.073	.004	.000
	N	44	44	44	44	44	44	44	44
X2.2	Pearson Correlation	.668**	1	.593**	.336*	.345*	.249	.423**	.698**
	Sig. (2-tailed)	.000		.000	.026	022	.104	.004	.000
	N	44	44	44	44	44	44	44	44
X2.3	Pearson Correlation	.407**	.593**	1	.380*	.574**	.549**	.492**	.767**
	Sig. (2-tailed)	006	.000		011	.000	.000	001	.000
	N	44	44	44	44	44	44	44	44
X2.4	Pearson Correlation	.530**	.336*	.380*	1	.596**	.478**	.616**	.765**
	Sig. (2-tailed)	.000	.026	011		.000	001	.000	.000
	N	44	44	44	44	44	44	44	44
X2.7	Pearson Correlation	.287	.345*	.574**	.596**	1	.637**	.629**	.759**
	Sig. (2-tailed)	059	022	.000	.000		.000	.000	.000
	N	44	44	44	44	44	44	44	44
X2.8	Pearson Correlation	.273	.249	.549**	.478**	.637**	1	.546**	.700**
	Sig. (2-tailed)	.073	.104	.000	001	.000		.000	.000
	N	44	44	44	44	44	44	44	44
X2.11	Pearson Correlation	.428**	.423**	.492**	.616**	.629**	.546**	1	.785**
	Sig. (2-tailed)	.004	.004	001	.000	.000	.000		.000
	N	44	44	44	44	44	44	44	44
TOT. X2	Pearson Correlation	.712**	.698**	.767**	.765**	.759**	.700**	.785**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	44	44	44	44	44	44	44	44

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

After two steps of the instrument validity test, table 4 shows 7 valid question items and 4 incorrect statements out of 11. Four question items with r count < 0.232 and Sig. (2-tailed) < 0.05 were deemed invalid during the initial instrument validity test. These are questions 5, 6, 9, and 10. The instrument validity test validates two four propositions. The r count > r table value is 0.232, and the Sig. (2-tailed) value exceeds α 0.05.

C. Validity test Learning Achievement (Y)

Table 5. Validity Test Results for Learning Achievement Variable Items (Y)

correlations

		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	TOTY
Y1	Pearson Correlation	1	.344*	.539**	.617**	.190	.265	.601**	.329*	.765**
	Sig. (2-tailed)		022	.000	.000	.217	082	.000	.029	.000

	N	44	44	44	44	44	44	44	44	44
Y2	Pearson Correlation	.344*	1	.309*	.155	.352*	.280	.168	.390**	.547**
	Sig. (2-tailed)	022		041	.317	.019	.065	.276	.009	.000
	N	44	44	44	44	44	44	44	44	44
Y3	Pearson Correlation	.539**	.309*	1	.748**	.575**	.309*	.400**	.500**	.822**
	Sig. (2-tailed)	.000	041		.000	.000	041	007	001	.000
	N	44	44	44	44	44	44	44	44	44
Y4	Pearson Correlation	.617**	.155	.748**	1	.318*	.335*	.474**	.294	.749**
	Sig. (2-tailed)	.000	.317	.000		.036	.026	001	053	.000
	N	44	44	44	44	44	44	44	44	44
Y5	Pearson Correlation	.190	.352*	.575**	.318*	1	.036	.236	.625**	.616**
	Sig. (2-tailed)	.217	.019	.000	.036		.814	.123	.000	.000
	N	44	44	44	44	44	44	44	44	44
Y6	Pearson Correlation	.265	.280	.309*	.335*	.036	1	.389**	.143	.471**
	Sig. (2-tailed)	082	.065	041	.026	.814		.009	.355	001
	N	44	44	44	44	44	44	44	44	44
Y7	Pearson Correlation	.601**	.168	.400**	.474**	.236	.389**	1	.289	.663**
	Sig. (2-tailed)	.000	.276	007	001	.123	.009		057	.000
	N	44	44	44	44	44	44	44	44	44
Y8	Pearson Correlation	.329*	.390**	.500**	.294	.625**	.143	.289	1	.684**
	Sig. (2-tailed)	.029	.009	001	053	.000	.355	057		.000
	N	44	44	44	44	44	44	44	44	44
TOTY	Pearson Correlation	.765**	.547**	.822**	.749**	.616**	.471**	.663**	.684**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	001	.000	.000	
	N	44	44	44	44	44	44	44	44	44

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows that the 8 learning attainment variable (Y) statements have Sig values and > r tables of 0.232. The question is valid if the 2-tailed α value is below 0.05. The two-point assertions are valid for this investigation.

Reliability Test

a. X1 variables

Table 6 Reliability Test of Learning Motivation Variable Items (X1)

Reliability Statistics	
Cronbach's Alpha	N of Items
.834	8

The table above demonstrates that the learning motivation variable questionnaire (X1) has a Cronbach's alpha value > 0.70 and > r table = 0.834 > 0.297. Thus, the questionnaire is reliable.

b. X2 variables

Table 7. Reliability Test of Learning Discipline Variable Items (X2)

Reliability Statistics	
Cronbach's Alpha	N of Items
.859	7

The table above demonstrates that the learning motivation variable questionnaire (X1) has a Cronbach's alpha value > 0.70 and > r table = 0.859 > 0.297. Thus, the questionnaire is reliable.

c. Y variable

Table 8. Reliability Test of Learning Achievement Variable Items (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
.820	8

The learning motivation variable questionnaire (X1) has a Cronbach's alpha value > 0.70 = 0.82 0.70 and > r table = 0.820 > 0.297. Thus, the questionnaire is reliable.

Classic assumption test

Normality test

Table 9. Kolmogorov Smirnov Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		44
Normal Parameters, b	Means	.0000000
	std. Deviation	2.73555954
Most Extreme Differences	absolute	094
	Positive	089
	Negative	-.094
Test Statistics		094
asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Asymp.Sig.(2-tailed) is 0.200 based on the Kolmogorov-Smirnov Test normalcy test. Since the significance value is > 0.05, the data is regularly distributed, meeting the condition of normality.

Multicollinearity Test

Table 10 Multicollinearity Test Results

Coefficientsa								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	std. Error	Betas	t	Sig.	tolerance	VIF
1	(Constant)	4,269	1,724		2,477	.017		
	TOTX1	.368	.169	.397	2.177	.035	.340	2,941
	TOT. X2	.361	.177	.373	2048	047	.340	2,941

a. Dependent Variable: TOTY

The multicollinearity test table 10 shows that Learning Motivation (X1) and Learning Discipline (X2) have Tolerance values of 0.340 and 0.340 and VIF values of 2.941 and 2.941. The independent variables have a Tolerance value > 0.10 and a VIF value <10.00, indicating no multicollinearity.

Heteroscedasticity Test

Table 11. Heteroscedasticity Test Results

Coefficientsa								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	std. Error	Betas	t	Sig.	tolerance	VIF
1	(Constant)	1,387	1,082		1,282	.207		
	TOTX1	-.158	.106	-.383	-1,490	.144	.340	2,941
	TOT. X2	.208	.111	.482	1876	068	.340	2,941

a. Dependent Variable: ABS_RES

Based on the coefficient table above, the significant value (Sig.) of the variable (X1) is 0.144 and the workload balance variable (X2) is 0.068, which is > 0.05, indicating no heteroscedasticity.

Regression Equation

Table 12. Regression Equation Test Results

Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients std. Error	Standardized Coefficients Betas	t	Sig.
1	(Constant)	4,269	1,724		2,477	.017
	TOTX1	.368	.169	.397	2.177	.035
	TOT. X2	.361	.177	.373	2048	047

a. Dependent Variable: TOTY

Multiple linear regression equation model of Learning Achievement (Y) = 4.269+ 0.368 + 0.361+ e.

Based on the equation model, the identification of each variable can be explained as follows:

a. The dependent variable (Y) of class X pupils at SMK Perdana 1 Surabaya has a constant value of 1,410, while the independent variables (learning motivation and discipline) have fixed values.
b. The regression coefficient of learning motivation (X1) is 0.368, demonstrating a positive association between one unit of motivation and higher learning accomplishment for class X pupils at SMK Perdana 1 Surabaya, assuming constant discipline.
c. The positive learning discipline regression coefficient (X2) indicates that increasing the variable by one unit leads to a 0.361 increase in learning achievement for class X students at SMK Perdana 1 Surabaya, assuming learning motivation remains constant.

T Test (Partial)

Table 13 T Test Results (Partial)

Model		**Unstandardized Coefficients B**	**Unstandardized Coefficients std. Error**	**Standardized Coefficients Betas**	**t**	**Sig.**
1	(Constant)	4,269	1,724		2,477	.017
	TOTX1	.368	.169	.397	2.177	.035
	TOT. X2	.361	.177	.373	2048	047

a. Dependent Variable: TOTY

Based on the significance value and the calculated t value in the table above, it can be explained as follows:

a. The influence of motivation on learning achievement in class X students of SMK Perdana 1 Surabaya.

Learning motivation variable < 0.05 (0.035 < 0.05) and t table = t (α/2; nk-1) = t (0.05/2:44-2-1) = 0.025 : 41 = 2.020. Means t count > t table (2.177>2.020). H0 is rejected while Ha is allowed, indicating that learning motivation (X1) affects class X's learning achievement. SMK Perdana 1 Surabaya

b. The influence of discipline on student achievement in class X SMK Perdana 1 Surabaya.

Learning discipline variable < 0.05 (0.047 < 0.05) and t table = t (α/2; nk-1) = t (0.05/2:44-2-1) = 0.025 : 41 = 2.020. Means t count > t table (2.048>2.020). H0 is rejected and Ha is accepted, indicating that learning discipline variable (X1) affects class X SMK Perdana 1 Surabaya learning achievement.

Test f (Simultaneous)

Table 14 F Test Results (Simultaneous)

ANOVAa

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	373,378	2	186,689	23,787	.000b
	residual	321,781	41	7,848		
	Total	695,159	43			

a. Dependent Variable: TOTY
b. Predictors: (Constant), TOT.X2, TOTX1

The test findings reject H0 and accept Ha, since Fcount > Ftable (23.787 > 3.22) and sig. 0.000 <0.05 suggest independent variables influence the dependent variable. Learning motivation (X1) and discipline (X2) greatly effect SMK PERDANA 1 SURABAYA class X students' learning achievement.

Coefficient of Termination (R Square)

Table 15 Test Results for the Coefficient of Determination

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.733a	.537	.515	2.80149

a. Predictors: (Constant), TOT.X2, TOTX1

The coefficient of determination and R Square value are 0.733, per the test. Learning motivation and independent variables are significantly connected. The study of determination yields R2 (Rsquare) of 0.537, or 53.7%. Learning motivation and discipline affect learning achievement 53.7%. Another 46.3% is affected by factors beyond the research model.

Discussion

a. Effect of Learning Motivation on Learning Achievement X SMK Perdana 1 Surabaya

The correlation coefficient (rx1y) is 0.368 according to basic regression analysis. The correlation coefficient is positive, indicating that learning incentive variables improve learning achievement. The determination coefficient (r2x1y) is 0.537, 53.7%. which suggests learning motivation explains 5.37% learning achievement change. The t count is 2.177, according to the t test. Compared to a t table of 2.020 at 5% significance, the t count > t table (2.117 > 2.020). Learning motivation positively and significantly affects student accomplishment in class X SMK Perdana 1 Surabaya.

b. The Influence of Learning Discipline on Learning Achievement X at SMK Perdana 1 Surabaya.

The correlation coefficient (rx2y) is 0.361 according to simple regression analysis. The correlation coefficient is positive, indicating that learning discipline variables improve learning achievement. Learning discipline explains 5.7% of learning accomplishment changes, according to the coefficient of determination (r2x2y) of 0.057. T count is 2.048 based on the t test. Compared to a ttable of 2.020 at 5% significance, the tcount > ttable (2.048> 2.020). So learning discipline positively and significantly affects class X SMK Perdana 1 Surabaya's archival learning accomplishment.

c. The Influence of Learning Motivation and Discipline Together on Archives Learning Achievement of Class X Students of Office Administration Skills Competence at SMK Perdana 1 Surabaya.

Multiple regression calculations reveal that motivation and discipline in studying jointly improve class X Office Administration Skills Competency learning successes in SMK Perdana 1 Surabaya. Motivation and learning discipline improve learning achievement, as shown by the positive correlation coefficient (Ry(1,2)) of 0.733. Learning desire and discipline can explain 5.37% change in learning accomplishment because the coefficient of determination (R2y(1,2)) is 0.537. F test results were 23.787. Compared to Ftable of 3.22 at 5% significance, Fcount > Ftable (23.787>3.22).

4. CONCLUSION

Variable learning motivation boosts Class X SMK Perdana 1 Surabaya pupils' performance. In SMK Perdana 1 Surabaya Class X, discipline improves learning tremendously. Motivation and discipline boost SMK Perdana 1 Surabaya Class X pupils' learning. The R square regression demonstrates that learning motivation and discipline effect achievement 53.7%. Another 46.3% is affected by factors beyond the research model.

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