

ANALYSIS OF LEARNING MOTIVATION IN MEDIATING THE FACTORS INFLUENCING ACCOUNTING LEARNING OUTCOMES

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh perhatian orang tua, gaya belajar, teman sebaya, disiplin belajar terhadap hasil belajar akuntansi dengan motivasi belajar sebagai variabel intervening. Jenis penelitian yang digunakan adalah pendekatan kuantitatif. Populasi pada kajian berikut mencakup seluruh peserta didik kelas X SMKN 2 Kota Madiun, yang berjumlah 132 siswa. Pengambilan sampel menggunakan teknik sampel jenuh. Analisis data melalui regresi linear berganda dengan SPSS versi 23. Berdasarkan hasil pengujian secara statistik menunjukkan bahwa secara parsial perhatian orang tua berpengaruh positif dan signifikan terhadap hasil belajar, secara parsial gaya belajar berpengaruh positif dan signifikan terhadap hasil belajar, secara parsial teman sebaya berpengaruh positif dan signifikan terhadap hasil belajar, secara parsial disiplin belajar berpengaruh terhadap hasil belajar, secara parsial motivasi belajar mampu memediasi perhatian orang tua terhadap hasil belajar, motivasi belajar mampu memediasi gaya belajar terhadap hasil belajar, motivasi belajar mampu memediasi teman sebaya terhadap hasil belajar, dan motivasi belajar mampu memediasi disiplin belajar terhadap hasil belajar.

Kata Kunci : Gaya Belajar, Teman Sebaya, Disiplin Belajar, Motivasi Belajar, Dan Hasil Belajar.

Abstract

This study aims to analyze the effect of parental attention, learning styles, peers, and learning discipline on accounting learning outcomes with learning motivation as an intervening variable. The type of research used is a quantitative approach. The population in the following study includes all class X students of SMKN 2 Madiun City, totaling 132 students. Sampling using a saturated sampling technique. Data analysis through multiple linear regression with SPSS version 23. Based on the results of statistical tests, it was shown that parental attention has a positive and significant effect on learning outcomes, partly learning styles have a positive and significant effect on learning outcomes, and partly, peers have a positive and significant impact on learning outcomes. Significant effect on learning outcomes, partly learning discipline influences learning outcomes, somewhat learning motivation can mediate parental attention to learning outcomes, learning motivation can mediate learning styles on learning outcomes, learning motivation can mediate peers on learning outcomes, and learning motivation able to negotiate the discipline of learning to learning outcomes.

Keywords: Learning Styles, Peers, Learning Discipline, Learning Motivation, and Learning Outcomes.

INTRODUCTION

In the modern era, education is the primary key for individuals to be successful. Education is central to developing quality Human Resources (HR) ([Fauzi & Fajrin, 2022](#)). The use of accounting knowledge will be essential in life. By understanding accounting, individuals will later be able to understand, read, analyze, and communicate financial conditions to overcome financial planning anxiety in the future. Therefore, it takes effective accounting learning ([Budiarto et al., 2021](#)). An effective learning process is also needed to achieve optimal educational goals. Based on the results of observations made at SMKN 2 Madiun City, it was found that the achievement of class X students' learning outcomes was still low; in accounting lessons, it was still equivalent to the KKM, namely the KKM score was 75, so that the results obtained were not optimal. This is because students need more motivation to learn.

Students who have high motivation are often supported by a family environment that encourages them to achieve the desired expectations. A critical aspect of the family ecosystem that promotes student learning is parents' attention to their children's education. The degree of parental involvement in their children's educational activities significantly influences the learning outcomes of these children ([Manullang et al., 2022](#)). According to research ([Mahmudi, 2020](#)), Parental attention plays a significant and vital role in achieving good academic performance for students. Likewise, research ([Maptuhah & Juhji, 2021](#)) shows how parental involvement can impact a child's learning motivation.

In addition to parental affection, student learning styles also play a role in determining effective academic achievement. The learning process greatly influences learning outcomes, and choosing an appropriate learning style can help achieve satisfactory learning achievements. Keep in mind that every student has a different way of learning, and this way of learning can have both good and bad effects on them and their surroundings. Students who must be aware of their learning styles tend to achieve satisfactory learning outcomes. Other factors that affect learning outcomes are the quality of education and the environment around students. However, a high level of motivation to develop learning styles is very important to achieve learning achievement. In addition, peer influence can also help students achieve successful learning outcomes. Peers also have an impact on student learning outcomes. When students associate with peers who behave positively and are highly motivated to learn, they get full support and high motivation. Conversely, associating with peers who act negatively or are too lazy to learn can lead to decreased learning outcomes or a lack of motivation. Achieving successful learning outcomes requires a combination of peer influence and study discipline. When the level of student learning discipline is higher, the learning achievement is also higher. Conversely, if the level of learning discipline is low, then learning outcomes will likely decrease.

Learning methods in schools must be improved so that students are not only the recipients of instructions. Learning outcomes measure student study success, influenced by motivation, parental attention, learning styles, peers, and learning discipline. The role of parents in influencing children's motivation and learning achievement involves several factors, such as educational methods applied, family economic conditions, family relationships, attention given by parents, home atmosphere, and cultural background. By creating a safe and comfortable home environment, the family can play an essential role in increasing student motivation and achievement so that students can focus more on learning activities. In addition, learning styles may influence learning outcomes because learning styles are believed to influence learning motivation. Identifying student learning styles can help students find appropriate learning methods, increasing learning motivation. If someone knows the right way of learning according to his learning style, then the motivation to learn will be higher. Conversely, if students recognize their learning style, learning motivation may remain high, which can hinder their learning abilities by utilizing their true learning style. In improving good learning outcomes, peers directly impact learning outcomes through learning motivation. The peer social environment also directly influences learning outcomes because students need good peers

and learning motivation to achieve the desired learning outcomes. Students with good peers who are motivated to learn will feel comfortable in the learning process. In addition to peers, learning discipline has a role in improving learning outcomes through learning motivation. The higher the student's learning discipline, the more their motivation will increase. This has a positive impact on the acquisition of learning outcomes. Discipline in student learning can be measured by their learning initiatives of their own accord and their ability to solve problems and study assignments responsibly. In addition, a high level of discipline indicates that students have high independence, strong self-confidence, and the ability to evaluate their learning outcomes. Based on the explanation above, with these problems, researchers are motivated to examine the analysis of learning motivation in mediating the factors that influence learning outcomes in accounting.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

Several factors need to be considered in improving student learning outcomes, namely the role of parents, learning styles, interactions with peers, the level of discipline in learning, and student motivation ([Khoiriyah et al. 2022](#)). With the motivation to learn, students can be active and ensure the continuity of the learning process ([Wahidin, 2019](#)). The role of parents is an essential aspect in improving student learning outcomes. The role of the parents in question is parental attention. Parental concern includes supervision, guidance, and care to be responsible for children, helping them learn and achieve good development ([Alia & Nurdibyanandaru, 2020](#)). Every student has a different way of learning. Learning styles, namely students' understanding, are related to learning methods that aim to obtain maximum benefit from the learning process ([Utomo et al. 2021](#)). [Hanifa & Lestari \(2021\)](#) state that peers are important and relevant for all children. The last factor that can improve learning outcomes is learning discipline. With the discipline of learning, students are expected to be able to maintain their attitude according to the rules set ([Abbas et al. 2022](#)). The attention given by parents significantly influences children's learning achievement in accounting. The level of parental attention is directly related to the accounting learning outcomes their children achieve. The more attention parents give their children, the more likely their learning outcomes will increase.

The results of several previous studies indicate that parental attention has a positive and significant impact on student achievement. Findings that support this idea can be found in studies conducted by [Mahmudi et al. \(2020\)](#), [Pujiningrum et al. \(2021\)](#), [Rahman \(2021\)](#), [Zakiyah \(2022\)](#), and [Satria \(2021\)](#). Then, the first hypotheses of this research:

H1: The Influence Between Parents' Attention To Student Learning Outcomes

Learning affects the result of the learning process, and to achieve optimal performance, it is essential to use a suitable learning style. Every student has different learning style preferences, and these learning styles have positive and negative effects on the progress of students and their environment. Students must recognize their learning style to avoid difficulty obtaining the expected academic achievement. In addition, the quality of education and students' learning environment also affect their learning style. Each student has a unique learning style, which supports improving learning outcomes. Several previous studies, such as those conducted by [Pramesty & Suratno \(2021\)](#), [Alkadri et al. \(2021\)](#), [Anggraeni et al. \(2020\)](#), [Sayekti et al. \(2020\)](#), and [Yudha \(2020\)](#) have stated that learning styles have a positive and significant influence on learning outcomes.

H2: The Influence of Learning Styles on Learning Outcomes

Interaction with peers has a significant effect on student achievement. When students mingle with peers with a positive attitude and high enthusiasm for learning, they feel fully supported and motivated to improve their academic results. On the other hand, associating with peers who behave lazily or are less enthusiastic about learning can result in decreased learning outcomes. Previous research also states that peers have a positive effect on learning outcomes, as revealed in research

by [Pramesty & Suratno \(2021\)](#), [Alkadri et al. \(2021\)](#), [Anggraeni et al. \(2020\)](#), [Sayekti et al. \(2020\)](#), and [Yudha \(2020\)](#). This research proposes a third hypothesis:

H3: Influence Between Peers Against Learning Outcomes

Discipline is a precious quality for individuals because it has a significant positive impact on students' lives. With discipline, students will be directed to behave according to the rules and norms that apply to their surroundings. In addition, discipline has a vital role in shaping character and fostering good behavior. Discipline in learning plays a significant role in influencing student academic achievement. The higher the level of student learning discipline, the greater the chance of achieving higher learning outcomes. In previous research, some researchers like [Handayani & Subakti \(2021\)](#), [Dewi et al. \(2019\)](#), [Meyanti et al. \(2021\)](#), [Sudiartini et al. \(2021\)](#), and [Santri & Abdillah \(2020\)](#) have revealed that there is a relationship between study discipline and student academic achievement.

H4: Influence Between Learning Discipline on Learning Outcomes.

Learning motivation effectively links parents' attention to accounting learning achievements. This is because students consider parental attention to have a significant and relevant influence and help students use learning facilities at home. Several previous studies, such as those conducted by [Lestari & Listiadi \(2022\)](#), [Maulidya & Nugraheni \(2021\)](#), [Maharani et al. \(2021\)](#), [Syachtiyani & Trisnawati \(2021\)](#), and [Syah \(2019\)](#), have stated that learning motivation serves as a positive mediator in the correlation between parental affection and students' academic achievement.

H5: The Effect of Learning Motivation Mediating Parental Attention To Outcomes.

Learning styles impact academic achievement because each student has a different learning method. To increase the influence of learning styles on learning outcomes, this study recommends the inclusion of a mediating variable in the form of motivation in the learning process. It is believed that learning motivation can act as a mediator in learning styles because it is thought to influence the level of learning outcomes. Students can find suitable learning methods to increase learning motivation by understanding their learning styles. The ability to recognize learning styles can assist students in utilizing their learning potential more effectively through appropriate learning styles to increase motivation to learn. Various studies, e.g., [Nasrah & Muafiah \(2020\)](#), [Khairinal et al. \(2020\)](#), [Damayanti et al. \(2021\)](#), [Novalinda et al. \(2020\)](#), and [Hernita, 2019](#) have revealed that learning motivation can act as a link between learning styles and learning outcomes, with a positive influence.

H6: The Effect of Learning Motivation Being Able to Mediate Learning Styles on Learning Outcomes

Learning motivation has a direct influence on learning outcomes through interactions with peers. Peers have a direct impact on learning outcomes because of the existence of good friends and the existence of an educational drive that is inherent in each student. Students with good peers and high learning motivation tend to study comfortably. The encouragement of learning becomes a lighter for students to carry out learning activities. Some research like [Aenon et al. \(2020\)](#), [Safna & Wulandari, 2022](#), [Alam \(2020\)](#), [Beddu \(2019\)](#), and [Djonomiarjo \(2020\)](#) states that learning motivation serves as a link between peers and positive learning outcomes.

H7: The Effect of Learning Motivation Mediating Peers Against Learning Outcomes.

The attitude of learning discipline is something that grows from students. In the learning process, learning discipline has a crucial role, and students who show a high level of discipline will be ready to participate in classroom learning. With the more elevated discipline of learning, the motivation of students to learn will also increase. This can have a positive impact on student learning achievement. Student learning discipline can be identified from learning initiatives that come from their desires, the ability to be responsible for solving tasks and problems as students, and their low dependence on others. A high level of self-confidence and the ability to evaluate one's learning results also signifies a high level of learning discipline. Learning motivation can function as a link between

learning discipline and student learning outcomes, based on the results of research by several researchers such as [Sulfemi & Lestari \(2017\)](#), [Mursari \(2020\)](#), [Fadilah & Afriansyah \(2021\)](#), [Maharani et al. \(2021\)](#), and [Aliffianti et al. \(2022\)](#).

H8: The Influence of Learning Motivation to Mediate Learning Discipline on Learning Outcomes

RESEARCH METHODS

Population and Research Sample

The study uses a quantitative descriptive approach to display or describe something. The population in the following research includes all class X students of SMKN 2 Madiun City, totaling 132 students. This study used a sample of 132 students from all tenth-grade students at SMKN 2 Madiun City. According to [Sugiyono \(2018\)](#), the total sample of 132 students met the criteria needed to carry out the research. The Non-Probability Sampling technique is used, meaning sampling is not done randomly. The sample is selected based on the selected population elements, either by chance or by previous plans by the researcher. One of the Probability Sampling techniques applied is saturated sampling, in which every aspect of the population is sampled.

Source Data and Data

This study implements several relevant data collection and analysis techniques. Data collection techniques used include documentation and the use of questionnaires. Documentation is used to collect data through written notes and pictures related to the subject of study, with activities in the form of photos and learning outcomes being immortalized. Meanwhile, questionnaires collect information regarding the research topic through several questions distributed to respondents. The research instrument was a questionnaire with an ordinal scale and additional Likert scale statements.

Variable Operationalization

Dependent variable

The dependent variable is a variable that, according to the structure of scientific reasoning, is affected by changes in other variables. In this study, learning outcomes are the dependent variable. Indicators used for learning outcomes in research ([Maulidya & Nugraheni, 2021](#)) are classified as follows: Knowledge, Understanding, Application, Analysis, Synthesis, and Assessment.

Independent Variables

Variables that affect or theoretically can affect other variables. Consequently, when the existence of a variable is examined, the independent variable usually appears first, followed by the other variables. This study's independent variables are parents' attention, learning styles, peers, and learning discipline. Indicators used for parental attention in research ([Prasetyo & Sukarni, 2021](#)) are as follows: 1) preparing learning spaces, 2) providing learning facilities, 3) parenting education, and 4) communication. Based on research ([Aliffianti et al. 2022](#)), There are three models of learning strategies, namely: 1) visual study strategy, which is learning from seeing and reading; 2) auditory study strategy, which is learning from hearing; 3) kinesthetic study strategy, which is learning through physical activity and direct involvement. According to [Cahyati & Muchtar \(2019\)](#), the peer variable has five indicators, namely: 1) Learning to find solutions to a problem, 2) Getting psychological support, 3) Adding study partners, 4) Partners to replace family, and 5) Gaining self-esteem. According to [Negara et al. 2019](#), Discipline in learning has five leading indicators, namely: 1) discipline in attendance at school, 2) discipline in participating in learning at school, 3) discipline in completing assignments, 4) discipline in studying at home, 5) discipline in complying with school rules and regulations.

Intervening Variables

This variable acts as an intermediary between the independent and dependent variables, preventing the independent variables from directly impacting the occurrence or change of the dependent variable or indirectly impacting the occurrence or change of the dependent variable. This variable influences whether the independent variable has a greater or lesser impact on the dependent variable. In this study, motivation to learn is an intervening variable. In this study, according to [Nasrah & Muafiah \(2020\)](#), enthusiasm for learning is indicated by: 1) enthusiasm for success, 2) motivation that encourages learning, 3) ideals that have been planned, 4) appreciation of the learning process, 5) activities in interactive learning, 6) healthy learning situations.

RESULTS AND DISCUSSION

Description of Research Object

At SMKN, applied to this study totaled 132 students. The following are class X data that fills in the questionnaire below 2 Kota Madiun; there are several class X. The students in class X SMKN 2 Madiun City who were

Table 1. Characteristics by Class

Class	The number of students	Gender		Percentage
		L	P	
AKL 1	34	10	24	25,75%
AKL 2	34	8	26	25,75%
AKL 3	32	10	22	24,25%
AKL 4	32	8	24	24,25%
Total		132		100%

Descriptive Statistical Analysis

Statistical descriptive analysis was carried out to obtain a variable result in the form of attention from parents, peers, learning discipline, learning motivation, and learning outcomes. From the results of these variables, an N value was obtained with the same result, namely 132 for each tested variable. The results for these variables also show each variable's minimum, maximum, mean, and standard deviation values .

Table 2. Descriptive Statistical Analysis

	N	Minimum	Maximum	Mean	Std Deviation
Parents attention	132	0,33	8,64	4,1892	1,36271
Learning style	132	2,13	11,35	5,8912	2,17822
Friends of the same age	132	1,92	8,92	4,6721	1,56172
Study discipline	132	0,57	1,14	3,2030	1,09712
Motivation to learn	132	2,28	10,35	2,8559	1,26712
Learning outcomes	132	1,62	11,22	2,4519	1,45192
Valid N (listwise)	132				

In the parental attention variable table, the minimum result is 0.33, the maximum is 8.64, the mean is 4.1892, and the std deviation is 1.36271. Furthermore, for the learning style variable, the minimum result is 2.13, the maximum is 11.35, the mean is 5.8912, and the std deviation is 2.17822. The results of the peer variable obtained a minimum result of 1.92, a maximum of 8.92, a mean of

4.6721, and a std deviation result of 1.56172. The results of the study discipline variable obtained a minimum result of 0.57, a maximum of 1.14, a mean of 3.2030, and a std deviation result of 1.09712. The results of the learning motivation variable obtained a minimum result of 2.28, a maximum of 10.35, a mean of 2.8559, and a std deviation result of 1.26712. Then, finally, the results of the learning outcomes variable obtained a minimum result of 1.62, a maximum of 11.22, a mean of 2.4519, and a std deviation result of 1.45192.

The results of this study include instrument tests, validity tests, reliability tests, classic assumption tests, statistical descriptive analysis, hypothesis testing using the t test, and path analysis (Path Analysis). Instrument testing was conducted using a questionnaire that had passed the previous validation process to test the instruments used. The validity test was carried out for all variables, with the results showing that each question on the questionnaire has a more significant correlation than the r table value, so it can be concluded that all questions are considered valid for each variable. The reliability test using the Alpha Cronbach method shows that all variables have a value above 0.7, indicating that the instrument used can be considered reliable or consistent from time to time. The classic assumption test includes the normality, multicollinearity, autocorrelation, and heteroscedasticity tests. The results of the normality test show that the data distribution is normal. The multicollinearity test shows that there is no significant correlation between the independent variables. Autocorrelation test and heteroscedasticity test showed no considerable autocorrelation or heteroscedasticity in the regression model.

Table 3. Hypothesis Test Results

	Model	Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2,501	1,050		1,477	0,634
	Parents attention	1,784	0,067	0,928	4,563	0,000
	Learning Style	1,634	0,097	0,855	2,763	0,000
	Friends of the same age	1,627	0,072	0,881	3,933	0,000
	Learning Discipline	1,521	0,068	0,671	6,029	0,000

Based on Table 3 data, it is concluded that the t-test shows the influence of parental attention on learning outcomes; in the table, it is found that the count is 4.563, which exceeds the table value of 1.978, and the Sig. (0.000) < 0.05. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. These results indicate that parental attention significantly influences student learning outcomes.

Learning styles influence student learning outcomes; the t-count value of 2.763 is higher than the t-table of 1.978 and the Sig. (0.000) < 0.05 then H0 is not accepted and H2 is approved. Peers influence student learning outcomes that the count of 3.933 is higher than the table of 1.978 and the Sig. (0.000) < 0.05 then H0 is not accepted and H3 is approved. Study discipline influences student learning outcomes. It is proven that the count of 16.763 is higher than the table of 1.976 and the Sig. (0.000) < 0.05 then H0 is not accepted and H4 is approved.

Table 4. Path Analysis Test Results

	Model	Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2,501	1,050		2,477	0,034
	Parents attention	1,784	0,067	0,821	5,563	0,000
	Learning Style	1,634	0,097	0,855	6,763	0,000
	Friends of the same age	1,627	0,072	0,881	5,933	0,000
	Learning Discipline	1,521	0,068	0,671	7,029	0,000
	Motivation to learn	1,220	0,083	0,235	2,655	0,000

Based on the tests that have been carried out to produce Table 4, it is obtained that the count is 5.563 higher than Table 1.978, and the Sig. (0.000) < 0.05 then H0 is not accepted and H5 is approved. These results explain that the provisional allegation is approved. In other words, learning motivation mediates parental concern for the value of studies produced by class X students of SMKN 2 Kota Madiun.

Learning motivation can mediate learning styles for study scores produced by class X students of SMKN 2 Madiun City; the count is 6.763 higher than the table 1.978 and the Sig. (0.000) < 0.05 then H0 is not accepted and H6 is approved. The motivation to learn to mediate peers for the value of studies produced by class students was 5.933, higher than a table of 1.978 and a Sig. (0.000) < 0.05 then H0 is not accepted and H7 is approved. These results explain that the provisional allegation is approved. Motivation to learn to mediate learning discipline for the value of the studies produced by students obtained a count of 7.029, higher than the table of 1.978 and the Sig. (0.000) < 0.05 then H0 is not accepted and H8 is approved. These results explain that the provisional allegation is approved.

Hypothesis testing is done through t-tests (partial tests) and path analysis (Path analysis). The t-test shows that parental attention, learning styles, peers, and learning discipline significantly affect student learning outcomes. The path test shows that learning motivation mediates the influence of parental attention, learning styles, peers, and learning discipline on student learning outcomes. Thus, the results of this study indicate that the variables of parental attention, learning styles, peers, learning discipline, and learning motivation significantly influence student learning outcomes. In addition, learning motivation also acts as a mediator in the relationship between these factors and student learning outcomes.

The Influence of Parents' Attention on the Learning Outcomes of Class X Students of SMKN 2 Madiun City

The importance of parents' attention to children can have an impact on children's learning outcomes. When parents pay good and high attention to their children, the child's accounting learning outcomes will increase. Conversely, if parents' attention to children is low, the child's learning outcomes tend to be quiet, too. In addition, the research results also show that parental attention has a positive and significant influence on student learning outcomes in this regard [Mahmudi et al. \(2020\)](#), [Pujiningrum et al.\(2021\)](#), [Rahman \(2021\)](#), [Zakiyah \(2022\)](#), and [Satria \(2021\)](#).

The Influence of Learning Styles on Learning Outcomes of Class X Students of SMKN 2 Madiun City

Learning styles play an essential role in determining one's learning outcomes. Every student has a unique learning style, which positively and negatively affects their learning achievement and the environment around them. Students may need to recognize their learning styles to achieve good

learning outcomes. In addition, the quality of education and the environment also play an essential role in influencing student learning styles.

Evidence from research shows that learning styles have a positive and significant influence on student learning outcomes ([Falah, 2019](#)), ([Nurnaifah et al, 2022](#)), ([Chania et al. 2020](#)), ([Prabanitha et al. 2020](#)), and ([Fatmawati & Yusrizal, 2022](#)).

The Influence of Peers on Learning Outcomes of Class X Students of SMKN 2 Madiun City.

Peers also influence student learning outcomes. Students will get high support and motivation to improve their learning if they interact with peers who behave positively and are enthusiastic about learning. However, on the contrary, if students associate with peers who are less diligent or lazy to study, the consequence is a decrease in academic achievement and low motivation to learn. Study discipline also has a vital role in achieving good learning outcomes. Research also shows that peer influence has a positive impact on learning outcomes ([Pramesty & Suratno \(2021\)](#), [Alkadri et al. \(2021\)](#), [Anggraeni et al. \(2020\)](#), [Sayekti et al. \(2020\)](#), and [Yudha \(2020\)](#)).

The Influence of Study Discipline on Learning Outcomes of Class X Students of SMKN 2 Madiun City.

Study discipline is considered one of the factors that influence student learning outcomes. That is, the higher the level of student learning discipline; it is suspected that the learning outcomes will also be higher. Conversely, learning outcomes tend to be quiet if learning discipline is low. Disciplined attitudes and behaviors do not just appear but require a long process that involves coaching and forging from an early age. Discipline will be formed through coaching from a young age, primarily through the family environment and education that is instilled early and is increasingly integrated with age. The research results also support that there is a relationship between learning discipline and student learning outcomes. ([Handayani & Subakti \(2021\)](#), [Dewi et al. \(2019\)](#), [Meyanti et al. \(2021\)](#), [Sudiartini et al. \(2021\)](#), and ([Santri & Abdillah \(2020\)](#)) have revealed that there is a relationship between the discipline of study and the academic achievement of participants.

The Influence of Learning Motivation to Mediate Parents' Attention to Learning Outcomes of Class X Students of SMKN 2 Madiun City

The role of parents in influencing children's motivation and learning achievement involves several factors, such as educational methods applied, family economic conditions, family relationships, attention given by parents, home atmosphere, and cultural background. By creating a safe and comfortable home environment, the family can play an essential role in increasing student motivation and achievement so that students can focus more on learning activities.

Learning motivation can perfectly mediate the impact of parental attention on accounting learning outcomes. This is because students assess if parents' attention contributes and is essential, so students consider parents who pay attention to them to be able to help students by paying attention to the learning facilities at home they have. The results of the study support that learning encouragement can mediate parental attention and have a positive effect on learning outcomes ([Lestari & Listiadi \(2022\)](#); [Maulidya & Nugraheni \(2021\)](#); [Maharani, et al. \(2021\)](#); [Syachtiyani & Trisnawati \(2021\)](#), and [Syah \(2019\)](#)) have stated that learning motivation serves as a positive mediator in the correlation between parental affection and students' academic achievement.

The Influence of Learning Motivation to Mediate Learning Styles on Class X Students of SMKN 2 Madiun City Learning Outcomes.

Learning styles likely influence learning outcomes because learning styles are believed to influence learning motivation. Identifying student learning styles can help students find appropriate learning methods, increasing learning motivation. If someone knows the right way of learning according to his learning style, then the motivation to learn will be higher. Conversely, if students do not recognize their learning style, learning motivation may decrease, hindering their learning abilities by utilizing their true learning style.

High motivation to develop learning styles is the key to successful learning outcomes. It is important to remember that every student has different learning style preferences. Learning style also acts as a supporting factor in improving student learning outcomes. Research also shows that learning motivation acts as an intermediary in the positive influence of learning styles on learning outcomes [Nasrah & Muafiah \(2020\)](#); [Khairinal et al. \(2020\)](#), [Damayanti et al. \(2021\)](#), [Novalinda, et al. \(2020\)](#), and [\(Hernita, 2019\)](#) have revealed that learning motivation can act as a link between learning styles and learning outcomes, with a positive influence.

The Effect of Peer Mediating Learning Motivation on Class X SMKN 2 Madiun City Learning Outcomes Students.

Peers can influence students' learning motivation through social aspects, such as social views, competence, social motivation, learning together, and the influence of peer groups. This peer environment significantly influences learning motivation, and the higher the learning motivation, the more positive impact on student learning outcomes. Peers are people the same age or age as someone, such as a friend or friend, and share experiences in specific jobs or activities [\(Alhafid & Nora, 2020\)](#).

Peer groups also have an essential function as a source of information and comparisons about things outside the family environment. According to [\(Pramesty & Suratno, 2021\)](#), peers are children or youth of similar age or maturity level who interact with peers and have a unique role in culture or customs. [Sholihah & Novita \(2021\)](#) also state that peers are important and relevant for all children. Thus, peers are crucial in shaping student motivation and learning outcomes through social interaction, comparison, and support in the surrounding environment. Students with good peers who are motivated to learn will feel comfortable in the learning process. Motivation is an essential driving factor in learning activities. Research has proven that motivation to learn acts as a positive link between the presence of peers and learning outcomes.

The Influence of Learning Motivation to Mediate Learning Discipline on Learning Outcomes of Class X Students of SMKN 2 Madiun City

The attitude of learning discipline formed by students is the basis that must be instilled and developed by the students. Study discipline is the key to creating a long-term relationship with the learning process, resulting in satisfactory learning achievements. In addition to adequate intelligence, strict and consistent learning discipline plays a vital role in achieving good learning outcomes. The discipline of study plays a crucial role in the learning process, where students with a high level of discipline will be more prepared to participate in classroom learning.

The higher the level of student learning discipline, the higher the motivation to learn. This has a positive impact on the acquisition of learning outcomes. Their learning initiatives can measure student learning discipline carried out of their own accord, ability to solve problems, and ability to study assignments responsibly. In addition, a high level of discipline indicates that students have high independence, strong self-confidence, and the ability to evaluate their learning outcomes. This will motivate students to be active in learning, ultimately contributing to optimal and good learning outcomes. Research also shows that learning motivation links learning discipline and learning outcomes with a positive effect [\(Aliffianti et al. 2022\)](#). According to research [\(Ramadhani, 2018\)](#), when individuals are confident in their abilities, their business performance will increase, and they can solve financial problems quickly because they use the system they have learned.

CONCLUSION

Parents' attention positively influences the learning outcomes of class X SMKN 2 Madiun City students. Parents' attention is given to students by providing learning facilities to support increasing student learning outcomes. Learning styles positively influence student learning outcomes in class X SMKN 2 Madiun City. Visual learning styles have proven effective in improving student learning outcomes. Peers positively impact the learning outcomes of class X SMKN 2 Madiun City students. Students with peers who think the same way can improve student learning outcomes. Learning Discipline positively influences student learning outcomes in class X SMKN 2 Madiun City. Students who consistently comply with the rules applied in schools and students who have high learning discipline in the learning process will improve student learning outcomes. Parents' attention in motivating learning positively influences the learning outcomes of class X SMKN 2 Madiun City students. A significant factor is parental involvement in supporting children's early education in the family environment. The interactive role of parents in the school environment also contributes. Thus, parents' attention plays a vital role in increasing student learning motivation, so learning outcomes can also increase. Learning styles affect student learning outcomes in class X SMKN 2 Madiun City through a process of learning motivation. If students recognize their learning styles, they can find learning methods that are suitable for them. Knowledge of appropriate learning methods can also increase learning motivation, encouraging students to be more diligent and improve learning outcomes. Motivation to learn acts as a link between peers and the learning outcomes of class X students of SMKN 2 Madiun City. Learning motivation is essential in peer relations in improving student learning outcomes. Learning motivation is an intermediary in the influence of learning discipline on student learning outcomes in class X SMKN 2 Madiun City. Students with a high level of learning will be more prepared to participate in classroom learning. Therefore, learning discipline contributes to increasing learning motivation, which in turn will improve learning outcomes.

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