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THE INFLUENCE OF LEARNING DISCIPLINE AND LEARNING MOTIVATION ON STUDENTS' LEARNING OUTCOMES IN ECONOMICS AMONG GRADE X STUDENTS AT SMA KAMPUS NOMMENSEN PEMATANGSIANTAR (ACADEMIC YEAR 2025/2026)

Susmita Bakkara [a,1], **Anggun Tiur Ida Sinaga** [b,2], **Anton Luvi Siahaan** [c,3]
[a] *Pendidikan Ekonomi, Fakutas Keguruan Dan Ilmu Pendidikan, Universitas HKBP Nommensen Pematangsiantar, Indonesia*
[b] *Pendidikan Ekonomi, Fakutas Keguruan Dan Ilmu Pendidikan, Universitas HKBP Nommensen Pematangsiantar, Indonesia*
[1] susmita13522@gmail.com ; [2] sinagaangguntiur@gmail.com ; [3] antonluvi644@gmail.com

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ABSTRAK

Penelitian ini mengkaji pengaruh disiplin belajar dan motivasi belajar terhadap hasil belajar siswa mata pelajaran Ekonomi di kalangan siswa kelas X SMA Kampus Nommensen Pematangsiantar tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian deskriptif. Populasi terdiri dari seluruh siswa kelas X, dan teknik pengambilan sampel jenuh diterapkan, sehingga menghasilkan 87 siswa sebagai partisipan penelitian. Data dikumpulkan menggunakan kuesioner tentang disiplin belajar dan motivasi belajar, serta dokumentasi hasil belajar siswa mata pelajaran Ekonomi. Teknik analisis data meliputi analisis regresi linier berganda, uji-t, uji-F, dan koefisien determinasi.

Keywords:
Learning Discipline, Learning Motivation, Learning Outcomes, Economics

ABSTRACT

This study examines the influence of learning discipline and learning motivation on students' learning outcomes in Economics among Grade X students at SMA Kampus Nommensen Pematangsiantar in the 2025/2026 academic year. The study employed a quantitative approach with a descriptive research design. The population consisted of all Grade X students, and a saturated sampling technique was applied, resulting in 87 students as research participants. Data were collected using questionnaires on learning discipline and learning motivation, as well as documentation of students' Economics learning outcomes. Data analysis techniques included multiple linear regression analysis, t-tests, F-tests, and the coefficient of determination.

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1. Introduction

Learning outcomes achieved by students are one of the indicators used to determine the extent to which they understand and master the subject matter explained by teachers in the classroom. These outcomes can be observed through various forms of assessment conducted in schools, such as mid-semester exams, final exams, promotion exams, and routine daily assessments. All these forms of assessment help teachers and schools monitor students' learning progress over time. However, learning outcomes are

not limited to numerical scores obtained from examinations. They also include changes and developments in students' attitudes, ways of thinking, morals, and ethics in both school and social environments. Thus, learning success is reflected not only in academic achievement but also in students' behavior, interactions, and responsibility during the learning process.

Assessment of learning outcomes conducted by teachers serves as a tool to collect information on the extent to which students have achieved learning objectives, covering three main aspects: attitudes, knowledge, and skills. This assessment is carried out systematically based on educational assessment principles to obtain a comprehensive picture of students' learning development. Teachers assess not only final results but also the learning process itself to monitor progress, identify difficulties, and design strategies to improve learning achievement.

In educational institutions, learning outcomes are an important indicator of the success of teaching and learning processes. Practically, learning outcomes show students' understanding of the material taught, usually expressed in numerical form. Differences in learning outcomes arise due to various influencing factors, both internal and external. Observations at SMA Kampus Nommensen Pematangsiantar show that some students tend to be inattentive during lessons, engage in unrelated activities, or neglect assignments, indicating low learning discipline and motivation.

Assessment of learning outcomes conducted by teachers serves as an important measurement tool for collecting data and information regarding the extent to which students have achieved learning objectives. This assessment process encompasses three main aspects, namely attitudes, knowledge, and skills. Such assessment is not carried out arbitrarily; rather, it is implemented through well-planned procedures based on the principles of educational assessment in order to obtain a comprehensive picture of students' learning development. Teachers conduct assessments not only to determine the final results of the learning process, but also to monitor the learning process itself, identify students' progress, and design appropriate strategies to improve their learning achievement. These assessments may take the form of assignments, written tests, practical activities, or other evaluation methods, all of which are intended to facilitate effective communication between teachers and students (Hudaya, 2018).

According to Rahman (as cited in Abdullah, 2018), learning motivation is a driving force that originates from both internal and external sources within students, which influences their enthusiasm and willingness to participate in the learning process. This motivation plays an important role in encouraging students to change their attitudes and behaviors, as well as to enhance their intellectual and emotional abilities. Internal factors may include the desire to achieve, curiosity, and personal aspirations, while external factors may come from the environment, such as support from teachers, family, and social conditions that foster learning success (Subagio et al., 2021). Learning motivation is therefore a crucial element in developing learning awareness and achieving educational goals. In other words, motivation is a dominant factor that directs students to engage in desired learning activities. When students possess high learning motivation, they are encouraged to actively participate in the learning process in order to achieve educational

objectives that produce intelligent, knowledgeable, and creative individuals (Erawati, 2022).

Based on these considerations, this study investigates the influence of learning discipline and learning motivation on students' learning outcomes in Economics among Grade X students at SMA Kampus Nommensen Pematangsiantar in the 2025/2026 academic year.

2. Method

The sample in this study was selected using a saturated sampling technique, which is a sampling method in which all members of the population are included as the sample because the population size is relatively small and feasible to be studied in its entirety. Therefore, all Grade X Merdeka students at SMA Kampus Nommensen Pematangsiantar, totaling 87 students, were used as the data source in this study, as they met the research criteria and their number was within the researcher's capacity to be fully examined. This study employed a quantitative descriptive research design. The population consisted of all Grade X students of SMA Kampus Nommensen Pematangsiantar. Due to the relatively small population size, a saturated sampling technique was applied, in which all population members were included as research participants. Therefore, the sample comprised 87 Grade X students. Data analysis was conducted using multiple linear regression analysis to examine the influence of learning discipline (X1) and learning motivation (X2) on learning outcomes (Y). Hypothesis testing involved t-tests to determine partial effects, an F-test to examine simultaneous effects, and the coefficient of determination (R^2) to measure the proportion of variance explained by the independent variables.

3. Result and Discussion

SMA Swasta Kampus Nommensen Pematangsiantar is located at Jalan Sangnawaluh No. 4, Siopat Suhu Village, East Siantar District, Pematangsiantar City, North Sumatra Province, Postal Code 21138. This school is one of the institutions accredited with an "A" rating. Based on the Operational License Decree, the school was established on April 28, 1987, and is owned by the HKBP Nommensen University Foundation of Pematangsiantar.

After the research instruments were compiled, the next step the researcher took was to tabulate the data from the respondents' answers. This was done by coding the answers, grouping the data based on response classification, and then presenting it in tabular form using Microsoft Excel. (Firmansyah, 2023) .

Next, the researcher conducted a validity test to determine the extent to which the statement items in the questionnaire were able to measure the variables being studied. In the validity test, the researcher performed automatic calculations, using data analysis in the SPSS program. From the automatic calculations, the researcher obtained calculation results that determined whether or not the statement items in the research instrument were valid. The criterion for determining validity was if the calculated r value > r table at a significance level of $\alpha = 0.05$. Based on the number of respondents of 30 people (Df = N – 2 = 28), the r table = 0.361 was obtained. This means that if the correlation value of each

statement item is greater than 0.361, then the item is declared valid, whereas if the correlation value is less than 0.361, the item is declared invalid and is not used in the next analysis stage.

In this study, there are 16 statement items for variable X1 (Learning Discipline) and 24 statement items for variable X2 (Learning Motivation). Valid statement items will be used in the hypothesis testing stage, while invalid items will be removed from the analysis. After the validity test was conducted, the next step was a reliability test to determine the extent to which the instrument could produce consistent results when used repeatedly. Reliability testing in this study was also conducted using Microsoft Excel by calculating the Cronbach's Alpha (α) coefficient. An instrument is considered reliable if its α value is > 0.6, indicating that the instrument has a good level of reliability and can be trusted as a data collection tool in research.

Hypothesis Test Results

The purpose of the multiple regression analysis test is to determine the direction and extent of influence of the independent variable on the dependent variable. According to Sugiyono (2019), the multiple linear regression equation that is determined is as follows:

Y = α + β 1X1 + β 2X2 + e

Furthermore, the influence of the independent variable on the dependent variable is tested with a confidence level (confidence interval) of 95% or a = 5%.

Table 1. Results Test Analysis Regression Multiple

Coefficients [a]

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	td . Error	Beta	t	Sig.
(Constant)	12,671	497		25,520	.000
Discipline Study	-.043	.013	-.101	-3,387	.002
Motivation Study	.410	.011	1,090	36,447	.000

a. Dependent Variable: Results Study

Based on the table, the constant value (a) is 12.671, while the value of Learning Discipline (b1) is -0.043 and the value of Learning Motivation (b2) is 0.410, so that the multiple linear regression equation can be obtained as follows:

Y = α + β 1X1 + β 2X2 + e

Y = 12.671 + **-** .043X1 + 410X2 + e

Which mean:

1. The constant value (a) shows a value of 12.671, meaning that if there is no change in the independent variable (values X1 and X2 = 0), then the value of the dependent variable (Y) is 12.671.
2. The regression coefficient value of the Learning Discipline variable (X1) is **-0.043** so that if Learning Discipline increases by 1 value, then Learning Discipline will increase

by **-0.043** .

The regression coefficient value of the Learning Motivation variable (X2) is 0.410, so if the Campus Environment experiences an increase of 1 value, then Entrepreneurial Interest will increase by 0.410.

t -test

The t- test is used For know whether hypothesis used accepted or rejected , with level 95% confidence or a = 5% with condition as following :

1. If $t_{count} > t_{table}$, then the independent variable has an effect on the dependent variable.
2. If $t_{count} < t_{table}$, then the independent variable has no effect on the dependent variable.

The results of the significant test can also be seen from the magnitude of the significant value obtained, namely:

1. If the significance value is <0.05, then the independent variable has a significant effect on the dependent variable.
2. If the significance value > 0.05, then the independent variable does not have a significant effect on the dependent variable.

Table 2. Results Test Analysis Regression Multiple

Coefficients [a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	td. Error	Beta		
(Constant)	12,671	497		25,520	.000
Discipline Study	-.043	.013	-.101	-3,387	.002
Motivation Study	.410	.011	1,090	36,447	.000

a. Dependent Variable: Results Study

Based on this, it can be seen that the $_{calculated\ t\ value}$ of variable X1 (Learning Discipline) is -3.387 **is . The** $_{calculated}$ t value of variable X2 (Learning Motivation) is 36.447. The overall $_{calculated}$ t value between X1 (Learning Discipline) and X2 (Learning Motivation) is 25.520. Thus it can be said that the $_{calculated\ t\ value}$ of Learning Discipline (-3.387) is greater than the t_{table} (2.042), so H_{a1} is accepted. The significance value of the Learning Discipline variable is less than 0.05, namely 0.00 <0.05, so the proposed hypothesis is accepted (H_{a1} is accepted). The $_{calculated\ t\ value}$ of Learning Motivation 36.447 is greater than the t_{table} (1.987), so H_{a2} is accepted. The significance value of the Learning Discipline variable is less than 0.05, namely 0.00 <0.05, so the proposed hypothesis is accepted (H_{a2} is accepted). The $_{calculated\ t\ value}$ of Learning Discipline and Learning Motivation (25.520) is greater than the t_{table} (2.042), so H_{a3} is accepted. The significance value of the variables Learning Discipline and Learning Motivation is smaller than 0.05, namely 0.00 < 0.05, so the proposed hypothesis is accepted (H_{a3} is accepted). Thus, it is known that the independent variable

X1 (Learning Discipline) has a significant effect on the dependent variable Y (Learning Outcomes), and the independent variable X2 (Learning Motivation) has a significant effect on the dependent variable Y (Learning Outcomes), and the independent variable X1 (Learning Discipline) and the independent variable X2 (Learning Motivation) together have a significant effect on the dependent variable Y (Learning Outcomes).

F test

The F test is conducted to determine whether the independent variables together have an influence on the dependent variable. In matter This fhitung di compare with fttable with condition as following :

1. If $F_{count} > F_{table}$, then $H0_{is}$ rejected and Haa_{is} accepted.
2. If $F_{count} < F_{table}$, then H_{a} is rejected and H_{0} is accepted.

The significance test can also be seen from the magnitude of the significance value obtained, namely:

1. If the significance value is < 0.05, then $H0_{is}$ rejected and Ha_{is} accepted.
2. If the significance value > 0.05, then Ha_{is} rejected and H_{0} is accepted.

$_{table}$ value and the significance of the f-test can be seen in Appendix 19.

Table 3. Results F test

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	332,294	2	166,147	34,608	.000 [b]
	Residual	1,296	27	.048		
	Total	333,591	29			

a. Dependent Variable: Interest Entrepreneurship
b. Predictors: (Constant), Campus Environment, Entrepreneurship Course

Based on the table, it is obtained that the overall $_{calculated\ F\ value}$ between variable X1 (Learning Discipline) and variable X2 (Learning Motivation) is (34.608) which is greater than the $F_{table\ value}$ (5.39). This shows that the results of the study reject $H03_{and}$ accept Ha3 . Thus, together, Learning Discipline and Learning Motivation have a significant effect. This means that the hypothesis stating that Learning Discipline and Learning Motivation have a simultaneous (joint) effect on the Learning Outcomes variable of Nommensen Campus High School can be accepted ($Ha3_{is}$ accepted).

Abbreviation and Acronyms (Singkatan dan Akronim)

Singkatan umum, seperti PBB, RI, dan lain-lain tidak perlu dijelaskan. Namun, untuk singkatan atau akronim yang tidak umum yang dibuat oleh penulis perlu dijelaskan. Contoh: Model pembelajaran OIDDE (Orientation, Identify, Discussion, Decision, and Engage in Behaviour) dapat digunakan untuk melatih penguasaan katerampilan pemecahan masalah. Disarankan untuk tidak menggunakan singkata atau akronim dalam judul naskah, kecuali tidak dapat dihindari.

The extensions of common abbreviation, such as UN, RI, etc. are not necessity to be described. However, it is crucial to give the extension for uncommon abbreviations or acronyms which made by authors. For instance: OIDDE (Orientation, Identify, Discussion, Decision, and Engage in behavior) learning model can be used to train mastering solving problem skills. It is suggested to not using abbreviation or acronyms in the manuscript title, unless unavoidable.

4. Conclusion

Based on the findings of this study, several conclusions can be drawn. First, learning discipline has a significant effect on students' learning outcomes in Economics. Second, learning motivation significantly influences students' learning outcomes. Third, learning discipline and learning motivation simultaneously have a significant effect on students' learning outcomes. These results suggest that efforts to improve students' discipline and motivation are essential for enhancing academic achievement in Economics.

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