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THE EFFECT OF LEARNING MOTIVATION AND LEARNING DISCIPLINE ON STUDENT LEARNING ACHIEVEMENT

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Abstract

This study aims to determine the effect of learning motivation and learning discipline on student achievement of class XII OTKP in Automation of Public Relation and Protocol at SMK PGRI 2 Sidoarjo. This study uses a quantitative approach. This type of research uses explanatory research. Primary data comes from questionnaires, while secondary data comes from school data, books, and journals. The population in this study were all students in class XII OTKP at SMK PGRI 2 Sidoarjo, totaling 98 students. This study uses a census or total sampling because the total population is less than 100, namely 98 students. The data collection techniques use questionnaires, documentation, and interviews. The data analysis techniques used the normal test, homogeneity test, t-test, F-test, and coefficient of determination (R^2). The results of this study indicate that there is an influence of learning motivation on student achievement, an influence of learning discipline on student achievement, and an influence of learning motivation and learning discipline on student achievement. Suggestions for future researchers are expected to add other variables that affect learning achievement.

Keywords Learning Achievement; Learning Discipline; Learning Motivation

INTRODUCTION

In the current era of globalization, only countries that have high quality can compete and survive. Therefore, a country is expected to ensure the availability of superior human resources to survive in competition with other nations. A strategy to increase the standards and excellence of HR (Human Resources) is through education. Educational success will be achieved if there are efforts and efforts to improve the quality of education (Kusuma & Subkhan, 2015). Education standards serve as the minimum requirements for the education system in Indonesia. The education system aims to help the Indonesian people survive and advance from one generation to the next.

The education system consists of a series of planned and organized activities. Education is a continuous process that begins when an individual is born and dies. In addition, education is a tool that functions to make superior human resources. This can be a tool to help individuals develop themselves. Thus, education is an important component of life itself, and every citizen has the right to obtain lifelong education. Therefore, the government is trying to improve the quality of education because one of the embodiments of the goals of education is to contribute to improving the quality of human resources. The further goal of education is to develop individuals with positive traits, qualified skills, and broad knowledge so that individuals can achieve their goals and aspirations in life.

In Indonesia, informal, formal, and non-formal education is generally used to carry out teaching. Informal education is education given at home or in a social environment. Formal education includes elementary school, junior high school, senior high school, vocational high school, and college. On the other hand, non-formal education consists of subjects covering teaching, skills development, and distribution of education packages A, B, and C.

SMK is included in the category of formal education institutions. SMK aims to prepare graduates with academic talents and abilities based on their abilities, preparing students to be able to compete in the world of work by offering information and abilities related to everyone's area of expertise. SMK PGRI 2 Sidoarjo (Vocational High School of the Republic of Indonesia 2 Sidoarjo Teachers' Association) is one of many private SMKs that have an A accreditation in Sidoarjo Regency. The facilities at this school are complete, and there are laboratories for each department or expertise competency.

This study aims to find the effect of learning motivation and learning discipline on student achievement in class XII OTKP in the subject of Automation of Public Relations and Protocol at SMK PGRI 2 Sidoarjo. Automation of Public Relations and Protocol is one of the many productive subjects in the OTKP major. Apart from being provided with theory, students are also provided with practice on public relations, so these subjects are important to study, in which there are many activities practiced in the industry. The subjects in this study were class XII OTKP students at SMK PGRI 2 Sidoarjo. Class XII OTKP students have received material and have carried out PKL (Field Work Practices), so the knowledge regarding the subject Automation of Public Relations and Protocol obtained is quite a lot compared to class X OTKP and class XI OTKP. In addition, they have also carried out a competency test. The researcher conducted a preliminary study involving questions and answers with the Automation of Public Relations and Protocol teacher at SMK PGRI 2 Sidoarjo to find out the reasons behind the low student achievement. There are several factors, including learning motivation and learning discipline, which contribute to low student achievement.

According to research by Widiatmoko & Suryani (2014), it shows that learning motivation and discipline have a partial and simultaneous effect on academic success. In addition, Kusuma & Subkhan (2015) argue that motivation and learning discipline have an 89.5% impact on academic success. Learning achievement is partially influenced by the learning discipline at 48.58%, while learning motivation has an influence of 62.09%. Student motivation and discipline have a good and sizeable influence on student learning achievement, according to Kristiani & Pahlevi (2021). According to research by Indrianti, Djaja, & Suyadi (2017), learning outcomes are influenced by discipline and motivation by 80.48%. According to Haryono (2016) and Leobisa & Namah (2022), learning achievement is influenced by discipline. According to Mulyasih & Suryani (2016), 46.225% of learning achievement is influenced by study habits, family dynamics, and learning motivation. According to Adinoto (2019), early learning activities, learning discipline, and learning motivation all affect learning achievement. According to Khairinal, Kohar, & Fitmilina (2020), learning outcomes are influenced by the peer environment, learning discipline, and learning motivation by 37.3%. This shows how discipline and motivation to learn impact student achievement. However, according to research by Safna & Wulandari (2022), learning outcomes are not influenced by motivation or learning discipline. This is contrary to previous research, which states that motivation and learning discipline have an impact on student achievement.

The novelty of this research with previous research is that in previous studies, no one has discussed the importance of learning motivation and learning discipline on student achievement in the Automation of Public Relations and Protocol subject, even though this subject is one of the productive subjects in the OTKP major which not only learn about theory but also learn the practice of public relations which is useful when students enter the industrial world.

Based on interviews conducted by the author with educators who teach class XII OTKP students in the Automation of Public Relation and Protocol subject, in fact, the learning motivation of class XII OTKP students at SMK PGRI 2 Sidoarjo is still low because only 40% of students focus on the teacher's explanation on when learning activities are in progress. Some students fail to complete assignments submitted by the teacher, show a lack of student interest in learning, easily get discouraged when getting and doing assignments that are a bit difficult, like copying friends' work, students do not realize the importance of learning, not all students pay attention to the teacher when learning is in progress, students are still confused about their future, students skip classes, activities carried out are monotonous, and the learning environment is less conducive because each class has too many students. These things are not in accordance with the opinion of Sardiman (2018) regarding indicators of learning motivation, such as being diligent in carrying out assignments submitted by the teacher, being tenacious when solving a problem that is quite complicated, being happy doing work independently, and not depending on friends. This is also not in accordance with the indicators of learning motivation according to Uno (2021), namely, there are future goals, the desire to learn and the need to learn, a supportive learning environment, and interesting learning activities.

Based on the description explained in this background, learning motivation and learning discipline have an impact on learning success and must be emphasized so that students can achieve maximum learning outcomes. The motivation of the authors to carry out research entitled "The Influence of Learning Motivation and Learning Discipline on Student Achievement in the Subject of Automation of Public Relation and Protocol" one of which is sourced from the description of this situation.

METHOD

The research approach used is a quantitative approach. This type of research uses explanatory research. According to Sugiyono (2017), a research technique known as explanatory

research describes the placement of the factors being investigated and how they influence one another. This study aims to find out the relationship between learning motivation and learning discipline on the learning achievement of class XII OTKP students in the subject of Automation of Public Relations and Protocol. The type of data applied in this research is quantitative data. The population in this study were all OTKP class XII students at SMK PGRI 2 SIdoarjo, totaling 98 students. In this study, a census or total sampling was used because the population was less than 100. Thus, the number of samples used was 98 students.

Table 1. Number of Class XII OTKP Students

No.	Class	Total Students
1.	XII OTKP 1	47
2.	XII OTKP 2	51
	Total	**98**

Source: Data processed by the researcher

This research was conducted at SMK PGRI 2 Sidoarjo, which is located on Jl. Jenggolo III Number 61, Pucang, Sidoarjo District, Sidoarjo Regency, East Java 61219. The variables in this study include the independent variables and the dependent variables. The independent variables in this study are learning motivation and learning discipline. While the dependent variable in this study is learning achievement.

Data sources are those who provide data applied in research. Primary and secondary data sources are two different categories of data sources. The place where the research is carried out or the information that the author gets directly from the first source is referred to as the primary data source (Siregar, 2013). In addition, secondary data sources are made public (Siregar, 2013). The questionnaire is presented as primary data material in this study. Meanwhile, secondary data comes from school data, interviews, books, and journals.

The hypothesise in this study there is hypothesis 1, Ha_1: there is a positive and significant influence of learning motivation on student achievement in class XII in the Automation of Public Relation and Protocol subject at SMK PGRI 2 Sidoarjo, Ho_1: there is no positive and significant influence of learning motivation on student achievement in class XII in the Automation of Public Relation and Protocol subject at SMK PGRI 2 Sidoarjo; hypothesis 2, Ha_2: there is a positive and significant influence of learning discipline on student achievement in class XII in the Automation of Public Relation and Protocol subject at SMK PGRI 2 Sidoarjo, Ho_2: there is no positive and significant

influence of learning discipline on student achievement in class XII in the Automation of Public Relation and Protocol subject at SMK PGRI 2 Sidoarjo; hypothesis 3, Ha_3: there is a positive and significant effect of learning motivation and learning discipline on student achievement in class XII in the Automation of Public Relation and Protocol subject at SMK PGRI 2 Sidoarjo, Ho_3: there is no positive and significant effect of learning motivation and learning discipline on student achievement in class XII in the Automation of Public Relation and Protocol subject at SMK PGRI 2 Sidoarjo.

Data compilation techniques used in this study are questionnaires, documentation, and interview. Sugiyono (2019) argues that questionnaires are applied as a medium for collecting data by offering respondents a predetermined set of questions or statements to respond to. Questionnaires are divided into closed and open questions or statements (Sugiyono, 2019). Unlike closed questionnaires which only allow respondents to decide between the choices provided by the author, open questionnaires allow respondents to answer in their own words. Collecting data directly from the study location is the purpose of documentation (Sugiyono, 2019). This information is in the form of student grades and school data. If the author wants to conduct preliminary research to obtain in-depth information about respondents, interviews are used as a data collection method (Sugiyono, 2019). Interviews were conducted by the author with class XII OTKP teachers who teach the Automation of Public Relations and Protocol subjects. Interviews were conducted to deepen the background of the researchers' reasons for researching this theme which was carried out when conducting a preliminary study.

The data analysis technique used in the related research is multiple linear regression. For the results of the tests in this study to be accurate, the researchers conducted tests, namely test instruments, classic assumptions test, and hypothesis test.

Instrument tests were carried out to find out whether an instrument was feasible to use. Instrument tests consisted of validity and reliability tests. Pujiati, et al. (2018) argue that the validity test assesses the level of truth of the instrument. If a statement or question about an instrument can accurately convey what the instrument will measure, then the instrument is considered valid. According to Siregar (2013), many factors can be used to determine whether the questionnaire used can be used to evaluate what you want to test, including: (1) If the product-moment correlation coefficient is > 0.3; (2) If the product-moment correlation coefficient > r_{table}; (3) Sig. ≤ α. The value of α is 0.05. IBM SPSS Statistics 29 for Windows was used to calculate the validity test.

Meanwhile, reliability is how far the constant measurement results for similar symptoms through the use of similar measuring instruments refers to the extent to which the measurement findings remain consistent. Pujiati, et al. (2018) state that an instrument is said to be reliable if the responses given by respondents to questions or statements are constant or stable over time. The research results are said to be reliable if, at different times, the data produced remains the same (Sugiyono, 2017). IBM SPSS Statistics 29 for Windows was used to calculate the reliability test.

After the data is collected, a classic assumption test is carried out to meet the requirements that must be met. Classic assumption tests consisted of normality and homogeneity tests. Pujiati et al. (2018) stated that the purpose of the normality test was to assess whether the standard residuals of the regression model had a uniform distribution or not. Standardized residual values have a normal distribution if probability (sig) > α (Pujiati et al., 2018). The magnitude of α is 0.05. This study measured the normality test using IBM SPSS Statistics 29 for Windows.

Meanwhile, the homogeneity test is a test of whether or not the variants of two or more distributions are equal (Pujiati et al., 2018). The data distribution is said to be homogeneous if the significance value is > 0.05. This study measured the homogeneity test using IBM SPSS Statistics 29 for Windows.

After the classic assumption test, a hypothesis test is carried out, which consists of the t-test, F-test, and Coefficient of Determination (R^2). On t-test, a hypothesis is said to have the effect of variable X on variable Y if the sig value < 0.05 or $t_{count} > t_{table}$ (Siregar, 2013). t-test is declared accepted if Ha is accepted. The hypothesis is accepted if the significance value is < 0.05 and $t_{count} > t_{table}$. And the hypothesis is rejected if Ho is accepted, which the significance value is > 0.05 and $t_{count} < t_{table}$. This study calculated the t-test using IBM SPSS Statistics 29 for Windows.

Next is F-test, F-test is the simultaneous effect of variable X on variable Y exists if the sig value < 0.05 or $F_{count} > F_{table}$ (Siregar, 2013).

F-test is declared accepted if Ha is accepted. The hypothesis is accepted if the significance value is < 0.05 and $F_{count} > F_{table}$. And the hypothesis is rejected if Ho is accepted, for which the significance value is > 0.05 and $F_{count} < F_{table}$. In this study, IBM SPSS Statistics 29 for Windows is used to calculate the F-test.

The coefficient of determination (R^2) has a range between 0 and 1 (Sugiyono, 2017). The coefficient of determination has a range between $0 < R^2 < 1$. This shows that if R^2 is close to 1, it can be concluded that the independent variable has a significant impact on the dependent variable

(Ndruru, Situmorang, & Tarigan, 2014). This study tests the coefficient of determination (R^2) using IBM SPSS Statistics 29 for Windows.

FINDINGS AND DISCUSSION

Findings

Instrument Test

1. Validity Test

On the results of the validity trial, the significance value of each item on learning motivation and learning discipline is less than 0.05. Therefore the research instrument can be said to be valid. The following table shows the results of the calculation of the validity test of learning motivation, namely:

Table 2. Results of the Validity Test of Learning Motivation Variables

Item Number	r_{count}	r_{table}	Information	Validity Criteria
1	0,776	0,284	Valid	High
2	0,626			High
3	0,593			Enough
4	0,515			Enough
5	0,589			Enough
6	0,575			Enough
7	0,558			Enough
8	0,623			High
9	0,600			High
10	0,861			Very High
11	0,553			Enough
12	0,676			High
13	0,695			High
14	0,688			High
15	0,647			High
16	0,487			Enough
17	0,462			Enough
18	0,678			High
19	0,697			High
20	0,607			High

Source: Data processed by researcher

The following table shows the results of the calculation of the validity test of the learning discipline, namely:

Table 3. Results of the Validity Test of Learning Discipline Variables

Item Number	r_{count}	r_{table}	Information	Validity Criteria
1	0,633	0,284	Valid	High
2	0,584			Enough
3	0,714			High
4	0,685			High
5	0,527			Enough
6	0,424			Enough
7	0,632			High
8	0,707			High
9	0,458			Enough
10	0,526			Enough
11	0,609			High
12	0,795			High
13	0,644			High
14	0,530			Enough
15	0,640			High
16	0,561			Enough
17	0,636			High
18	0,562			Enough

Source: Data processed by researcher

In the following table, you can see a summary of the results of the validity test as follows:

Table 4. Summary of Validity Test Results

Variable	Number of Restatement	Number of Valid Statement
Learning Motivation (X_1)	20	20
Learning Discipline (X_2)	18	18
Total	**38**	**38**

Source: Data processed by researcher

Based on Table 2 and Table 3, it can be concluded that from a total of 38 items tested, there are 38 valid items because of the value of $r_{count} > r_{table}$.

2. Reliability Test

In this study, IBM SPSS Statistics 29 for Windows is used to calculate reliability testing. The results of the reliability test showed that learning motivation and learning discipline can both be said to be reliable. A data is said to be reliable if the reliability coefficient is > 0.6. In the following table, it can be observed that the summary of the reliability test results is as follows:

Figure 1. Results of the Validity Test of Learning Motivation Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.918	20

Figure 2. Results of the Validity Test of Learning Discipline Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.895	18

The pictures above can be used to draw conclusions that instruments for measuring motivation and learning discipline can be considered reliable because the Cronbach Alpha coefficient value is > 0.6. As a result, this instrument passes the requirement of being a reliable research data collection tool.

Classic Assumption Test

After the data is collected, a classic assumption test is carried out to meet the requirements that must be met.

1. Normality Test

Standardized residual values have a normal distribution if probability (sig) > α (Pujiati et al., 2018). The magnitude of α is 0.05. The following are the normality test results obtained:

Figure 3. Normality Test Result

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			98
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		14.36670149
Most Extreme Differences	Absolute		.084
	Positive		.071
	Negative		-.084
Test Statistic			.084
Asymp. Sig. (2-tailed)[c]			.082
Monte Carlo Sig. (2-tailed)[d]	Sig.		.083
	99% Confidence Interval	Lower Bound	.076
		Upper Bound	.090

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The normality test applying IBM SPSS Statistics 29 for Windows can be seen that the significance value is 0.082. The data in this study can be declared to have a normal distribution because this number is greater than 0.05.

2. Homogeneity Test

In data, there are no symptoms of homogeneity if the significance value is > 0.05.

Figure 4. Homogeneity Test Result

Test of Homogeneity of Variances

Prestasi Belajar

Levene Statistic	df1	df2	Sig.
1.139	1	96	.289

The homogeneity test utilizing the use of IBM SPSS Statistics 29 for Windows can be seen that the significance value is 0.289. The data in this study are said to be homogeneous because the significance value is > 0.05.

Hypothesis Test

t-test

The t-test is a significance test conducted to determine the significance of the effect of each independent variable on the dependent variable partially. In this study, the t-test was carried out using IBM SPSS Statistics 29 for Windows. In this study, the number of samples used was n = 98, the t_{table} was 1.986, and the error rate was $\alpha = 0.05$. The following picture shows the results of the t test:

Figure 5. t-test Result

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.373	18.468		.020	.984
	Motivasi Belajar	.448	.200	.218	2.239	.028
	Disiplin Belajar	.259	.110	.228	2.351	.021

a. Dependent Variable: Prestasi Belajar

Based on the image of the t test results, the results are obtained:

1. The learning motivation variable (X_1) has a coefficient (β_1) = 0.448 > 0; t_{count} (2.239) > t_{table} (1.986); and a significance of 0.028 < 0.05. So, it can be concluded that Ha_1 is accepted, namely the learning motivation variable has a positive and significant effect on student achievement in class XII OTKP at SMK PGRI 2 Sidoarjo.
2. The learning motivation variable (X_2) has a coefficient (β_2) = 0.259 > 0; t_{count} (2.351) > t_{table} (1.986); and a significance of 0.021 < 0.05. So, it can be concluded that Ha_2 is accepted. Namely, the

learning discipline variable has a positive and significant effect on the learning achievement of class XII OTKP students at SMK PGRI 2 Sidoarjo.

Based on these results, the first hypothesis, which reads learning motivation has an influence on the learning achievement of class XII OTKP students in the subject of Automation of Public Relations and Protocol at SMK PGRI 2 Sidoarjo, is accepted, and the second hypothesis, which reads learning discipline has an influence on the learning achievement of class XII OTKP students in the subject of Automation of Public Relations and Protocol at SMK PGRI 2 Sidoarjo.

F-test

The F-test is a test conducted to measure whether the independent variables simultaneously affect the dependent variable. In this study, the t-test was carried out using IBM SPSS Statistics 29 for Windows. In this study, the number of samples used was n = 98, F_{table} was 3.09, and the error rate was α = 0.05. The following picture shows the results of the F-test:

Figure 6. F-test Result

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2349.454	2	1174.727	5.574	.005[b]
	Residual	20021.005	95	210.747		
	Total	22370.459	97			

a. Dependent Variable: Prestasi Belajar

b. Predictors: (Constant), Disiplin Belajar, Motivasi Belajar

Based on the table above, it can be obtained that the value of F_{count} (5.574) > t_{table} (3.09); and a significance of 0.058 < 0.05. So, it can be concluded that simultaneously, the variables of learning motivation and learning discipline have a positive and significant effect on the learning achievement of class XII OTKP students at SMK PGRI 2 Sidoarjo. In addition, based on the data obtained, the following equation can be obtained:

$$Y = 0.373 + 0.448X1 + 0.259X2$$

Based on the table above and the equation above, it can be seen:

1. The constant value obtained shows a positive result of 0.373 (β). In the equation above, if the variables of learning motivation (X_1) and learning discipline (X_2) are considered constant = 0, then the learning achievement variable (Y) has a value of 0.373, with other variables considered constant.

2. The value of the regression coefficient of the learning motivation variable is 0.448 > 0, so it shows a positive value. From the results obtained, it can be explained that the learning motivation variable has a positive effect on learning achievement, so if learning motivation is increased, student learning achievement will also increase.
3. The value of the regression coefficient of the learning discipline variable is 0.259 > 0, so it shows a positive value. From the results obtained, it can be explained that the learning discipline variable has a positive effect on learning achievement, so if learning discipline is increased, student learning achievement will also increase.

Based on these results, Ha_3 is accepted. The hypothesis says learning motivation and learning discipline have an influence on the learning achievement of class XII OTKP students in the subject of Automation of Public Relations and Protocol at SMK PGRI 2 Sidoarjo.

Discussion

The Effect of Learning Motivation on Learning Achievement of Class XII OTKP Students in the Subject of Automation of Public Relation and Protocol at SMK PGRI 2 Sidoarjo

The results of the t-test show that there is a strong correlation between learning motivation and learning achievement of class XII OTKP students in the subject of Automation of Public Relations and Protocol at SMK PGRI 2 Sidoarjo. The t_{count} value is 2.239, according to calculations using the t-test. The significance value obtained is also 0.028. This shows that the hypothesis that learning motivation has an influence on the learning achievement of class XII OTKP students in the subject of Automation of Public Relation and Protocol at SMK PGRI 2 Sidoarjo is accepted. This shows the importance of learning motivation and its impact on learning achievement.

Learning motivation is an absolute requirement for learning and has an important role in providing enthusiasm for learning, and this is related to research conducted by Kusuma & Subkhan (2015). High learning motivation can be observed from the efforts made by students to achieve a goal, in this case achieving maximum learning achievement by solving problems, enjoying working independently, having the desire to succeed, having an overview of the future, having an awareness of learning needs, cultivating appreciation, follow the learning well, and create a conducive learning environment. Students who excel at school will maximize their abilities to the limit, while those with low achievement will be seen as lazy in participating in learning (Adinoto, 2019).

This also relates to research conducted by Widiatmoko & Suryani (2014), which explains that learning achievement is influenced by learning motivation. Kusuma & Subkhan (2015) claim that learning motivation has a 62.09% impact on academic achievement. According to Kristiani & Pahlevi (2021), learning motivation has an impact on students' academic success. Indrianti, Djaja, & Suyadi (2017) stated that motivation influences learning outcomes by 43.9944%.

The Effect of Learning Discipline on Learning Achievement of Class XII OTKP Students in the Subject of Automation of Public Relation and Protocol at SMK PGRI 2 Sidoarjo

The results of the t-test show that there is a strong correlation between learning discipline and learning achievement of class XII OTKP students in the subject of Automation of Public Relations and Protocol at SMK PGRI 2 Sidoarjo. The t_{count} value is 2.351, according to calculations using the t-test. The significance value obtained is also 0.021. This shows that the hypothesis that learning discipline has an impact on the learning achievement of class XII OTKP students in the subject of Automation of Public Relation and Protocol at SMK PGRI 2 Sidoarjo is accepted. This shows the importance of learning discipline and its impact on learning achievement.

]Efforts made by students to maintain self-control in their duties and responsibilities as students show high learning discipline (Widiatmoko & Suryani, 2014). Thus, the goal is to produce the best learning outcomes. Students with good study habits will pay close attention so that their learning achievement will increase (Indrianti, Djaja, & Suyadi, 2017). This can be seen in terms of discipline when participating in learning activities, discipline when completing assignments, discipline when studying at home, discipline when obeying school rules, discipline in using school facilities, responsibility, the discipline of behavior in class, outside the classroom, as well as in the family environment. Disciplined students will be able to arrange and obey their study schedules, so they won't be lazy. This results in a high level of discipline in students' learning and will influence their academic success.

This is also related to the research of Widiatmoko & Suryani (2014), which suggests that learning achievement is influenced by discipline. According to Kristiani & Pahlevi (2021), learning achievement is influenced by discipline by 48.58%. According to Kristiani & Pahlevi (2021), student behavior has a good and quite large impact on academic achievement. According to Indrianti, Djaja, & Suyadi (2017), learning outcomes are influenced by learning discipline with a factor of 36.4998%.

The Effect of Learning Motivation and Learning Discipline on Learning Achievement of Class XII OTKP Students in the Subject of Automation of Public Relation and Protocol at SMK PGRI 2 Sidoarjo

The results of the F-test show that there is a strong correlation between learning motivation and learning discipline with student achievement in class XII OTKP in the subject of Automation of Public Relation and Protocol at SMK PGRI 2 Sidoarjo. The F_{count} value is 5.574, according to calculations using the F-test. In addition, the significance value obtained is 0.005. This shows that the hypothesis that learning motivation and learning discipline have an impact on student achievement in class XII OTKP in the subject of Automation of Public Relation and Protocol at SMK PGRI 2 Sidoarjo is accepted. This shows that the impact of learning motivation and discipline on student achievement is significant. The coefficient of determination obtained is 0.105, or 10.5%.

This shows that 10.5% of learning achievement is driven by motivation and learning discipline simultaneously, and the other 89.5% is influenced by other factors not covered in this study. Learning motivation and study discipline have a significant influence simultaneously on the learning achievement of class XII students in the Automation of Public Relation and Protocol subject at SMK PGRI 2 Sidoarjo in the 2022/2023 academic year. To increase student success, it is important to consider how learning motivation and learning discipline can be studied together. Students learn more and achieve more when students are motivated and disciplined in their studies. This is also in accordance with the research of Widiatmoko & Suryani (2014), learning motivation and learning discipline have an impact on students' learning abilities. According to Kusuma & Subkhan (2015), learning motivation and discipline have an effect of 89.5% on academic achievement. Student learning motivation and discipline have a good and quite large influence on student learning achievement.

CONCLUSION

Based on the explanation in the previous chapter of this study, it can be concluded that there is a significant influence on the hypothesis of the influence of learning motivation on student achievement of class XII OTKP in the subject of Automation of Public Relation and Protocol; there is a significant influence on the hypothesis of the influence of learning discipline on student achievement of class XII OTKP in the subject of Automation of Public Relation and Protocol; and there is a significant influence on the hypothesis of the influence of learning motivation and learning

discipline on the learning achievement of class XII OTKP students in the subject of Automation of Public Relation and Protocol. So it can be concluded that learning motivation and learning discipline have an effect both partially and simultaneously on the learning achievement of class XII OTKP students in the subject of Automation of Public Relations and Protocol.

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