International Journal of Science and Research Archive
eISSN: 2582-8185
Cross Ref DOI: 10.30574/ijsra
Journal homepage: https://ijsra.net/

(RESEARCH ARTICLE)

Check for updates

The effect of motivation, learning discipline, and family environment on the learning achievement of students in public high school 1 tapa

Asdi Durahim *, Abd. Rahman Pakaya and Meyko Panigoro

Postgraduate Program, Universitas Negeri Gorontalo, Indonesia.

International Journal of Science and Research Archive, 2024, 12(02), 142–152

Publication history: Received on 20 May 2024; revised on 29 June 2024; accepted on 02 July 2024

Article DOI: https://doi.org/10.30574/ijsra.2024.12.2.1194

Abstract

This study aims to determine

- The effect of motivation on student learning achievement,
- The effect of learning discipline on student learning achievement,
- The effect of family environment on student learning achievement, and
- The effect of motivation, discipline, and family environment simultaneously on student learning achievement at sma negeri 1 tapa, bone bolango regency in the 2022/2023 academic year.

The research design used is quantitative, with a population of 300 students and a sample size of 75. Data were collected via documentation, observation, and questionnaire methods. Data analysis was conducted using multiple regression analysis. The results showed that;

- There was a significant influence of learning motivation on student achievement with a t-count value of 3.894 > t-table 1.666 and a Sig. of 0.000 < α 0.05.
- There is a significant influence of learning discipline on student achievement with a t-count value of 3.546 > t-table 1.666 and a Sig. 0.001 <α 0.05.
- There is a significant influence of the family environment on student achievement with a t-count of 2.925 > t-table of 1.666 and a Sig. 0.005 < α 0.05, and
- There is a significant influence of learning motivation, study discipline, and family environment together on student achievement at SMA Negeri I Tapa, Bone Bolango Regency with the results of the analysis of the value of F-count 30.572 > F-table 3.124 with a value Sig. 0.000 <α 0.05.

The adjusted determination coefficient value is 0.564, meaning that 56.40% of learning achievement is influenced by learning motivation, learning discipline, and family environment while the remaining 43.60% is influenced by other factors.

Keywords: Learning Motivation; Learning Discipline; Family Environment; Student Achievement

1. Introduction

Education is a means of enhancing and developing the quality of human resources. Through education, students are expected to be able to develop their potential optimally. The success of students in learning can be observed in their learning outcomes, as indicated by learning outcome scores or learning outcome reports. In general, education in schools is conducted traditionally. This implies that students at the same level receive the same material, the same

* Corresponding author: Asdi Durahim

teaching, the same space, and the same facilities. However, the achievement of students in one class differs from that of students in another. Some students achieve above the minimum competency level (KKM), while others achieve below the minimum competency level.

As stated by Slameto (2010: 54), the factors affecting learning achievement can be broadly classified into two categories: internal and external. Internal factors pertain to the individual undergoing the learning process, encompassing physical factors (health and bodily defects), psychological factors (intelligence, attention, interest, talent, motive, maturity, and readiness), and fatigue factors (physical and spiritual fatigue). External factors are factors that exist outside the individual, including family factors (e.g., how parents educate, relationships between family members, home atmosphere, family economic conditions, understanding of parents and cultural background), school factors (e.g., teaching methods, curriculum, teacher-student relations, The factors influencing academic performance include student-student relations, school discipline, lesson length, school time, lesson standards, the size of the school, building conditions, teaching methods, and home assignments. Additionally, community factors such as student activities in society, mass media, friends hanging out, and forms of community life also play a role.

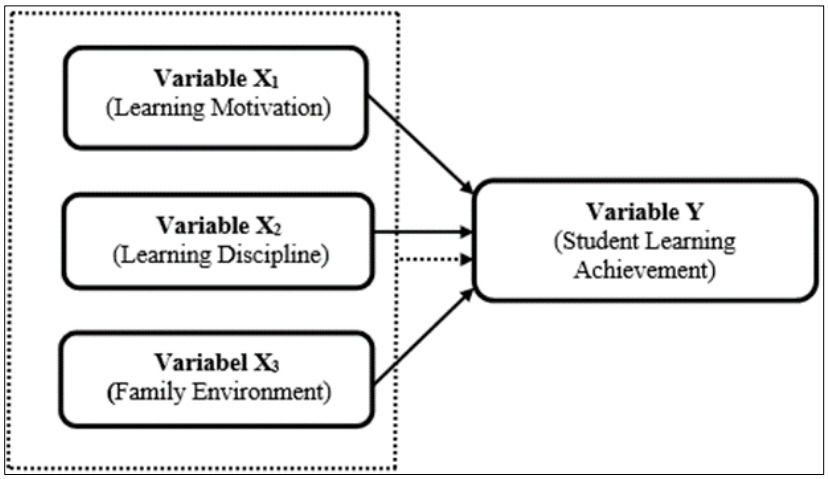
SMA Negeri 1 Tapa is comprised of two departments: the Department of Natural Sciences (IPA) and the Department of Social Sciences (IPS). Student success in various subjects can be gauged by their learning achievements. Student success is indicated by the value of student learning completeness, which reaches the KKM of 76 for class XI and 77 for class XII in each subject. A review of student report card data revealed that a significant number of students still achieve scores below the Minimum Completion Score (KKM). Additionally, observations and preliminary data collection indicated that a substantial proportion of students exhibit low levels of academic achievement. This is evident across the academic year. In the 2019/2020 academic year, 35 students (11%) did not reach the KKM/incomplete score, while 273 students (89%) reached the KKM/complete score. In the 2020/2021 academic year, there was an increase in the number of students who demonstrated low learning achievement. This was evidenced by the total number of students who did not reach the KKM/incomplete score, which was 322 students, representing 15% of the total student population. Conversely, the number of students who reached the KKM/complete score was 275 students, representing 85% of the total student population. In the 2021/2022 academic year, there was a decline in the number of students with low learning achievement. This was evidenced by a total of 296 students who did not reach the KKM/non-complete score, representing 11% of the total student population. Conversely, 89 students achieved the KKM/complete score, representing 11% of the total student population.

The academic performance of students in grades XI and XII of the Science and Social Sciences Department at SMA Negeri 1 Tapa, Bone Bolango Regency, has exhibited fluctuations over time. This is influenced by several factors, including the low level of student learning discipline. This can be observed in the existing conditions, such as instances where students do not obey the rules, do not complete assignments, are late for class when the bell has rung, and study only when they are preparing for an exam or test. These factors can result in achievement levels that are below expectations and a lack of motivation to learn. This is evidenced by students' lack of attention and note-taking during class, as well as their reluctance to ask questions when they do not understand the material presented by the teacher.

The authors conducted a study, titled "The Effect of Motivation, Learning Discipline, and Family Environment on Student Learning Achievement at SMA Negeri 1 Tapa," based on the aforementioned description. The objective of this study was to analyze the influence of each independent variable, namely learning motivation, learning discipline, and family environment, on the dependent variable, namely student learning achievement, both partially and simultaneously.

2. Material and Methods

This research is an ex post facto study conducted using a quantitative approach. The independent variables included in the study are learning motivation (X_1), learning discipline (X_2), and family environment (X_3), while the dependent variable is student learning achievement (Y). Data were collected using documentation, observation, and questionnaire distribution methods and analyzed using multiple regression analysis methods.



Description: → : The effect of X_1, X_2, and X_3 on variable Y partially; ⇢ : The effect of X_1, X_2, and X_3 on variable Y simultaneously

Figure 1 Research Design

3. Results

3.1. Classical Assumption Test Result

3.1.1. Normality test

The purpose of conducting a normality test is to ascertain whether the residuals of the regression model under investigation are distributed normally. In this study, the normality test was performed using the Kolmogorov-Smirnov test. If the probability value (Asymp. Sig.) is greater than α = 0.05, it can be concluded that the residuals are normally distributed. Conversely, if the probability value (Asymp. Sig.) is less than α = 0.05, it can be concluded that the residuals are not normally distributed. The results of the normality test are presented in Table 1.

Table 1 Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		**75**
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	5.81705739
Most Extreme Differences	Absolute	0.098
	Positive	0.090
	Negative	0.098
Kolmogorov-Smirnov Z		0.851
Asymp. Sig. (2-tailed)		0.465
a. Test distribution is Normal. b. Calculated from data.		

Source: Output of SPSS, 2023

The results of the One-Sample Kolmogorov-Smirnov Test indicate that the significance value (Sig.) is 0.465, which is greater than 0.05. This implies that the residual values are normally distributed and meet the criteria for a normal distribution. Therefore, the regression method employed in this study is deemed to be appropriate for the data.

Furthermore, the normality of the data was assessed using the P-Plot method. If the data points lie close to or along the diagonal line, it can be concluded that the residual values are normally distributed. The results of the P-Plot test are presented in Figure 2.

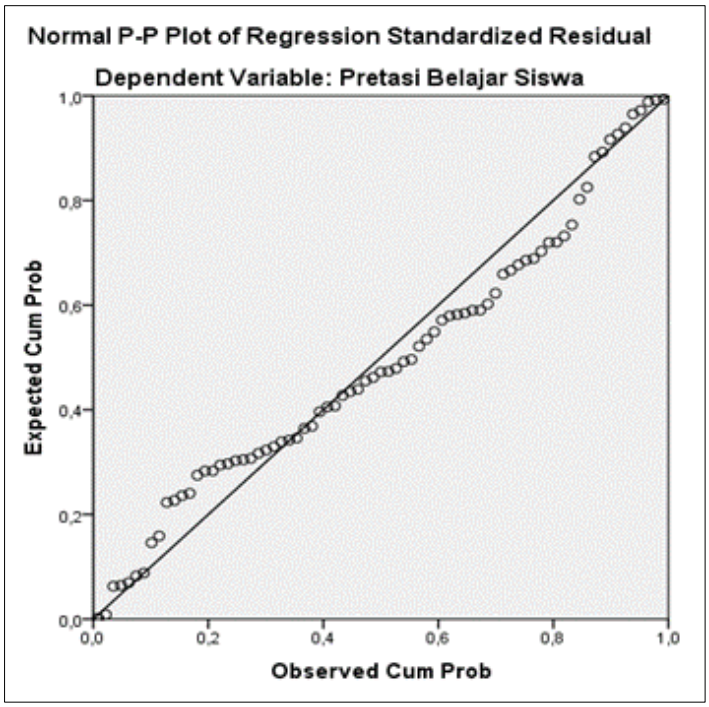


Figure 2 Normality Test Result Using P-Plot

Figure 2 illustrates that the plotted points on the graph consistently align with and approach the diagonal line. Consequently, the assumption of normality for the residuals in the linear multiple regression analysis in this study is validated.

3.1.2. Multicollinearity test

The test for multicollinearity is conducted by determining the value of the tolerance or variance inflation factor (VIF). If the value of the tolerance is greater than 0.10 and the value of the VIF is less than 10, it can be concluded that there is no multicollinearity between the independent variables in the regression model. The results of the multicollinearity test are presented in Table 2.

Table 2 Multicollinearity Test Result

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**Collinearity Statistics**	
		B	**Std. Error**	**Beta**	**Tolerance**	**VIF**
1	(Constant)	-73.854	16.303			
	Learning Motivation	0.639	0.164	0.359	0.724	1.382
	Learning Discipline	0.599	0.169	0.321	0.752	1.331
	Family Environment	0.475	0.162	0.269	0.727	1.375
a. Dependent Variable: Student Learning Achievement						

Source: Output of SPSS, 2023

A review of Table 2 reveals that all independent variables exhibit tolerance values exceeding 0.10, while the variance inflation factors (VIFs) for all independent variables remain below 10. This indicates that multicollinearity is not a concern in this analysis.

3.1.3. Heteroskedasticity test

The heteroskedasticity test is employed to ascertain whether the variance of observations within a regression model is consistent. The heteroskedasticity test utilizes the Glejser test through absolute residual regression with independent variables. If the probability value (Sig.) is greater than α = 0.05, it is concluded that heteroskedasticity is absent. The results of the heteroskedasticity test are presented in Table 3.

Table 3 Heteroskedasticity Test Result

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	2.919	11.027		0.265	0.792
	Learning Motivation	0.058	0.111	0.073	0.526	0.601
	Learning Discipline	0.049	0.114	-.059	-.429	0.670
	Family Environment	0.007	0.110	0.008	0.060	0.952
a. Dependent Variable: Abs_Res						

Source: Output of SPSS, 2023

The results of the statistical tests conducted on Table 3 indicate that the significance values for each variable are greater than 0.05. This suggests that heteroskedasticity is not a concern in the regression model, and that the independent variables are not subject to heteroskedasticity.

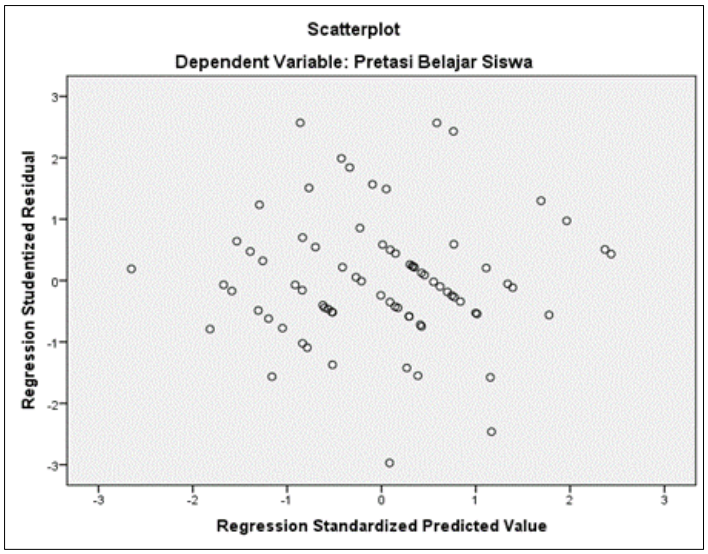


Figure 3 Heteroskedasticity Test Result Using Scatterplot

Figure 3 illustrates the results of the heteroskedasticity test using the Scatterplot method. The presence of a specific pattern in the graph indicates the presence of heteroskedasticity. The figure shows that the points are dispersed randomly and are distributed above and below the 0-axis on the Y-axis. Therefore, it can be concluded that heteroskedasticity does not occur in the regression model in this study.

3.2. Multiple Linear Regression Analysis

The multiple linear regression model was employed to ascertain whether the independent variables exerted a significant influence on the dependent variable. The results of the multiple linear regression analysis are presented in Table 4.

Table 4 Multiple Regression Analysis Result

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	2.919	11.027		0.265	0.792
	Learning Motivation	0.058	0.111	0.073	0.526	0.601
	Learning Discipline	-.049	0.114	-.059	-.429	0.670
	Family Environment	0.007	0.110	0.008	0.060	0.952
a. Dependent Variable: Abs_Res						

Source: Output of SPSS, 2023

The multiple linear regression equation derived from the aforementioned analysis is as follows:

$$\hat{Y} = -73{,}854 + 0{,}639X_1 + 0{,}599X_2 + 0{,}475X_3 + \varepsilon$$

From the aforementioned equation, the following interpretation can be derived:

- The value of the constant, -73.854, indicates that the value of Y will be -73.854 when the values of X_1, X_2, and X_3 are held constant.
- The coefficient of regression for learning motivation (X_1) is 0.639, indicating that an increase of 1 unit in learning motivation (X_1) will result in a 0.639-unit increase in student achievement (Y).
- The coefficient of regression for discipline motivation (X2) is 0.599, indicating that an increase of 1 unit in discipline motivation (X_2) will result in a 0.599-unit increase in student achievement (Y).
- The coefficient of regression for family environment (X_3) is 0.475, indicating that an increase of 1 unit in family environment (X_3) will result in a 0.475-unit increase in student achievement (Y).

3.3. Hypothesis Test

3.3.1. Partial regression coefficient test (t-test)

Table 5 Partial Regression Coefficient Test Result (t-Test)

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	-73.854	16.303		-4.530	0.000
	Learning Motivation	0.639	0.164	0.359	3.894	0.000
	Learning Discipline	0.599	0.169	0.321	3.546	0.001
	Family Environment	0.475	0.162	0.269	2.925	0.005
a. Dependent Variable: Student Learning Achievement						

Source: Output of SPSS, 2023

The purpose of the test is to ascertain whether the independent variables exert a partial influence on the dependent variable. The results of the effect of learning motivation, learning discipline, and family environment on the student

achievement of students in the 11th and 12th grades of the Science and Social Science departments at SMA Negeri 1 Tapa, Bone Bolango, can be observed in Table 5.

A review of the data presented in Table 5 leads to the following interpretation:

- The effect of learning motivation (X_1) on student achievement (Y)

The value of the t_{count}, 3.894, is significantly greater than the t_{table} (75-2=73) = 1.666 (3.894 > 1.666), and the associated p-value is less than 0.05 (0.000 < 0.05). Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that the variable of learning motivation has a significant influence on student achievement at SMA Negeri I Tapa, Bone Bolango, in the 2022/2023 academic year.

- The effect of learning discipline (X2) on student achievement (Y)

The value of the t_{count}, 3.546, is greater than the t_{table} of 1.666, which is based on a 75% confidence interval and a 2% margin of error. This indicates that the null hypothesis is rejected, as the calculated value is greater than the critical value. Additionally, the p-value, 0.001, is less than 0.05, which is the significance level. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that the variable of learning discipline has a significant impact on student achievement at SMA Negeri I Tapa in Bone Bolango during the 2022/2023 academic year.

- The effect of family environment (X3) on student achievement (Y)

The value of the t_{count}, 2.925, is greater than the t_{table} at the 0.05 level of significance (2.925 > 1.666). This indicates that the null hypothesis is rejected and the alternative hypothesis is accepted. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that the family environment exerts a significant influence on student achievement at SMA Negeri I Tapa, Bone Bolango, in the 2022/2023 academic year.

3.3.2. Simultaneous regression coefficient test (F-test)

The purpose of the Uji-F is to ascertain whether the independent variables collectively exert a significant influence on the dependent variable. The results of the simultaneous effect of motivation, discipline, and family environment on student achievement at SMA Negeri I Tapa, Bone Bolango, in the 2022/2023 academic year are presented in Table 6.

Table 6 Partial Regression Coefficient Test Result (F-Test)

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	3234.643	3	1078.214	30.572	0.000[b]
	Residual	2504.024	71	35.268		
	Total	5738.667	74			
a. Dependent Variable: Student Learning Achievement b. Predictors: (Constant), Family Environment, Learning Discipline, Learning Motivation						

Source: Output of SPSS, 2023

The value of the F_{count} is 30.572 at a significant level of 0.000. This indicates that the F_{count} is greater than the F_{table} (3.124) at the 0.05 level and that the null hypothesis (H_0) is rejected. Consequently, the alternative hypothesis (H_a) is accepted. This indicates that the variable of learning motivation, learning discipline, and family environment exerts a significant influence on student achievement simultaneously at SMA Negeri 1 Tapa in Bone Bolango during the 2022/2023 academic year.

3.4. Coefficient of Determination Test (R^2)

The value of the coefficient of determination (R^2) can be observed in Table 7. The table indicates that the R^2 value is 0.564, which represents a 56.40% contribution to the variable of student learning achievement at SMA Negeri I Tapa, Bone Bolango, Indonesia, in the 2022/2023 academic year. Consequently, the variable of academic achievement can be

influenced by the variables of learning motivation, learning discipline, and family environment to the extent of 56.40%, while the remaining 43.60% is influenced by other variables that have not been investigated in this study.

Table 7 Coefficient of Determination Test Result (R^2)

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	0.751[a]	0.564	0.545	5.939
a. Predictors: (Constant), Family Environment, Learning Discipline, Learning Motivation b. Dependent Variable: Student Learning Achievement				

Source: Output of SPSS, 2023

4. Discussion

4.1. The Effect of Learning Motivation on Student Learning Achievement in Public High School 1 Tapa, Bone Bolango Regency

Motivation functions as a driver or motor that releases energy and leads to the goal to be achieved. A decrease in learning motivation in students can have an impact on learning activities carried out, which in turn can reduce learning outcomes. Therefore, it is important to increase learning motivation in students to achieve optimal learning results. Motivation problems may often be the cause of low student interest in the learning activity process because there is no encouragement in learning both from within students and from outside. Motivation to learn is the driving force of the psychological aspect in students that can lead to learning activities, ensure the continuity of learning activities, and provide direction to learning activities to achieve optimal goals. The results demonstrated that the learning motivation variable (X_1) had a significant effect on student achievement. This can be demonstrated by using the SPSS for Windows version 20.0 program, which yielded a $t\text{-}_{count}$ value of 3.894 with a significance value of 0.000. This indicates that the $t\text{-}_{count}$ value is greater than the $t\text{-}_{table}$ value of 1.666 and the significance value is smaller than 0.05. Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This indicates that the learning motivation variable has a significant impact on student learning achievement at Public High School I Tapa, Bone Bolango Regency. Motivation encourages students to learn to achieve their goals and objectives, as they are convinced and aware of the value and benefits of learning.

At Public High School 1 Tapa, Bone Bolango Regency, teachers consistently emphasize the importance of providing students with reasons why they should study hard and strive to achieve their full potential. Furthermore, teachers frequently elucidate the expectations placed upon students during and following the learning process. Additionally, teachers endeavor to enlighten students regarding the immediate and long-term objectives of the lessons they are undertaking, by furnishing them with a general comprehension of the applications of the aforementioned lessons.

The findings of this study align with the theoretical framework proposed by Sardiman (2012), which posits that for learning objectives to be achieved, learners must possess motivation, or the drive to learn. This study also supports the empirical findings of Nafiatus Sakinah (2013) and Bagas Wahyu Utomo (2013), which indicate that motivation has a significant impact on student achievement.

4.2. The Effect of Learning Discipline on Student Learning Achievement in Public High School 1 Tapa, Bone Bolango Regency

Learning discipline is a crucial factor in determining student success in learning. Students who demonstrate good learning discipline tend to form positive attitudes and behaviors. A disciplined life system, in turn, encourages students to learn effectively and achieve high levels of achievement. In the context of learning, discipline is of paramount importance because it instills a sense of respect for time, preventing students from wasting their time in futile pursuits. Good discipline, in turn, leads to good achievement and a host of other factors that influence learning achievement.

The results of the t-test calculation indicated that the learning discipline variable (X_2) had a significant effect on student achievement. The $t\text{-}_{count}$ value was 3.546, with a Sig value of 0.001, which demonstrated that the $t\text{-}_{count}$ value was greater than the $t\text{-}_{table}$ value of 1.666 and the Sig value was smaller than 0.05. Consequently, the null hypothesis (H_0) is rejected,

and the alternative hypothesis (H_a) is accepted. This indicates that the learning discipline variable has a significant effect on student learning achievement at SMA Negeri I Tapa, Bone Bolango Regency.

The findings of this study align with the theoretical framework proposed by Tu'u (2004), which posits that students' academic success is contingent upon the development of self-awareness and discipline. Without a conducive learning environment, both within the school and the classroom, students are less likely to thrive academically. In terms of learning activities, positive discipline provides a conducive environment for the learning process. Discipline is a means by which students can succeed in their studies and subsequently in their professional lives. This is because awareness of the importance of norms, rules, compliance, and obedience is a key factor in one's success. The results of this study corroborate the empirical research findings of Florentina Br Gurusinga (2019) and Alya Alvio Nita Wibowo (2022), which indicate that the learning discipline variable exerts a partial, positive, and significant influence on student achievement.

4.3. The Effect of Family Environment on Student Learning Achievement in Public High School 1 Tapa, Bone Bolango Regency

The family environment is a significant learning environment that exerts a profound influence on the learning process and child development. The family environment is a primary environment that exerts a stronger influence on individuals than the secondary environment, whose ties are relatively loose. Furthermore, the family is the first preschool educational environment that children recognize during their growth and development.

The results demonstrated that the family environment variable (X_3) had a significant effect on student learning achievement. This is evidenced by the results of the t-test calculation, which yielded a t_{count} value of 2.925 with a significance value of 0.005. This indicates that the t_{count} value is greater than the t_{table} value of 1.666, and the significance value is smaller than 0.05. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that the family environment exerts a significant influence on student learning outcomes at SMA Negeri I Tapa, Bone Bolango Regency.

Students who are exposed to a positive family environment tend to exhibit high levels of academic achievement. This aligns with Sukmadinata's (2009: 163) assertion that the family is the primary and most influential environment in education. The family serves as the foundation for learning in both school and community settings. This indicates that the family environment is essential for achieving optimal learning outcomes.

4.4. The Effect of Learning Motivation, Learning Discipline, and Family Environment on Student Learning Achievement in Public High School 1 Tapa, Bone Bolango Regency

Factors thought to influence learning achievement include motivation and discipline. Students with high motivation are driven to achieve their learning goals, leading to positive learning outcomes. Those with strong motivation also tend to exhibit self-control, or discipline, in their learning. Similarly, the family environment exerts a significant influence on students' learning achievement. In their daily lives, students are greatly influenced by the family environment, both positively and negatively.

The results demonstrated that learning motivation, learning discipline, and family environment simultaneously influence student learning achievement. This is evidenced by $F_{count} > F_{table}$ or 30.572 > 3.124, resulting in a significant value of 0.000 that is smaller than 0.05. Consequently, the variables of learning motivation, learning discipline, and family environment exert a significant influence on student learning achievement at SMA Negeri I Tapa, Bone Bolango Regency. The coefficient of determination (R^2) of 0.564 indicates that the variables of learning motivation, learning discipline, and family environment collectively account for 56.40% of the variation in student learning achievement, while the remaining 43.60% is attributable to other factors not included in this study.

The findings of this study are consistent with those of Siti Maesaroh and Novika Wahyuhastuti (2022), who observed a significant positive correlation between motivation, discipline, and the learning environment and academic outcomes. These three factors play a pivotal role in determining students' learning outcomes. The findings of Florentina Br Gurusinga (2019) also indicate a positive and significant correlation between learning discipline, family environment, and academic motivation toward academic achievement.

5. Conclusion

The objective of this study was to analyze the influence of each independent variable on the dependent variable, both partially and simultaneously. Based on the results of the study, it can be concluded that the independent variables,

namely motivation, discipline, and family environment, have a positive and significant impact on the dependent variable, namely student achievement, in both a partial and simultaneous manner. The partial test results indicate that the t_{values} for motivation, discipline, and family environment are 3.894, 3.546, and 2.925, respectively. These values are greater than the t_{table} values, indicating a significant effect of these variables on student achievement. The simultaneous test yielded a value of F_{count} of 30.572, which is greater than the F_{table}. Therefore, it can be concluded that the three independent variables exert a simultaneous influence on the dependent variable. The coefficient of determination (R^2) value of 0.564 indicates that the independent variables account for 56.40% of the variation in the dependent variable, while the remaining 43.60% is influenced by other variables not included in the study.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

References

[1] Alya Alvio Nita Wibowo. 2022. The Influence of Learning Motivation, Learning Discipline, and Family Environment on Students' Learning Achievement during the Pandemic. National Journal.

[2] Arikunto, Suharsimi. 2010. Research Procedures for a Practical Approach. Jakarta: Rineka Cipta.

[3] Dimyati and Mudjiono. 2010. Learning and Teaching. Jakarta: PT.Rineka Cipta.

[4] Djamarah, Syaiful Bahri and Zain, Azwan. 2006. Teaching and Learning Strategies. Jakarta: PT Rineka Cipta.

[5] Ekosiswoyo, R and Rachman, M. 2000. Class Management: In Accordance with the D-II PGSD Curriculum. Semarang: CV IKIP Semarang Press.

[6] Florentina Br Gurusinga. 2019. On the Learning Achievement of Economics of Class X Students of RK Deli Murni Bandar Baru Private High School in the 2018/2019 Academic Year. National Journal.

[7] George, R, Terry, Leslie W. Rue. 2003. Fundamentals of Management. Jakarta: PT. Bumi Aksara.

[8] Hasibuan, Malayu. 2005. Fundamentals of Educational Science (revised edition). Jakarta: PT RajaGrafindoPersada

[9] Khairuddin. 2002. Sociology of the family. Yogyakarta: Liberty.

[10] Muhammad Isyaa Firwadi. 2017. The Relationship Between Learning Discipline and Family Environment with Learning Achievement in Grade XI Students at SMK Negeri 25 Jakarta. National Journal.

[11] Nafiatus Sakinah. 2013. The Influence of Learning Discipline, Learning Motivation, and Family Environment on Learning Achievement in the Subject of Economics of Grade X Students of SMA N 2 Kudus in the 2013/20 Academic Year". National Journal.

[12] Pierre Senjaya, Freddy Ong, Fredson Kotamena and Carter Bing Andika. 2020. School Environmental Influences, Student Discipline and Learning Motivation toward Increasing Senior High Students Achievement. International Journal of Innovative Science and Research Technology. Volume 5, ISSN No:-2456-2165.

[13] Prbadi, Benny A. 2011. Learning System Design Model. Jakarta: Diak Rakyat.

[14] Reni Efriza, Caska Caska, and Makhdalena. 2020. Analysis of Factors Affecting Student Learning Achievement of Social Sciences Subjects in Muhammadiyah Middle School Rokan Hulu Regency. Journal of Educational Sciences Vol. 4 No. 3. P-ISSN 2581-1657 E-ISSN 2581-2203

[15] Sardiman, A.M. 2010. Interaction and Motivation for Teaching and Learning. Jakarta: Rajawali Pers.

[16] Siswoyo, Dwi, et al. 2008. Educational Science. Yogyakarta. UNY Press.

[17] Siti Maesaroh and Novika Wahyuhastuti. 2022. The Influence of Motivation, Discipline, Learning Environment on Student Achievement at SMK Muhammadiyah 1 Kedungtuban, Blora Regency. National Journal.

[18] Slameto. 2010. Learning and Factors that Influence It. Jakarta: PT. Rineka Cipta

[19] Soemanto, Wasty. 2006. Educational Psychology as the Foundation of Educational Leaders' Work. Jakarta: Rineka Cipta.

[20] Sudijono, Anas. 2009. Introduction to Educational Evaluation. Jakarta: Rajagrafindo.

[21] Sudjana, Nana. 2004. Assessment of the Results of the Teaching and Learning Process. Bandung: PT Remaja Rosdakarya Offset.

[22] Sugihartono, et al. (2007). Educational Psychology. Yogyakarta: UNY Press

[23] Sugiyono. 2019. Quantitative, Qualitative, and R&D Research Methods. Bandung: Alphabet

[24] Sulistyowati, Sofchah. 2001. Effective and Efficient Learning Methods. Pekalongan: Love of Knowledge.

[25] Sryabrata, Sumadi. 2002. Educational Psychology. Jakarta: PT.

[26] Syah, Muhibbin. 2008. Educational Psychology. Bandung: Remaja Rosdakarya.

[27] Syaodih, Nana Sukmadinata. 2009. Foundations of Psychology and Educational Process. Bandung: PT Remaja Rosdakarya

[28] Terry, George, R. 2003. Basics of Management. Jakarta: PT.

[29] Tu'u, Tulus, 2004. The Role of Discipline in Student Behavior and Achievement. Jakarta: Rineka Cipta.

[30] Uno, B. Hamza and Lamatenggo, Nina. 2016. Teachers' Duties in Learning: Influencing Aspects. Jakarta: Bumi Aksara

[31] Uno, B. Hamzah. 2008. Motivation Theory and Its Measurement, Jakarta: Bumi Aksara

[32] Winkel, W. S. 2004. Educational Psychology and Learning Evaluation. Jakarta: PT. Gramedia Pustaka Utama.