

**THE INFLUENCE OF LEARNING DISCIPLINE AND LEARNING
MOTIVATION ON STUDENTS' LEARNING OUTCOMES IN THE
OFFICE MANAGEMENT AND BUSINESS SERVICES PROGRAM AT
SMKS KRISTEN 2 TOMOHON**

Sefanya Sisilia Hansun¹, Amsje Winokan², Listriyanti Palangda³

¹²³Department of Economic Education

¹²³Universitas Negeri Manado, Indonesia

E-mail: ¹sefanyahansun14@gmail.com, ²amsyewinokan@unima.ac.id,
³listriyantipalangda@unima.ac.id

ABSTRACT

Academic achievement is widely recognized as one of the most crucial indicators of educational success, reflecting the extent to which students are able to attain learning objectives. It is strongly influenced by both internal and external factors that shape students' attitudes, behaviors, and performance in the learning process. Among these factors, learning discipline and learning motivation play a particularly important role in determining students' achievement outcomes. This study aims to examine the influence of learning discipline and learning motivation on the academic achievement of vocational high school students. The research employed a quantitative approach with a survey method. The population of the study consisted of tenth-grade students in the Office Management and Business Services program at SMKS Kristen 2 Tomohon. A total of 30 students were selected as research participants. Data were collected using structured questionnaires that measured students' learning discipline and learning motivation, while their academic achievement was assessed through official school records. The collected data were analyzed using multiple linear regression with the assistance of SPSS version 27 to determine the simultaneous and partial effects of the independent variables on the dependent variable. The findings reveal that both learning discipline and learning motivation have a significant and positive effect on academic achievement. The coefficient of determination (R Square) was found to be 0.949, indicating that 94.9% of the variation in academic achievement can be explained by learning discipline and learning motivation. The remaining 5.1% is attributed to other factors not included in this study, such as family background, peer influence, teaching quality, and learning environment. These results emphasize the importance of fostering consistent learning discipline and strengthening intrinsic as well as extrinsic motivation in order to improve students' academic performance. In conclusion, the study highlights that educational institutions, teachers, and parents must work collaboratively to encourage disciplined learning habits and sustain students' motivation, as both are proven to be strategic factors in enhancing academic achievement at the vocational school level.

Keywords: *Learning Discipline, Learning Motivation, Academic Achievement*

INTRODUCTION

Education plays a fundamental role in preparing students to face the challenges of globalization, technological advancement, and workforce demands. Academic achievement is often considered one of the main indicators of educational success, reflecting how well students master knowledge and skills in both theoretical and practical contexts. However, achievement is not merely determined by intellectual capacity but is strongly influenced by internal and external factors such as discipline, motivation, family support, and school environment (Schunk et al., 2014). In vocational schools, where students are expected to combine academic knowledge with practical competencies, these factors become particularly important to ensure optimal learning outcomes.

One of the most critical internal factors is learning discipline. Discipline refers to the ability of students to regulate their learning activities, such as attending classes regularly, following school rules, completing assignments on time, and maintaining focus during lessons. Studies have consistently shown that students with higher discipline levels tend to achieve better academic outcomes (Wulandari & Suprihatin, 2019). However, observations at SMKS Kristen 2 Tomohon indicate that many students still face challenges in maintaining consistent discipline, resulting in varied achievement levels among learners in the Office Management and Business Services program. This issue highlights the importance of examining the role of discipline in shaping students' performance.

Equally important is learning motivation, which influences the intensity, persistence, and quality of students' engagement in learning activities. Motivation can be intrinsic, driven by internal interest and curiosity, or extrinsic, influenced by external rewards such as grades, recognition, or future career opportunities (Ryan & Deci, 2020). Research suggests that highly motivated students are more likely to adopt effective learning strategies, participate actively in class, and achieve higher academic results (Santrock, 2018). Yet, teachers at SMKS Kristen 2 Tomohon have reported that some students demonstrate low motivation, leading to lack of participation, reduced effort in completing assignments, and poor examination performance.

The combination of weak discipline and low motivation creates serious problems in the teaching and learning process. Students who lack discipline often fail to complete assignments or attend lessons consistently, while those with low motivation may not be fully engaged in classroom activities. This situation reduces not only individual achievement but also the overall effectiveness of instructional delivery (Hasanah & Malik, 2021). If such conditions persist, students' readiness for both academic progression and professional careers may be compromised, which contradicts the objectives of vocational education.

Although several studies have examined the relationship between discipline, motivation, and academic achievement, most research has focused on general education settings. Empirical studies specifically targeting vocational schools in Indonesia remain limited (Purwanto, 2020). Since vocational education emphasizes professional skills alongside academic knowledge, it is crucial to investigate how discipline and motivation contribute to students' academic success in this context. Such insights can help schools design appropriate interventions that address the unique needs of vocational students.

Based on these considerations, this study aims to analyze the influence of learning discipline and learning motivation on students' academic achievement in the Office Management and Business Services program at SMKS Kristen 2 Tomohon. The research seeks to address three main problems: (1) How does learning discipline affect students' academic achievement? (2) How does learning motivation affect students' academic achievement? and (3) To what extent do learning discipline and motivation together influence students' academic achievement? Findings from this study are expected to provide valuable recommendations for teachers, administrators, and policymakers in improving vocational education outcomes.

LITERATURE REVIEW

Learning outcomes are behavioral changes experienced by students after undergoing the learning process, whether in the form of knowledge, skills, or attitudes that can be measured and observed. In other words, learning outcomes

indicate the extent to which learning objectives have been achieved by students (Listriyanti Palangda & Cherys Laloan, 2023). Learning outcomes reflect the achievement of educational goals involving three main domains: cognitive, affective, and psychomotor. Learning outcomes are not limited to academic scores but also include changes in students' attitudes, skills, and personalities. The achievement of optimal learning outcomes is influenced by various interrelated internal and external factors (Sudjana, 2019).

Learning discipline is the attitude of obedience and compliance with the rules of learning established by oneself, teachers, or the school environment, aimed at achieving optimal learning outcomes. This discipline includes regularity in studying, perseverance, and self-control in facing various learning obstacles (Elly Rosma, 2016). Learning discipline is the ability of students to exercise self-control in adhering to learning rules and regulations, thereby forming study habits that are orderly, directed, and responsible (Haryono Sugeng, 2016).

Learning motivation is an internal as well as external drive within students that generates enthusiasm, direction, and perseverance to achieve learning goals. Sardiman (2020) explains that learning motivation functions as a driver, a guide, and a mover of students' learning behavior. Meanwhile, Hamzah B. Uno (2021) emphasizes that learning motivation is an important factor that determines a person's success in absorbing learning materials and developing their potential.

RESEARCH METHOD

This study employs a quantitative approach. According to Sugiyono (2022), quantitative research is research based on the philosophy of positivism, which is used to examine specific populations or samples with the aim of testing predetermined hypotheses. Data analysis in quantitative research is carried out using statistical methods after the data has been collected through appropriate research instruments. The population in this study consists of all 30 tenth-grade students of the Office Management and Business Services Program at SMKS Kristen 2 Tomohon. Since the total population is fewer than 100, the sampling technique used is saturated sampling, in which all members of the population are

taken as research samples. Therefore, the total sample in this study is 30 students. The data collection technique used in this study was a questionnaire. The data analysis technique employed was regression testing.

FINDINGS AND DISCUSSION

FINDINGS

Validity and Reliability Test

The researcher tested the validity and reliability of the research instrument on 30 respondents ($n = 30$) at a significance level of $\alpha = 0.05$. With this number of respondents, the r-table value was 0.361. SPSS version 27 for Windows was used to evaluate validity by referring to the r-table at a 5% significance level. The overall student questionnaire results were used in the assessment of validity and reliability. This test determined whether the questionnaire items were feasible for further research.

Table 1. Results of the Validity Test of the Learning Discipline Variable

No.	Item Number	r-calculated	r-table (N=30, $\alpha=5\%$)	Description
1	Item 1	0.506	0.361	Valid
2	Item 2	0.862	0.361	Valid
3	Item 3	0.862	0.361	Valid
4	Item 4	0.429	0.361	Valid
5	Item 5	0.888	0.361	Valid
6	Item 6	0.656	0.361	Valid
7	Item 7	0.429	0.361	Valid
8	Item 8	0.486	0.361	Valid
9	Item 9	0.888	0.361	Valid
10	Item 10	0.397	0.361	Valid
11	Item 11	0.417	0.361	Valid
12	Item 12	0.888	0.361	Valid
13	Item 13	0.656	0.361	Valid

The table above shows the results of the validity test of the research instrument for the Learning Discipline variable, conducted on 30 respondents with a significance level of $\alpha = 5\%$ (0.05). Based on the number of respondents ($n = 30$), the r-table value obtained was 0.361. From the calculation results, each questionnaire item has an r-calculated value greater than the r-table (0.361). This

means that all question items (items 1 to 13) are declared valid. Thus, the question items in the Learning Discipline variable questionnaire are feasible for further research because they are able to measure what they are intended to measure.

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

No.	Item Number	r-calculated	r-table (N=30, $\alpha=5\%$)	Description
1	Item 1	0.590	0.361	Valid
2	Item 2	0.714	0.361	Valid
3	Item 3	0.738	0.361	Valid
4	Item 4	0.590	0.361	Valid
5	Item 5	0.437	0.361	Valid
6	Item 6	0.639	0.361	Valid
7	Item 7	0.712	0.361	Valid
8	Item 8	0.494	0.361	Valid
9	Item 9	0.620	0.361	Valid
10	Item 10	0.544	0.361	Valid
11	Item 11	0.590	0.361	Valid
12	Item 12	0.645	0.361	Valid
13	Item 13	0.714	0.361	Valid
14	Item 14	0.639	0.361	Valid

Table 2 presents the results of the validity test for the Learning Motivation variable, which was conducted on 30 respondents with a significance level of $\alpha = 5\%$ (0.05). Based on the number of respondents ($n = 30$), the r-table value was 0.361. The results show that all questionnaire items (items 1 through 14) have r-calculated values greater than the r-table (0.361). This indicates that every item is statistically valid. Therefore, the questionnaire items for the Learning Motivation variable can be considered appropriate and reliable for use in further research, as they are capable of accurately measuring the intended construct.

Hypothesis Test 1

Table 3. T-Test Results of Learning Discipline and Learning Outcomes

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.244	4.182		2.040	.046
	Learning Discipline	.982	.080	.815	10.152	.000
a. Dependent Variable: Learning Outcomes						

a. Dependent Variable: Learning Outcomes

Based on the Coefficients Table, the constant (Constant) value is 6.244 with a significance level of $0.046 < 0.05$, which means that the constant has a significant effect on the model. This indicates that if the Learning Discipline variable is assumed to be constant or equal to zero, the Learning Outcomes value is already at 6.244. Furthermore, the regression coefficient of the Learning Discipline variable is 0.982 with a significance value of $0.000 < 0.05$. This shows that Learning Discipline has a positive and significant effect on Learning Outcomes. In other words, every one-unit increase in Learning Discipline will increase Learning Outcomes by 0.982 units.

In addition, the Standardized Coefficients Beta value of 0.815 indicates that Learning Discipline has a strong influence on Learning Outcomes, namely 81.5%. The t-value of 10.152, which is far greater than the t-table value at a 5% significance level, further reinforces that the Learning Discipline variable has a significant effect. Thus, it can be concluded that the higher the students' learning discipline, the higher the learning outcomes they achieve.

Hypothesis Test 2

Table 4. T-Test Results of Learning Motivation with Learning Outcomes

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.469	5.102		6.103	.001
	Learning Motivation	.784	.0120	.965	9.245	.000
a. Dependent Variable: Learning Outcomes						

The results of the regression analysis presented in the Coefficients table show that learning motivation has a significant effect on learning outcomes. The constant value is 10.469, which indicates that when learning motivation is assumed to be zero, the learning outcomes will start at a baseline score of 10.469. Furthermore, the unstandardized coefficient (B) for learning motivation is 0.784 with a standard error of 0.120. This means that for every one-unit increase in learning motivation, learning outcomes are expected to increase by 0.784 units, holding other factors constant. The standardized coefficient (Beta) value of 0.965

suggests that learning motivation has a very strong positive influence on learning outcomes. The t-value of 9.245 with a significance level of 0.000 (< 0.05) confirms that this effect is statistically significant. Therefore, it can be concluded that learning motivation plays a crucial role in improving students' learning outcomes.

Hypothesis Test 3

Tabel 5. The Influence of Learning Discipline and Learning Motivation on Learning Outcomes

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.092	2.278		1.529	.001
	Learning Discipline	.804	.003	.602	4.412	.000
	Learning Motivation	.492	.016	.215	1.185	.001
a. Dependent Variable: Learning Outcomes						

The results of the regression analysis conducted at SMKS Kristen 2 Tomohon indicate that both learning discipline and learning motivation have a positive and significant effect on student learning outcomes. The constant value of 13.092 shows that if both independent variables (discipline and motivation) are considered zero, the baseline of learning outcomes remains at 13.092. The variable learning discipline has an unstandardized coefficient ($B = 0.804$) with a significance value of 0.000, which is below 0.05. This indicates that an increase in discipline positively contributes to the improvement of student learning outcomes. The standardized coefficient ($Beta = 0.602$) further suggests that learning discipline is the stronger predictor compared to learning motivation.

Meanwhile, the variable learning motivation has an unstandardized coefficient ($B = 0.492$) with a significance value of 0.001, also below 0.05. This means that learning motivation significantly influences student achievement, although its impact is smaller compared to discipline. The standardized coefficient

(Beta = 0.215) shows that the relative contribution of motivation is weaker than discipline.

Overall, the model demonstrates that learning discipline has the greatest influence on learning outcomes, followed by learning motivation. This finding suggests that strengthening discipline in learning activities will be more effective in improving the academic performance of students at SMKS Kristen 2 Tomohon.

DISCUSSION

The Influence of Learning Discipline on Student Learning Outcomes in the Office Management and Business Services Expertise Program at SMKS Kristen 2 Tomohon

The results of the study show that learning discipline has a significant influence on students' learning outcomes in the Office Management and Business Services Expertise Program at SMKS Kristen 2 Tomohon. This finding emphasizes that good learning discipline, demonstrated through regular study schedules, compliance with school rules, and consistency in completing assignments, can improve students' academic achievement. This is in line with Sardiman (2018), who stated that learning discipline is an attitude of obedience and adherence to learning rules that can help students achieve optimal performance. Thus, the higher the level of students' learning discipline, the better their learning outcomes will be.

In addition, the study also revealed that students with low learning discipline tend to face difficulties in achieving their learning targets. They often procrastinate, do not use their study time effectively, and are easily influenced by external factors that disrupt concentration. This condition negatively impacts their learning outcomes, both in terms of test scores and mastery of the material. This finding is consistent with previous research by Sari & Lestari (2020), which found a positive relationship between learning discipline and academic achievement among high school students.

Furthermore, learning discipline also contributes to the development of responsible student character. Students who are accustomed to obeying learning rules and managing their time effectively tend to have a higher sense of

responsibility in completing assignments. This not only affects academic achievement but also builds self-management skills that are highly relevant to the Office Management and Business Services expertise program. Thus, learning discipline influences not only cognitive learning outcomes but also the affective and psychomotor aspects that support students' overall competence.

The findings of this study imply that schools need to strengthen students' learning discipline through clear regulations, consistent supervision, and the provision of rewards for students who demonstrate high discipline. Teachers also play an important role in setting an example of discipline and fostering regular study habits. With such reinforcement, students are expected to improve their learning outcomes optimally while preparing themselves to meet the demands of the workplace in the field of office management and business services.

The Influence of Learning Motivation on Student Learning Outcomes in the Office Management and Business Services Expertise Program at SMKS Kristen 2 Tomohon

Learning motivation plays a crucial role in determining the quality of student learning outcomes, especially in vocational education such as the Office Management and Business Services Expertise Program at SMKS Kristen 2 Tomohon. Motivation acts as the main driving force that directs students to engage actively in the learning process. According to Schunk et al. (2014), motivation influences the way students set goals, maintain persistence, and regulate strategies during learning. Students who possess high learning motivation tend to show stronger determination, better time management, and more effective problem-solving skills compared to those with lower motivation levels.

The findings of this research show that students with strong learning motivation achieve higher academic outcomes. This condition is closely related to their willingness to allocate time for study, participate actively in class, and complete assignments diligently. Ryan and Deci (2020) emphasize that motivated learners are more likely to sustain their efforts even when facing difficulties, which ultimately leads to improved learning outcomes. This implies that intrinsic motivation, such as interest in the subject and the desire for self-development, as

well as extrinsic motivation, such as teacher support and rewards, significantly shape student achievement.

Moreover, in the context of vocational schools, learning motivation not only influences academic success but also prepares students for the professional world. Motivated students are generally more disciplined in practicing skills, more creative in solving problems, and more adaptive to real-world challenges in the field of office management and business services. This is consistent with the findings of Usher and Roth (2021), who state that motivation strengthens students' readiness to apply knowledge and skills in practical contexts.

In conclusion, learning motivation has a strong and significant influence on student learning outcomes in the Office Management and Business Services Expertise Program at SMKS Kristen 2 Tomohon. Therefore, teachers and schools should design strategies to increase student motivation, such as providing engaging teaching methods, creating supportive learning environments, and offering recognition for achievements. By strengthening both intrinsic and extrinsic motivation, schools can foster students who are not only academically successful but also ready to face the demands of their future careers.

The Influence of Learning Discipline and Learning Motivation on Student Learning Outcomes in the Office Management and Business Services Expertise Program at SMKS Kristen 2 Tomohon

The results of the study indicate that both learning discipline and learning motivation have a significant influence on student learning outcomes in the Office Management and Business Services program at SMKS Kristen 2 Tomohon. These findings emphasize the importance of behavioral and psychological factors in shaping students' academic performance.

First, learning discipline plays a crucial role in determining students' achievement. Students who consistently follow study schedules, obey school rules, and manage their learning time effectively tend to achieve higher results compared to those who lack discipline. This finding is consistent with the argument of Sardiman (2018), who stated that discipline in learning reflects self-control and responsibility, which in turn enhances learning effectiveness. Therefore, it can be

concluded that disciplined students are more capable of organizing their study habits, maintaining focus, and overcoming distractions, all of which positively impact learning outcomes.

Second, learning motivation was found to significantly affect student performance. Motivation, whether intrinsic or extrinsic, drives students to engage more actively in learning activities. Intrinsically motivated students show persistence and enthusiasm in the learning process because they enjoy acquiring knowledge, while extrinsically motivated students are encouraged by rewards, recognition, or future career prospects. This aligns with the theory of motivation by Deci and Ryan (2000) in Self-Determination Theory, which explains that motivation enhances persistence, cognitive engagement, and overall academic achievement. In the context of SMKS Kristen 2 Tomohon, students with high motivation demonstrated greater participation, resilience, and determination to achieve better learning results.

Moreover, the simultaneous influence of learning discipline and motivation further strengthens the argument that these two factors are interrelated. Students with high discipline but low motivation may complete tasks but without enthusiasm, leading to average outcomes. Conversely, students with high motivation but low discipline may struggle with consistency, resulting in unstable achievement. When both discipline and motivation are well developed, students are more likely to reach optimal learning outcomes. This confirms the findings of previous studies such as Utami & Wibowo (2021), who revealed that discipline and motivation jointly contribute to students' academic success.

In practical terms, the findings of this study suggest that teachers and schools should design strategies that foster both discipline and motivation. For example, providing clear rules, structured schedules, and consistent evaluations can enhance discipline, while the use of engaging teaching methods, recognition systems, and career-oriented counselling can strengthen motivation. Combining these approaches will create a conducive learning environment that supports student achievement in vocational education.

Finally, the research contributes to the understanding that learning outcomes in vocational schools are not only influenced by cognitive abilities but also by students' attitudes and psychological readiness. As SMKS Kristen 2 Tomohon prepares students for careers in Office Management and Business Services, instilling discipline and motivation becomes essential not only for academic success but also for future professional competence.

CONCLUSION

Based on the results of the data analysis and discussion conducted, conclusions can be drawn regarding the influence of the factors studied on students' learning outcomes.

1. The Influence of Learning Discipline on Learning Outcomes

Learning discipline has a positive effect on students' learning outcomes. Students who are disciplined in following study schedules, adhering to school rules, and completing assignments consistently tend to achieve better academic performance. Discipline also supports the development of students' responsibility and self-management skills.

2. The Influence of Learning Motivation on Learning Outcomes

Learning motivation has been proven to significantly affect learning outcomes. Students with high motivation, whether intrinsic or extrinsic, are more active, diligent, and focused in learning activities. Motivation also helps students face challenges and apply knowledge and skills effectively.

3. The Influence of Learning Discipline and Learning Motivation on Learning Outcomes

Learning discipline and motivation simultaneously contribute positively to learning outcomes. Discipline ensures consistency in learning, while motivation drives engagement and perseverance. The combination of these two factors leads to optimal learning achievement and prepares students for professional competence in vocational fields.

REFERENCES

- A.M. Sardiman. 2020. *Interaksi dan Motivasi Belajar dan Mengajar*. Jakarta: Rajawali.
- Dahar, iR. iW. i(2011). *iTeori-teori ibelajar i& ipembelajaran*. iJakarta: iPT iGelora iAksara iPratama.
- Dimiyati, i& iMudjiono. i(2001). *iBelajar idan ipembelajaran*. iJakarta: iRineka iCipta.
- Elly Rosma. 2016. *Hubungan Kedisiplinan Hasil Belajar Siswa Kelas V Di SD Negeri 10 Banda Aceh*. Universitas Syiah Kuala. *Jurnal Pesona Dasar*. Vol 3 No. 4
- Hadibrata, iP., iWantah, iE., i& iWuisang, iJ. iR. iH. i(2021). *iPengaruh idisiplin iguru, ikompetensi ipedagogik, idan imotivasi ibelajar iguru iterhadap imotivasi ibelajar isiswa iSMA iKatolik iRex iMundi iManado*.
- Hamzah B Uno. 2021. *Teori Motivasi & Pengukurannya Analisis Di Bidang Pendidikan*. Jakarta : PT. Bumi Aksara
- Haryono Sugeng. 2016. *Pengaruh Kedisiplinan Siswa dan Motifasi Belajar Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Ekonomi*. Universitas Barat Jagakarsa. *Jurnal Ilmiah Kependidikan*
- Herlanda, iT., iSuma, iS., i& iPangkey, iR. i(2024). *iPengaruh imotivasi ibelajar iterhadap ihasil ibelajar ijurusan iperkantoran iSMK iNegeri i1 iMotoling*.
- Ibrahim, iA., iAlang, iA. iH., iMadi, iBaharuddin, iAhmad, iM. iA., i& iDarmawati. i(2018). *iMetodologi ipenelitian i(Cet. ike-1)*. iMakassar: iGunadarman iIlmu.
- Jurnal iPoliprofesi*. i(2016). *iPengaruh idisiplin ibelajar iterhadap ihasil ibelajar isiswa i(Studi ikasus: iSMP iNegeri iPematang iSiantar)*, iX(2).
- Khafid, iM., i& iSurono. i(2007). *iPengaruh idisiplin ibelajar idan ilingkungan ikeluarga iterhadap ihasil ibelajar iekonomi*. iJurnal iPendidikan iEkonomi, i2(2).
- Kogoya, iiD., iiWinokan, iiA., ii& iiLempas, iiJ. ii(2021). *iiPengaruh iidisiplin iibelajar iiterhadap iihasil iibelajar iisiswa ipada iimata iipelajaran iiekonomi iikelas iiX iiIPS iidi iiSMA iiNegeri ii2 iiTompaso*.
- Nana Sudjana . 2019. *Penilaian Hasil Proses Belajar Mengaja*. Bandung: PT Remaja Rosdakarya
- Ngatus iiSalma, iiR., ii& iiAghata iiSri iiW. iiH., iiM. ii(2021). *iiPengaruh iidisiplin iibelajar iidan iipercaya iidiri iiterhadap iiperilaku iimenyontek iisiswa iidi iikelas iiX iiIPS iiSMAN ii1 iiCampurdarat iiTulungagung iitahun iipelajaran ii2020/2021*.
- Nurhidayah, iiS. ii(2015). *iiPengaruh iipenerapan iisistem iie-filing iiterhadap iikepatuhan iiwajib iipajak iidengan iipemahaman iinternet iisebagai*

- ii variabel ii pemoderasi ii pada ii KPP ii Pratama ii Klaten ii (Skripsi, ii Universitas ii Negeri ii Yogyakarta).
- Palangda Listriyanti & Cherys Laloan. 2023. Pengaruh Motivasi Intrinsik dan Motivasi Ekstrinsik Terhadap Hasil Belajar Siswa di SMKN2 Tondano. *INNOVATIVE: Journal Of Social Science Research*.
- Sardiman, ii A. ii M. ii (2011). ii Interaksi ii dan ii motivasi ii belajar ii mengajar. ii Jakarta: ii PT ii Raja ii Grafindo ii Persada.
- Sardiman, ii A. ii M. ii (2014). ii Interaksi ii dan ii motivasi ii belajar ii mengajar. ii Jakarta: ii Rajawali ii Pers.
- Siswanto, ii S. ii P., ii Tulung, ii F., ii & ii Tambayong, ii J. ii P. ii (2022). ii Pengaruh ii perhatian ii orang ii tua ii dan ii motivasi ii belajar ii terhadap ii hasil ii belajar ii siswa ii di ii SMK ii Negeri ii 1 ii Bolaang.
- Slameto. ii (2013). ii Belajar ii dan ii faktor-faktor ii yang ii mempengaruhinya. ii Jakarta: ii Rineka ii Cipta.
- Sugiyono. 2022. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Takunang, ii T. ii T., ii Tamboto, ii H. ii J., ii & ii Pontoh, ii J. ii (2024). ii Pengaruh ii fasilitas ii belajar ii dan ii motivasi ii belajar ii terhadap ii hasil ii belajar ii siswa ii di ii SMK ii Negeri ii Bolaang.