

THE EFFECT OF DISCIPLINE AND MOTIVATION ON STUDENT LEARNING ACHIEVEMENT (Study at Harapan Umat Arongan Private Middle School)

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Abstract

This research aims to analyze the influence of discipline on student learning achievement at Harapan Umat Arongan Private Middle School, the influence of motivation on student learning achievement at Harapan Umat Arongan Private Middle School and the influence of discipline and motivation on student learning achievement at Harapan Umat Arongan Private Middle School. In this research, researchers used quantitative research. The sample in this study was 65 students at Harapan Umat Arongan Private Middle School. The results of this research show that the results of the t test on the discipline variable (X1) obtained $t_{count} > t_{table}$ ($5.166 > 1.998$) with a probability of 0.000 whose value is below 0.05. Thus H_{a1} is accepted, which means that there is a partially significant positive influence of discipline (X1) on student learning achievement (Y) at Harapan Umat Arongan Private Middle School. The results of the t test on the learning motivation variable (X2) obtained $t_{count} > t_{table}$ ($4.146 > 1.998$) with a probability of 0.000 with a value below 0.05. Thus, H_{a2} is accepted, which means that there is a partially significant positive influence on learning motivation (X2) on student learning achievement (Y) at Harapan Umat Arongan Private Middle School. The results of the calculation of $F_{count} > F_{table}$ ($8.023 > 2.75$) obtained a sig value ($0.000 < 0.05$), so simultaneously (together) discipline (X1) and learning motivation (X2) have a significant effect on learning achievement (Y) students at Harapan Umat Arongan Private Middle School.

Keywords: Leadership Style, Work Motivation, Teacher Performance

INTRODUCTION

Education is very important for humans so that they have a broad view of the future to achieve the desired goals and are able to adapt quickly and precisely in various environments. Education as a dynamic process apparently experiences changes and developments from time to time in accordance with the dynamics of society. Because education itself can motivate oneself to be better in all aspects of life. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and society. (SISDIKNAS Law Number 20 of 2003). Education is divided into three parts, namely formal, informal and non-formal education. Non-formal education is provided for community members who need Dayah education services which function as a substitute, supplement, and/or complement to formal education in order to support lifelong education, such as tutoring, music courses, TPA, etc. Informal education is a pathway to family and environmental education in the form of independent learning activities carried out consciously and responsibly.

Formal education is a systematic, structured, graded, tiered activity, starting from elementary school to tertiary education and its equivalent. School is a place for formal and non-formal education, which means a place to develop the nation's young generation. To develop a disciplined and independent young generation, it is necessary to foster obedience in students. Learning discipline is very important because discipline aims to guard against deviant behavior and things that can disrupt the learning process. Discipline makes students trained and has the habit of carrying out good actions and can control their every action so that students will be obedient, obedient and orderly in teaching and learning activities. In learning, discipline is needed because

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without awareness of implementing previously established rules, learning will not run effectively and optimally.

Therefore, in order for learning to run smoothly, all students must be disciplined, both disciplined in obeying school regulations, disciplined in doing homework, disciplined in doing assignments, and disciplined in studying at home. Each student's level of learning discipline will be different. Students who are used to disciplined learning will make the best use of their time at home and at school so that they will show their readiness in the learning process at school, while students who are not disciplined in learning will show less readiness to learn. They will show deviant behavior in the learning process such as not doing their homework, skipping class, not paying attention to the teacher's explanations, and violating school rules. Each student's level of learning discipline will be different. Students who are used to disciplined learning will make the best use of their time at home and at school so that they will show their readiness in the learning process at school, while students who are not disciplined in learning will show less readiness to learn. They will show deviant behavior in the learning process such as not doing their homework, skipping class, not paying attention to the teacher's explanations, and violating school rules.

Motivation to learn is also one of the factors that determines effectiveness in learning. A student will learn well if there is a driving factor, namely learning motivation. Students will study seriously if they have high learning motivation. Learning motivation is all the driving force within students that gives rise to learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved (Sardiman, 2017: 75). There are many factors that influence learning motivation which can be divided into two factors. According to Yusuf (2019:23) motivation to learn can arise due to internal and external factors. Internal factors that influence learning motivation are: (1) physical factors including nutrition (nutrition), health, and physical functions (especially the five senses), (2) psychological factors, which are related to aspects that encourage or inhibit learning activities to students.

External factors (which come from the environment) that influence learning motivation include: (1) non-social factors including air conditions (hot or cold weather), time (morning, afternoon, evening), place (quiet, noisy, or the quality of the school where you study).), facilities and infrastructure or learning facilities, (2) social factors, namely human factors (teachers, counselors and parents). In connection with these factors, teachers play a very important role in increasing students' discipline and learning motivation. From the results of observations at the Harapan Umat Arongan Private Middle School, students at the Harapan Umat Arongan Private Middle School did not pay enough attention to the teacher when learning was taking place and many students at the Harapan Umat Arongan Private Middle School did not enter the local school on time.

LITERATURE REVIEW

Learning Discipline

Etymologically, discipline is taken from the word discipline which means obedience to school regulations, rules and so on (KBBI, 2016:268). In other words, people are said to be disciplined if their thoughts and actions are always based on applicable rules. According to Mulyasa (2015: 191) discipline is a state of order, when people who are members of a system comply with existing regulations happily. According to Naim (2015: 142), discipline is obedience to implementing a system that requires a person to submit to decisions, orders and regulations that apply in a place. In other words, discipline is a person's attitude in obeying existing and established rules and regulations without asking for compensation. Meanwhile, Semiawan (2018:27), discipline is an influence designed to help children adapt to their environment. From various opinions regarding the meaning of discipline, it can be concluded that the meaning of discipline is an attitude or behavior that shows the values of obedience, conformity, regularity and order to the regulations that have been established.

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Understanding Learning Motivation

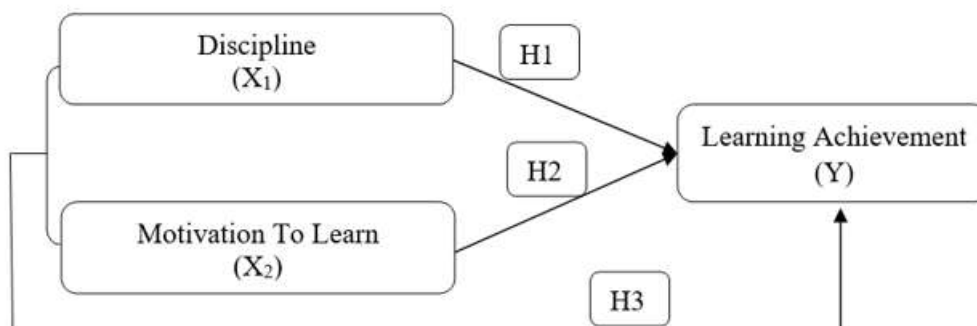
Sukmadinata (2016:61) explains that motivation is the force that drives individual activities, conditions within the individual that encourage or move the individual to carry out activities to achieve goals. Like learning motivation, the drive that exists within students to achieve maximum learning outcomes. Students will make various efforts to get results. Suryabrata (2016:70) explains that motivation is a state in a person's personality that encourages people to carry out certain activities to achieve goals. Motivation to learn is formed and is one of the foundations that encourages humans to grow, develop and advance to achieve something. Learning motivation can be said to be the overall driving force within students that can arise in the learning process and ensure continuity in their learning. Agrees with Ngalim Purwanto (2016:71) who says that motivation is a conscious effort to influence someone's behavior so that they are moved to take action to do something so as to achieve certain results and goals. From several theories regarding the meaning of motivation above, it can be concluded that learning motivation is a condition that exists within an individual which encourages students to study and carry out certain activities to obtain maximum learning results and goals.

Understanding Learning Achievement

Learning achievement cannot be separated from the act of learning, because learning is a process, while learning achievement is the result of the learning process. For a student, studying is an obligation. The success or failure of a student in education depends on the learning process experienced by the student. Learning achievement is the mastery of knowledge or skills developed by subjects which is usually shown by test scores or grades given by the teacher (Tulus, 2016:75). According to Witherington in (Sukmadinata, 2016: 155), learning is a change in a person's personality, which is manifested in the form of new response patterns which can take the form of skills, attitudes, habits, knowledge and life skills. Furthermore, according to Slameto (2016: 2), learning is a process of effort carried out by a person to obtain new changes in behavior as a whole, which originates from the results of his own experience in interaction with his environment. Based on the description above, it can be concluded that learning is a process of acquiring changes in skills, attitudes, habits, knowledge and life skills for oneself and one's environment.

Thinking Framework

Based on the description above, the author can describe the framework of thought as follows:



Picture : 2.1 Thinking Framework

Research Hypothesis

The hypotheses proposed in this research consist of two, including:

- Ha1: There is an influence of discipline on student learning achievement at Harapan Umat Arongan Private Middle School
- Ha2: There is an influence of motivation on student learning achievement at Harapan Umat Arongan Private Middle School
- Ha3: There is an influence between discipline and motivation on student learning achievement at Harapan Umat Arongan Private Middle School

RESEARCH METHODS

Research Approach

This research applies quantitative research methods. According to Sugiyono (2015:28) it is a scientific way to obtain data with the aim of proving and discovering certain knowledge and theories, so that they can be used to understand, solve and anticipate problems in the field of management. According to Creswell (2015:5) who states that quantitative research is an approach to testing objective theory by testing the relationship between variables. These variables, in turn, can be measured using instruments, so that quantity data can be analyzed using statistical procedures.

Place and Time of Research

This research was conducted at Harapan Umat Arongan Private Middle School. The research carried out by researchers is estimated to take approximately 2 months, starting from May to July 2024.

Research Population

Population according to Sugiyono (2015:115) is a generalization area consisting of objects/subjects that have certain qualities and characteristics which are applied by researchers to study and then draw conclusions. The research population was 182 students at Harapan Umat Arongan Private Middle School. The details of these students can be seen in the table below:

Tabel 3.2
Student at Harapan Umat Arongan Private Middle School

No	Class	Number Of Student
1	Class 1	35
2	Class 2a	31
3	Class 2b	22
4	Class 3a	27
5	Class 3b	29
6	Class 3c	38
Total Student		182

Research Sample

A sample is a portion of a population that has the same characteristics as the population. According to Sugiyono (2015:80), the sample is part of the number and characteristics of the population. Determining the number of samples in this study used the Slovin formula. Sugiyono (2015:87). The sampling technique used in this research uses techniques purposive sampling. Purposive sampling is a sample determination technique with certain considerations in Sugiyono, (2015:89).

Data Analysis Methods

According to Sugiyono (2015:298) Multiple linear regression analysis is an analytical tool used to determine the magnitude of the influence of the independent variable on the dependent variable. . The formulation can be formulated using the following formula:

$$Y = a + bX_1 + bX_2 + e$$

Where:

- Y = Student Learning Achievement
- a = Constant number
- X₁ = Discipline
- X₂ = Learning Motivation
- b = Regression direction coefficient
- e = epsilon or external influence

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If the coefficient b is positive, it can be interpreted that between the independent variable and the dependent variable there is a positive or unidirectional correlation. Meanwhile, if the coefficient b is negative, it shows a negative correlation. In other words, changes in the independent variable affect the dependent variable.

RESEARCH RESULTS AND DISCUSSION

Variable Validity Test

Test the validity of the items using the help of the SPSS program where failed items are discarded and valid items are used for the next test, then the following results are obtained. For more details, see the table below.

Table 4.4
Variable Validity Test Study

Variable	Question Items	The value of r_{count}	The value of r_{table}	Status
Discipline (X_1)	Item_1	0,472	0,2461	Valid
	Item_2	0,669	0,2461	Valid
	Item_3	0,555	0,2461	Valid
	Item_4	0,539	0,2461	Valid
	Item_5	0,476	0,2461	Valid
	Item_6	0,436	0,2461	Valid
	Item_7	0,456	0,2461	Valid
	Item_8	0,407	0,2461	Valid
Learning Motivation (X_2)	Item_1	0,585	0,2461	Valid
	Item_2	0,596	0,2461	Valid
	Item_3	0,457	0,2461	Valid
	Item_4	0,610	0,2461	Valid
	Item_5	0,447	0,2461	Valid
	Item_6	0,571	0,2461	Valid
	Item_7	0,427	0,2461	Valid
	Item_8	0,446	0,2461	Valid
	Item_9	0,521	0,2461	Valid
	Item_10	0,405	0,2461	Valid
Learning Achievement (Y)	Item_1	0,401	0,2461	Valid
	Item_2	0,580	0,2461	Valid
	Item_3	0,542	0,2461	Valid
	Item_4	0,601	0,2461	Valid
	Item_5	0,471	0,2461	Valid
	Item_6	0,472	0,2461	Valid
	Item_7	0,403	0,2461	Valid
	Item_8	0,317	0,2461	Valid
	Item_9	0,374	0,2461	Valid
	Item_10	0,360	0,2461	Valid

Source: Primary Data Processed 2024

From the results of validity testing in the table above, the questionnaire contains 3 variables with 19 questions in this study. One way to find out which questionnaires are valid and invalid, we have to look for r_{table} first. Formula from r_{table} is $df = N-2$ so $65 - 3 = 44$, so $r_{table} = 0.2461$. From the results of the validity calculations in the table above, it can be seen that $r_{count} > r_{table}$ so that the results of the validity test in this study are declared valid because r_{count} more than r_{table} .

Reliability Test

Reliability test using Cronbach Alpha where the questionnaire is said to be reliable if the coefficient value is greater than 0.60. The results of reliability testing on the independent and dependent variables are as follows:

Table 4.5
Reliability Test Results

No	Variable	Number of Items	Cronbach's Alpha
1	Discipline (X ₁)	8	0,770
2	Learning Motivation (X ₂)	10	0,738
3	Learning Achievement (Y)	10	0,758

Source: Primary Data Processed 2024

From the results of the analysis of six variables, it is known that the results of testing the reliability of the discipline variable (X₁) has value Cronbach's Alpha 0.770, learning motivation (X₂) has value Cronbach's Alpha 0.738, and dependent learning achievement (Y) has a value Cronbach's Alpha 0.758, so if you look at the level of reliability, the research instrument is quite good because it is greater than 0.60 so the instrument above is reliable.

Classical Assumption Test

- **Normality Test**

The normality test aims to determine whether the sample data comes from a normally distributed population or not. Data that is good and suitable for use in this research is data that is normally distributed. In this research, researchers used a normality test with a test Kolmogorov-Smirnov. Following are the test results Kolmogorov-Smirnov can be seen from Figure 4.1.

Normal P-P Plot of Regression Standardized Residual

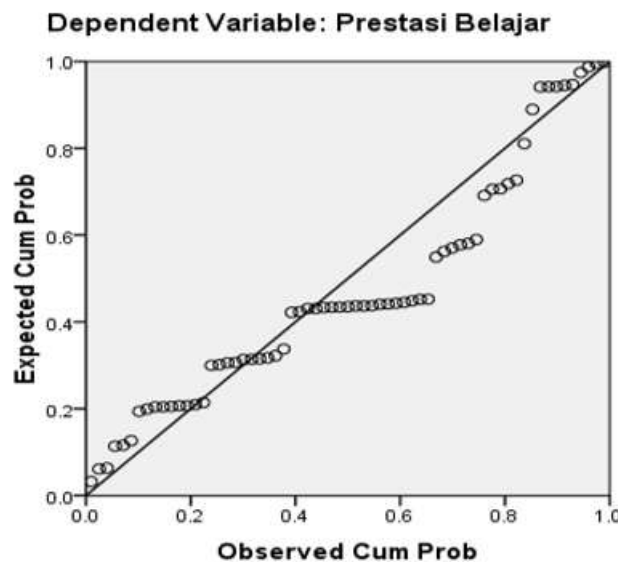


Figure: 4.1 Normality Test

In figure P-Plot 4.1 shows the distribution of points following a diagonal line. So it can be concluded that the regression model has the assumption of normality. The (K-S) test to test the normality of the residual data, states that in the (K-S) test a significant value is obtained Kolmogorov-Smirnov above 0.05 then the residual is normally distributed, conversely if a value is obtained below it is significant Kolmogorov-Smirnov below 0.05 then the residual is not normally

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distributed. To support or prove the results of the graph normality test which are normally distributed or not, the author needs to carry out tests using other methods, namely Kolmogrov-Smirnov. Following is the table Kolmogrov-Smirnov:

Table : 4.6
Normality Test Results Kolmogrov-Smirnov

		Studentized Deleted Residual
N		65
Normal Parameters ^a	Mean	.0101531
	Std. Deviation	1.03083621
Most Differences	Extreme Absolute	.212
	Positive	.212
	Negative	-.095
Kolmogorov-Smirnov Z		.710
Asymp. Sig. (2-tailed)		.006

Source: Primary Data Processed 2024

Based on Table 4.6 on the normality test using the method Kolmogrov-Smirnov significant at $0.710 > 0.05$, it can be concluded that the regression method in this study has met the normality assumption.

- **Heteroscedasticity Test**

The heteroscedasticity test aims to determine whether model deviation occurs because the variance of disturbances differs from one observation to another. To detect symptoms of heteroscedasticity in the regression equation model, you can use a scatterplot model image/chart with the SPSS program. The regression model will be heteroscedastic if the data is scattered around zero on the y-axis and does not form a particular pattern or trend line. Heteroscedasticity shows that the variance value between Y values is not the same. The test results show that all independent (free) variables have significance values above the critical value of 0.05 (5%). So, it can be concluded that heteroscedasticity does not occur in the regression model. This can also be proven in the image below:

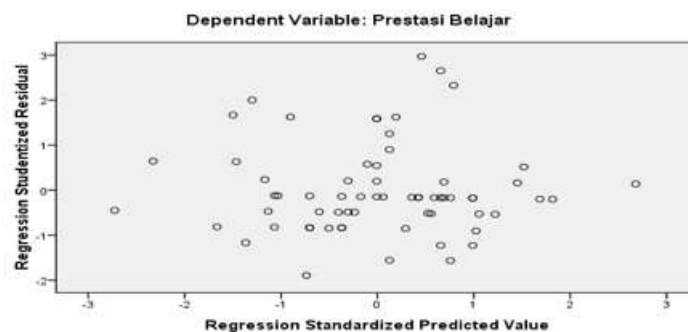


Figure: 4.2 Heteroscedasticity Test Results

One way to detect heteroscedasticity is to look at the graph plot between the predicted value of the independent variable (ZPRED) and its residual (SRESID). Detection of the presence or absence of heteroscedasticity can be done by looking at whether there is a certain pattern in the scatterplot graph between SRESID and ZPRED where the Y axis is Y that has been predicted, and the X axis is the residual (predicted Y – actual Y) that has been studentized. From Figure 4.3 above, you can see that the dots are spread randomly and are spread both above and below the number 0 on the Y axis, there is no particular regular pattern. Therefore, it can be concluded that heteroscedasticity does not occur in this regression model.

• **Multicollinearity Test**

Multicollinearity is the relationship between predictor or independent variables and other predictor variables. A good regression model should have no correlation between independent variables. If independent variables are correlated with each other, then these variables are not orthogonal. Orthogonal variables are independent variables whose correlation value between independent variables is equal to zero (Ghozali, 2015). The multicollinearity test is carried out by looking at the values variance inflation factor (VIF). When the VIF value is less than 10 or value tolerance > 0.10, then there is no multicollinearity in the multiple regression model.

Table : 4.7
Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Discipline	.995	1.005
Motivation to learn	.995	1.005

Source: Primary Data Processed 2024

From the results of table 4.7, it can be seen that all independent variables have a VIF value of less than 10, so it can be concluded that there are no symptoms of multicollinearity in this research model.

Multiple Linear Regression Analysis

This analysis is used to determine the influence of the discipline variable (X1) and learning motivation (X2) on the learning achievement (Y) of students at the Harapan Umat Arongan Private Middle School. To make it easier to use this formula, the author uses a computer program Statistical Product and Service Solution (SPSS). Based on multiple linear regression analysis using the SPSS program, the results can be seen in the table below:

Table : 4.8
Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	36.453	5.915		6.163	.000
Discipline	.423	.139	.521	5.166	.000
Motivation to learn	.418	.124	.419	4.146	.000

Source: Primary Data Processed 2024

The results of the multiple linear regression analysis in the table above can systematically be written as follows: $Y = 36.453 + 0.423 (X1) + 0.418 (X2) + e$

1. The constant value of 36.453 shows that the independent variable is the discipline variable (X1) and learning motivation (X2) is assumed to be constant, then the learning achievement (Y) of students at the Harapan Umat Arongan Private Middle School is 36.45%.
2. Regression coefficient on the discipline variable (X1) of 0.423 shows that if the discipline variable (X1) is increased by 10%, then the learning achievement (Y) of students at the Harapan Umat Arongan Private Middle School will increase by 4.23% from the original condition.
3. Regression coefficient on the learning motivation variable (X2) of 0.418 shows that if the learning motivation variable (X2) is increased by 10%, then the learning achievement (Y) of students at the Harapan Umat Arongan Private Middle School will increase by 4.18% of the original condition.

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Correlation Coefficient and Determination Coefficient Test

Coefficient of determination (R²) measures how far the model's ability to explain variations in discipline variables, learning motivation and learning achievement. The coefficient of determination value is between 0 and 1. R value² which is close to one means that the research independent variable provides almost all the information needed to predict variations in discipline variables, learning motivation and learning achievement. The results of the coefficient of determination can be seen in the table below:

**Table: 4.11
Coefficient of Determination**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.827 ^a	.601	.031	2.906	1.616

Source: Primary Data Processed 2024

The fundamental weakness of using the coefficient of determination is that it biases the number of independent variables included in the model. Therefore, it is recommended to use adjusted R Square (R²) when evaluating the best regression model. From the coefficient of determination table above, it can be seen that the correlation coefficient (R) is 0.827. This means that the relationship between the independent variable and the dependent variable is 82.7%. From these figures it can be concluded that the relationship between the independent variable and the dependent variable is very strong.

The amount of Adjust R Square (R²) is 0.601. The results of this statistical calculation mean that the ability of the independent variable to explain variations in changes in the dependent variable is 60.1%, while the remaining 39.9% is explained by other variables outside the analyzed regression model, such as family environment variables, curriculum, teaching and learning processes, and others.

Hypothesis Testing

- **Individual Parameter Significance Test (t Statistical Test)**

The t test is used to determine the partial influence of the independent variable on the dependent variable. This test is by comparing the probability value or p-value (sig-t) with a significance level of 0.05. If the p-value is smaller than 0.05 then Ha is accepted, and conversely if the p-value is greater than 0.05 then Ha is rejected.

**Table : 4.9
Individual Parameter Significance Test (t Statistical Test)**

Variable	t _{count}	t _{table}	Sig.	IS
Discipline (X ₁)	5,166	1,998	.000	Ha ₁ Accepted
Learning Motivation (X ₂)	4,146	1,998	.000	Ha ₂ Accepted

Source: Primary Data Processed 2024

The results of the t test above can be concluded that the discipline variable (X₁) obtained t_{count} > t_{table} (5.166 > 1.998) with a probability of 0.000 whose value is below 0.05. Thus Ha₁ accepted, which means there is a significant positive influence partially on discipline (X₁) on the learning achievement (Y) of students at the Harapan Umat Arongan Private Middle School.

The results of the t test above can be concluded that the learning motivation variable (X₂) obtained t_{count} > t_{table} (4.146 > 1.998) with a probability of 0.000 whose value is below 0.05. Thus Ha₂ accepted, which means there is a partially significant positive influence on learning motivation (X₂) on the learning achievement (Y) of students at the Harapan Umat Arongan Private Middle School.

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• **Simultaneous Significance Test (F Statistical Test)**

The F test shows whether all independent variables have a joint influence on the dependent variable. The F test results can be seen in the table below:

Table 4.10
F Statistical Test

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.386	2	.193	8.023	.000 ^a
	Residual	523.553	62	8.444		
	Total	523.938	64			

Source: Primary Data Processed 2024

Based on the calculation results, $F_{count} = 8.023$ to determine the F valuecount with a significance level of 5% with degrees of freedom (degree of freedom), $df = (n-k)$ or $(65-3)$ and $(k-1)$ or $(3-1)$, $df (65-3=62)$ the results obtained for F_{table} is 2.75. So the result of calculating $F_{count} > F_{table}$ ($8.023 > 2.75$) with a sig value of ($0.000 < 0.05$) then simultaneously (together) discipline (X1) and learning motivation (X2) has a significant effect on student learning achievement (Y) at Harapan Umat Arongan Private Middle School.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the results of the research and discussion previously described, several conclusions can be made as follows:

1. The research results show that there is a partially significant positive influence of discipline on learning achievement. This is shown by the value of the discipline variable (X1) obtained $t_{count} > t_{table}$ ($5.166 > 1.998$) with a probability of 0.000 whose value is below 0.05.
2. The results of the research show that there is a partially significant positive influence of learning motivation on learning achievement. This is shown by the learning motivation variable (X2) obtained $t_{count} > t_{table}$ ($4.146 > 1.998$) with a probability of 0.000 whose value is below 0.05.
3. In this research, simultaneously discipline and learning motivation have a significant effect on learning achievement. This is shown by the results of the F calculation $count > F_{table}$ ($8.023 > 2.75$) with a sig value of ($0.000 < 0.05$).

Suggestion

To increase discipline and motivation for student achievement at Harapan Ummat Arongan Private Middle School, students can apply various strategies that are relevant to the existing situation. Here are some suggestions that can be implemented:

1. It is hoped that students at Harapan Umat Arongan Private Middle School will always strive to improve their learning achievements not only in certain subjects but also in all other subjects.
2. is hoped that the students of Harapan Umat Arongan Private Middle School will maintain their motivation independently to be active in studying at school and at home and will try to be accompanied by increasing discipline in their studies so that by collaborating the two factors above, it is hoped that maximum learning achievement will be achieved.
3. It is hoped that the students of Harapan Umat Arongan Private Middle School who have not been able to get good grades should be more active in studying, motivated in participating in learning and more disciplined in studying so that they are able to achieve the perfect grades that have been determined and then be able to achieve the expected learning achievements.

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