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The Influence of Learning Facilities, Learning Motivation, Study Discipline, and Parental and Peer Support on Student Academic Achievement

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Abstract

This study aims to analyze the influence of learning facilities, learning motivation, learning discipline, parental support, and peers on the academic achievement of Grade X AKL students in the Basic Accounting subject at SMK N 2 Padang, both directly and indirectly through learning motivation and learning discipline as intervening variables. The study employs a quantitative approach using descriptive and associative methods. The research population consists of all Grade X AKL students, with a sample size of 106 respondents. Data analysis includes path analysis and hypothesis testing (t-test) using SPSS version 25. The results indicate that learning facilities have a positive and significant effect on learning motivation but no effect on learning discipline; parental support has no effect on learning motivation but has a positive and significant effect on learning discipline; peers have a positive and significant effect on learning motivation but no effect on learning discipline; learning motivation has a positive and significant effect on learning discipline; learning discipline has a positive and significant effect on learning motivation; learning facilities have no effect on academic achievement; parental support has no effect on student academic achievement; peers have a positive and significant effect on student academic achievement; learning motivation has a positive and significant effect on student academic achievement; and learning discipline has no effect on student academic achievement.

Keywords Learning Achievement, Learning Facilities, Learning Motivation, Parental Support, Study Discipline

INTRODUCTION

Education is an endeavor to enable individuals to develop their potential through the learning process. Enhancing the quality of human resources is a primary objective of education, as stipulated in Law No. 20 of 2003 concerning the National Education System (Undang-Undang Sisdiknas) specifically Chapter II, Article 3 which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to intellectually enrich the nation's life, with the aim of fostering the development of learners' potential (Habsyi, 2020).

One indicator of educational success is student learning achievement. According to Budiyono (2023:50), learning achievement refers to the outcome of an individual's ability in a specific field reflecting a level of proficiency that can be directly measured through testing. Ningrum et al. (2020) state that Vocational High Schools (SMK) are institutions designed to prepare students to master competencies relevant to their specific fields of expertise. Consequently, enhancing learning achievement is a primary concern for schools aiming to produce high-quality graduates ready for the workforce. However, student learning achievement at SMK Negeri 2 Padang remains suboptimal; data from the 2025/2026 academic year final semester examinations (UAS) in Basic Accounting reveal that only 76 out of 144 students (53%) met the Minimum Competency Achievement Criteria (KKTP), while 68 students (47%) did not (SMK N 2 Padang).

One of the factors influencing students' academic achievement is learning facilities. According to Rahmawati & Rosy (2021), learning facilities encompass all infrastructure and resources used to support learning activities, including buildings or classrooms, teaching aids, media, materials, and other supporting facilities. School facilities must be adequate, as they support students' academic and non-academic activities and facilitate the teaching and learning process.

The learning facilities for the Class X AKL program at SMK Negeri 2 Padang are not yet fully adequate. There are still substandard desks and chairs, as well as a shortage of accounting textbooks and computers to support the learning process. These suboptimal facility conditions are believed to potentially affect student academic achievement, given that a comfortable and adequate learning environment is a key factor in attaining good academic results. This aligns with research conducted by Habsyi (2020), which suggests that the availability of adequate learning facilities influences student academic achievement.

In addition to learning facilities, learning motivation is a factor that influences students' academic achievement. According to Darmawati (2017), students with high learning motivation tend to be active, diligent, and earnest in the learning process; they are enthusiastic about completing assignments and take responsibility for their tasks, thereby achieving better grades. Conversely, students with low learning motivation tend to lack enthusiasm, pay less attention to lessons, put less effort into understanding the material, and fail to take responsibility for assigned tasks, resulting in lower academic achievement. The low level of learning motivation among Grade X AKL students is evident from the large number of students who fail to submit assignments given by the teacher. It is suspected that this low learning motivation impacts the students' academic achievement.

In addition to study facilities and learning motivation, academic achievement is also influenced by students' study discipline. Khumaero and Arie (2017) state that study discipline is a factor affecting students' academic achievement. Disciplined students demonstrate an attitude of orderliness and adherence to their studies without external coercion or pressure. Beyond study facilities, motivation, and discipline, academic achievement is also influenced by parental support. Yudha (2020) explains that parental support refers to the encouragement

or backing provided by parents to their children. Such support can motivate students to excel academically.

According to Ritonga et al. (2022), parental income represents a form of material support provided by parents. Consequently, for students whose parents have high incomes, all needs related to learning activities are promptly met; this fulfillment of learning-related needs can facilitate the achievement of good academic performance. Furthermore, Rosalina and Yamlean (2021) state that parents play an active role in their children's education acting as facilitators, motivators, and guides to actively assist and support that education. Parents bear the responsibility of meeting their children's learning needs.

Peers are also a factor that can influence students' academic achievement; this aligns with the view of Nugroho (2018), who states that peers have a significant impact on students' academic performance. Peers can provide positive encouragement for academic achievement for instance, by forming study groups or serving as a resource for clarifying lesson material that a student does not understand thereby leading to improved academic results.

Student academic achievement remains an issue in education, as not all students are able to attain optimal learning outcomes. This situation is believed to be influenced by various factors, such as suboptimal learning facilities, low motivation and discipline, a lack of parental support, and peer influence, which can have either positive or negative effects on the student's learning process. This study aims to analyze the influence of learning facilities, learning motivation, learning discipline, parental support, and peers on students' academic achievement, both directly and indirectly through learning motivation and learning discipline as intervening variables.

METHODS

Based on the background and the problem formulation addressed in this study, a quantitative research design was employed. A survey method utilizing questionnaires was used to collect data regarding students' learning motivation and peer influence in relation to their academic achievement. According to Sugiyono (2020), quantitative research is a method grounded in the philosophy of positivism; it involves studying specific populations and samples, collecting data via research instruments, and performing quantitative or statistical analysis with the aim of testing established hypotheses.

Sugiyono (2020) defines a population as a generalization area consisting of objects or subjects possessing specific qualities or characteristics determined by the researcher for study and subsequent conclusion-drawing. The population for this study comprises Grade X AKL students taking the Basic Accounting subject at SMK Negeri 2 Padang during the 2025/2026 academic year, spanning four classes with a total of 144 students. The sample for this study was selected using the proportional random sampling technique. According to Widodo (2017), proportional random sampling is applied when a population consists of equivalent or parallel categories, groups, or classes, and the sample is determined proportionally based on the size of each group. The sample for this study consists of 106 respondents.

RESULTS AND DISCUSSION

Path Analysis

a. Substructure 1

This substructure analysis examines the influence of Learning Facilities (X1), Parental Support (X2), Peers (X3), and Study Discipline (M2) on Learning Motivation (M1). The data processing results are presented in the following table:

Table 1. Path Coefficients of Learning Facilities, Parental Support, Peers, and Study Discipline Variables on Learning Motivation

Endogenous Variable	Exogenous Variable	Path Coefficient	Calculated t-value	Sig	Ket
Motivation to learn (M1)	Learning Facilities (X1)	,221	2,897	,005	Siginifikan
	Parental Support (X2)	,001	,016	,988	Tidak Siginifikan
	Friends of the same age (X3)	,519	6,045	,000	Siginifikan
	Study Discipline (M2)	,179	2,166	,033	Signifikan
	Fhitung : 41,263				
	F sig : 0,000				
	R square : 0,620				

Source: Primary data analysis, 2026

Based on the results of the path analysis above, the path equation can be written as follows:

M1 = PM1X1 + PM1X2 + PM1X3 + PM1M2 + €1
M1 = 0.221x1 + 0.001 x2 + 0.519 x3+ 0.179 m2

The results indicate a path coefficient of pm1x1 = 0.221 and a calculated t-value of 2.897 (significance 0.005 < 0.05). This demonstrates that the learning facilities variable has a positive and significant influence on the learning motivation of Grade X AKL students at SMK Negeri 2 Padang. Regarding the influence of parental support on learning motivation, the path coefficient is pm1x2 = 0.001 and the calculated t-value is 0.016 (significance 0.988 > 0.05); this indicates that the parental support variable does not have a positive and significant influence on the learning motivation of Grade X AKL students at SMK Negeri 2 Padang. The influence of peers on learning motivation shows a path coefficient of pm1x3 = 0.519 and a calculated t-value of 6.045 (significance 0.000 < 0.05), indicating that the peer variable has a positive and significant influence on the learning motivation of Grade X AKL students at SMK Negeri 2 Padang. The influence of learning discipline on learning motivation (M1) shows a path coefficient of pm2m1 = 0.179 and a calculated t-value of 2.166 (significance 0.033 < 0.05), indicating that the learning discipline variable has a positive and significant influence on the learning motivation of Grade X AKL students at SMK Negeri 2 Padang. The combined influence of learning facilities, parental support, peers, and learning discipline on learning motivation is reflected by an R-square value of 0.620, or 62%. This means that learning

facilities, parental support, peers, and learning discipline influence and contribute 62% to learning motivation, while the remaining 38% is attributed to other variables not included in the study. Meanwhile, the value of e1 can be calculated using the formula e1 = √(1 - 0.620) = 0.616. Thus, the results for path model 1 are obtained as follows:

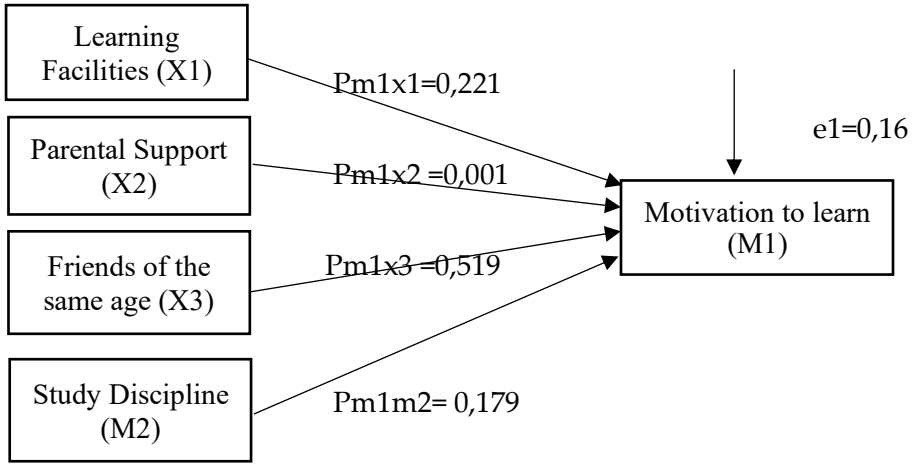

Figure 1. Sub-structure 1 The Influence of Learning Facilities, Parental Support, Peers, and Study Discipline on Learning Motivation.

1. The Influence of Learning Facilities (X1) on Learning Motivation (M1)

   The research results indicate that learning facilities have a positive and significant effect on the learning motivation of Grade X AKL students at SMK Negeri 2 Padang. This is evidenced by a path coefficient of 0.221, a calculated t-value of 2.897 (exceeding the t-table value of 1.65936), and a significance value of 0.005 (below 0.05); consequently, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. These findings demonstrate that adequate learning facilities can boost student learning motivation. The availability of comprehensive facilities and infrastructure, a comfortable learning environment, and supportive instructional media can help students grasp the material, increase their interest in learning, and foster a more effective learning process. These results align with the findings of Juaini et al. (2020) and Puspitasari et al. (2025), which state that learning facilities have a positive and significant impact on student learning motivation.
2. The Influence of Parental Support (X2) on Learning Motivation (M1)

   The research results indicate that parental support does not have a positive and significant effect on the learning motivation of Grade X AKL students at SMK Negeri 2 Padang. This is evidenced by a path coefficient of 0.001, a calculated t-value of 0.016 (which is less than the t-table value of 1.65936), and a significance value of 0.988 (which is greater than 0.05); consequently, H_0 is accepted and H_a is rejected. These findings suggest that student learning motivation is influenced more by internal factors and the school environment such as learning interests, learning goals, teachers' instructional methods, and peer influence than by parental support. The parental support provided does not necessarily align with the students' needs, and thus fails to significantly boost their learning motivation. These results are consistent with the findings of Elisa et al. (2025), who stated that parental support does not significantly affect student learning motivation.
3. The Influence of Peer Influence (X3) on Learning Motivation (M1)

The research results indicate that peers have a positive and significant influence on the learning motivation of Grade X AKL students at SMK Negeri 2 Padang. This is evidenced by a path coefficient of 0.519, a calculated t-value of 6.045 (exceeding the t-table value of 1.65936), and a significance value of 0.000 (below 0.05); consequently, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. These findings demonstrate that positive peer interactions can enhance students' learning motivation. Through discussion, collaboration, information exchange, and emotional support, students become more enthusiastic about their studies. Furthermore, a positive peer environment can serve as a source of inspiration and encourage students to achieve better academic results. These findings are supported by Amalia (2017) and Rosa et al. (2023), who state that peers have a positive and significant impact on student learning motivation.

4. The Influence of Study Discipline (M2) on Learning Motivation (M1)

The research results indicate that study discipline has a positive and significant effect on the learning motivation of Grade X AKL students at SMK Negeri 2 Padang. This is evidenced by a path coefficient of 0.179, a calculated t-value of 2.166 (exceeding the t-table value of 1.65936), and a significance value of 0.033 (below 0.05); consequently, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. These findings suggest that students with high levels of study discipline tend to possess better learning motivation. Habits such as managing time, adhering to rules, and consistently completing assignments can foster a sense of responsibility and boost self-confidence in learning. Thus, study discipline serves as a factor that encourages students to be more active and enthusiastic in achieving their learning goals. These results align with the study by Dwi L. et al. (2019), which stated that study discipline has a positive and significant impact on students' learning motivation.

b. Sub-structure 2

This sub-structure analysis examines the influence of Learning Facilities (X1), Parental Support (X2), Peers (X3), and Learning Motivation (M1) on Learning Discipline (M2). The data processing results are presented in the following table:

Table 2. Path Coefficients of Learning Facilities, Parental Support, Peers, and Learning Motivation Variables on Study Discipline

Endogenous Variable	Exogenous Variable	Path Coefficient	Calculated t-value	Sig	Ket
Study Discipline (M2)	Learning Facilities (X1)	,077	,829	,409	Tidak Siginifikan
	Parental Support (X2)	,287	2,987	,004	Siginifikan
	Friends of the same age (X3)	,205	1,769	,080	Tidak Siginifikan
	Motivation to learn (M1)	,247	2,166	,033	Signifikan
	Fhitung : 22,994 F sig : 0,000 R square : 0, 477				

Source: Primary data analysis, 2026

Based on the results of the path analysis above, the path equation can be written as follows:

$$M2 = PM2X1 + PM2X2 + PM2X3 + PM2M1 + €1$$

$$M2 = 0.077x1 + 0.287\ x2 + 0.205\ x3 + 0.247\ m1$$

The results show a path coefficient of pm2x1 = 0.077 and a t-statistic of 0.829 (significance 0.409 > 0.05). This indicates that the learning facilities variable does not have a positive and significant effect on the study discipline of Grade X AKL students at SMK Negeri 2 Padang. Regarding the influence of parental support on study discipline, the path coefficient is pm2x2 = 0.287 and the t-statistic is 2.987 (significance 0.004 < 0.05). This indicates that the parental support variable does not have a positive and significant effect on the study discipline of Grade X AKL students at SMK Negeri 2 Padang. The influence of peers on study discipline shows a path coefficient of pm2x3 = 0.205 and a t-statistic of 1.769 (significance 0.080 > 0.05). This indicates that the peer variable has a positive but non-significant effect on the study discipline of Grade X AKL students at SMK Negeri 2 Padang. The influence of learning motivation on study discipline (M2) shows a path coefficient of pm1m2 = 0.247 and a t-statistic of 2.166 (significance 0.033 < 0.05). This indicates that the learning motivation variable has a positive and significant effect on the study discipline of Grade X AKL students at SMK Negeri 2 Padang. The combined influence of learning facilities, parental support, peers, and learning motivation on study discipline is reflected by an R-square value of 0.477, or 47.7%. This means that learning facilities, parental support, peers, and learning motivation influence and contribute 47.7% to study discipline, while the remaining 52.3% is attributed to other variables not included in the study. Meanwhile, the value of e1 can be calculated using the formula e1 = √(1 - 0.477) = 0.723. Thus, the results for model path 2 are obtained as follows:

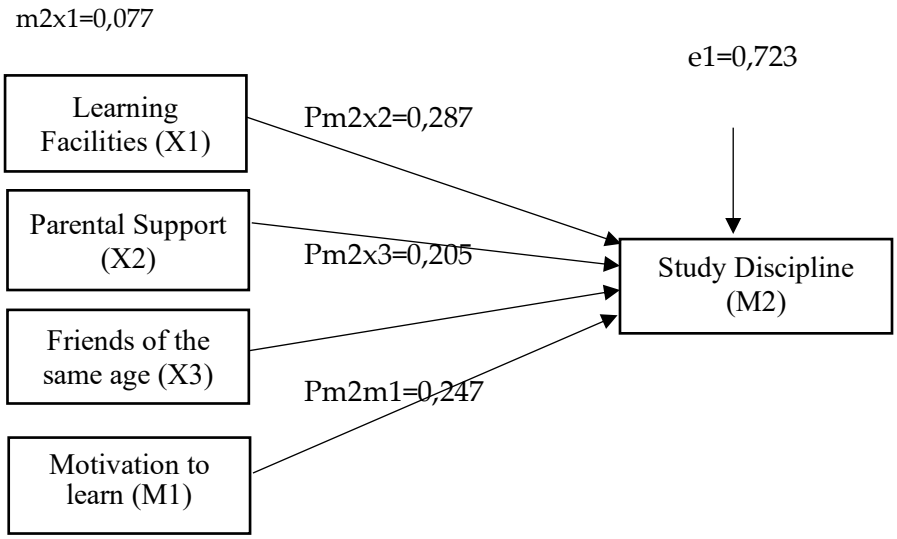

Figure: Sub-structure 2 – The Influence of Learning Facilities, Parental Support, Peers, and Learning Motivation on Study Discipline.

1. The Influence of Learning Facilities (X1) on Learning Discipline (M2)

   The research results indicate that learning facilities do not have a positive and significant effect on the learning discipline of Grade X AKL students at SMK Negeri 2 Padang. This is evidenced by a path coefficient of 0.077, a calculated t-value of 0.829 (which is less than the t-table value of 1.65936), and a significance value of 0.409 (which is greater

than 0.05); thus, H_0 is accepted and H_a is rejected. These findings suggest that learning discipline is not determined by the completeness of learning facilities but is instead influenced more by internal factors such as self-awareness, responsibility, and self-control and external factors, such as parental supervision and the enforcement of school regulations. Students with complete learning facilities do not necessarily possess high learning discipline if they lack the commitment to study consistently. Conversely, students with limited facilities can still demonstrate good learning discipline if they possess high levels of motivation and responsibility.

2. The Influence of Parental Support (X2) on Learning Discipline (M2)

   The research results indicate that parental support has a positive and significant effect on the learning discipline of Grade X AKL students at SMK Negeri 2 Padang. This is demonstrated by a path coefficient of 0.287, a calculated t-value of 2.987 (which is greater than the t-table value of 1.65936), and a significance value of 0.004 (which is less than 0.05); thus, H_a is accepted and H_0 is rejected. These findings indicate that parental involvement through the provision of attention, supervision, motivation, and support for learning activities can foster more organized study habits. Such support encourages students to adhere to study schedules, complete assignments on time, and comply with rules both at home and at school. These results align with the findings of Y. Sari et al. (2022), who stated that parental support has a positive and significant effect on student learning discipline.

3. The Influence of Peers (X3) on Learning Discipline (M2)

   The research results indicate that peers do not have a positive and significant influence on the learning discipline of Grade X AKL students at SMK Negeri 2 Padang. This is evidenced by a path coefficient of 0.205 and a calculated t-value of 1.769 (exceeding the t-table value of 1.65936); however, the significance value was 0.080 (greater than 0.05), resulting in the acceptance of H_0 and the rejection of H_a. These findings suggest that learning discipline is influenced more by internal factors such as self-awareness and responsibility than by the peer environment. Although peers play a role in students' social lives, their influence is insufficient to directly shape learning discipline behavior. These results align with the findings of Pratiwi and Muhsin (2018), who stated that peers do not significantly influence students' learning discipline.

4. The Influence of Learning Motivation (M1) on Learning Discipline (M2)

   The research results indicate that learning motivation has a positive and significant influence on the learning discipline of Grade X AKL students at SMK Negeri 2 Padang. This is demonstrated by a path coefficient of 0.247, a calculated t-value of 2.166 (exceeding the t-table value of 1.65936), and a significance value of 0.033 (less than 0.05), resulting in the acceptance of H_a and the rejection of H_0. These findings indicate that students with high learning motivation tend to be more disciplined in managing their time, adhering to rules, and completing academic tasks. Strong motivation drives students to study consistently, act responsibly, and strive to achieve established learning goals. These results align with

the findings of Murniatin and Hadziq (2022), who stated that learning motivation has a positive and significant influence on students' learning discipline.

c. Sub-structure **3**

The analysis of sub-structure 3 examines the influence of Learning Facilities (X1), Parental Support (X2), Peers (X3), Learning Motivation (M1), and Learning Discipline (M2) on the academic achievement of Grade X AKL students in the Basic Accounting subject at SMK Negeri 2 Padang. The data processing results are presented in the following table:

Table 3. Path Coefficients of Learning Facilities, Parental Support, Peers, Learning Motivation, and Learning Discipline Variables on Student Academic Achievement

Endogenous Variable	Exogenous Variable	Path Coefficient	Calculated t-value	Sig	Ket
Learning Achievement (Y)	Learning Facilities (X1)	,026	,228	,820	Tidak Siginifikan
	Parental Support (X2)	-,076	-,615	,540	Tidak Siginifikan
	Friends of the same age (X3)	,299	2,071	,041	Siginifikan
	Motivation to learn (M1)	,336	2,342	,021	Signifikan
	study discipline (M2)	-,191	-1,567	,120	Tidak Signifikan
	Fhitung : 5,673				
	F sig : 0,000				
	R square : 0,221				

Source: Primary data analysis, 2026

Based on the results of the path analysis above, the path equation can be written as follows:

$$Y = PYX1 + PYX2 + PYX3 + PYMI + PYM2 + \in$$

$$Y = 0{,}026\ x1 - 0{,}076 + 0{,}299 + 0{,}336 - 0{,}191$$

The results indicate a path coefficient of pyx1 = 0.026 and a calculated t-value of 0.228 (significance 0.820 > 0.05). This demonstrates that the learning facilities variable does not have a positive and significant effect on the learning achievement of Grade X AKL students at SMK Negeri 2 Padang. Regarding the influence of parental support on student learning achievement, the path coefficient is pyx2 = -0.076 and the calculated t-value is -0.615 (significance 0.540 > 0.05); this indicates that parental support does not have a positive and significant effect on the learning achievement of Grade X AKL students at SMK Negeri 2 Padang. The influence of peers on student learning achievement shows a path coefficient of pyx3 = 0.299 and a calculated t-value of 2.071 (significance 0.041 < 0.05), indicating that the peer variable has a positive and significant effect on the learning achievement of Grade X AKL students at SMK Negeri 2 Padang. The influence of learning motivation on student learning achievement shows a path coefficient of pym1 = 0.336 and a calculated t-value of 2.342 (significance 0.021 < 0.05), indicating that the learning motivation variable has a positive and

significant effect on the learning achievement of Grade X AKL students at SMK Negeri 2 Padang. The influence of learning discipline on student learning achievement shows a path coefficient of pym2 = -0.191 and a calculated t-value of -1.567 (significance 0.120 > 0.05), indicating that the learning discipline variable does not have a positive and significant effect on the learning achievement of Grade X AKL students at SMK Negeri 2 Padang.The combined influence of learning facilities, parental support, peers, learning motivation, and learning discipline on student learning achievement is reflected by an R-square value of 0.221, or 22.1%. This means that learning facilities, parental support, peers, learning motivation, and learning discipline influence and contribute 22.1% to students' academicachievement, while the remaining 77.9% is attributed to other variables not included in the study. Meanwhile, the value of e1 can be calculated using the formula e1 = √(1 - 0.221) = 0.882. Thus, the result for path model 3 is obtained as follows:

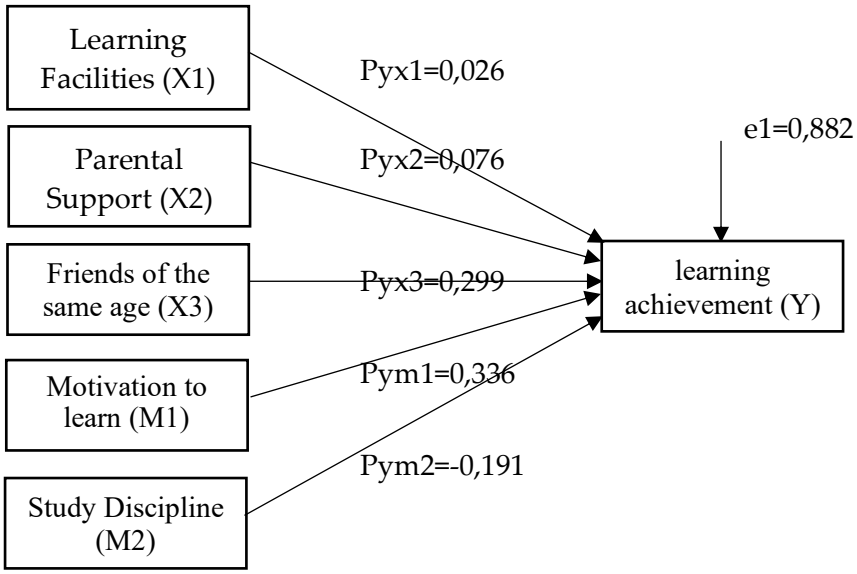

Figure Sub-structure 3: The Influence of Learning Facilities, Parental Support, Peers, Learning Motivation, and Learning Discipline on Student Academic Achievement

1. The Influence of Learning Facilities (X1) on Learning Achievement (Y)

   The research results indicate that learning facilities do not have a positive and significant effect on the learning achievement of Grade X AKL students at SMK Negeri 2 Padang through learning motivation and learning discipline. This is evidenced by a path coefficient of 0.026, a calculated t-value of 0.228 (which is less than the t-table value of 1.65936), and a significance value of 0.820 (which is greater than 0.05); thus, H_0 is accepted and H_a is rejected. These findings demonstrate that learning facilities are not the primary factor determining student learning achievement. Learning achievement is influenced by various factors, such as learning motivation, learning discipline, academic ability, learning strategies, and the quality of instruction. Therefore, adequate learning facilities do not necessarily result in better achievement if they are not utilized optimally by students. These results align with the findings of Bulan et al. (2025) as well as Sholeh and Sa'diah

(2018), who stated that learning facilities do not significantly affect student learning achievement.

2. The Influence of Parental Support (X2) on Learning Achievement (Y)

   The research results indicate that parental support does not have a positive and significant effect on the learning achievement of Grade X AKL students at SMK Negeri 2 Padang through learning motivation and learning discipline. This is demonstrated by a path coefficient of -0.076, a calculated t-value of -0.615 (less than the t-table value of 1.65936), and a significance value of 0.540 (greater than 0.05); thus, H_0 is accepted and H_a is rejected. These findings indicate that learning achievement is not determined solely by parental support but is also influenced by learning motivation, academic ability, teaching methods, and the school environment. Furthermore, students who possess learning independence tend not to rely entirely on parental support to achieve academic success. These results align with the findings of Badria et al. (2018), who stated that parental support does not significantly affect student learning achievement.

3. The Influence of Peers (X3) on Learning Achievement (Y)

   The research results indicate that peers have a positive and significant influence on the learning achievement of Grade X AKL students at SMK Negeri 2 Padang, mediated by learning motivation and learning discipline. This is evidenced by a path coefficient of 0.299, a calculated t-value of 2.071 (exceeding the t-table value of 1.65936), and a significance value of 0.041 (less than 0.05); thus, H_a is accepted and H_0 is rejected. These findings demonstrate that a positive peer environment can foster improvements in student learning achievement. Interactions with peers through discussions, collaboration, information sharing, and healthy competition can enhance motivation, self-confidence, and study habits. These results align with the findings of Sumarni et al. (2022) and Siswanto and Rosa (2022), who stated that peers have a positive and significant influence on student learning achievement.

4. The Influence of Learning Motivation (M1) on Learning Achievement (Y)

   The research results indicate that learning motivation has a positive and significant influence on the learning achievement of Grade X AKL students at SMK Negeri 2 Padang. This is evidenced by a path coefficient of 0.336, a calculated t-value of 2.342 (exceeding the t-table value of 1.65936), and a significance value of 0.021 (less than 0.05); thus, H_a is accepted and H_0 is rejected. These findings indicate that students with high learning motivation tend to be more diligent and active, and possess a strong drive to achieve learning goals. Motivation encourages students to study consistently, complete assignments effectively, and strive for optimal learning outcomes. These results align with the findings of Wongaria (2023) and Rahmawati and Rosy (2021), who stated that learning motivation has a positive and significant influence on student learning achievement.

5. The Influence of Study Discipline (M2) on Academic Achievement (Y)

   The research results indicate that study discipline does not have a positive and significant effect on the academic achievement of Grade X AKL students at SMK Negeri 2

Padang. This is evidenced by a path coefficient of -0.191, a calculated t-value of -1.567 (which is less than the t-table value of 1.65936), and a significance value of 0.120 (which is greater than 0.05); consequently, H_0 is accepted and H_a is rejected. These findings suggest that study discipline does not necessarily lead to higher academic achievement. Even if students possess organized study habits, academic achievement remains influenced by other factors, such as cognitive ability, learning motivation, teacher instructional methods, and the learning environment. These results align with the findings of Elisa et al. (2025) and Khairunnisa et al. (2024), which state that study discipline does not significantly affect student academic achievement.

CONCLUSION

Based on the data analysis and research discussion, it can be concluded that learning facilities have a positive and significant effect on learning motivation but do not significantly affect student learning discipline or academic achievement. Parental support does not significantly influence learning motivation or academic achievement, yet it has a positive and significant impact on learning discipline. Peers positively and significantly influence student learning motivation, learning discipline, and academic achievement. Furthermore, learning motivation has a positive and significant effect on both learning discipline and academic achievement; meanwhile, learning discipline positively and significantly affects learning motivation but does not significantly influence academic achievement. Overall, the research findings indicate that learning motivation and peers play a crucial role in enhancing student academic achievement, whereas learning facilities and parental support contribute more indirectly by fostering learning motivation and discipline.

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