



The Influence of Learning Motivation and Discipline on Learning Achievement of Islamic Religious Education in State Elementary Schools

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Abstract

This study aims to determine the influence of learning motivation on PAI learning achievement, the influence of discipline on PAI learning achievement, and the influence of learning motivation and discipline on PAI learning achievement at SDN 101815 Sidodadi together. This type of research is quantitative, with a population of all classes IV, V, and VI totalling 177 learners and a sample of 66 learners. The data collection technique uses a questionnaire with a Likert scale, while the data analysis technique uses instrument tests, validity, and reliability tests. The hypothesis test uses multiple linear regression tests, t-tests, F tests, and efficiency determination. The results revealed that there was a positive and significant influence between learning motivation on PAI learning achievement of $6,076 > 1,999$ and a sig value of $0,000 < 0,05$, while the influence between discipline on PAI learning achievement was $6,659 > 1,999$ and a sig value of $0,000 < 0,05$. The influence between learning motivation and discipline on PAI learning achievement was jointly obtained by $41,657 > 3,140$ with a sig value of $0,000 < 0,05$ and a determination value of $R = 0,569$ (56.9 %) means that 56.9% of PAI learning achievement is influenced by learning motivation and discipline factors. In comparison, 43.1% is influenced by other factors that were not studied in this study, such as family, environmental, economic, facility and other factors.

Keywords: *Learning Motivation, Discipline, Learning Achievement*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh motivasi belajar terhadap prestasi belajar PAI, pengaruh kedisiplinan terhadap prestasi belajar PAI, serta pengaruh motivasi belajar dan kedisiplinan terhadap prestasi belajar PAI di SDN 101815 Sidodadi secara bersama-sama. Jenis penelitian ini adalah kuantitatif dengan populasi seluruh kelas IV, V dan VI berjumlah 177 peserta didik, dan sampel berjumlah 66 orang peserta didik. Teknik pengumpulan data menggunakan angket dengan skala Likert, sedangkan teknik analisis data menggunakan uji instrumen, uji validitas dan realibilitas. Adapun uji hipotesis menggunakan uji regresi linear berganda, Uji t, Uji F dan koefisien determinasi. Hasil penelitian mengungkapkan bahwa terdapat pengaruh positif dan signifikan antara motivasi belajar terhadap prestasi belajar PAI sebesar $6,076 > 1,999$ dan nilai sig $0,000 < 0,05$, sedangkan pengaruh antara kedisiplinan terhadap prestasi belajar PAI sebesar $6,659 > 1,999$ dan nilai sig $0,000 < 0,05$. Adapun pengaruh antara motivasi belajar dan kedisiplinan terhadap prestasi belajar PAI secara bersama-sama diperoleh sebesar $41,657 > 3,140$ dengan nilai sig $0,000 < 0,05$ dan nilai determinasi R sebesar $0,569$ (56,9 %) artinya 56,9 % prestasi belajar PAI dipengaruhi oleh faktor

motivasi belajar dan kedisiplinan, sedangkan 43,1% dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini, seperti faktor keluarga, lingkungan, ekonomi, fasilitas dan lain-lain.

Kata Kunci: Motivasi Belajar, Kedisiplinan, Prestasi Belajar

INTRODUCTION

Education in Islam is a series of processes of human empowerment towards maturity, both logically, mentally, and morally, to carry out the functions of humanity carried out as a servant before Allah Swt, and also as a *Khalifa fi al-ardh* (preserver) in this universe, so that the main function of education is to prepare the next generation (students) with the abilities and expertise needed to have the ability and readiness to enter the middle Community Environment.¹ It is undeniable that education plays an important role in efforts to realize the quality of human resources.² Based on this, it can be concluded that education can develop the quality of Indonesian people who have faith, piety, and noble character and master science, technology, and art in realizing a developed, just, prosperous, and civilized society based on Pancasila and the 1945 Constitution of the Republic of Indonesia.³

According to the Central Statistics Agency in the 2021 Education Statistics catalog, Indonesia will experience a demographic bonus around 2035-2045 of 310 million people.⁴ Imagine if the generation was educated, skilled, had a personality able to communicate with various world languages, this was the key to Indonesia becoming a rich country. If in 2045 it is called Golden Indonesia, then what gold means at that time is this productive generation. This golden generation is expected to become the mecca of civilization (center of civilization) where all components of the nation are able to show their great works. The most strategic tool to go in that direction is to prepare generations through quality education.⁵

Islamic Religious Education in elementary schools aims to grow, develop and improve the faith through the provision and fertilization of knowledge, passion, practice of students about the teachings of the Islamic religion, so as to become Muslim human beings who continue to develop in terms of faith, piety, nation and state, as well as to be able to continue at a higher level of education.⁶ Through these activities, it is hoped that students can excel and have

¹ Hasan Asari, *Hadis-Hadis Pendidikan: Sebuah Penelusuran Akar-Akar Pendidikan Islam* (Bandung: Citapustaka Media Perintis, 2014).

² Rizki Akmalia, Amiruddin Siahaan, dan Mesiono Mesiono, "the Effect of Individual, Group and Team Work Behavior Toward Teacher Performance in Sman 3 Medan," *Jurnal Tarbiyah* 27, no. 1 (2020): 50–71, <https://doi.org/10.30829/tar.v27i1.681>.

³ Fachruddin Azmi, Yusuf Hadijaya, dan Ahmad Syah, "Management System of Sunnah Islamic Boarding School in Shaping Character of The Students," *Nidbomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 1 (21 Maret 2022): 39–52, <https://doi.org/10.31538/ndh.v7i1.1955>; Sarah Johnsen dkk., "A Metastudy of Counselor Education and Supervision: An Analysis of Publication Characteristics From 2000 to 2019," *Counselor Education and Supervision* 60, no. 1 (2021): 22–34, <https://doi.org/10.1002/ceas.12194>; Ujang Sahid dkk., "Management of Student Characteristics Through Extracurricular Activities in The School Environment Based on Islamic Boarding Schools," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (31 Oktober 2021): 116–25, <https://doi.org/10.31538/munaddhomah.v2i2.97>.

⁴ B. P Statistik, *Statistik Pendidikan 2021* (Jakarta: Badan Pusat Statistik, 2021).

⁵ Salminawati, *Filsafat Ilmu Pendidikan Dasar Islam (Sebuah Pengantar Filosofi dan Aplikasi Pendidikan Islam Jenjang MI/SD)* (Yogyakarta: K-Media, 2020).

⁶ S Afiatun, "Dinamika Pembelajaran Pendidikan Agama Islam di Sekolah Dasar," *Cendekia Jurnal Kependidikan dan Kemasyarakatan* 13, no. 1 (2015).

religious values that can be realized in their daily lives.⁷ The religious values of learning achievements of Islamic Religious Education will lead students to a more polite and patient attitude in dealing with various problems. A good understanding of religion will make a person wiser in responding to something, and have a good ethical and moral attitude for the life of the nation and state.

Various efforts have been made to improve student achievement including improving the current curriculum, fulfilling learning facilities, and improving the professionalism of teaching staff through teacher certification programs and so on.⁸ Other efforts have also been made by the National Education Standards Agency (BSNP) through setting standards on how an education at each level is implemented and what are the minimum competencies that must be achieved by each graduate and other competencies. However, in reality, this effort has experienced obstacles and shortcomings, where the expected competence is not achieved optimally. This can be seen directly through the learning achievements of students, one of which is in the subject of Islamic Religious Education.⁹

Based on preliminary observations, the average grade point on PAI subjects at SD Negeri 101815 Sidodadi did not reach the Minimum Completion Criteria (KKM) score of 80.00. Further information is known from direct interviews with Islamic Religious Education teachers that 60% of students do not practice what has been learned in learning Islamic Religious Education, especially in the field of worship and social interaction with the school environment and society, and are still experiencing problems in the implementation of the New Normal era learning process after the Covid-19 pandemic.¹⁰

From the problems above, several factors were found that caused student learning achievement to still not be optimal, including: first, PAI subjects only get the opportunity to touch students 1 time a week in each class, which seems like a complementary lesson and is not yet efficient to make students able to achieve the competencies that have been set. Not only that, Islamic Religious Education in public schools is considered less successful in instilling the ethics and morality of students because it seems only limited to transferring knowledge without

⁷ Abd Basir dan Abdul Rahman, "Internalization of Religious Values in The Islam Program Teacher's Family Education of High School and High Vocational School Muhammadiyah Banjarmasin," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (12 Juli 2020): 180–90, <https://doi.org/10.31538/nzh.v3i2.624>; Abdullah Sahin, "Critical Issues in Islamic Education Studies: Rethinking Islamic and Western Liberal Secular Values of Education," *Religions* 9, no. 11 (November 2018): 335, <https://doi.org/10.3390/rel9110335>.

⁸ Sally J. Zepeda, Oksana Parylo, dan Ed Bengtson, "Analyzing principal professional development practices through the lens of adult learning theory," *Professional Development in Education* 40, no. 2 (15 Maret 2014): 295–315, <https://doi.org/10.1080/19415257.2013.821667>.

⁹ Nurika Khalila Daulay dkk., "Sources of School Income at The Jam'iyah Mahmudiyah Foundation," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (18 Mei 2022): 501–10, <https://doi.org/10.31538/nzh.v5i2.2107>; Sebastian Oberthür dan Claire Dupont, "The European Union's international climate leadership: towards a grand climate strategy?," *Journal of European Public Policy* 28, no. 7 (3 Juli 2021): 1095–1114, <https://doi.org/10.1080/13501763.2021.1918218>.

¹⁰ Siti Maryam Munjiat, "Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (5 Agustus 2020): 285–95, <https://doi.org/10.31538/nzh.v3i2.757>; Ana Dias dkk., "The Online Education System: COVID-19 Demands, Trends, Implications, Challenges, Lessons, Insights, Opportunities, Outlooks, and Directions in the Work from Home," *Sustainability* 13, no. 21 (Januari 2021): 12197, <https://doi.org/10.3390/su132112197>.

passion and practice.¹¹ Similarly, conventional schools today place too much emphasis on cognitive aspects.¹²

Second, the lack of motivation for students at SDN 101815 Sidodadi is caused by the unvaried use of learning media and learning methods used by teachers in the teaching and learning process, which is only limited to book media. In fact, the use of varied learning media and varied learning methods is very influential in learning activities that can increase student learning motivation. Because without realizing it, a person who learns because of a motivational impulse.¹³ Third, the lack of discipline of students can be seen from the large number of students who are late to school, do not do their home work, and students are less responsible for the completion of tasks given by the teacher and the high percentage of student absences for various reasons.

Some relevant research results revealed that there was an influence of learning discipline on learning achievement with $t_{hitung} = 3,561 > t_{tabel} = 2,042$ ¹⁴, there was a significant relationship between discipline and learning achievement of 76.42% which was influenced by student discipline, while 23.58% was influenced by other factors),¹⁵ learning discipline positively affects learning achievement,¹⁶ there is an influence of student discipline in schools with student learning achievement,¹⁷ Learning that can improve student learning achievement is through an appropriate and of course ideal learning process which is able to make students develop imaginative power and creativity in learning.¹⁸

From the results of the relevant research above, it can be seen that innovation and discipline are very influential in determining student learning achievement. This research tries to reveal the influence of learning motivation and discipline by focusing on the field of Islamic Religious Education and taking the population of all grade IV, V, and VI students at SDN 101815 Sidodadi. It is hoped that this research can be meaningful for PAI teachers in improving student learning achievement.

¹¹ M Zaini, "Konsep Homeschooling Dalam Pendidikan Islam" (UIN Syarif Hidayatullah, 2010).

¹² E Herawati, "Pengembangan Kurikulum Pendidikan Agama Islam di Sekolah Alam: Studi Kasus di School of Universe" (UIN Syarif Hidayatullah, 2009).

¹³ Rizki Akmalia, "Intensitas Motivasi Berprestasi Melalui Pembelajaran Daring," *Pionir: Jurnal Pendidikan* 10, no. 3 (2021): 1–11, <https://doi.org/10.22373/pjp.v10i3.12174>.

¹⁴ Z Chaerunisa, "Pengaruh Disiplin Belajar Terhadap Prestasi Belajar IPS di Sekolah Dasar," *Jurnal Ilmu Pendidikan*, 2021, 2952–60.

¹⁵ U Wiratansa, "Pengaruh Kedisiplinan Siswa Terhadap Prestasi Belajar Matematika," *Jurnal Formatif*, 2017, 83–95.

¹⁶ R Jazib, "Pengaruh Perhatian Orang Tua dan Kedisiplinan Belajar Terhadap Pretasi Belajar Mata Pelajaran IPS," *Jurnal Pendidikan Ekoomi IKIP Veteran Semarang* 2, no. 1 (2014).

¹⁷ Eka S Ariananda, "Pengaruh Kedisiplinan Siswa di Sekolah Terhadap Prestasi Belajar Siswa Teknik Pendingin," *Journal of Mechanical Engineering Education* 1, no. 2 (2014).

¹⁸ L. Sari dkk., "Penerapan Pendekatan Heuristik dalam Meningkatkan Hasil Belajar IPA Peserta Didik di Madrasah Ibtidaiyah," *Akademi Pendidikan* 13, no. 2 (2022): 199–209, <https://doi.org/10.47200/aoej.v13i2.1234>.

METHOD

This research uses a quantitative approach to survey methods and correlational techniques where the free variables are learning motivation (X1) and discipline (X2) and the bound variable is learning achievement (Y). The population used was 177 students, namely all students of SDN 101815 Sidodadi from classes IV, V, and VI, while the sample became 64 people. The instruments used in the form of questionnaires or questionnaires use a Likert scale in the form of multiple choice with different alternative answers arranged behind closed doors, while the list of class scores and report cards for odd and even semesters of the 2021/2022 academic year, as well as the scores of the Odd and Even Semester Exams for the 2021/2022 Academic Year are used to collect data on PAI learning achievement as secondary data.

Before data analysis is carried out, the analysis requirements test is first carried out. The analysis requirements test are normality test, homogeneity test, and linearity test.

RESULTS AND DISCUSSION

The Influence of Learning Motivation on Learning Achievements in Islamic Religious Education

The results of the analysis show that learning motivation affects the learning achievement of Islamic Religious Education, as evidenced by the results of a partial test that learning motivation has a significance value of $0.000 < 0.05$ with a calculation of $> t_{tabel} (6,076 > 1,999)$ which means that learning motivation partially affects the learning achievement of Islamic Religious Education at SDN 101815 Sidodadi.

Table 1. Partial Significance Test Results (t-test)

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients	Std. Error	Standardized Coefficients		
		B		Beta		
1	(Constant)	50,023	3,513		14,239	,000
	Learning Motivation	,180	,030	,502	6,076	,000

a. Dependent Variable: Learning Achievement

Source: SPSS Data Processing Results. 25,0

In line with this, the frequency of learning motivation is in the very high category of 27 students (37%). This shows that learning motivation greatly affects the learning achievement of Islamic Religious Education at SDN 101815 Sidodadi. Then the coefficient value of learning motivation regression is positive and significant, which means that if learning motivation increases by 1% then learning achievement will increase by 18%.

The results of this research are consistent with the theory put forward by Sadirman that learning achievement will be optimal if there is motivation, the more appropriate the motivation given, the more successful the lesson will be.¹⁹ Motivation serves as a direction, meaning that it

¹⁹ Sadirman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Rineka Cipta, 2010).

directs actions to the achievement of desired goals.²⁰ This shows that motivation can influence a person in achieving something. Students who have high learning motivation will be followed by optimal learning achievement, because student learning motivation will foster an interesting and fun learning process, so that in learning activities students will actively participate which ultimately increases the learning achievement of these students.

The Influence of Discipline on Learning Achievement of Islamic Religious Education

The results of the analysis show that discipline affects the learning achievement of Islamic Religious Education as evidenced by the results of a partial test where discipline has a significance value of $0.000 < 0.05$ with a calculation of $> t\text{-table}$ ($6,659 > 1,999$) which means that discipline partially affects the learning achievement of Islamic Religious Education at SDN 101815 Sidodadi.

Table 2. Partial Significance Test Results (t-test)

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients	Std. Error	Standardized Coefficients		
1	(Constant)	50,023	3,513	Beta	14,239	,000
	Discipline	,207	,031	,551	6,659	,000

a. Dependent Variable: Learning Achievements

Source: SPSS Data Processing Results. 25,0

In line with this, the frequency of discipline is in the high category of 32 students (48%) which shows that discipline affects the learning achievement of Islamic Religious Education at SDN 101815 Sidodadi. Then it can be seen that the coefficient value of discipline regression is 0.207 and the sig value is $0.000 < 0.05$ where the discipline is positive and significant, which means that if the discipline increases by 1%, learning achievement will increase by 20.7%.

The results of this study are in line with Wiratansa's research,²¹ that discipline is influential in improving student learning achievement. Disciplinary behavior directs the wills (motivations) in a rule to achieve a goal.²² This shows that discipline will influence all aspects of life. Disciplinary behavior in students needs to be developed, because it will affect learning achievement and other good attitudes, without discipline there will be no agreement between teachers and students, and learning achievement is reduced and will even be far from successful. Students who are disciplined in learning and dividing time have higher learning achievements than students who are not disciplined in learning and are unable to divide time. This is what teachers need to pay attention to in helping students overcome disciplinary problems so that optimal learning achievements can be achieved by students in real-time.

The Influence of Learning Motivation and Discipline on Learning Achievement of

²⁰ O Hamalik, *Psikologi Belajar Mengajar* (Bandung: Sinarbaru Algesindo, 2007).

²¹ Wiratansa, "Pengaruh Kedisiplinan Siswa Terhadap Prestasi Belajar Matematika."

²² T Tu'u, *Peran Disiplin Pada Perilaku dan Prestasi Siswa* (Jakarta: Grasindo, 2010).

Islamic Religious Education

The results of the analysis show that learning motivation and discipline affect the learning achievement of Islamic Religious Education students of SDN 101815 Sidodadi. Based on the ANOVA test, Fcount was obtained at $41,657 > 3,140$ while the significant value was $0.000 < 0.05$. Based on the results above, it can be concluded that learning motivation and discipline simultaneously have a significant effect on the learning achievement of Islamic Religious Education at SDN 101815 Sidodadi.

Table 3. Simultaneous Test Results (F-test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	916,633	2	458,317	41,657	,000 ^b
	Residual	693,140	63	11,002		
	Total	1609,773	65			
a. Dependent Variable: Learning Achievement						
b. Predictors: (Constant), Discipline, Learning Motivation						

Source: SPSS Data Processing Results. 25,0

Table 4. Coeffesient Determination R2 Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,755 ^a	,569	,556	3,317
a. Predictors: (Constant), Discipline, Learning Motivation				
b. Dependent Variable: Learning Achievement				

Source: SPSS. Data Processing Results 25,0

The R-Square value from the analysis results was 0.569, which means that learning motivation and discipline have a simultaneous effect on learning achievement by 56.9%. The remaining 43.1% was influenced by other variables that were not studied in this study. The results of this study show that the motivation to learn and the discipline of students have the same role in determining learning success. Learning motivation can be characterized by several indications such as the desire and desire to succeed, the existence of encouragement and learning needs, the existence of hopes and ideals for the future, the existence of appreciation for learning, the existence of interesting activities in learning, the existence of a conducive learning environment so that a student can learn well.²³ That way students who have high motivation have a tendency to learn preastasi high as well.

Meanwhile, the discipline of students in the form of control over behavior, either by external forces or by the individual himself can increase learning achievement.²⁴ Tu'u also mentioned that discipline in schools serves to support the implementation of educational processes and activities so that they run smoothly.²⁵ Student discipline has indications such as

²³ H. B. Uno, *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan* (Jakarta: Bumi Aksara, 2014).

²⁴ Tu'u, *Peran Disiplin Pada Perilaku dan Prestasi Siswa*.

²⁵ Tu'u.

attendance at school, discipline at school, discipline to do assignments at home, high enthusiasm for learning, good timing and being active in class can improve student learning achievement.²⁶ This disciplinary behavior will have implications for increasing the achievement of learning Islamic Religious Education.

The results of this research are in accordance with research conducted by Prabowo²⁷ that learning motivation has a positive influence on learning achievement, the discipline also has a positive effect on learning achievement, and learning motivation and discipline together affect learning achievement. Thus learning motivation and discipline are a unity that is bound to each other and cannot be separated in learning. Learning motivation provides enthusiasm for students to achieve learning achievements, while discipline gives students the ability to control themselves and manage learning patterns consistently so that they are finally able to increase learning achievement.

Discussion

Students who have high learning motivation will also be followed by optimal learning achievement because student motivation will foster an interesting and fun learning process so that in learning activities students will actively participate for the continuity of learning activities whose final results increase student learning achievement. Without realizing it, someone who learns because of a motivational impulse.²⁸ This is in line with what Sadirman expressed that learning achievement will be optimal if there is motivation, the more appropriate the motivation given, the more successful the lesson will be.²⁹ Motivation serves as a direction, meaning that it directs actions towards the achievement of the desired goal.³⁰ This shows that motivation can influence a person in achieving something.

Not only motivation, but the disciplinary behavior of students also need to be developed, because it will affect learning achievement and other good attitudes, without discipline there will be no agreement between teachers and students, and learning achievement is reduced and will even be far from successful. Students who are disciplined in learning and dividing time have higher learning achievement than students who do not have discipline in learning and dividing time. This is what teachers need to pay attention to in helping students overcome disciplinary problems so that optimal learning achievements can be achieved by students in real-time.³¹ This is in line with Wiratansa's research³² which states that there is a significant influence between discipline and learning achievement, where discipline is influential in increasing student learning achievement. Based on the explanation above, it can be said that discipline will have an influence in all aspects of life.³³

²⁶ S Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010).

²⁷ D Prabowo, "Pengaruh Motivasi dan Kedisiplinan Terhadap Prestasi Belajar IPA Siswa Kelas V SD Negeri 04 Alastuwo" (Universitas Muhammadiyah Surakarta, 2015).

²⁸ Akmalia, "Intensitas Motivasi Berprestasi Melalui Pembelajaran Daring."

²⁹ Sadirman, *Interaksi dan Motivasi Belajar Mengajar*.

³⁰ Hamalik, *Psikologi Belajar Mengajar*.

³¹ Sutrisno Sutrisno dan Juli Amalia Nasucha, "Islamic Religious Education Project-Based Learning Model to Improve Student Creativity," *At-Tadzkiir: Islamic Education Journal* 1, no. 1 (10 September 2022): 13–22.

³² Wiratansa, "Pengaruh Kedisiplinan Siswa Terhadap Prestasi Belajar Matematika."

³³ Julia M. Fleckman dkk., "Educating Parents About Corporal Punishment and Effective Discipline: Pediatricians' Preparedness, Motivation, and Barriers," *Academic Pediatrics* 21, no. 1 (1 Januari 2021): 149–57,

Learning motivation and discipline are a unity that is bound to each other and cannot be separated in learning. Learning motivation provides enthusiasm for students to achieve maximum learning achievements, while student discipline provides the ability for students to control themselves and manage learning patterns consistently so that they are finally able to improve the learning achievement of Islamic Religious Education.³⁴ This is by research conducted by Prabowo³⁵ (that learning motivation has a positive influence on learning achievement, discipline also has a positive influence on learning achievement, and learning motivation and discipline together affect learning achievement.

CONCLUSION

This study uses prerequisite testing or classical assumption testing which is known that the data have been distributed normally and linearly and free from multicollinearity and there is no heteroscedasticity, and the results of testing on hypotheses that have been carried out can be concluded that learning motivation has a positive and significant effect on the learning achievement of Islamic Religious Education at SDN 1018115 Sidodadi with the provision that if learning motivation increases. Then learning achievement will also increase by 18%, by looking at the regression equation. In addition, the discipline also has a positive and significant effect on the learning achievement of Islamic Religious Education at SDN 1018115 Sidodadi with the provision that if learning motivation increases, learning achievement will also increase by 20.7% by looking at the value of the regression equation. The motivation to learn and discipline have a positive and significant effect simultaneously on the learning achievement of Islamic Religious Education at SDN 1018115 Sidodadi. The results showed the influence of learning motivation and student discipline both partially and simultaneously on the learning achievement of Islamic Religious Education, consistent with theories and previous research results.

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<https://doi.org/10.1016/j.acap.2020.05.028>; Melissa Warr dan Richard E. West, "Bridging Academic Disciplines with Interdisciplinary Project-Based Learning: Challenges and Opportunities," *Interdisciplinary Journal of Problem-Based Learning* 14, no. 1 (29 Mei 2020), <https://doi.org/10.14434/ijpbl.v14i1.28590>.

³⁴ Adam Yordan dan Eni Fariyatul Fahyuni, "Child-Friendly IRE Learning Through Digital Storytelling in the COVID-19 Pandemic," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (30 Oktober 2021): 590–605, <https://doi.org/10.31538/nzh.v4i3.1682>; Claire Alkoutli, "Pedagogies in Becoming Muslim: Contemporary Insights from Islamic Traditions on Teaching, Learning, and Developing," *Religions* 9, no. 11 (November 2018): 1–18, <https://doi.org/10.3390/rel9110367>; Nur Ali dkk., "Interreligious Literacy Learning as a Counter-Radicalization Method: A New Trend among Institutions of Islamic Higher Education in Indonesia," *Islam and Christian-Muslim Relations* 32, no. 4 (2 Oktober 2021): 383–405, <https://doi.org/10.1080/09596410.2021.1996978>.

³⁵ Prabowo, "Pengaruh Motivasi dan Kedisiplinan Terhadap Prestasi Belajar IPA Siswa Kelas V SD Negeri 04 Alastuwo."

- Akmalia, Rizki, Amiruddin Siahaan, dan Mesiono Mesiono. “the Effect of Individual, Group and Team Work Behavior Toward Teacher Performance in Sman 3 Medan.” *Jurnal Tarbiyah* 27, no. 1 (2020): 50–71. <https://doi.org/10.30829/tar.v27i1.681>.
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