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THE EFFECT OF LEARNING MOTIVATION AND LEARNING DISCIPLINE ON LEARNING ACHIEVEMENT IN STUDENTS MAJORING IN OFFICE MANAGEMENT AND BUSINESS SERVICES AT STATE VOCATIONAL SCHOOLS IN CENTRAL JAKARTA

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Abstract (English)
This study aims to analyze the effect of learning motivation and learning discipline on learning achievement in students majoring in Office Management and Business Services at State Vocational Schools in Central Jakarta. This study uses a quantitative approach with a population of 144 students, then the research sample with a saturated sample of 144 students. Data collection was carried out through distributing questionnaires using a 5-point Likert scale to measure the variables studied. Data processing and analysis were carried out using the SPSS version 26 program. The analysis process includes validity test, reliability test, classical assumption test, multiple linear regression analysis, F test, T test, and calculation of the coefficient of determination. The results showed that learning motivation and learning discipline simultaneously have a significant influence on learning achievement in students majoring in Office Management and Business Services at State Vocational Schools in Central Jakarta.

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Key Words
learning motivation, learning discipline, learning achievement.

Abstrak (Indonesia)
Penelitian ini bertujuan untuk menganalisis pengaruh motivasi belajar dan disiplin belajar terhadap prestasi belajar pada siswa jurusan Manajemen Perkantoran dan Layanan Bisnis di SMK Negeri Jakarta Pusat. Penelitian ini menggunakan pendekatan kuantitatif dengan jumlah populasi sebanyak 144 siswa, kemudian sampel penelitian dengan sampel jenuh yaitu 144 siswa. Pengumpulan data dilakukan melalui penyebaran kuesioner yang menggunakan skala Likert 5 poin untuk mengukur variabel yang diteliti. Pengolahan dan analisis data dilakukan dengan menggunakan program SPSS versi 26. Proses analisis mencakup uji validitas, uji reliabilitas, uji asumsi klasik, analisis regresi linear berganda, uji F, uji T, serta penghitungan koefisien determinasi. Hasil penelitian menunjukkan bahwa motivasi belajar dan disiplin belajar secara simultan memiliki pengaruh signifikan terhadap prestasi belajar pada siswa jurusan Manajemen Perkantoran dan Layanan Bisnis di SMK Negeri Jakarta Pusat.

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Kata Kunci
motivasi belajar, disiplin belajar, prestasi belajar

INTRODUCTION

Education is part of the key factors in the development of a country. This is influenced by education which has a strategic role in shaping and developing quality human resources in the teaching and learning process. For students, the process is an important foundation in achieving learning achievement. Learning achievement is the result of learning activities achieved by students in the form of knowledge, attitudes, skills, and proficiency which are

usually formulated in the form of numbers or letters and a sign of appreciation for students who are considered successful (Firdianti, 2018).

In Indonesia, although there have been efforts to improve access and quality of education, there are still challenges in achieving optimal learning achievement (Rinaldi, 2019). To address these challenges, the role of education must be strengthened with innovative strategies and approaches. Improving the quality of education can be done through the development of a curriculum that is relevant and adaptive to the needs of the times, as well as continuous training for educators to be able to implement effective and interesting learning methods.

Learning achievement is often linked to the abilities acquired by students. Learning achievement is defined as the level of learning success that is evaluated through the learning outcomes obtained by students. This evaluation can be done by measuring students' knowledge and skills in each subject during the learning process. Learning motivation and learning discipline are the two main factors that affect student learning achievement. Learning motivation is the energy that drives a person to do something or the drive from within to achieve a goal. On the contrary, learning discipline is the awareness of the need to follow pre-established rules during the learning process.

Students who have high motivation to learn tend to be more excited, have clear goals, face learning obstacles with a positive attitude, and have greater curiosity (Sandika, 2021). The lack of enthusiasm and interest in the subject matter, as recorded in the observation results, is one of the indications of low student learning motivation that contributes to a decrease in achievement. Likewise, students who have a good level of learning discipline tend to be able to manage time, focus, and be consistent in undergoing the learning process. The discipline of learning includes aspects such as independence, adherence to rules, and time management (Widad et al., 2022). Students who lack discipline in managing time and tasks, as revealed in observation, also tend to experience a decrease in test scores.

The selection of this topic is based on the results of pre-research which shows that the lack of intrinsic motivation in students such as lack of enthusiasm or lack of interest in subject matter that he thinks is difficult. Students have less time management when working on assignments given by teachers. This happens because students still find it difficult to manage their time well for learning and poorly structured learning strategies. Students also have less activity during learning in class when discussing in groups.

Although there have been several previous studies that have dealt with similar topics, there is still a need to delve into specific aspects related to this context. As in the previous relevant research, which was carried out by (Rinaldi, 2019). The study focused on the influence of learning motivation and learning discipline on the economic learning achievement of grade XI students of SMAN 1 Babalan Academic Year 2014/2015. The results of the study were that there was a positive and significant influence between learning

motivation and learning discipline together on the learning achievement of grade XI students of SMAN 1 Babalan.

LITERATURE REVIEW

Learning Achievement

Learning achievement is one of the important indicators in the world of education that reflects the extent to which a student is able to achieve the learning goals that have been set. Learning achievement is often used as a benchmark for educational success, both by students, teachers, and educational institutions. As explained by Suwarsito (2017) Learning achievement is information used to measure students' abilities or success, whether they experience positive or negative changes. The same is true according to Septianti and Usman (2019) Learning achievement is a change made by students after participating in the learning process. By having good learning achievements, students can be said to have good changes in learning. The definition of learning achievement according to Hidayah et al. (2021) That is, a new ability that a person acquires as a result of practice from previous learning experiences that are determined by the results of actions that show mastery of the material that has been learned. From the above understanding, it can be concluded that learning achievement is the result achieved by students after going through the learning process, which reflects the level of understanding, skills, and knowledge that has been acquired.

Quoted from Ulfah and Arifudin (2023), indicators of learning achievement based on Bloom's Taxonomy are as follows: (1) Cognitive, including knowledge, understanding, application, analysis, synthesis, evaluation; (2) Affective, including receiving, responding, appreciating, arguing, appreciating; (3) Psychomotor, including perception, readiness, guided responses, mechanisms, Response Overt Complex, adaptation, creation. The indicators of learning achievement according to Mariskhana (2019) which are as follows: (1) Memory; (2) Understanding; (3) Application; (4) Synthesis. Similarly, the indicators of learning achievement according to Agustina et al. (2023) are as follows: (1) Cognitive; (2) Affective; (3) Psychomotor.

Learning Motivation

Motivation in learning is the process of initiating, directing, and maintaining goal-oriented behavior. According to the humanistic learning theory in the book Syarephan Norgen (2016), learning motivation should come from within the students themselves. People choose something to learn, try the learning process in their own way, and judge for themselves whether the learning is successful or not. Thus, motivation to learn is key to achieving optimal academic success and well-rounded personal development. Sihombing et al. (2022) explained that learning motivation is an indispensable force in the learning process. This is a driver of individual activities to carry out an activity to achieve a goal. Adinoto (2019) stated that learning motivation is a high enthusiasm or motivation to achieve high academic achievement. Students with high learning motivation usually get high academic achievement, while students with low learning motivation will also get low academic achievement. The same is true according to Rinaldi (2019) which states that everyone who

has learning motivation has a tendency to express their ability to get optimal learning achievement in accordance with their initial goals.

According to Uno & Lamatenggo (2012) there are several indicators in learning motivation, namely: (1) The existence of desire and desire to succeed; (2) There is an encouragement and need in learning; (3) The existence of future hopes and ideals; (4) There is an appreciation in learning; (5) The existence of interesting activities in learning; (6) The existence of a conducive learning environment, so that a student can learn well. The indicators of learning motivation according to Anditiasari et al. (2021) including: (1) Duration of activities; (2) Frequency of activities; (3) Resistance to the purpose of the activity; (4) Perseverance; (5) Dedication and sacrifice to achieve goals; (6) The level of aspiration to be achieved with the activities carried out; (7) Level of achievement qualification; (8) The direction of their attitude towards the target of the activity. Meanwhile, the indicators of learning motivation according to Priani and Ismiyati (2020) are as follows: (1) Diligent in facing tasks; (2) Tenacity in facing difficulties; (3) Showing interest in various problems; (4) Prefer to work independently; (5) Quickly bored with routine tasks; (6) Be able to defend their opinions; (7) It is not easy to let go of what you believe; (8) Enjoys finding and solving problems.

Learning Discipline

Learning discipline is the main key to achieving academic success. With good discipline, students can manage their study time effectively, follow a predetermined schedule, and be consistent in completing school assignments. According to Safna and Wulandari (2022) Learning discipline is the conformity of attitudes or actions with predetermined procedures in learning. However, if students are not disciplined in learning, then their learning becomes unplanned and their learning outcomes decrease. The same is true according to Adinoto (2019) that learning discipline is self-control in the form of written and unwritten rules applied by oneself. This can also be said to be an awareness of duties and responsibilities as a student by not doing something that can damage the learning objectives. Aulia (2022) also stated that learning discipline is the obedience of all students to consciously fulfill their learning obligations in order to bring changes to themselves both in the form of knowledge, actions and good attitudes. In the teaching and learning process, learning discipline is very necessary because the goal is to prevent students from falling into parties that can interfere with the teaching and learning process.

According to Safna and Wulandari (2022) indicators of learning discipline include the following: (1) Responsible; (2) Utilize resources effectively; (3) Comply with the rules; (4) Comply with the rules when carrying out learning activities at school; (5) Carry out the work of the duties entrusted to him, and; (6) Study at home in a disciplined way. The indicators of learning discipline in Khairinal et al. (2020) among others: (1) Time discipline and (2) Action discipline. Meanwhile, according to Siregar and Syaputra (2022) dividing learning discipline indicators into four types, namely: (1) Obedience to learning time; (2) Obedience to lesson tasks; (3) Obedience to the use of learning facilities; (4) Obedience using the time to come and leave.

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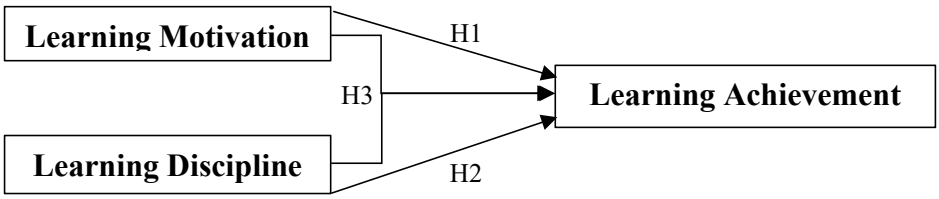
HYPOTHESIS

Below is a picture of the theoretical framework of this study:



The hypotheses in this study are as follows:

H1 There is an effect of learning motivation on learning achievement in students of the Department of Office Management and Business Services at State Vocational Schools in Central Jakarta

H2 There is an influence of learning discipline on learning achievement in students of the Department of Office Management and Business Services at State Vocational Schools in Central Jakarta

H3 There is an influence of learning motivation and learning discipline on learning achievement in students of the Department of Office Management and Business Services at State Vocational Schools in Central Jakarta

METHOD

This study uses a quantitative approach with a population of 144 students, then the research sample is determined with a saturated sample of 144 students. Data collection was carried out through the distribution of questionnaires that used a 5-point Likert scale to measure the variables studied. Data processing and analysis were carried out using the SPSS version 26 program. The analysis process includes validity test, reliability test, classical assumption test, multiple linear regression analysis, F test, T test, and calculation of the determination coefficient.

RESULTS AND DISCUSSION

Profil Responden

Based on the collection of data from the questionnaire answers obtained from 144 respondents, an overview of the respondents' profiles based on grade level was obtained, as shown in the table below:

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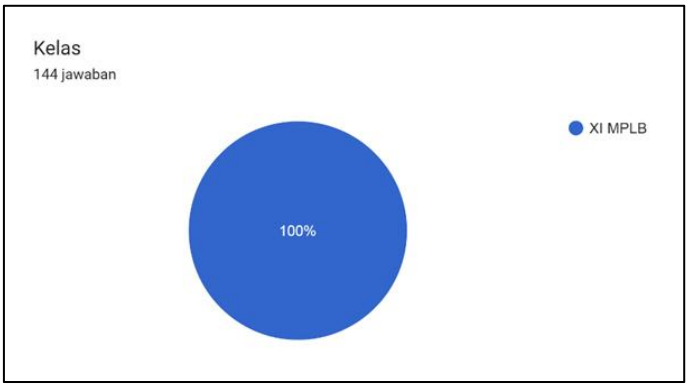

Picture 1 Respondents By Grade Level

The characteristics of the research respondents in Figure 1 above can be explained that all respondents came from grade 11 of MPLB which amounted to 144 students or 100% of the 144 respondents.

RESULT

Validity Test

Table 1 X1 Validity Test Results Table

ITEM	R COUNT	R TABLE	CONCLUSION
X1.1	0,649	0,163	Valid
X1.2	0,571	0,163	Valid
X1.3	0,634	0,163	Valid
X1.4	0,663	0,163	Valid
X1.5	0,681	0,163	Valid
X1.6	0,686	0,163	Valid
X1.7	0,766	0,163	Valid
X1.8	0,688	0,163	Valid
X1.9	0,704	0,163	Valid
X1.10	0,408	0,163	Valid
X1.11	0,649	0,163	Valid
X1.12	0,571	0,163	Valid
X1.13	0,634	0,163	Valid
X1.14	0,663	0,163	Valid
X1.15	0,681	0,163	Valid
X1.16	0,686	0,163	Valid
X1.17	0,766	0,163	Valid
X1.18	0,688	0,163	Valid
X1.19	0,704	0,163	Valid
X1.20	0,408	0,163	Valid

Referring to table 1 of the validity test results of X1 above, it is known that each item in each variable X1 has a calculated r value greater than the r of the table (0.163). Therefore, it can be concluded that the research instrument has been declared valid and can be used in research.

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Table 2 X2 Validity Test Results Table

ITEM	R COUNT	R TABLE	CONCLUSION
X2.1	0,753	0,163	Valid
X2.2	0,706	0,163	Valid
X2.3	0,815	0,163	Valid
X2.4	0,817	0,163	Valid
X2.5	0,811	0,163	Valid
X2.6	0,823	0,163	Valid
X2.7	0,804	0,163	Valid
X2.8	0,792	0,163	Valid
X2.9	0,813	0,163	Valid
X2.10	0,846	0,163	Valid
X2.11	0,753	0,163	Valid
X2.12	0,706	0,163	Valid
X2.13	0,815	0,163	Valid
X2.14	0,817	0,163	Valid
X2.15	0,811	0,163	Valid
X2.16	0,823	0,163	Valid
X2.17	0,804	0,163	Valid
X2.18	0,792	0,163	Valid
X2.19	0,813	0,163	Valid
X2.20	0,846	0,163	Valid

As seen in table 4.5 of the validity test results above, it is known that each item in each variable X2 has a calculated r value greater than the r table (0.163). Therefore, it can be concluded that the research instrument has been declared valid and can be used in research.

Reliability Test

Table 3 Reliability Test Results

VARIABLE	ALPHA	INFORMATION
Learning Motivation	0,926	Reliable
Learning Discipline	0,970	Reliable

Referring to table 3 of the reliability test results, it can be seen that each variable of the research instrument managed to get a Cronbach'ch Alpha value above 0.6. So it can be said that the questionnaire used in the research is reliable.

Normality Test

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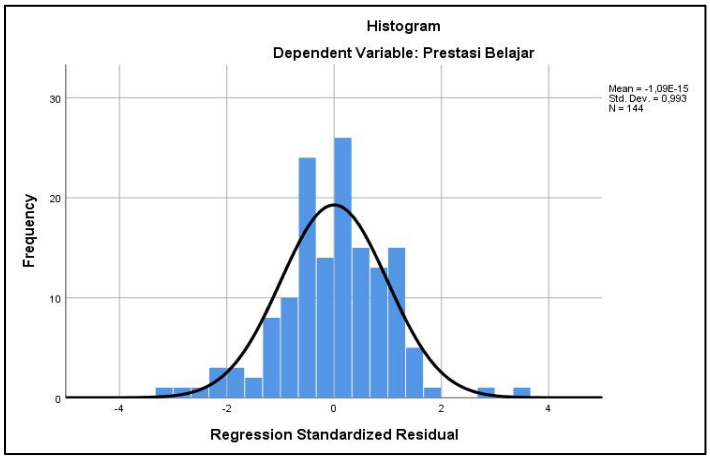
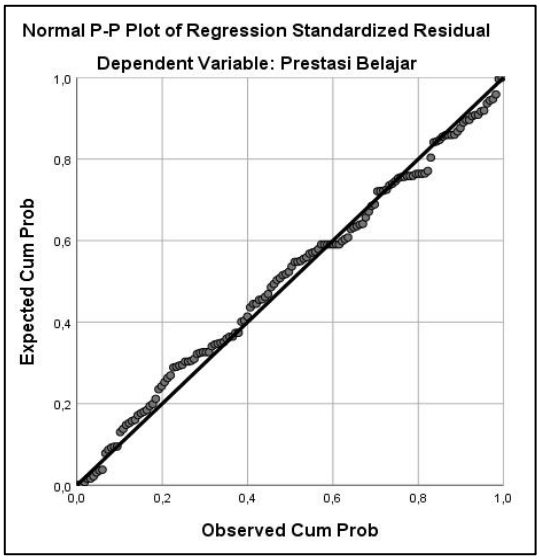


Picture 2 Histogram

Judging from figure 2, the data distribution is under the curve and the curve forms like a bell. This means that the distribution of the data is normal, to corroborate the above results, a test was carried out through the P-P Plot graph below:



Picture 3 Graphic P-P Plot

Referring to figure 3 of the test results through the P-P Plot graph, it can be seen that the points spread straight near the diagonal line, so it can be concluded that the research data has been distributed normally. To corroborate the two results above, tests were carried out through the One Sample Kolmogorov-Smirnov Test. The normality test was carried out by testing the unstandardized residual value (the difference between the predicted value and the actual value) of the regression model using the One Sample Kolmogorov-Smirnov Test. The data is said to be normal if the significance value is greater than 0.05.

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Table 4 Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		144
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	7,67641144
Most Extreme Differences	Absolute	0,065
	Positive	0,054
	Negative	-0,065
Test Statistic		0,065
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.

The results of the normality test can be seen in table 4 above which shows a significance value of 0.200 (greater than 0.05) so that the data is said to be normally distributed.

Multicollinearity Test

Table 5 Multicollinearity Test Results

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Mr.	Tolerance	BRIGHT
1	(Constant)	12,833	4,640		2,766	0,006		
	Learning Motivation	0,399	0,062	0,405	6,485	0,000	0,773	1,293
	Learning Discipline	0,418	0,055	0,477	7,649	0,000	0,773	1,293

a. Dependent Variable: Learning Achievement

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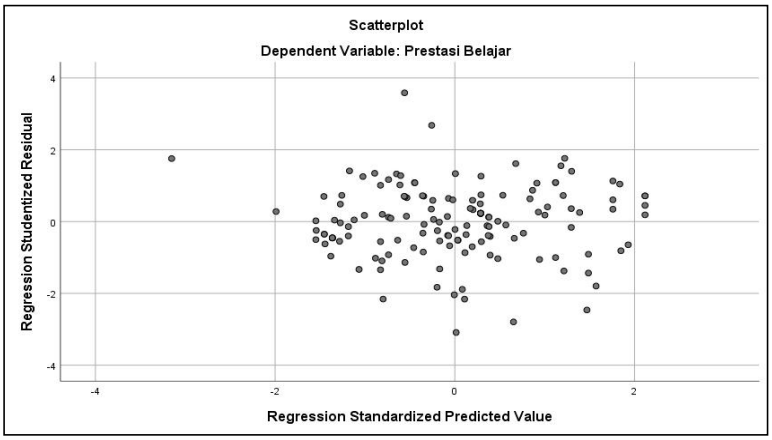
As shown in table 5, the calculation results can be seen that the tolerance value is more than 0.1 and for the VIF value is less than 10. So it can be concluded that there are no symptoms of multicollinearity in the research data.

Heteroscedasticity Test



Picture 4 Scatterplot

Based on figure 4 of the results of the heteroscedasticity test through the scatterplot graph above, the result is obtained that the dots spread above and below the value of 0 and spread far from the Y axis. Thus, it can be concluded that there are no symptoms of heteroscedasticity in the research data.

As for corroborating the above results, the researcher also conducted the following test through the glacier test:

Table 6 Heteroscedasticity Test Results

Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Mr.
1	(Constant)	3,194	2,990		1,068	0,287
	Learning Motivation	0,031	0,040	0,075	0,787	0,433
	Learning	0,003	0,035	0,009	0,090	0,928

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Discipline	

a. Dependent Variable: AbsRes

Referring to table 6, a significance value greater than 0.05 for each variable is obtained. Therefore, it can be concluded that the research data is free from the symptoms of heteroscedasticity.

Multiple Linear Regression Test

Table 7 Multiple Linear Regression Test Results

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Mr.	Tolerance	BRIGHT
1	(Constant)	12,833	4,640		2,766	0,006		
	Learning Motivation	0,399	0,062	0,405	6,485	0,000	0,773	1,293
	Learning Discipline	0,418	0,055	0,477	7,649	0,000	0,773	1,293

a. Dependent Variable: Learning Achievement

Referring to table 7, the regression equation is obtained as follows:

Y = 12.833 + 0.399 X1 + 0.418 X2

The above formula can be explained as follows:

a. The constant value of 12.833 shows that if the Learning Motivation and Learning Discipline are 0, then the level of Learning Achievement is 12.833.
b. The value of the Learning Motivation coefficient is 0.399 positive value. This can be interpreted that every time there is an increase in Learning Motivation by 1 time, the level of Learning Achievement increases by 0.399.
c. The value of the Learning Discipline coefficient is 0.418 positive value. This can be interpreted that for every increase in Learning Discipline by 1 time, the level of Learning Achievement increases by 0.418.

Hypothesis Test Results

Uji Parsial (t-Test)

Table 8 Partial Test Results (t-Test)

Coefficientsa

Model	Unstandardized Coefficients	Standardized Coefficients	t	Mr.	Collinearity Statistics

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		B	Std. Error	Beta			Tolerance	BRIGHT
1	(Constant)	12,833	4,640		2,766	0,006		
	Learning Motivation	0,399	0,062	0,405	6,485	0,000	0,773	1,293
	Learning Discipline	0,418	0,055	0,477	7,649	0,000	0,773	1,293

a. Dependent Variable: Learning Achievement

The calculation results from table 8 above can be explained as follows:

a. The Learning Motivation variable has a significance value of 0.000 smaller than 0.05 which means that Learning Motivation partially has a significant influence on Learning Achievement.
b. The Learning Discipline variable has a significance value of 0.000 smaller than 0.05 which means that Learning Discipline partially has a significant influence on Learning Achievement.

Simultaneous Test (Test F)

Table 9 Simultaneous Test Results (Test F)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Mr.
1	Regression	11421,397	2	5710,699	95,556	,000b
	Residual	8426,603	141	59,763		
	Total	19848,000	143			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Learning Discipline, Learning Motivation

Based on table 9 of the results of Test F above, it can be seen that the significance value of 0.000 which is smaller than 0.05 which means that Learning Motivation and Learning Discipline together (simultaneously) have a significant influence on Learning Achievement.

Coefficient of Determination (R^2)

Table 10 Results of Determination Coefficient Analysis (R2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

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1	,759a	0,575	0,569	7,731

a. Predictors: (Constant), Learning Discipline, Learning Motivation

b. Dependent Variable: Learning Achievement

From table 4.13 above, an R2 value of 0.575 or 57.5% is obtained. This shows that Learning Achievement can be influenced by 57.5% by independent variables, namely Learning Motivation and Learning Discipline. Meanwhile, 42.5% of Learning Achievement was influenced by other variables outside the research model used in this study.

DISCUSSION

Discussion

H1 : Learning Motivation has a significant and positive effect directly on Learning Achievement

Based on hypothesis testing on the partial test (t-Test), the Learning Motivation variable has a significance value of 0.000 < 0.05 which means that Learning Motivation partially has a significant influence on Learning Achievement.

H2 : Learning Discipline has a significant and positive effect directly on Learning Achievement

Based on hypothesis testing on the partial test (t-Test), the Learning Discipline variable has a significance value of 0.000 < 0.05 which means that the Learning Discipline partially has a significant influence on Learning Achievement.

H3 : Learning Motivation and Learning Discipline together have a significant and positive effect on Learning Achievement

Based on the results of the simultaneous test (F test), it can be seen that the synonymous value is 0.000 < 0.05 which means that Learning Motivation and Learning Discipline together (simultaneous) have a significant influence on Learning Achievement.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The conclusions that can be drawn from this study are as follows:

1. Learning Motivation has a positive and significant effect on the Learning Achievement of students majoring in Office Management and Business Services at State Vocational Schools in Central Jakarta. This confirms that internal factors such as intrinsic drive, the need to learn, and a conducive learning environment contribute significantly to students' academic success.
2. Learning Discipline also has a positive and significant influence on student Learning Achievement of students majoring in Office Management and Business Services at State Vocational Schools in Central Jakarta. This shows the importance of behaviors such as consistency in learning, obedience to rules, and the ability to manage time in improving students' academic achievements.

3. Simultaneously, Learning Motivation and Learning Discipline have a significant influence on Learning Achievement of students majoring in Office Management and Business Services at State Vocational Schools in Central Jakarta. The regression model shows that the combination of these two variables is able to explain 57.5% of the variation in student Learning Achievement, as shown by the determination coefficient (R^2) value of 0.575.

Recommendations

Suggestions for the next researcher, namely:

1. It is recommended to use a longitudinal design in order to observe the dynamics of changes in learning motivation, learning discipline, and student learning achievement in a certain period of time
2. To improve the generalization of the results, future research may involve samples from different regions or schools with different backgrounds, including vocational schools with other majors, so that the results of the study can reflect a wider population
3. In addition to learning motivation and learning discipline, researchers can further consider other variables, such as family support, quality of learning facilities, or learning strategies implemented by teachers, to provide a more comprehensive understanding of the factors that affect student learning achievement.

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