

The Influence of Learning Motivation and Family Environment on Student Independence Mediated by Learning Discipline among Students at SPK School Surabaya

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ABSTRACT

The purpose of this study is to examine and explain the influence of learning motivation and family environment on student independence, mediated by student discipline. This research is quantitative in nature. The population of the study consists of all elementary school students at SPK Surabaya for the 2023/2024 academic year. The sampling technique used is census sampling (saturated sampling), where the entire population is used as the research sample, totaling 121 individuals. Data collection was conducted using questionnaires. The data analysis method employed in this study is descriptive and inferential statistical analysis, specifically using the SEM-PLS analysis technique. The results indicate that learning motivation has a positive and significant effect on independence with a path coefficient of 0.245 and a P-value of 0.005. The family environment has a positive and significant effect on independence with a path coefficient of 0.194 and a P-value of 0.026. Learning motivation has a positive and significant effect on discipline with a path coefficient of 0.504 and a P-value of 0.000. The family environment has a positive and significant effect on discipline with a path coefficient of 0.203 and a P-value of 0.014. Discipline has a positive and significant effect on independence with a path coefficient of 0.502 and a P-value of 0.000. Discipline mediates the relationship between learning motivation and independence with a VAF value of 0.508. Discipline also mediates the relationship between family environment and independence with a VAF value of 0.344.

Keywords: Learning motivation, Family environment, Learning Discipline, Students Independence.

I. Introduction

Motivation plays a crucial role in student discipline. According to Sardiman (2018:75), learning motivation is the overall driving force within students that

initiates learning activities, ensures their continuity, and directs them toward achieving the desired educational goals. Santrock, as cited in Mardianto (2012:186), identifies three key elements of motivation from a psychological perspective: 1) Motivation involves a drive that leads individuals to decide whether or not to take action, 2) Motivation includes considerations about prioritizing alternative actions, whether action A or B, 3) Motivation is influenced by the environment, which provides input and considerations for taking the first or second action. Indicators of learning motivation, according to Uno (2011:23), include: a) the desire and ambition to succeed, b) the drive and need to learn, c) future aspirations and goals, d) recognition in learning—verbal praise or other forms of acknowledgment for good behavior and learning outcomes are easy and effective ways to boost student motivation, e) engaging activities in learning, and f) a conducive learning environment.

The family environment also plays a significant role in fostering students' learning motivation. According to Hasbullah (2012), the school environment is the "second primary educational environment." In this setting, students, teachers, administrators, and counselors live and engage in education regularly and systematically. In contrast, the family environment is the oldest and most informal educational institution, experienced first and foremost by the child. It is a natural educational setting where parents are responsible for nurturing, caring for, protecting, and educating their children to grow and develop well. The influence of the family environment on students' learning motivation is affected by several factors, including: 1) parenting methods, 2) home atmosphere, and 3) family economic conditions. This demonstrates that the family environment significantly impacts students' learning motivation, particularly through parenting styles, creating a conducive home atmosphere where all household members share a common vision in facilitating students' learning needs, and economic factors where students involved in supporting the family's economic needs can affect their learning motivation (Khojin, Utami, & Syaifulloh, 2020).

Discipline plays a key role in fostering student independence. According to Yudhawati and Dany (2011), student discipline refers to adherence to school rules and regulations. Consistency, orderliness, and clarity in the application of school

rules are essential in shaping student discipline. Arikunto, as cited in Yopi (2014), outlines the indicators of discipline as follows: a) Completing homework at home, meaning that students consistently do their homework individually or in groups and seek help from parents when necessary. b) Preparing school necessities at home, indicating that students consistently prepare their study materials, such as notebooks, textbooks, and stationery, every evening. c) Student behavior in the classroom, meaning that students pay attention during lessons, avoid creating disturbances, and promptly work on assignments given by teachers. d) Student attendance, meaning that students arrive on time and do not skip classes. e) Adherence to school rules, meaning that students comply with all written rules, including those related to uniforms and behavior.

According to Mujiman (2007:7), independent learning is the trait and ability possessed by students to engage in active learning activities, driven by the motive to master a competency they already possess. Students with high levels of independent learning tend to be more active in their studies, such as not hesitating to ask questions, answer, and participate in the learning process. Djamarah (2002:14) identifies the indicators of independent learning as awareness of learning goals, responsibility for disciplined learning, continuity in learning, activeness in the learning process, and efficiency in managing study time. Awareness of learning goals provides direction, while responsibility for learning prevents failures due to lack of discipline. Learning continuity is achieved through regular study habits. Activeness in the learning process, such as asking questions and seeking additional information, fosters independence. Efficient learning, involving good time management, also supports the development of independent learning.

Observations conducted by the researcher in the field indicate that students aged 9-12 often face challenges in their learning motivation. Some students are motivated to study only to avoid punishment or to gain recognition from teachers, indicating issues with intrinsic motivation, which can affect their learning outcomes. Additionally, a lack of interest in learning is observed among students, evident from their lack of enthusiasm during lessons, low participation, and minimal interest in the subject matter or learning activities. Moreover, the lack of

student independence is reflected in their difficulty organizing time, setting learning goals, and completing tasks without external guidance. These students are also not proactive in seeking additional knowledge. Behavioral issues such as rudeness, aggression, or disrupting classmates during lessons suggest a lack of self-control and discipline. Irresponsibility is evident from frequent tardiness, forgetting school supplies, and the inability to submit assignments on time. Lack of cooperation is reflected in low participation in group activities or collaborative projects and difficulty communicating within teams. Finally, non-compliance with school rules is seen in violations such as wearing incorrect uniforms or bringing prohibited items. These behaviors indicate challenges in student motivation and discipline that need attention and resolution.

Based on the above background, this study aims to examine and analyze the influence of learning discipline and family environment on motivation and its impact on the independence of students at SD SPK Surabaya in 2024.

This study examines and analyzes the following: the influence of learning motivation on learning discipline, the influence of the family environment on learning discipline, the influence of learning motivation on independence, the influence of the family environment on independence, the influence of learning discipline on independence, and the mediating role of learning discipline in the influence of learning motivation and the family environment on student independence.

The results of this study are expected to contribute to the body of knowledge in education, particularly concerning the influence of learning motivation and the family environment on learning discipline and its impact on student independence. Additionally, the findings will serve as a reference for future research. For schools, the study will provide insights into how learning motivation and the family environment affect discipline and its subsequent impact on student independence. For students, the research offers perspectives on enhancing learning motivation and understanding the importance of the family environment in fostering discipline and independence.

The hypotheses of this study are:

H1: Learning motivation has a positive and significant effect on learning discipline.

H2: The family environment has a positive and significant effect on learning discipline.

H3: Learning motivation has a positive and significant effect on independence.

H4: The family environment has a positive and significant effect on independence.

H5: Learning discipline has a positive and significant effect on independence.

H6: Learning discipline mediates the influence of learning motivation on independence.

H7: Learning discipline mediates the influence of the family environment on independence.

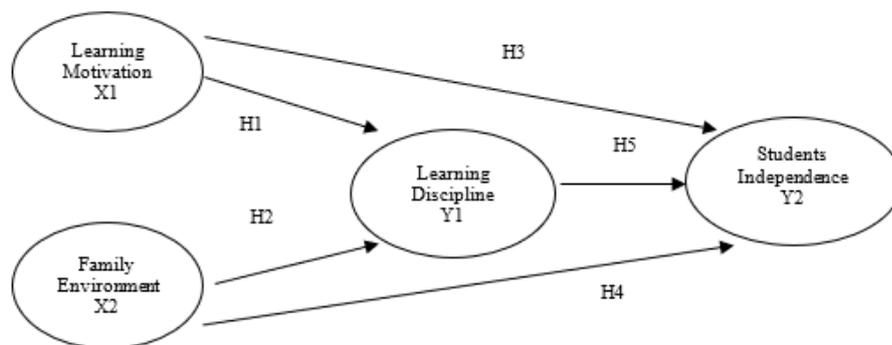


Figure 1. Conceptual Framework

learning motivation and family environment on student independence, mediated by learning discipline. Data collection is conducted using a questionnaire. The research design is cross-sectional as it is performed at a single point in time (one shot). The study is conducted at an SPK elementary school in Surabaya.

In this study, two variables are identified: exogenous variables include learning motivation (X1) and family environment (X2), while endogenous variables include learning discipline (Y1) and student independence (Y2). The population of the study consists of all fourth, fifth, and sixth grade students at the SPK elementary school in Surabaya for the academic year 2023/2024. The sample

size is determined using a census sampling technique (Sugiyono, 2012), where the entire population is included in the research sample, totaling 121 individuals.

The research instrument is a questionnaire structured in Likert scale format with statements rated on a scale of 5, 4, 3, 2, 1. A score of 5 indicates "Strongly Agree" (SA), 4 indicates "Agree" (A), 3 indicates "Neutral" (N), 2 indicates "Disagree" (D), and 1 indicates "Strongly Disagree" (SD). Data analysis includes descriptive statistics to numerically describe the distribution of respondents' answers and inferential statistics, a statistical technique used to analyze sample data. The inferential statistical analysis technique employed is Structural Equation Modeling (SEM) using Partial Least Square (PLS) approach.

II. RESULTS AND DISCUSSION

Results

Characteristics of Respondents

The questionnaire was distributed to 121 elementary school students, comprising 57 female students and 64 male students. The distribution of students by grade was as follows: 32 students from grade IV, 42 students from grade V, and 47 students from grade VI. Based on age, respondents included 5 students aged 9 years, 42 students aged 10 years, 36 students aged 11 years, and 38 students aged 12 years. In the Screening Questions, 100% of students indicated high enthusiasm for learning. Regarding compliance with school rules, 11 students stated they did not always adhere to school rules, while 110 students reported always adhering to school rules.

Instrument Validity Test Results

The validity test results were conducted at a significance level of 5% using a sample of 30 respondents.

Tabel 1. Hasil Uji Validitas Instrumen

Variabel	Indikator	r Hitung	Keterangan
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Motivasi Belajar (X ₁)	Adanya hasrat dan keinginan berhasil (X _{1.1})	0,810	Valid
	Adanya dorongan dan kebutuhan dalam belajar (X _{1.2})	0,650	Valid
	Adanya harapan atau cita-cita masa depan (X _{1.3})	0,874	Valid
	Adanya penghargaan dalam belajar (X _{1.4})	0,781	Valid
	Adanya kegiatan yang menarik dalam belajar (X _{1.5})	0,547	Valid
	Adanya lingkungan belajar yang kondusif (X _{1.6})	0,622	Valid
Lingkungan Keluarga (X ₂)	Cara orang tua mendidik (X _{2.1})	0,517	Valid
	Suasana di rumah (X _{2.2})	0,482	Valid
	Pengertian dari orang tua (X _{2.3})	0,564	Valid
	Keadaan dari ekonomi keluarga (X _{2.4})	0,586	Valid
	Relasi antar keluarga (X _{2.5})	0,636	Valid
	Latar belakang dari kebudayaan siswa (X _{2.6})	0,505	Valid
Kedisiplinan (Y ₁)	Mengerjakan PR di rumah (Y _{1.1})	0,757	Valid
	Sikap siswa di kelas (Y _{1.2})	0,667	Valid
	Kehadiran siswa (Y _{1.3})	0,793	Valid
	Melaksanakan tata tertib sekolah (Y _{1.4})	0,502	Valid
Kemandirian (Y ₂)	Tidak tergantung dengan orang lain (Y _{2.1})	0,428	Valid
	Bertanggung jawab terhadap sesuatu (Y _{2.2})	0,407	Valid
	Percaya diri terhadap kemampuan diri sendiri (Y _{2.3})	0,491	Valid
	Berani mengambil keputusan (Y _{2.4})	0,587	Valid
	Memanfaatkan waktu sebaik mungkin	0,580	Valid

(Y_{2.5})

Sumber: Data diolah

It can be observed from Table 5 that each indicator has a correlation value above 0.30. This indicates that the validity test results conducted using the questionnaire in this study can be considered valid.

Results of Instrument Reliability Test

Tabel 2. Hasil uji reliabilitas instrumen

Variabel	Cronbach's Alpha	Keterangan
Motivasi Belajar (X ₁)	0,688	Reliabel
Lingkungan Keluarga (X ₂)	0,795	Reliabel
Kedisiplinan Belajar (Y ₁)	0,720	Reliabel
Kemandirian (Y ₂)	0,702	Reliabel

The data above indicates that all variables have Cronbach's Alpha correlation coefficients greater than 0.60. This means that all variables in this study are reliable, and thus the instrument can be used and continued for research purposes.

Results of Descriptive Analysis

Tabel 3. Motivasi belajar

No	Indikator	Frekuensi Jawaban					Rata-rata	Keterangan
		1	2	3	4	5		
1	Adanya hasrat dan keinginan berhasil (X _{1.1})	-	-	1	77	43	4,35	Sangat Tinggi
2	Adanya dorongan dan kebutuhan dalam belajar (X _{1.2})	-	-	1	78	42	4,34	Sangat Tinggi
3	Adanya harapan atau cita-	-	-	7	58	56	4,40	Sangat Tinggi

	cita masa depan (X _{1.3})							
4	Adanya penghargaan dalam belajar (X _{1.4})	-	-	5	71	45	4,33	Sangat Tinggi
5	Adanya kegiatan yang menarik dalam belajar (X _{1.5})	-	-	4	71	46	4,35	Sangat Tinggi
6	Adanya lingkungan belajar yang kondusif (X _{1.6})	-	-	4	64	53	4,40	Sangat Tinggi
Nilai rata-rata total							4,36	Sangat Tinggi

Tabel 4. Lingkungan Keluarga

No	Indikator	Frekuensi Jawaban					Rata-rata	Keterangan
		1	2	3	4	5		
1	Cara orang tua mendidik (X _{2.1})	0	0	2	62	57	4,45	Sangat Baik
2	Suasana di rumah (X _{2.2})	0	0	0	59	62	4,51	Sangat Baik
3	Pengertian dari orang tua (X _{2.3})	0	0	0	58	63	4,52	Sangat Baik
4	Keadaan dari ekonomi keluarga (X _{2.4})	0	0	0	59	62	4,51	Sangat Baik
5	Relasi antar keluarga (X _{2.5})	0	0	1	59	61	4,50	Sangat Baik
6	Latar belakang dari kebudayaan siswa (X _{2.6})	-	-	1	58	62	4,50	Sangat Baik
Nilai rata-rata total							4,50	Sangat Baik

Tabel 5. Kedisiplinan

No	Indikator	Frekuensi Jawaban					Rata-rata	Keterangan
		1	2	3	4	5		
1	Mengerjakan PR di rumah (Y _{1.1})	0	0	1	61	59	4,48	Sangat Baik
2	Sikap siswa di kelas (Y _{1.2})	0	0	0	68	53	4,44	Sangat Baik
3	Kehadiran siswa (Y _{1.3})	0	0	2	59	60	4,48	Sangat Baik
4	Melaksanakan tata tertib sekolah (Y _{1.4})	0	0	1	58	62	4,50	Sangat Baik

Nilai rata-rata total	4,47	Sangat Baik
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Tabel 6. Kemandirian

No	Indikator	Frekuensi Jawaban					Rata-rata	Keterangan
		1	2	3	4	5		
1	Tidak tergantung dengan orang lain (Y _{2.1})	0	0	1	59	61	4,50	Sangat Baik
2	Bertanggung jawab terhadap sesuatu (Y _{2.2})	0	0	1	61	59	4,48	Sangat Baik
3	Percaya diri terhadap kemampuan diri sendiri (Y _{2.3})	0	0	0	58	63	4,52	Sangat Baik
4	Berani mengambil keputusan (Y _{2.4})	0	0	2	57	62	4,50	Sangat Baik
5	Memanfaatkan waktu sebaik mungkin (Y _{2.5})	0	0	1	54	66	4,54	Sangat Baik
Nilai rata-rata total						4,50	Sangat Baik	

Results of Inferential Statistical Analysis

Evaluation of Measurement Model or Outer Model

Convergent validity

Tabel 7. *Outer Loading* Indikator Penelitian

Indikator	Motivasi Belajar	Lingkungan Keluarga	Kedisiplinan	Kemandirian
X _{1.1}	0,887			
X _{1.2}	0,878			
X _{1.3}	0,817			
X _{1.4}	0,815			
X _{1.5}	0,753			
X _{1.6}	0,733			
X _{2.1}		0,726		
X _{2.2}		0,861		

X _{2.3}	0,835	
X _{2.4}	0,779	
X _{2.5}	0,877	
X _{2.6}	0,835	
Y _{1.1}		0,779
Y _{1.2}		0,848
Y _{1.3}		0,773
Y _{1.4}		0,711
Y _{2.1}		0,797
Y _{2.2}		0,823
Y _{2.3}		0,748
Y _{2.4}		0,781
Y _{2.5}		0,734

Sumber: Data diolah

Based on the fact that all indicators associated with latent variables have outer loadings greater than 0.5, it can be concluded that all these indicators are valid for measuring the variables of learning motivation, family environment, discipline, and student autonomy.

Discriminant validity

Tabel 9. Nilai Cross Loading

Indikator	<i>Motivasi Belajar</i>	<i>Lingkungan Keluarga</i>	<i>Kedisiplinan</i>	<i>Kemandirian</i>
X _{1.1}	0,887	0,496	0,599	0,643
X _{1.2}	0,878	0,445	0,541	0,581
X _{1.3}	0,817	0,353	0,386	0,458
X _{1.4}	0,815	0,376	0,551	0,574
X _{1.5}	0,753	0,322	0,391	0,380
X _{1.6}	0,733	0,261	0,391	0,401
X _{2.1}	0,428	0,726	0,377	0,444

X _{2.2}	0,388	0,861	0,381	0,506
X _{2.3}	0,371	0,835	0,343	0,397
X _{2.4}	0,329	0,779	0,335	0,407
X _{2.5}	0,397	0,877	0,356	0,419
X _{2.6}	0,401	0,835	0,369	0,422
Y _{1.1}	0,444	0,359	0,779	0,545
Y _{1.2}	0,516	0,387	0,848	0,653
Y _{1.3}	0,473	0,331	0,773	0,600
Y _{1.4}	0,430	0,290	0,711	0,472
Y _{2.1}	0,481	0,365	0,549	0,797
Y _{2.2}	0,461	0,360	0,582	0,823
Y _{2.3}	0,477	0,471	0,560	0,748
Y _{2.4}	0,546	0,376	0,592	0,781
Y _{2.5}	0,511	0,486	0,571	0,734

Composite reliability

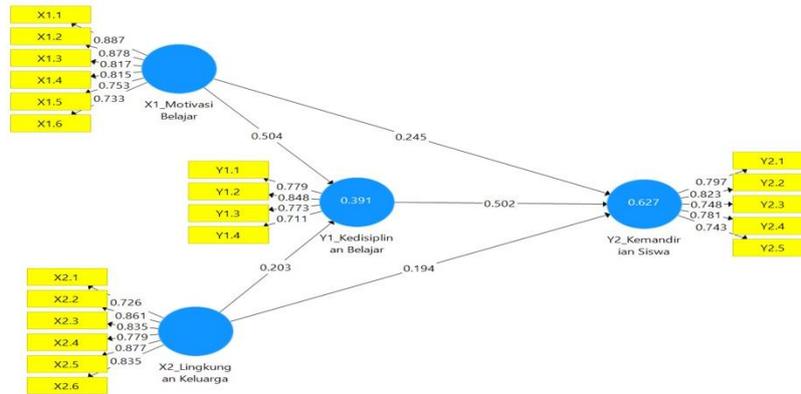
Tabel 10. *Composite Reliability*

Variabel	Composite Reliability
Motivasi Belajar (X ₁)	0,922
Lingkungan Keluarga	0,925
Kedisiplinan (Y ₁)	0,860
Kemandirian (Y ₂)	0,885

Sumber: Data diolah

Based on the table above, it shows that the composite reliability values for all constructs are above 0.70. Therefore, in this research model, each construct meets good reliability standards.

Evaluasi model struktural atau *inner model*



Gambar 2. Model Struktural

Tabel 11. Tabel R-square

Konstruk	R-square
Kedisiplinan	0,391
Kemandirian	0,627

Sumber: Data diolah

In the table above, it can be observed that the R-square value for the discipline variable is 0.391, and for autonomy it is 0.627. These values will be utilized to compute the Q-square for predictive relevance, which assesses how well the model's observations and parameter estimates fit the data. A Q-square value greater than 0 indicates that the model possesses predictive relevance. The Q-square (Q^2) can be calculated as follows:

$$\begin{aligned}
 Q^2 &= 1 - (1 - R1^2) (1 - R2^2) \\
 &= 1 - (1 - 0,391) (1 - 0,627) \\
 &= 1 - (0,609) (0,373) \\
 &= 1 - 0,227 \\
 &= 0,773 \qquad (1)
 \end{aligned}$$

The calculation results show that the Q^2 value is 0.773. This value is greater than 0, indicating that the model is considered good as it has relevant predictive

capability, specifically at 77.3 percent. This suggests that the variation in the autonomy variable can be explained by learning motivation, family environment, and discipline, while the remaining 22.7 percent is attributed to other variables not included in the model.

Results of Hypothesis Testing

Hypothesis testing is conducted using the p-value. If the p-value is less than 0.05 (with a 5% significance level), the research hypothesis is accepted.

Tabel 12. *Path Coefficients*

Konstruk	Koefisien Jalur	P-value	Keterangan
Motivasi Belajar -> Kemandirian	0,245	0,005	Signifikan
Lingkungan Keluarga -> Kemandirian	0,194	0,026	Signifikan
Motivasi Belajar -> Kedisiplinan	0,504	0,000	Signifikan
Lingkungan keluarga -> Kedisiplinan	0,203	0,014	Signifikan
Kedisiplinan -> Kemandirian	0,502	0,000	Signifikan

Sumber: Data diolah

Testing the role of mediation by discipline can be calculated using the VAF value.

Tabel 13 Pengaruh Langsung

Konstruk	Koefisien Jalur	P-value	Keterangan
Motivasi Belajar -> Kedisiplinan	0,504	0,000	Signifikan
Lingkungan Keluarga -> Kedisiplinan	0,203	0,014	Signifikan
Kedisiplinan -> Kemandirian	0,502	0,000	Signifikan

Sumber: Data diolah

In Table 13, it can be observed that the direct effects of motivation to learn and family environment on discipline, as well as discipline on autonomy, have p-values smaller than the alpha of 5 percent or 0.05. These results indicate a

significant positive influence of motivation to learn and family environment on discipline, and discipline on autonomy.

In Table 14 below, the results of the indirect effect testing can be seen, which will demonstrate the mediating effect of discipline on the relationship between motivation to learn and family environment on autonomy.

Tabel 14 Pengaruh Tidak Langsung

Konstruk	Koefisien Jalur	P-value	Keterangan
Motivasi Belajar -> Kedisiplinan -> Kemandirian	0,253	0,000	Signifikan
Lingkungan Keluarga -> Kedisiplinan -> Kemandirian	0,102	0,044	Signifikan

Sumber: Data diolah

Based on the calculations and Table 14, the coefficient values for the indirect effect of motivation to learn on autonomy through discipline is 0.253, and the coefficient for the indirect effect of family environment on autonomy through discipline is 0.102. To calculate the Variance Accounted For (VAF), the total effect is needed next.

Tabel 15. Pengaruh Total

Konstruk	Koefisien	P-value	Keterangan
Motivasi Belajar -> Kedisiplinan -> Kemandirian	0,498	0,000	Signifikan
Lingkungan Keluarga -> Kedisiplinan -> Kemandirian	0,296	0,000	Signifikan

Sumber: Data diolah

Based on the calculations and Table 15, the coefficient for the total effect of the relationship between motivation to learn and autonomy through discipline is

0.498, and the coefficient for the total effect of the relationship between family environment and autonomy through discipline is 0.296. With these values of the indirect and total effects known, the Variance Accounted For (VAF) can be calculated by dividing the indirect effect by the total effect, resulting in the following outcomes:

The VAF for the relationship between learning motivation and independence through discipline =
$$\text{VAF} = \frac{0,253}{0,498} = 0,508 \quad (2)$$

The VAF for the relationship between family environment and independence through discipline =
$$\text{VAF} = \frac{0,102}{0,296} = 0,344 \quad (3)$$

Based on the calculations above, the mediating role of the discipline variable in the relationship between learning motivation and independence has a VAF value of 0.508 (50 percent), while the mediating role of the discipline variable in the relationship between family environment and independence has a VAF value of 0.344 (34 percent). These results indicate that the discipline variable plays a partial mediation role between the relationships of learning motivation and family environment with independence of students.

Discussion

The Influence of Learning Motivation on Independence of students

Based on the hypothesis testing results, it is found that the path coefficient of learning motivation on student independence is 0.245 with a p-value of 0.005. This indicates that learning motivation has a significant positive influence on the independence of fourth, fifth, and sixth-grade students in elementary school. Therefore, it can be concluded that higher learning motivation among students leads to greater independence.

Components of learning motivation that influence independence include the desire and aspiration for success, intrinsic drive and learning needs, future

aspirations or goals, recognition for achievements, engaging learning activities, and a conducive learning environment.

These research findings are consistent with a study conducted by Kemalasari and Ismanto (2018), titled "The Influence of Motivation and Discipline on Learning Independence in Economics among High School Students," which showed that in a simple regression analysis of motivation and discipline variables on student learning independence, the equation $Y = -0.874 + 0.432X_1 + 0.586X_2$ was derived. This indicates that holding other variables constant, a simultaneous 1% increase in both learning motivation and discipline results in an increase in independence.

These results underscore the importance of fostering motivation and discipline among students to enhance their independence in learning, thereby enabling them to achieve academic success and develop essential lifelong learning skills.

The influence of family environment on independence os students

It is known that the path coefficient of the family environment on independence is 0.194 with a p-value of 0.026. This indicates that the family environment has a positive influence on the independence of elementary school students. Therefore, it can be concluded that the better the family environment, the better the students' independence.

The components of the family environment that affect independence include the way parents educate, the atmosphere at home, understanding from parents, the family's economic situation, family relations, and the cultural background of the students.

This research aligns with a study conducted by Hana (2020), which indicated a positive influence of the family environment on independence. The better the family environment, the better the students' independence. Additionally, research by Ruth, Nelyahardi, and Rully (2023) also found a significant influence of the family environment on students' independence.

The influence of learning motivation on discipline

Based on the hypothesis test results, it is known that the path coefficient of learning motivation on discipline is 0.504 with a p-value of 0.000. This indicates that learning motivation has a positive and significant influence on student discipline. Therefore, it can be concluded that the higher the learning motivation, the better the discipline of the students.

The indicators of learning motivation help build good discipline in students' lives. Components of learning motivation that influence discipline include the desire and ambition to succeed, the drive and need for learning, the expectations or future aspirations, recognition in learning, engaging activities in learning, and a conducive learning environment.

This research is supported by previous studies conducted by Kurniawati et al. (2017) titled "The Influence of Motivation on Student Discipline in Adhering to School Rules at SMA Al Islam 1 Surakarta," which showed that motivation significantly affects student discipline in adhering to school rules.

The Influence of Family Environment on Discipline

The path coefficient of the family environment on discipline is 0.203 with a p-value of 0.014. This indicates that the family environment has a positive and significant influence on student discipline. Therefore, it can be concluded that the better the family environment, the better the students' discipline in learning. The components of the family environment that influence discipline include Parenting styles, Home atmosphere, Parental understanding, Family economic conditions, Family relationships, Cultural background of the students.

This research is supported by previous studies such as Afrida and Nastiti (2020), which show that the family environment significantly affects student discipline. Similar findings are supported by Faizatul (2022), demonstrating that the family environment has a significant positive influence on learning discipline.

The Influence of Discipline on Independence

Based on the hypothesis testing results, it is found that the path coefficient of discipline on independence is 0.502 with a p-value of 0.000. This indicates that discipline has a positive and significant influence on independence. Therefore, it can be concluded that the better the student's study discipline, the better their independence. Through discipline indicators, student independence can be enhanced. Components of discipline that contribute to independence include completing homework at home, student attitudes in class, student attendance, and adherence to school rules.

These findings are consistent with a study conducted by Purwaningsih and Herwin (2020) titled "The Influence of Self-Regulation and Discipline on Student Learning Independence in Elementary Schools," which found that discipline partially influences student learning independence. Based on multiple regression analysis using SPSS version 22 for Windows, the obtained result of F-value is 13.833 with a significance of $0.000 < 0.05$. Thus, it can be concluded that self-regulation and discipline together significantly influence student learning independence.

The role of discipline as a mediator in the influence of learning motivation on independence

Based on the calculation of the VAF value from the relationship between learning motivation and independence mediated by discipline, which is 0.508 (50 percent), it can be explained that the discipline variable serves as a partial mediation between learning motivation and independence. This implies that learning motivation can impact independence both directly and indirectly through discipline.

The role of discipline as a mediator in the influence of family environment on independence

Based on the calculation of the VAF value from the relationship between family environment and independence mediated by discipline, which is 0.344 (34 percent), it can be explained that the discipline variable serves as a partial mediation between family environment and independence. This means that the family environment can influence independence both directly and indirectly through discipline.

II. Closing

Learning motivation has a positive and significant influence on students' independence. This indicates that the higher a student's motivation to learn, the better their independence, such as self-confidence and responsibility towards tasks and obligations. Family environment also has a positive and significant impact on students' independence. When families provide a comfortable, understanding, and harmonious environment, student independence improves, enabling them to make decisions in their lives.

Learning motivation also has a positive and significant impact on discipline. When students are enthusiastic about learning and have aspirations for the future, they are disciplined in carrying out their tasks and following school rules. Similarly, the family environment positively and significantly influences student discipline. Effective parenting and communication by parents contribute to good student discipline.

Discipline itself has a positive and significant impact on students' independence. This shows that the more disciplined students are in their studies and adherence to school rules, the more independent they become in completing their tasks and effectively managing their time. Discipline partially mediates the relationship between learning motivation and family environment on students' independence. This indicates that learning motivation and family environment influence independence both directly and indirectly through discipline.

Recommendations

The indicator with the smallest value in the variable of learning motivation is conducive learning environment. Therefore, the researcher suggests to the

school to create a more conducive learning environment so that students' learning motivation can be enhanced. The item "parental educational methods" within the family environment variable has the smallest value. This indicates that some students may not feel comfortable with their parents' educational methods. Hence, the recommendation to parents is to better understand the needs of their children, build a harmonious atmosphere, and choose appropriate educational methods for their children, considering that each student is unique. The item "following school regulations" has the smallest value in the discipline variable. Therefore, the researcher advises students to further improve their adherence to school regulations, as enhancing discipline can also enhance students' independence.

Future research could include additional variables that contribute to improving students' independence, such as character education and the role of self-directed learning. It is hoped that future studies will provide more specific and accurate insights into the additional benefits when learning motivation, a supportive family environment, and student discipline are all improved.

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