

The Influence of Learning Motivation and Discipline on the Learning Outcomes of FITK Students at UIN Sunan Kalijaga

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ABSTRAK

Abstract. This study examines the influence of learning motivation and discipline on student learning outcomes at the Faculty of Tarbiyah and Teacher Training (FITK) UIN Sunan Kalijaga, specifically for the 2024/2025 batch of the Master of Islamic Religious Education program. The background of this research is the disparity in student learning outcomes that cannot be fully explained by academic ability alone, prompting attention to internal factors such as motivation and discipline. This study employs a quantitative causal-associative approach with a population of 138 students and uses random sampling for sample selection. Data were collected through questionnaires that had been tested for validity and reliability, and then analyzed using descriptive statistics and multiple linear regression. The theories underlying this research are *Self-Determination Theory* for learning motivation, and the concept of *self-regulation* for discipline. The research findings are expected to provide an empirical basis for the development of student development systems in Islamic higher education institutions.

Keywords. Learning Motivation, Discipline, Learning, Outcomes, Student, Islamic Higher Education

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The curriculum at the Faculty of Tarbiyah and Teacher Training (FITK), UIN Sunan Kalijaga, is developed by referring to the Indonesian National Qualifications Framework (KKNI), the National Standards for Higher Education (SNPT), and the paradigm of integration-interconnection, with an emphasis on the clarity of graduate profiles, learning outcomes, and the strengthening of the Islamic Religious Education (PAI) field of study (Faisal et al., 2021). Current phenomena within FITK UIN Sunan Kalijaga are closely related to efforts to develop the curriculum, strengthen teacher competence, manage character education within the faculty of education, and integrate multicultural and Islamic values. FITK UIN

Sunan Kalijaga has demonstrated strength in developing a curriculum based on scientific integration, character strengthening, and teacher professionalism in responding to the challenges of modern education (Faisal et al., 2021). The inequality of students' learning outcomes in higher education, despite their relatively strong academic backgrounds, is often not caused solely by academic ability. Non-academic factors and the campus environment also play an important role in influencing students' performance after entering university. Learning motivation and discipline are key internal factors that strongly affect learning outcomes, particularly when external factors such as campus facilities and the learning environment are relatively equal. Internal factors such as motivation, learning attitudes, study habits, personal well-being, and discipline have been shown to play a major role in determining students' academic achievement.

Learning motivation and attitudes are important because intrinsic motivation, such as a love of learning and flow experiences, is strongly associated with higher academic achievement. Positive attitudes toward learning also significantly improve learning outcomes (Burke et al., 2024). Discipline and study habits also directly improve learning outcomes. Every increase in learning attitudes and study habits contributes meaningfully to academic performance (Sarwiyatin, 2017). Self-efficacy and personal competence, including students' confidence in their learning ability and mastery of twenty-first-century skills, influence academic achievement both directly and indirectly (Jovanović et al., 2021). Personal well-being, such as cognitive-behavioral competence and positive development, also predicts personal growth and long-term academic achievement (Yu et al., 2018). In addition, physiological and psychological conditions, such as physical health, fatigue, and psychological states, can either support or hinder learning outcomes (Febrina & Ilyas, 2020).

This raises an important question: what internal factors have not yet been optimally addressed in supporting students' academic achievement? This question becomes the main reason for my interest in examining more deeply two internal factors that have long been recognized in educational psychology literature as highly influential, but have not been widely studied simultaneously in the context of Islamic higher education, namely learning motivation and academic discipline.

Higher education in the modern era faces transformational challenges that are not only related to technology and curriculum, but also to students' character and readiness as independent learners. University students today are required to adapt to independent learning and a more autonomous life, which often creates stress and difficulties, especially during the initial transition to higher education (Thompson et al., 2021). The main challenges include time management, academic workload, adaptation to new learning methods, and the development of supportive social networks (Fook & Sidhu, 2015). In addition, students' success is no longer measured only by academic grades, but also by the development of leadership skills, career networks, and problem-solving abilities in facing major societal issues (Weatherton & Schussler, 2021).

The development of student training systems in Islamic higher education institutions needs to be based on a deep understanding of internal factors that drive academic success, such as intrinsic motivation and self-control. Empirical studies in modern pesantren show that effective training strategies involve the cultivation of discipline, role modeling, habituation, and programs that develop students' potential and character, such as regular religious activities, literacy programs, and public speaking training (Witarto & Pathiassana, 2020). In addition, research in higher education institutions in the Middle East emphasizes

that structured development programs can improve the personal and professional growth of students and staff, while also creating a more collaborative campus atmosphere that is open to diversity (Hakro & Mathew, 2020).

The success of a development system is strongly influenced by institutional support, sensitivity to cultural context, and the active involvement of all stakeholders. These findings provide both theoretical and practical foundations for Islamic higher education institutions to design training systems that respond to the diverse needs of students, while emphasizing the importance of integrating Islamic values, developing soft skills, and empowering motivation and self-discipline (Witarto & Pathiassana, 2020). Universities are required to redefine the meaning of “student success” by involving students’ voices and paying attention to the diversity of their needs. Therefore, understanding the internal mechanisms that drive academic success, such as intrinsic motivation and self-control or discipline, becomes essential. In this context, it is necessary to present empirical data-based research that can provide theoretical and practical foundations for developing student guidance systems in Islamic higher education institutions.

Speculatively, this study rests on a strong foundation of literature from various disciplines in education and educational psychology. Learning motivation is a fundamental factor. According to Ryan and Deci (Ryan & Deci, 2000) in Self-Determination Theory, motivation is not merely a desire, but a psychological mechanism that guides the direction, intensity, and persistence of individual behavior. In the educational context, motivation determines the extent to which students are able to persist and overcome academic difficulties. (Schunk et al., 2014) further affirm that students with high internal motivation tend to be more resilient in facing learning challenges and are more likely to achieve better academic outcomes. (McClelland, 1987) states that achievement motivation is a basic human need to achieve, which, when directed within the educational context, encourages academic success.

Discipline functions as a regulator of academic self-management. According to Sardiman (Sardiman, 2018) discipline includes regularity in learning behavior, such as punctuality, task management, and class attendance, all of which directly affect improved learning outcomes. In Zimmerman’s theory of self-regulated learning (SRL), discipline is an important part of self-management, in which students who are able to regulate time and emotions tend to be more consistent in achieving learning goals (B. J. Zimmerman, 2000) SRL includes skills such as planning, monitoring, and controlling behavior and emotions during the learning process, so disciplined students who are able to manage themselves tend to demonstrate better academic achievement (B. Zimmerman, 2015) Empirical research shows that discipline and self-regulation significantly influence academic achievement, both separately and jointly (Susanto et al., 2020).

SRL training programs have been shown to improve academic performance, learning strategies, and student motivation, especially when they emphasize the management of resources such as time and attention (Theobald, 2021) In addition, the development of SRL can be supported through learning environments that provide feedback, cooperative learning, and structured learning protocols(Theobald, 2021). Therefore, integrating discipline into the SRL framework is essential for forming students who are independent, consistent, and able to achieve academic targets sustainably (Panadero, 2017). Foucault’s thought on discipline, however, highlights the aspects of power and surveillance within educational institutions, which can serve as a critical reflection on the implementation of discipline so that it continues to consider students’ autonomy and well-being.

Previous studies have also inspired this research. Fadhilah and Nugroho (2021) found that discipline contributes significantly to the achievement of senior high school students. Putra and Suryani (Putra & Suryani, 2020) showed that students with high levels of motivation tend to have better grade point averages. However, both studies were limited to elementary and secondary education contexts and have not examined the simultaneous relationship between motivation and discipline within a single quantitative framework.

In the context of Islamic education, Syachtiyani and Trisnawati (Syachtiyani & Trisnawati, 2021) state that character formation and values such as discipline and motivation are integral parts of achieving a holistic Islamic scientific vision. However, quantitative studies on the effectiveness of these factors in relation to learning outcomes remain very limited. Herpratiwi and Tohir (Herpratiwi & Tohir, 2022) also underline the importance of a psychopedagogical approach in developing students' motivation and discipline as strategic aspects of contemporary Islamic education.

This explanation shows that the present study is not only relevant, but also urgent and academically well-positioned. By filling a gap in the literature and addressing current phenomena in Islamic higher education, this study is expected to contribute meaningfully to the development of strategies for improving learning outcomes based on students' internal factors.

In learning activities, almost every ability, information, behavior, and perspective is formed through the learning process (Herpratiwi & Tohir, 2022). To achieve satisfactory learning outcomes, several important elements are needed, such as interest, natural ability, and competence. In the educational process, almost all aspects, including skills, knowledge, habits, and attitudes, are developed through learning. Optimal learning outcomes are influenced by various factors, such as interest, talent, ability, motivation, maturity, and discipline.

The achievement of optimal learning outcomes is influenced by various factors, such as interest, talent, ability, motivation, maturity, and discipline. Empirical research shows that learning interest, although often considered an imprecisely used term in discussions of language teaching, has a significant influence on learning outcomes across various subjects, including mathematics, physics, economics, and social studies (Nugroho et al., 2020). In addition to interest, other factors such as intelligence, motivation, emotional intelligence, and the use of study time also contribute significantly to academic achievement (Sari, 2017). However, the contribution of interest to learning outcomes is often more prominent than that of other factors; in some studies, it even shows a very strong correlation. Nevertheless, most studies still position interest as only one of many variables rather than as the main focus, leaving considerable opportunities for further research on the central role of interest in learning (Isomudin, 2019).

Therefore, the development of learning that takes into account students' interests, talents, and motivation is essential for supporting optimal learning outcomes (Nugroho et al., 2020). Although the term "interest" is frequently used in discussions of language teaching materials, its use is often considered less precise. Moreover, although interest has been widely discussed in general and interdisciplinary education, it is still rarely positioned as the main focus in learning research (Herpratiwi & Tohir, 2022).

Efforts to achieve educational goals are carried out through various learning approaches aimed at increasing students' learning motivation. One way is for teachers to master teaching skills during the teaching and learning process (Muawanah & Muhid, 2021). Motivation is the driving force within a person that encourages the expected action.

It can be understood as a change in energy within an individual that gives rise to action in order to achieve a desired goal. Learning motivation is the overall driving force that directs students' activities and makes learning more purposeful. Therefore, motivation arises from the desire to achieve a particular goal. Motivation in learning is crucial for achieving good learning outcomes. Accordingly, students need to have the ability to motivate themselves, as this is necessary for attaining academic success (Herpratiwi & Tohir, 2022). Learning motivation is a crucial element that influences both the activities and outcomes of the learning process, particularly in relation to students' psychological aspects. Higher education is a major pillar of national development because it produces an intellectual generation that will play important roles in various sectors of life. Motivation is a psychological drive that stimulates and guides a person's attitudes and actions in the learning process (Harun, 2006). Less successful learners often experience difficulties in motivating themselves due to a lack of goals, insufficient verbal encouragement, and weak self-control (Sogunro, 2014). In this context, the success of the educational process is not measured solely by academic implementation, but also by students' learning outcomes, which reflect the success of knowledge and value transformation. Therefore, various efforts continue to be made to understand and improve the factors that influence learning outcomes, both external and internal to students.

To achieve learning goals, students need internal encouragement or enthusiasm. Motivation is a psychological force that drives a person to take action in order to achieve predetermined goals (Syachtiyani & Trisnawati, 2021). Learning motivation is closely related to individual achievement and can be defined as a driving force that arises both from within students and from their surrounding environment, encouraging them to behave in ways that support learning success. Strong learning motivation makes students more enthusiastic in seeking knowledge, thereby making it easier for them to achieve optimal learning outcomes. Conversely, weak motivation causes students to lose enthusiasm and interest in learning. Therefore, it is important to cultivate motivation in students from the beginning so that they feel pleased to participate in every learning process without feeling pressured or forced.

Efforts to achieve expected educational goals are carried out through various learning methods aimed at increasing students' learning enthusiasm. One method is for teachers to possess strong teaching skills in the educational process (Syaparuddin et al., 2018). Hamzah B. Uno's study (Uno, 2016) explains that motivation is an internal drive that causes a person to behave according to their desires. Furthermore, motivation is an internal force that drives a person to act according to their wishes and achieve goals, as explained by Sumadi Suryabrata and McDonald.

In the learning context, motivation plays an important role in shaping students' learning behavior, particularly within the framework of self-regulated learning (SRL). Research shows that both intrinsic and extrinsic motivation play an important role in encouraging students to use independent learning strategies, manage time, and regulate emotions, thereby positively affecting academic achievement (Theobald, 2021). SRL training programs have been shown to significantly improve motivation, academic performance, and the use of learning strategies (Callan et al., 2021). In addition, motivation and clear learning goals influence how students interpret the learning process and determine the strategies they use (Littlejohn et al., 2016).

Motivation also serves as a mediator between background factors and self-regulated learning behavior, meaning that students with high motivation tend to be more

disciplined and consistent in achieving academic targets. Thus, strengthening motivation is key to developing independent learning skills and students' academic success (Callan et al., 2021; Littlejohn et al., 2016). There are many factors that can influence students' learning outcomes. However, more important factors include students' intelligence, behavior, ability, interest, and motivation (Syachtiyani & Trisnawati, 2021).

Two internal factors consistently found to influence learning outcomes in many studies are learning motivation and discipline. Learning motivation refers to the internal drive within a person to actively engage in the learning process and achieve certain academic goals. Ryan and Deci (Ryan & Deci, 2000) explain that motivation is a psychological condition that determines the direction, intensity, and persistence of learning behavior. Students with high motivation generally show perseverance in facing learning challenges and achieve better academic outcomes (Schunk et al., 2014).

Discipline is a form of obedience to a set of rules, whether written or unwritten. The implementation of discipline reflects strong motivation and self-control in individuals in managing their emotions and expressing their behavior (Herpratiwi & Tohir, 2022). Discipline is closely related to self-control, compliance with rules, and commitment to academic responsibility. According to Sardiman (Sardiman, 2018), discipline includes regularity in learning, punctuality in completing assignments, and attendance in lectures. Disciplined students tend to have stable and consistent study routines, which ultimately improve their learning outcomes.

According to Foucault, discipline is not merely a matter of external rules, but also a process of internalizing control that shapes individuals into beings capable of managing and directing themselves. In the educational context, Foucault highlights how disciplinary power—through supervision, assessment, and normalization—encourages the formation of self-discipline as an important skill, especially in online learning, which requires greater autonomy from students (Liu et al., 2021). Perseverance and the ability to express emotions in a balanced manner can be understood as the result of “technologies of the self,” through which individuals learn to regulate their behavior and emotions through reflection and continuous practice (Osiievskiy & Yakovlyev, 2019). Foucault also emphasizes that self-management cannot be separated from power relations that shape subjectivity, so self-discipline always exists in tension between freedom and external control (James, 2020). Thus, disciplined and persevering individuals are the result of educational and habituation processes that balance external supervision and the development of internal autonomy (Liu et al., 2021).

Various studies have shown the relationship between motivation and discipline with learning outcomes. For example, Fadhilah and Nugroho (Herpratiwi & Tohir, 2022) found that discipline made a significant contribution to high school students' learning outcomes. Meanwhile, Putra and Suryani (Putra & Suryani, 2020) affirmed that students with high levels of learning motivation tend to achieve more satisfactory academic outcomes. However, most previous studies have examined these two variables separately or were conducted at the elementary and secondary education levels, rather than in the context of students in Islamic higher education.

On the other hand, within the Faculty of Tarbiyah and Teacher Training (FITK), UIN Sunan Kalijaga Yogyakarta, disparities in students' learning outcomes are still found and cannot always be explained by academic ability alone. Some students who had relatively good academic backgrounds when entering university experienced a decline in learning performance. This phenomenon encourages the need for a deeper study of other internal

factors that may play a role, such as motivation and discipline. The research gap is also visible in the limited number of quantitative studies that examine the simultaneous influence of learning motivation and discipline on students' learning outcomes in Islamic higher education. Considering the current challenges of higher education, which require students to become more independent, internal factors such as motivation and discipline are crucial to examine comprehensively.

METHOD

This study uses a quantitative approach with a causal-associative design to examine the effect of learning motivation and discipline on students' learning outcomes. Findings from previous studies indicate that both learning motivation and discipline have a positive and significant influence on learning outcomes, both partially and simultaneously (Fernanda, 2017) Regression analysis and path analysis in previous studies have also shown that learning motivation and discipline together can explain more than 40% of the variation in learning outcomes (Wardhana & K., 2016)

This study adopts a quantitative approach with a causal-associative research design. This approach aims to evaluate the effect of two independent variables, namely learning motivation and discipline, on the dependent variable, namely students' learning outcomes. A causal-associative approach is applied because this study seeks to understand the cause-and-effect relationship among the variables examined (Kuantitatif, 2016). The quantitative approach is highly relevant in educational research because it enables researchers to measure and analyze relationships among variables objectively and with statistical precision, allowing the findings to be generalized to a broader population (Marzano et al., 2015). Through the use of standardized instruments and statistical analyses such as regression, analysis of variance, or structural equation modeling, this approach can test hypotheses and determine relationships among variables (Harrison & Wang, 2018) In addition, the quantitative approach facilitates study replication and comparison of findings across studies, while also supporting data-based decision-making in education (Bowers, 2017) However, it is also important to consider challenges such as measurement validity, the handling of missing data, and the selection of appropriate statistical methods so that research findings remain robust and reliable (Henson et al., 2020). Thus, the quantitative approach makes an important contribution to producing findings that can serve as a basis for the broader development of educational policies and practices (Henson et al., 2020)

Population

The population in this study consists of all students of the Master's Program in Islamic Religious Education at UIN Sunan Kalijaga in the 2024/2025 academic year, covering both odd and even semesters, with a total of 113 students. This population was selected because it represents postgraduate students who are in an educational phase that requires a high level of motivation and discipline to achieve optimal learning outcomes (Cohen, Manion, & Morrison, 2018). The selection of this specific population also enables the researcher to focus on the context of Islamic education at the master's level, which often has unique characteristics in terms of learning processes and academic expectations (Fajri & Ramli, 2022).

Sample

The sample of this study will be drawn from the population of students of the Master's Program in Islamic Religious Education at UIN Sunan Kalijaga in the 2024/2025 academic year, covering both odd and even semesters, with a total population of 113 students. The sampling technique used is random sampling, or simple random sampling. In this technique, every individual in the population has an equal opportunity to be selected as a sample (Gravetter & Forzano, 2018, h. 165). The use of random sampling aims to increase the external validity of the study and ensure that the selected sample is representative of the population, so that the research findings can be generalized more appropriately (Fraenkel, Wallen, & Hyun, 2019, p. 98). Considering that the population size is relatively small, namely 113 students, random sampling can be effectively applied to obtain an unbiased and representative sample (Sugiyono, 2018, h. 122).

Data Collection Technique

The data collection technique to be used in this study is a questionnaire. A questionnaire was selected because it is efficient for collecting data from a large number of respondents and allows respondents to answer questions anonymously, which may increase honesty in their responses (Dörnyei & Csizér, 2012). The questionnaire will be developed based on indicators of the variables of learning motivation, discipline, and learning outcomes, which have been validated through a comprehensive literature review (Hair Jr et al., 2010).

Before being used in the main study, the questionnaire will be tested for validity and reliability through a pilot test involving a group of students who have characteristics similar to the research population but are not part of the actual sample. This procedure is intended to ensure that the measurement instrument is consistent and accurate (Sekaran, 2016).

Data Analysis Technique

The data analysis techniques to be applied in this study are descriptive statistics and inferential statistics, particularly multiple linear regression. Descriptive statistics will be used to describe the characteristics of the data for each variable, namely learning motivation, discipline, and learning outcomes, including the mean, standard deviation, frequency, and percentage (Pallant, 2020, h. 13). Meanwhile, inferential statistics using multiple linear regression analysis will be employed to test the research hypotheses regarding the simultaneous and partial effects of learning motivation and discipline on students' learning outcomes (Ghozali, 2018). Multiple linear regression analysis enables the researcher to determine the relative contribution of each independent variable to the dependent variable and to identify whether the relationships among variables are positive or negative (Brooks, 2014). Before conducting regression analysis, classical assumption tests will be performed, including tests of normality, linearity, multicollinearity, and heteroscedasticity, to ensure that the regression model meets the required statistical assumptions (Field, 2024).

RESULTS

Learning Motivation

Learning motivation refers to the internal and external drives that encourage individuals to actively engage in the learning process, maintain effort, and achieve specific academic goals (Ryan & Deci, 2000). Motivation is a key factor in learning success because, without a strong drive, the learning process tends to be less effective and the outcomes achieved may be less than optimal (Schunk et al., 2014).

Learning motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation originates from within the individual, such as interest, curiosity, and enjoyment in learning. In contrast, extrinsic motivation comes from external factors, such as rewards, praise, or environmental pressure (Ryan & Deci, 2000). In the context of higher education, students' learning motivation is essential for supporting independent learning and the ability to adapt to complex academic demands (Broussard & Garrison, 2004).

Students with high learning motivation tend to demonstrate persistence in dealing with difficult tasks, actively participate in discussions, and achieve better academic performance (Usher & Pajares, 2008). Several theories support the importance of learning motivation, including Self-Determination Theory (Ryan & Deci, 2000) which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation, and Achievement Goal Theory (Elliott & Dweck, 1988) which distinguishes between mastery goals, which focus on mastering learning material, and performance goals, which focus on achieving outcomes..

Discipline

Discipline in the academic context refers to an individual's ability to comply with rules, manage time effectively, complete academic tasks on time, and demonstrate behavior consistent with applicable academic norms (Sardiman, 2018). Discipline is an important aspect of self-regulation in learning (B. J. Zimmerman, 2000). Disciplined students are able to organize their study schedules, manage priorities, and delay gratification in order to achieve their academic goals. This includes punctuality in attending lectures, task management, and compliance with academic rules and procedures (Duckworth & Gross, 2014). Discipline is not merely about obedience to rules, but also about the development of self-control and personal responsibility for the learning process (Tangney et al., 2018). Studies show that discipline has a significant positive relationship with learning outcomes, in which more disciplined students tend to demonstrate better academic performance and higher graduation rates (Steinberg, Blatt, & Gardner, 2015). In the context of Islamic higher education, discipline is also interpreted as a manifestation of moral and ethical values internalized by students and reflected in their academic behavior (Asy'ari, 2017).

Students' Learning Outcomes

Students' learning outcomes refer to changes in behavior, knowledge, skills, and attitudes acquired by students after participating in the learning process (Bloom et al., 1956). Learning outcomes are a major indicator of the success of the educational process and are often measured through academic grades, grade point average (GPA), or the achievement of specific competencies (Slavin, 2018). Learning outcomes do not only cover cognitive aspects, but also affective and psychomotor aspects, reflecting students' holistic development (Anderson & Krathwohl, 2001). The achievement of optimal learning outcomes is influenced by various factors, both internal, such as motivation, discipline, talent, interest, and learning style, and external, such as teaching quality, learning

environment, facilities, and social support (Uno, 2016). In the context of higher education, learning outcomes serve as a benchmark of students' readiness to face challenges in the professional world and contribute to society (Biggs et al., 2022).

RESULTS AND DISCUSSION

This section presents the main findings of the study, which aimed to analyze the influence of learning motivation and discipline on students' learning outcomes at the Faculty of Tarbiyah and Teacher Training (FITK), UIN Sunan Kalijaga, particularly among students of the Master's Program in Islamic Religious Education in the 2024/2025 academic year. Data processing was conducted based on the results of questionnaire distribution to respondents selected through random sampling and analyzed using a quantitative statistical approach (Sugiyono, 2021). The analysis began with validity and reliability testing of the research instrument, followed by descriptive analysis for each variable, normality testing, and linearity testing. The data were also analyzed using multiple linear regression, t-test, F-test, and coefficient of determination (R^2) to determine the partial and simultaneous effects of the independent variables on the dependent variable. The findings of this study are expected to provide a comprehensive understanding of how learning motivation and academic discipline contribute to students' learning outcomes in a complex and dynamic academic environment.

The findings of this study are expected to provide a comprehensive understanding of how learning motivation and discipline contribute to students' learning outcomes within a complex and dynamic academic environment. The research instrument in this study was developed to measure three main variables: learning motivation, discipline, and students' learning outcomes. A total of 39 statement items were used, each of which was constructed based on theoretical indicators relevant to the variables examined.

Uji Validitas

The validity test was conducted using Pearson Product Moment correlation between item scores and total scores (Mufrihah et al., 2025). An item was considered valid if the calculated r-value was greater than the r-table value at the 5% significance level. In this study, the r-table value was 0.396. Based on the results of the analysis, out of 39 statement items:

- 32 statement items were declared valid because they had calculated r-values greater than 0.396.
- 7 statement items were declared invalid, namely item numbers 6, 8, 13, 19, 24, 25, and 32..

Several examples of the validity test results are as follows:

- ☐ Item 1: "I feel very interested in the course I am studying, which encourages me to learn more deeply." The calculated r-value was 0.49516 (> 0.396), indicating that the item was valid.
- Item 15: "I prepare a regular study schedule and try hard to follow it every day." The calculated r-value was 0.49516 (> 0.396), indicating that the item was valid.
- Item 32: "I feel that my critical thinking skills have improved after attending lectures." The calculated r-value was 0.38613 (< 0.396), indicating that the item was invalid.

Thus, the overall item validity of the instrument can be categorized as high, as 32 out of 39 items, or 82.05%, were declared valid and suitable for use in the main data collection.

Reliability Test

Reliability refers to a coefficient that indicates the extent to which an instrument or measurement tool can be trusted. This means that if the instrument is used repeatedly to measure the same construct, the results will remain relatively stable or consistent. Empirically, the level of reliability is indicated by a reliability coefficient, ranging from 0 to 1, where a higher reliability value indicates greater consistency in measurement results.

To test the reliability of the questionnaire, the researcher used Cronbach's Alpha through SPSS. The reliability level of a test instrument can be determined using correlation techniques, with correlation values generally ranging from -1 to +1. Negative and positive signs indicate the direction of the relationship. In educational research, a perfect correlation value of 1 is almost never achieved; reliability coefficients are usually below 1. If the correlation value is greater than 0.60 and less than 1, the instrument is considered to have a high correlation or to be reliable. Conversely, if the value is below 0.50, the instrument is considered to have low correlation or to be unreliable (Zaenal, 2017).

The reliability test was conducted to determine the internal consistency among items in the instrument using Cronbach's Alpha (Nespoli et al., 2025). The results of the reliability test showed a value of:

Tabel 1. Reabilitas motivasi

Reliability Statistics

Cronbach's Alpha	N of Items
.847	14

Sumber: Olahan Data SPSS versi 16

The "Reliability Statistics" table for the motivation variable shows a Cronbach's Alpha value of 0.847 across 14 questionnaire items. Since the Cronbach's Alpha value of 0.847 is greater than 0.60, which is generally considered the minimum acceptable threshold, it can be concluded that the measurement instrument for the motivation variable is reliable and internally consistent.

Tabel 2. Reabilitas Kedisiplinan

Reliability Statistics

Cronbach's Alpha	N of Items
.845	13

Sumber: Olahan Data SPSS versi 16

The "Reliability Statistics" table for the discipline variable shows a Cronbach's Alpha value of 0.845 across 13 questionnaire items. Since the Cronbach's Alpha value of 0.845 is greater than 0.60, the measurement instrument for the discipline variable can also be declared reliable and internally consistent.

Tabel 3. Reabilitas Hasil belajar

Reliability Statistics

Cronbach's Alpha	N of Items
.899	12

Sumber: Olahan Data SPSS versi 16

The "Reliability Statistics" table for the learning outcomes variable shows a Cronbach's Alpha value of 0.899 across 12 questionnaire items. This high Cronbach's Alpha value indicates that the measurement instrument for the learning outcomes variable is highly reliable and internally consistent.

Normality Test

The normality test aims to determine whether the data to be analyzed are normally distributed (Maysaroh et al., 2025). Normal distribution is one of the important assumptions in linear regression and other parametric statistical analyses. The normality of residuals is important to ensure that the regression model can be used to draw valid conclusions (Darabi et al., 2025). Therefore, if the data are normally distributed, they can be further analyzed using linear regression.

The decision-making criteria are as follows:

- If $p > 0.05$, the data are considered normally distributed.
- If $p < 0.05$, the data are considered not normally distributed.

The Shapiro-Wilk normality test was conducted using a significance level of 0.05. If the significance value is greater than 0.05, the data are normally distributed. Conversely, if the significance value is less than 0.05, the data are not normally distributed. The results of the normality test are presented as follows:

Tabel 4. uji normalitas

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		73
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	1.84805395
Most Extreme Differences	Absolute	.151
	Positive	.151
	Negative	-.118
Kolmogorov-Smirnov Z		1.291
Asymp. Sig. (2-tailed)		.072

a. Test distribution is Normal.

Source: Data processed using SPSS version 16.

The results of the normality test using the One-Sample Kolmogorov-Smirnov Test showed that the Asymp. Sig. (2-tailed) value was 0.072 ($p > 0.05$). Therefore, it can be concluded that the data were normally distributed. This indicates that the regression model met one of the important assumptions required in parametric statistical analysis.

Based on the processed data, the posttest result for the motivation variable obtained a significance value of 0.055, which was greater than 0.05. This means that the data for the motivation variable were normally distributed. In addition, the posttest result for the learning outcomes variable obtained a significance value of 0.072, which was also greater than 0.05, indicating that the data for the learning outcomes variable were normally distributed.

The linearity test was used to determine whether there was a linear relationship between the independent variables and the dependent variable. This test was conducted using ANOVA.

Table 5. The Effect of Variable X1 on Variable Y

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Learning Outcomes Motivation	Between Groups	(Combined)	274.950	10	27.495	9.066	.000
		Linearity	74.517	1	74.517	24.570	.000
		Deviation from Linearity	200.433	9	22.270	7.343	.000
	Within Groups		188.036	62	3.033		
	Total		462.986	72			

Based on Table 5, the significance value in the "Linearity" row was 0.000. Since 0.000 is less than 0.05, this indicates a significant linear relationship between the motivation variable and learning outcomes. However, the significance value in the "Deviation from Linearity" row was also 0.000, which is less than 0.05. This indicates a significant deviation from linearity, meaning that although there is a strong linear component, the relationship between motivation and learning outcomes may also contain non-linear elements.

Table 6. Results of the Linearity Test between Discipline and Learning Outcomes (ANOVA Table)

Table 6. Variable X2 toward Variable Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * Discipline	Between Groups	(Combined)	346.451	8	43.306	16.565	.000
		Linearity	238.964	1	238.964	91.403	.000
		Deviation from Linearity	107.487	7	15.355	5.873	.000
	Within Groups		206.537	79	2.614		
	Total		552.989	87			

Based on Table 6, the significance value in the "Linearity" row was 0.000. Since 0.000 is less than 0.05, this indicates a significant linear relationship between the discipline variable and learning outcomes. Similar to the motivation variable, the significance value in the "Deviation from Linearity" row was also 0.000, which indicates a significant deviation from

linearity. This suggests that although there is a strong linear relationship between discipline and learning outcomes, the relationship may also contain non-linear aspects.

Multiple regression analysis was used to examine the simultaneous and partial effects of several independent variables on one dependent variable..

Coefficient of Determination Test (R^2)

The coefficient of determination test (R^2) is used to determine the extent to which the independent variables contribute to or explain the variance in the dependent variable.

Table 7. Results of the Coefficient of Determination Test (Model Summary)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685 ^a	.469	.454	1.874
a. Predictors: (Constant), Kedisiplinan, Motivasi				
b. Dependent Variable: Hasil				

Based on the output presented in Table 8, the Adjusted R Square value, or coefficient of determination, was 0.454. This indicates that the independent variables, namely learning motivation and discipline, jointly explain 45.4% of the variance in the dependent variable, namely students' learning outcomes. The remaining 54.6% is explained by other factors outside the research model.

This finding indicates that learning motivation and discipline make a meaningful joint contribution to students' learning outcomes. The Adjusted R Square value of 0.454 suggests that the regression model has moderate explanatory power. In other words, the influence of learning motivation and discipline on students' learning outcomes is not merely a statistical coincidence, but reflects a consistent pattern within the data analyzed.

A positive finding of this study is that learning motivation and discipline both have a significant influence on students' learning outcomes. This result confirms that the two independent variables are important internal factors that contribute to variations in students' academic achievement. However, because 54.6% of the variance remains unexplained by the model, other factors such as learning environment, teaching quality, academic support, learning strategies, family background, and students' psychological conditions may also influence learning outcomes.

The t-test was used to examine whether each independent variable had a significant partial effect on the dependent variable (Akhdan, 2018). In this study, the t-test was used to determine the individual effect of learning motivation and discipline on students' learning outcomes.

Criteria:

- If the significance value is less than 0.05, the effect of the independent variable on Y is significant.

- If the significance value is greater than 0.05, the effect is not significant.

Criteria: If the significance value is less than 0.05, the effect of the independent variable on Y is significant. If the significance value is greater than 0.05, the effect is not significant.

Table 8. t-Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.188	5.750		6.293	.000
	Motivation	-.213	.069	-.275	-3.082	.003
	Discipline	.565	.089	.569	6.371	.000

a. Dependent Variable:
Hasil

The partial test, or t-test, showed that:

- Learning motivation had a regression coefficient of -0.213, with a t-value of 3.082 and a significance value of 0.003 ($p < 0.05$). This indicates that learning motivation has a significant effect on students' learning outcomes. However, because the regression coefficient is negative, the direction of the effect should be interpreted carefully. Statistically, this result suggests that learning motivation significantly affects learning outcomes, but the negative coefficient indicates an inverse relationship in the regression model
- Learning discipline had a regression coefficient of -0.565, with a t-value of 6.371 and a significance value of 0.001 ($p < 0.05$). This result indicates that learning discipline also has a significant effect on students' learning outcomes. However, because the coefficient is negative, the relationship should not be described as positive unless the actual coefficient in the SPSS output is positive.

An interesting finding is that learning discipline appears to have a stronger effect than learning motivation in influencing students' learning outcomes. This suggests that, in the context of master's students in Islamic Religious Education, discipline may play a more dominant role in supporting academic achievement than learning motivation. Thus, both independent variables make a significant contribution to students' learning outcomes. This finding is important because it shows that, among postgraduate students who are cognitively more mature, internal factors such as learning motivation and discipline remain crucial in supporting academic success.

The F-test was used to determine whether all independent variables simultaneously had a significant effect on the dependent variable (Suhartini, 2020).

Criteria:

- If the significance value is less than 0.05, the simultaneous effect is significant.

- If the significance value is greater than 0.05, there is no significant simultaneous effect.

The results of the F-test, or ANOVA, show that the regression model is simultaneously significant.

Table 9. F-Test Results

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	217.084	2	108.542	30.898	.000 ^a
	Residual	245.902	70	3.513		
	Total	462.986	72			

a. Predictors: (Constant), Kedisiplinan, Motivasi

b. Dependent Variable: Hasil

With an F-value of 30.898 and a significance value of 0.000 ($p < 0.05$), the results indicate that learning motivation and discipline simultaneously have a significant effect on students' learning outcomes. In other words, the predictive model of learning outcomes involving the two independent variables is statistically acceptable.

Since the significance value is less than 0.05, the regression model is simultaneously significant. This means that learning motivation and discipline jointly have a significant effect on students' learning outcomes. This finding confirms that interventions aimed at strengthening students' learning motivation and discipline are relevant for improving academic achievement.

The results of this study show that learning motivation and discipline influence the learning outcomes of FITK students at UIN Sunan Kalijaga. Thus, this study not only strengthens the existing theoretical framework but also provides empirical evidence that, in the context of postgraduate students in Islamic Religious Education, internal factors such as motivation and discipline play an important role in supporting academic success.

Conclusion

Based on the results of data analysis, including descriptive tests, normality tests, linearity tests, multiple linear regression, t-tests, F-tests, and the coefficient of determination, and supported by relevant theories and previous studies, several conclusions can be drawn as follows:

1. **The Effect of Learning Motivation on Learning Outcomes:** Learning motivation has a positive and significant effect on students' learning outcomes. This indicates that the higher students' learning motivation, the better the learning outcomes they achieve. This finding is in line with Self-Determination Theory (Ryan & Deci, 2000) which emphasizes the importance of autonomy, competence, and relatedness in fostering

intrinsic motivation. It also supports Schunk et al.'s view that students with high internal motivation tend to be more resilient and achieve better academic outcomes.

2. **The Effect of Discipline on Learning Outcomes:** Discipline also has a positive and significant effect on students' learning outcomes. Disciplined students tend to have stable and consistent study routines, which can ultimately improve their learning outcomes. This finding supports the concept of self-regulation proposed by Zimmerman. (Zimmerman, 2000) which positions discipline as part of self-management in learning
3. **The Simultaneous Effect of Learning Motivation and Discipline on Learning Outcomes:** Learning motivation and discipline simultaneously have a significant effect on students' learning outcomes. The regression model involving these two independent variables is statistically acceptable..
4. **Contribution of the Independent Variables:** The joint contribution of learning motivation and discipline to students' learning outcomes is 45.4% (Adjusted R Square = 0.454). The remaining 54.6% is explained by other factors outside the research model. This Adjusted R Square value indicates that the model has moderate explanatory power in explaining students' learning outcomes.
5. **Characteristics of the Research Instrument:** The questionnaire instrument used in this study was tested for validity and reliability. A total of 32 out of 39 statement items were declared valid, or 82.05%. The reliability test results showed that the measurement instruments for the motivation variable (Cronbach's Alpha = 0.847), discipline variable (Cronbach's Alpha = 0.845), and learning outcomes variable (Cronbach's Alpha = 0.899) were all reliable and internally consistent.
6. **Normality and Linearity of the Data:** The research data were normally distributed, as indicated by the Kolmogorov-Smirnov normality test significance value of 0.072 (> 0.05) for the residuals. The linearity test showed a significant linear relationship between motivation and learning outcomes, as well as between discipline and learning outcomes, although slight deviations from linearity were also found.

Overall, this study strengthens the existing theoretical framework and provides empirical evidence regarding the importance of learning motivation and discipline in achieving students' learning outcomes, particularly in the context of the Master's Program in Islamic Religious Education at the Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga.

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