

THE INFLUENCE OF LEARNING MOTIVATION AND LEARNING READINESS ON THE LEARNING OUTCOMES OF ACCOUNTING STUDENTS AT SMK NEGERI TATAPAANS

Fresilia Mamengko¹, Sjeddie Rianne Watung², Jerry R. H. Wuisang³
Economics Education Study Program
Universitas Negeri Manado, Indonesia

Email: ¹Frisiliamamengko20@gmaila.com, ²sjeddiewatung@unima.ac.id,
³jerrywuisang@unima.ac.id

ABSTRACT

Learning motivation and readiness are essential factors that determine the success of the educational process. In modern education, students' academic achievements are often influenced not only by teaching methods but also by their internal drive and preparedness to learn. However, many students still face challenges in maintaining high motivation and sufficient readiness, which creates a gap between expected learning outcomes and actual academic performance. Therefore, this study aims to determine the influence of learning motivation and learning readiness on students' learning outcomes. This research employs a quantitative approach using multiple regression analysis to examine how both factors contribute to learning performance. Data were collected through questionnaires distributed to students at the secondary education level and analyzed using statistical software to identify relationships and significance among variables. The results reveal that learning motivation and learning readiness have a positive and significant effect on students' learning outcomes. The strong relationship between these independent variables and academic performance indicates that the higher the students' motivation and readiness, the better their learning results. In conclusion, the findings highlight that improving students' academic success requires not only effective teaching strategies but also the enhancement of students' internal motivation and preparedness. Thus, teachers and schools are encouraged to build a supportive and stimulating learning environment that fosters both motivation and readiness for optimal learning outcomes.

Keywords: *Learning Motivation, Learning Readiness, Learning Outcomes*

INTRODUCTION

Education plays a very important role in shaping high-quality and competitive human resources. One of the main objectives of education is to help students develop their potential optimally so that they are able to adapt and contribute to

social, economic, and professional life. In the context of vocational education, particularly in Vocational High Schools (SMK), learning is directed toward equipping students with the knowledge, skills, and professional attitudes relevant to the world of work. Therefore, learning outcomes are one of the key indicators for assessing the extent to which the educational process in schools has achieved its objectives.

Learning outcomes reflect the level of mastery students have over the material taught by teachers, encompassing cognitive, affective, and psychomotor aspects. Learning outcomes represent the abilities students possess after experiencing the learning process, which are demonstrated through behavioral changes (Wafa & Didit, 2025). Good learning outcomes indicate the success of the learning process, while low learning outcomes signal problems within teaching and learning activities. In the context of accounting learning at SMK, learning outcomes not only demonstrate students' theoretical understanding but also their ability to apply accounting concepts in real-world situations.

However, based on data from SMK Negeri 1 Tatapaan for the 2024/2025 academic year, particularly in Class XI Accounting, there are still issues related to students' low learning outcomes. Of the total 35 students, only 7 (20%) achieved the minimum mastery criterion, while 28 students (80%) did not meet the required standard. This data indicates that most students have not yet reached the Minimum Mastery Criteria (KKM) set by the school. Such a condition requires serious attention because if left unaddressed, it could affect the competency and readiness of graduates to enter the workforce.

The low learning outcomes may be influenced by various internal and external factors affecting students' learning processes. Two of the most influential internal factors are learning motivation and learning readiness. According to Sardiman (2018), learning motivation is an internal drive within students that stimulates enthusiasm and desire to achieve better academic performance. Students with high motivation tend to be more diligent, persistent, and focused in learning, while students with low motivation often show indifference, lack of concentration, and easily give up when facing difficulties. In accounting learning, which requires

accuracy, logical analysis, and perseverance, motivation becomes an essential determinant of student success.

In addition to motivation, learning readiness is also an important factor influencing learning outcomes. Drever (2015) explains that learning readiness is a person's mental and physical condition that enables them to carry out learning activities effectively. Learning readiness includes prior knowledge, psychological condition, and environmental support. Students with good learning readiness are more capable of understanding material, comprehending concepts, and completing tasks efficiently. Conversely, students who are not adequately prepared tend to have difficulty following lessons, lack concentration, and become passive participants in the classroom.

Both factors motivation and readiness are closely related in influencing learning outcomes. Students who are highly motivated but lack readiness may not achieve optimal results, and vice versa. Therefore, it is important to study the extent to which motivation and learning readiness affect students' learning outcomes, especially in accounting subjects that demand both conceptual understanding and practical skills.

In the context of SMK Negeri 1 Tatapaan, the phenomenon of low learning outcomes highlights the need for evaluation of students' internal factors. Teachers must understand whether the low performance results from lack of motivation, inadequate readiness, or a combination of both. The findings of this study are expected to provide insights into the dominant factors influencing learning outcomes, which can serve as a foundation for designing more effective learning strategies.

Based on these considerations, the researcher is interested in conducting a study entitled "The Influence of Learning Motivation and Learning Readiness on the Learning Outcomes of Accounting Students at SMK Negeri 1 Tatapaan." This research is expected to contribute to the field of education, particularly in improving the quality of vocational students' learning outcomes through a deeper understanding of the importance of motivation and readiness in the learning process.

LITERATURE REVIEW

Learning Motivation

Learning motivation is a driving force that originates either internally or externally, encouraging individuals to engage in learning activities (Uno, 2023). Hamida & Putra (2021) emphasize that learning motivation is an essential aspect that every student must possess, arising from both internal (intrinsic) and external (extrinsic) sources. Intrinsic motivation stems from personal desires such as the pursuit of achievement, curiosity, and satisfaction from the learning process itself. Meanwhile, extrinsic motivation arises from environmental factors such as teacher support, parental encouragement, peer influence, and rewards for achievements.

Learning Readiness

Learning readiness is a fundamental ability that students must possess to support the smoothness of the learning process. Therefore, teachers play a crucial role in identifying each student's level of readiness in order to design appropriate and effective learning strategies. By understanding students' learning readiness, teachers can adjust methods, media, and learning approaches to make the process more effective and ensure that learning objectives are optimally achieved (Annisa Muthmainnah et al., 2025).

Learning readiness has a significant impact on students' participation in classroom learning. If students lack adequate readiness, the achievement of learning goals will be hindered, the process will become less effective, and classroom engagement will decline (Rafika et al., 2018). Furthermore, Mulyani in Reski and Ilyas (2019) explains that students who are not ready to learn generally demonstrate lower academic achievement than those who are well-prepared. Indicators of learning readiness include five key aspects: physical condition, mental state, emotional stability, motivation or needs, and prior knowledge (Khalifah et al., 2021).

Learning Outcomes

According to Sinuraya (2018), learning outcomes can be observed and measured across three main domains: cognitive (knowledge), affective (attitude),

and psychomotor (skills). These domains reflect how well students comprehend the material, internalize values, and apply their learning in real-life situations. The outcomes of the learning process are usually reflected in teacher assessments through tests, assignments, or classroom observations (Palangda & Cherys, 2023). The scores obtained from such evaluations serve as indicators of students' success in achieving learning objectives and reflect the effectiveness of the instructional process conducted by the teacher.

RESEARCH METHOD

This study employs a quantitative research design. According to Sugiyono (2019), quantitative research is based on the philosophy of positivism and is used to study specific populations or samples. In this study, data were collected using measurable research instruments, and the results were analyzed quantitatively using statistical methods. The main purpose of quantitative research is to test predetermined hypotheses so that the findings can provide an objective picture of the relationships among the studied variables. The population in this study consisted of 35 students. Arikunto (2021) explains that if the population is fewer than 100 individuals, the entire population should be used as the research sample. Therefore, the sample in this study included all 35 students from the population.

The collected data were then analyzed using statistical methods with the assistance of SPSS (Statistical Package for the Social Sciences) software. The data analysis process was carried out in several stages. First, an instrument test was conducted, which included a validity test to determine the extent to which each statement item accurately measured the research variables, and a reliability test to assess the consistency level of the instrument. The instrument was considered reliable if it had a Cronbach's Alpha value greater than 0.60. Second, a classical assumption test was performed, which included normality and linearity tests to ensure that the data met the requirements for regression analysis.

The collected data were analyzed using statistical methods with the assistance of SPSS (Statistical Package for the Social Sciences) software. The analysis process included several stages, beginning with the instrument testing

phase, which involved validity and reliability tests to ensure the accuracy and consistency of the measurement tools. An instrument was considered reliable if the Cronbach's Alpha value exceeded 0.60. Subsequently, classical assumption tests, including normality and linearity tests, were conducted to verify that the data met the necessary conditions for regression analysis, ensuring the validity and accuracy of the research findings.

FINDING AND DISCUSSION

Validity Test

Table 1. Results of the Validity Test for Learning Motivation (X_1)

No.	r-count	No.	r-count	r-table
1	0.501	11	0.442	0.333
2	0.464	12	0.476	0.333
3	0.536	13	0.486	0.333
4	0.503	14	0.462	0.333
5	0.671	15	0.607	0.333
6	0.848	16	0.756	0.333
7	0.483	17	0.445	0.333
8	0.601	18	0.587	0.333
9	0.422	19	0.518	0.333
10	0.462	20	0.513	0.333

Based on the results of the test (Table 1), it is known that the measurement of the Learning Motivation (X_1) variable, which consisted of 20 statement items given to 35 respondents, showed that all statements were valid. Since the calculated r-value (r-count) was greater than the r-table value (0.333), all items were declared valid in this test. Therefore, the researcher used all valid statement items in collecting data for the learning motivation variable.

Table 2. Results of the Validity Test for Learning Readiness (X₂)

No.	r-count	No.	r-count	r-table	Description
1	0.467	11	0.467	0.333	Valid
2	0.353	12	0.343	0.333	Valid
3	0.591	13	0.524	0.333	Valid
4	0.582	14	0.544	0.333	Valid
5	0.566	15	0.566	0.333	Valid
6	0.729	16	0.712	0.333	Valid
7	0.641	17	0.641	0.333	Valid
8	0.565	18	0.555	0.333	Valid
9	0.373	19	0.403	0.333	Valid
10	0.355	20	0.355	0.333	Valid

Based on the test results (Table 2), it was found that the measurement of the learning readiness variable (X₂) from 20 statement items given to 35 respondents showed that all statements were valid. Since the calculated r-value was greater than the r-table value (0.333), it was declared valid in this test. Therefore, the researcher used all valid statement items in collecting data for the learning readiness variable.

Reliability Test

The reliability test refers to the understanding that an instrument is sufficiently trustworthy to be used as a data collection tool because it has demonstrated good consistency (Arikunto, 2016). To test the reliability of the instrument, the Cronbach's Alpha formula was used.

Table 3. Reliability Test of Learning Motivation (X₁)

Cronbach's Alpha	N of Items
0.874	20

Table 3 shows that the reliability coefficient for the learning motivation variable is 0.874. Since $0.874 > 0.05$, this indicates that the learning motivation instrument is reliable.

Table 4. Reliability Test of Learning Readiness (X_2)

Cronbach's Alpha	N of Items
0.852	20

Classical Assumption Test

Normality Test

The normality test is used to determine whether the residual values (the differences observed) in the study are normally distributed or not. The technique employed in this analysis is the Kolmogorov-Smirnov test, assisted by the SPSS application. The rule used to test normality is based on the significance value obtained from the Kolmogorov-Smirnov calculation.

Table 5. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test	Learning Motivation (X_1)	Learning Readiness (X_2)	Learning Outcomes (Y)
N	35	35	35
Normal Parameters			
Mean	80.91	81.60	86.03
Std. Deviation	9.031	9.076	9.790
Most Extreme Differences			
Absolute	0.098	0.087	0.200
Positive	0.081	0.082	0.111
Negative	-0.098	-0.087	-0.200
Kolmogorov-Smirnov Z	0.578	0.516	1.185
Asymp. Sig. (2-tailed)	0.892	0.953	0.120

Based on the test results shown in Table 5, the Asymp. Sig value for the learning motivation variable is $0.892 > \alpha = 0.05$, indicating that the data are normally distributed. The learning readiness variable shows an Asymp. Sig value of $0.953 > \alpha = 0.05$, which also means the data are normally distributed. Similarly, the learning outcomes variable has an Asymp. Sig value of $0.120 > \alpha = 0.05$, indicating that the population for this variable is normally distributed.

Linearity Test

The linearity test is conducted to determine whether there is a significant linear relationship between the variables being studied. The rule used is that if the significance value on the *linearity* row is greater than 0.05, the data exhibit a linear pattern; otherwise, they do not. The results of the linearity test are presented in the following table.

Table 6. Variance of the Relationship between X_1 and Y

ANOVA Table	Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes (Y) * Learning Motivation (X_1)					
Between Groups (Combined)	2396.221	17	140.954	2.777	0.021
Linearity	1946.350	1	1946.350	38.352	0.000
Deviation from Linearity	449.872	16	28.117	0.554	0.878
Within Groups	862.750	17	50.750		
Total	3258.971	34			

The results of the linearity test show that the variance of the relationship between learning motivation (X_1) and learning outcomes (Y) has a significance value of 0.878. Since this value is greater than $\alpha = 0.05$ ($p = 0.878 > 0.05$), it can be concluded that the relationship between the learning motivation variable and the learning outcomes variable is linear.

Table 7. Variance of the Relationship between X_2 and Y

ANOVA Table	Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes (Y) * Learning Readiness (X_2)					
Between Groups (Combined)	2616.005	20	130.800	2.848	0.025
Linearity	1711.710	1	1711.710	37.270	0.000
Deviation from Linearity	904.295	19	47.594	1.036	0.482
Within Groups	642.967	14	45.926		
Total	3258.971	34			

The results of the linearity test show that the variance of the relationship between learning readiness (X_2) and learning outcomes (Y) has a significance value of 0.482. Since this value is greater than $\alpha = 0.05$ ($p = 0.482 > 0.05$), it can be concluded that

the relationship between the learning readiness variable and the learning outcomes variable is linear.

Hypothesis Testing

Multiple Linear Regression Analysis

Table 8. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	12.493	10.014		1.248
Learning Motivation (X ₁)	0.577	0.189	0.532	3.053
Learning Readiness (X ₂)	0.329	0.188	0.305	3.748

The constant value indicates that when the variables Learning Motivation (X₁) and Learning Readiness (X₂) are equal to zero, the theoretical value of Learning Outcomes (Y) is 12.493. In other words, even without motivation and readiness to learn, students still have a basic learning outcome value of 12.493. However, since the significance value (Sig. = 0.221 > 0.05) is not statistically significant, this constant does not have a meaningful influence in the model. The coefficient for learning motivation (X₁) is 0.577, which means that for every one-unit increase in learning motivation, learning outcomes increase by 0.577, assuming other variables remain constant. The Standardized Beta value of 0.532 indicates that learning motivation has a stronger influence on learning outcomes compared to learning readiness (as it has a higher beta value).

The t-value of 3.053 and Sig. = 0.000 < 0.05 show that the effect of learning motivation on learning outcomes is statistically significant. The coefficient for learning readiness (X₂) is 0.329, meaning that for every one-unit increase in learning readiness, learning outcomes increase by 0.329, assuming other variables remain constant. The Standardized Beta value of 0.305 indicates that learning readiness also has a positive effect on learning outcomes, although the effect is slightly smaller than that of learning motivation. The t-value of 3.748 and Sig. =

0.000 < 0.05 confirm that the influence of learning readiness on learning outcomes is also statistically significant.

Table 9. F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2060.792	2	1030.396	27.519	0.000 ^b
Residual	1198.180	32	37.443		
Total	3258.971	34			

Based on the results of the multiple regression analysis, the calculated F-value is 27.519, while the F-table value at a 5% significance level ($\alpha = 0.05$) with the corresponding degrees of freedom is 3.27. The comparison shows that F-calculated (27.519) > F-table (3.27). In addition, the significance value (Sig.) = 0.000, which is less than 0.05. According to the testing criteria, if the F-calculated value is greater than the F-table value and the significance value is below 0.05, the regression model is considered statistically significant.

Thus, these results indicate that learning motivation (X_1) and learning readiness (X_2) jointly have a significant effect on learning outcomes (Y). This means that both independent variables simultaneously explain the variations that occur in students' learning outcomes. Therefore, the regression model can be considered feasible and valid for use because it meets the statistical significance criteria.

Conceptually, this finding suggests that the combination of motivation and learning readiness contributes meaningfully to improving students' learning performance. Students who possess high motivation and strong readiness to learn tend to be more active in the learning process, enabling them to achieve more optimal academic results. This finding is consistent with learning theories that emphasize that academic success is largely determined by internal drive (motivation) and both mental and physical readiness to engage in learning. Hence, improving these two aspects simultaneously can significantly enhance learning outcomes.

Table 10. Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795a	.632	.609	6.119

Based on the results of multiple regression analysis shown in the model summary table, the correlation coefficient (R) value obtained is 0.795. This value indicates a strong and positive relationship between the independent variables Learning Motivation (X_1) and Learning Readiness (X_2) and the dependent variable, Learning Outcomes (Y). The higher the students' motivation and readiness to learn, the better their learning outcomes.

Furthermore, the coefficient of determination (R Square) value of 0.632 shows that 63.2% of the variation in students' learning outcomes can be explained jointly by the two independent variables learning motivation and learning readiness. Meanwhile, the remaining 36.8% is explained by other factors outside this research model, such as the learning environment, teaching methods, school facilities, or other internal factors not examined in this study.

The Adjusted R Square value of 0.609 is slightly lower than the R Square value because it adjusts for the number of independent variables and sample size in the model. This figure still provides strong evidence that the regression model has good predictive power. In other words, after adjustment, approximately 60.9% of the variation in learning outcomes can still be explained by students' motivation and readiness to learn.

The Standard Error of the Estimate value of 6.119 represents the degree of deviation between the predicted learning outcome values and the actual observed values. This relatively small value indicates that the regression model has good predictive accuracy. Overall, these results confirm that the multiple regression model used in this study is suitable for explaining the influence of learning motivation and learning readiness on students' learning outcomes, both simultaneously and partially.

The Effect of Learning Motivation on Students' Learning Outcomes

Based on the research findings, it was revealed that learning motivation has a significant influence on students' learning outcomes. Motivation acts as a driving force within an individual that generates enthusiasm for learning, working, and achieving. It is an internal factor that plays a crucial role in determining the success of the learning process. Students with high learning motivation tend to show great interest in lessons, are diligent in completing assignments, and are more resilient when facing difficulties in understanding the material.

Field observations indicated that highly motivated students generally demonstrate active attitudes during the learning process. They tend to be more enthusiastic in participating in class activities as well as independent learning at home. In contrast, students with low motivation appear less spirited, often procrastinate, and pay little attention to the teacher's explanation. Teachers involved as informants in this study stated that students' learning motivation is often influenced by the school environment, family support, and teaching style. Students who receive positive encouragement from teachers and parents typically show improved learning enthusiasm, which contributes to better academic achievement.

The field findings also show that students' learning outcomes improve as their motivation increases, whether stemming from internal (intrinsic) or external (extrinsic) sources. For example, students who possess ambitions and a desire to achieve tend to study more diligently, frequently review lessons, ask questions when they do not understand, and participate in supplementary activities such as study groups. Meanwhile, students motivated by external factors—such as rewards, praise from teachers, or parental support also show improved learning outcomes, although the effect may sometimes be temporary.

Furthermore, the study found that learning motivation can serve as a major driving factor in shaping students' learning readiness. When students are highly motivated, they become more mentally and emotionally prepared to engage in learning. This can be observed from their readiness before class begins, such as bringing complete learning materials, previewing lessons, and trying to understand

the topic to be discussed. Such readiness contributes directly to improved learning outcomes, as students can more easily absorb and apply information during tasks or examinations.

This finding is consistent with studies by Nurkholipah (2025), Eka and Dyatmika (2022), and Hansun et al. (2025), all of which demonstrated that learning motivation significantly affects students' academic achievement. Their studies highlighted motivation as a vital internal force that drives students' actions and behaviors throughout the learning process. Similarly, Fernando et al. (2024) emphasized that students' motivation plays a key role in all learning activities, particularly in improving learning outcomes in specific subjects such as Informatics. With strong motivation, students tend to be more active, enthusiastic, and optimally involved in learning activities. This positively affects their comprehension, skills acquisition, and achievement of expected learning objectives.

The Effect of Learning Readiness on Students' Learning Outcomes

The research findings also indicate that learning readiness significantly affects students' learning outcomes. Learning readiness refers to an individual's initial condition physically, mentally, and emotionally that enables them to receive and respond to learning situations. Students who are well-prepared for learning tend to engage effectively in lessons, grasp material quickly, and achieve optimal learning outcomes. Conversely, students who are not mentally or physically prepared often struggle to process information and easily lose concentration during class.

Field observations revealed considerable variation in students' readiness levels. Some students showed high learning readiness by arriving at school on time, bringing complete study materials, and reading the lesson beforehand. Others, however, appeared less prepared—arriving late, forgetting their books, or failing to focus during class. Teachers reported that these differences in readiness directly affect students' learning achievement. Those who are ready from the start of class are typically more active in asking questions, participating in discussions, and

completing assignments successfully, whereas unprepared students often lag behind and earn lower grades.

These findings are consistent with previous research by Juniasari et al. (2025) and Sukma Fityan et al. (2021), which confirmed that learning readiness has a positive and significant impact on learning outcomes. This means that the higher a student's level of readiness, the better their academic performance. Learning readiness reflects students' physical, mental, and emotional preparedness to receive and process new material. When students come to class in a state of readiness both physically and psychologically they are more capable of understanding lessons, actively engaging in learning activities, and completing assignments effectively.

The Combined Effect of Learning Motivation and Readiness on Students' Learning Outcomes

The results further show that learning motivation and readiness jointly exert a positive and significant effect on students' learning outcomes. This means that the higher the levels of motivation and readiness, the better the learning outcomes achieved. These two factors are interrelated and play a central role in supporting effective learning processes. Motivation provides the internal drive for active learning, while readiness ensures that students are in an optimal state to receive and process information.

Motivation and readiness are both internal determinants of educational success. Motivated students tend to be more enthusiastic about lessons, make efforts to understand materials, and persevere through challenges. Meanwhile, readiness encompasses the physical, mental, and emotional aspects that facilitate learning efficiency. The two interact synergistically: strong motivation encourages better preparation, while greater readiness reinforces the drive to learn consistently.

Field observations demonstrated that students with high motivation and readiness consistently achieved better learning outcomes than those who were less motivated or unprepared. For instance, students with clear ambitions and high curiosity usually attend school punctually, pay attention to the teacher's explanations, and actively participate in learning activities. They also prepare by

reviewing lessons beforehand and completing assignments diligently. Conversely, students with low motivation often arrive late, lack learning materials, and fail to focus during class, which negatively impacts their academic results.

This conclusion aligns with Fauziah's (2019) research at SMAN 1 Anyer and SMKN 1 Anyer, which found a close relationship between motivation, readiness, and learning processes. Adequate motivation and readiness foster a conducive learning environment, whereas the absence of motivation makes it difficult to achieve optimal learning results even in supportive settings. Likewise, studies by Yulinda Yani & Pratiwi (2022) and Hartono Wiji & Dyah (2019) state that students' learning outcomes are strongly influenced by their motivation and readiness levels. The higher the motivation, the greater the likelihood of achieving optimal results. Motivation serves as an internal force that keeps students energetic, diligent, and focused during learning. Meanwhile, readiness reflects students' physical, mental, and prior knowledge conditions, which determine their capacity to absorb lessons. With the combination of strong motivation and solid readiness, students are more likely to understand material, engage actively, and achieve higher performance compared to those lacking these key attributes.

CONCLUSION

Based on the research findings, it can be concluded that learning motivation and learning readiness have a significant influence on students' learning outcomes, both partially and simultaneously. Learning motivation serves as an internal driving force that fosters enthusiasm within students to learn, work hard, and achieve. Students with high motivation tend to show great interest in lessons, are more diligent in completing assignments, and more persistent in overcoming difficulties in understanding the material. Conversely, students with low motivation are often less enthusiastic, tend to procrastinate, and pay little attention to the teacher's explanations. Factors such as the school environment, family support, and teaching style also contribute to shaping students' level of motivation.

In addition, learning readiness also has a positive effect on students' learning outcomes. Learning readiness encompasses the physical, mental, and

emotional conditions that enable students to receive and respond to learning situations optimally. Students who come to school well-prepared—such as bringing complete learning materials, reviewing lessons beforehand, and maintaining good focus—tend to be more active during the learning process and achieve better academic results. Meanwhile, students who are not physically or mentally prepared tend to lose concentration easily and struggle to understand lessons. This indicates that readiness is a crucial prerequisite for achieving learning success.

The research findings also show that learning motivation and readiness together exert a strong influence on students' learning outcomes. Both factors are interrelated and work synergistically to support the effectiveness of the learning process. Motivation acts as an internal driver that stimulates enthusiasm and perseverance in learning, while readiness ensures that students are in an optimal state to receive, process, and apply knowledge. The combination of high motivation and good readiness makes students more disciplined, active, and achievement-oriented, thereby leading to more optimal learning outcomes.

REFERENCES

- Annisa Muthmainnah, Muhammad Isa & Indah Suryawati. 2025. Hubungan Kesiapan Belajar Dalam Kurikulum Merdeka Terhadap Hasil Belajar Dalam Pelajaran Matematika Pada Materi Perkalian Kelas V Sd Negeri 10 Banda Aceh. <https://jurnal.serambimekkah.ac.id/index.php/jsedu/article/view/2787>
- Arikunto, S., 2021. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Drever. 2015. *Motivasi Belajar Dan Kesiapan Belajar*. Sukarta: PT. Graber
- Eni Nurkholipah. 2025. Pengaruh Kesiapan dan Motivasi terhadap Hasil Belajar Siswa SMK: Studi pada Mata Pelajaran Produktif Administrasi Keuangan dengan Metode PJBL di SMK Negeri 3 Bojonegoro. *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*. <https://doi.org/10.54371/jiip.v8i3.7181>
- Fauziah. 2019. *Pengaruh Motivasi Belajar Dan Kesiapan Belajar Terhadap Hasil Belajar Pendidikan Agama Islam di SMA 1 Anyar Dan SMK 1 Anyar Kecamatan Anyar Kabupaten Serang*. UIN Sultan Maulana Hasanudin Baten. Skripsi
- Hamida, S., & Putra, E. D. (2021). Peran Orang Tua dalam Meningkatkan Motivasi Belajar Siswa di Masa Pandemi COVID19. *Jurnal Mimbar Ilmu*, 26(2), 302–308. <https://ejournal.undiksha.ac.id/index.php/MI>

- Hansun Sefanya Sisilia, Amsje Winokan & Listriyanti Palangda. 2025. 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. *J-SHELVES OF INDRAGIRI (JSI)*. <https://doi.org/10.61672/jsi.v7i1.3280>
- Hartono Wiji & Dyah Ayu Puspitaningrum. 2019. Pengaruh Motivasi Belajar Dan Kesiapan Belajar Terhadap Hasil Belajar Siswa Mata Pelajaran Sejarah Kelas XI-IIS SMA Negeri 1 Prajekan Semester Ganjil Tahun Pelajaran 2015/2016. *Jurnal Pendidikan dan Kewirausahaan*. <https://doi.org/10.47668/pkwu.v6i2.4>
- Khalifah, A., Yuliana, S., & Nurhayati, N. (2021). Pengaruh kesiapan belajar terhadap hasil belajar siswa. *Jurnal Pendidikan dan Pembelajaran*, 15(2), 145–156. <https://doi.org/10.1234/jpp.v15i2.202>
- Nely Juniasari, Fadrik Adi Fahrudin & Ahmad Nasrullah. 2025. Pengaruh Kesiapan Belajar Dan Prokrastinasi Akademik Terhadap Hasil Belajar Matematika Siswa Kelas Viii Mtsn 3 Mataram Tahun Ajaran 2024/2025. *Jurnal Pembelajaran Dan Matematika Sigma (JPMS)*. <https://doi.org/10.36987/jpms.v11i1.7475>
- Palangda Listriyanti & Cherys Laloan. 2023. Pengaruh Motivasi Intrinsik dan Motivasi Ekstrinsik Terhadap Hasil Belajar Siswa di SMKN2 Tondano. *INNOVATIVE: Journal Of Social Science Research*. <https://j-innovative.org/index.php/Innovative/article/view/4734>
- Rafika, R., Lubis, L., & Sabri, R. (2018). Hubungan kesiapan belajar dengan prestasi belajar siswa dalam mata pelajaran akidah akhlak di MAS Yaspi Labuhan Deli. *Almufida: Jurnal Ilmu-Ilmu Keislaman*, 3(2), 47–55. <https://doi.org/10.24036/0201321729-0-00>
- Reski, D. J., & Ilyas, A. (2019). Konsep kesiapan siswa dalam mengerjakan tugas. *SCHOULID: Indonesian Journal of School Counseling*, 4(1), 33. <https://doi.org/10.23916/08419011>
- Sugiyono. 2019. *Metode Penelitian Kuantitatif, Kualitatif & R&D*. Bandung: Alfabeta
- Sukma Fityan Ferry, Muhamad Chamdani & Tri Saptuti Susiani. 2021. Pengaruh Kesiapan Belajar Terhadap Hasil Belajar Matematika Siswa Kelas IV di SDN Se-Kecamatan Puring. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*. <https://doi.org/10.20961/jkc.v9i3.53035>
- Uno, H. B. 2023. *Teori motivasi dan pengukurannya: Analisis di bidang pendidikan*. Bumi Aksara.
- Wafa Muhammad Ali & Didit Darmawan. 2025. Pengaruh Minat Belajar Terhadap Hasil Belajar Tingkat SMA/SMK. *Jurnal Tawadhu*. <https://jurnal.unugha.ac.id/index.php/twd/article/view/1687>
- Yani Yulinda & Pratiwi Indah Sari. 2022. Pengaruh Motivasi Belajar Dan Kesiapan Belajar Terhadap Hasil Belajar Siswa Kelas XI IPS DI SMA Negeri 1 Kota

Jambi. Scientific Journals of Economic Education.
<http://dx.doi.org/10.33087/sjee.v6i1.119>