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# The Influence of Family Environment and Learning Discipline on Students' Interest in Learning at State 4 Junior High School Tomohon

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## ABSTRACT

This study aims to examine the influence of the family environment and learning discipline on students' interest in learning at State 4 Junior High School Tomohon. Utilizing a quantitative research approach, this investigation involved a sample of 120 students selected through random sampling techniques. Data were collected through structured questionnaires designed to measure the variables of family environment, learning discipline, and students' interest in learning. The results revealed a significant positive correlation between the family environment and students' interest in learning, suggesting that supportive and nurturing family conditions contribute to higher levels of student engagement and enthusiasm for learning. Furthermore, learning discipline, characterized by consistent study habits, time management, and adherence to academic responsibilities, was found to be a critical factor in enhancing students' interest in their studies. Multiple regression analysis indicated that both the family environment and learning discipline collectively accounted for a substantial proportion of the variance in students' interest in learning, highlighting the combined impact of these factors. The findings underscore the importance of a conducive family environment and the establishment of disciplined learning habits as essential components in fostering students' academic motivation. The study concludes with recommendations for educators and parents to collaborate in creating supportive home environments and encouraging disciplined study practices to improve students' interest in learning. Future research directions include exploring the mediating effects of other psychosocial factors and extending the study to different educational settings to generalize the findings.

**Keywords:** family environment, interest in learning, junior high school students, learning discipline

## INTRODUCTION

Education plays an important role in preparing quality human resources. A country that has high-quality human resources will be able to face the progress of globalization, which is marked by the rapid development of science and technology, especially in the fields of education, information, communication, and transportation. All progress that occurs cannot be separated from the role of education. Through education, individuals can develop the critical skills, creativity, and innovation needed to adapt to the changes and challenges that continue to develop in this modern era. According to the National Education System Law Number 20 of 2003, educational pathways consist of formal education, non-formal education, and informal education. Formal education is a systematic, graded/leveled activity, starting from elementary school to college and equivalent. Non-formal education is an organized and systematic activity outside the school system that is carried out independently or is an important part of a wider activity that is deliberately carried out to serve certain students in achieving their learning goals. Informal education is a process that continues throughout life so that each person acquires values, attitudes, skills, and knowledge that originate from daily life experiences, and environmental influences including the influence of family life, relationships with neighbors, work and play environments, markets, libraries, and mass media. Ki Hajar Dewantara differentiates the educational environment into three types which are called the three educational centers, namely family, school, and community. The family is the oldest and main educational institution experienced by children because children first experience the influence of education in their families. Schools are a means that are deliberately designed to carry out education and their role is increasingly important in preparing the younger generation before entering the process of community development. Society is an environment outside the family and school environment and includes all areas of the formation of habits, understandings, attitudes, and interests, as well as the formation of morality and religion.

In the educational process, there are two important concepts, namely learning and teaching. According to Djamarah (2008), learning is a series of activities carried out by individuals to obtain changes in behavior as a result of the individual's experience in interacting with their environment, which includes cognitive, affective, and psychomotor aspects. This learning process is very important in education because, through learning, individuals can get to know their environment, and adapt and adjust to current developments. Therefore, learning activities are very fundamental in the educational process, and the success of achieving educational goals is greatly influenced by the learning process experienced by students as learners. To improve the quality of human resources, and education is one solution. However, improving the quality of education is still a heavy burden and responsibility for the government because the quality of Indonesian education is still relatively low when compared to other countries. According to Trianto (2009, 17), learning is a process of permanent behavior change, starting from ignorance to knowledge, from ignorance to understanding, from less skilled to more skilled, and from old habits to new habits. This is useful for the individual and the surrounding environment. One

of the factors that influences learning outcomes is students' interest in learning. Muhibbin Syah (2011) states that interest is a tendency or high enthusiasm for something. McDonald (in Syaiful Bahri Djamarah, 2008) states that motivation is a change in energy within a person which is characterized by affection and anticipatory reactions to achieve goals. The higher a person's motivation, the greater their interest in learning. Therefore, motivation is a very important aspect of the learning process and is very much needed in learning. The environment which is a source of learning has an influence on the learning process and development of children. This follows the opinion of Slameto (2010) who states, "Learning is a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment." The family is the first educational environment known to children before school. The way parents educate their children will influence their learning. Parents who do not pay attention or care about their children's education can cause children's learning to be less/unsuccessful (Slameto, 2010). The family environment influences students' learning motivation. In line with this, previous research conducted by Cahya (2012) stated that there was a positive and significant relationship between learning motivation and the family environment together.

One way to improve the quality of human resources is through education. Improving the quality of education is still a quite heavy task and responsibility of the government. This is caused by the quality of education in Indonesia which is still relatively low compared to other countries. Learning is a process of continuous behavior change, from not knowing to knowing, from not understanding to understanding, from less skilled to more skilled, and from old habits to new habits, and is beneficial for the environment and the individual himself (Trianto, 2009). Many factors influence learning outcomes, one of which is students' interest in learning. Muhibbin Syah (2011) states that simply interest means a strong inclination and desire for something. Mc. Donald (Syaiful Bahri Djamarah, 2008) states that motivation is a change in energy within a person which is characterized by the emergence of feelings and reactions to achieve goals. The higher a person's motivation, the higher their interest in learning. In the learning process, motivation is a very important aspect. In learning, motivation is very necessary. Interest in learning will be more optimal with motivation. The more appropriate the motivation given, the greater the success of the interest in learning. At first, students may not have an interest in learning, but because there is something they are looking for, interest in learning appears (Pratiwi, 2017). In learning activities, interest functions as an encouragement that motivates students to continue studying diligently.

Motivation is very important for student success in teaching and learning activities. Students who have high motivation tend to have great enthusiasm in carrying out their learning activities, so they try to achieve maximum results according to their expectations. Nutritionana research (2013) shows that learning motivation influences learning outcomes in economics subjects by 55.85%. However, initial observations show that student activity in the learning process is still low, and many students are still passive in conveying their opinions to the teacher. High learning discipline causes high motivation which has an impact on high interest in learning as well. Discipline does not appear instantly but through daily habits of obeying and implementing every existing rule. For this reason, students need to train themselves to get used to obeying and controlling themselves so as not to break the rules. Disciplinary attitudes that arise from self-awareness will be better than disciplinary attitudes that arise from outside, for example, supervision and punishment. Discipline can grow and be fostered

from practice. Student learning discipline at SMP Negeri 4 Tomohon is still not optimal, where some students are not disciplined in studying, such as coming to class late, not being neat in dressing, not putting their clothes on, and not doing their assignments on time. According to the results of an interview with one of the homeroom teachers, the researcher obtained the results that some students coming late to school, do not obey rules or regulations orderly in class and discipline school order, such as entering the classroom late. Student learning planning is lacking, so students are unable to manage their time in their daily lives SMP Negeri 4 Tomohon is one of the schools in Tomohon where researchers conduct research. Based on an initial interview with one of the teachers, the teacher experienced difficulties with interest in learning. There were still many students who experienced learning difficulties, as seen from the existence of students who were reluctant to learn and were not enthusiastic about receiving lessons in class. Even students who have not been active in working on the practice questions given. Regarding the motivation that students have, some have high or low motivation. Therefore, researchers want to examine more deeply the learning interests of students at SMP Negeri 4 Tomohon.

With this, the researcher is interested in raising the topic and title of his research. The influence of family environment and student learning discipline on interest in learning at SMP Negeri 4 Tomohon. The Research purpose is to determine the influence of the family environment on students' interest in learning at SMP Negeri 4 Tomohon. To determine the influence of learning discipline on students' interest in learning at SMP Negeri 4 Tomohon. And to find out whether the family environment and learning discipline jointly influence students' interest in learning at SMP Negeri 4 Tomohon.

## METHODS

### Type of Research

This research uses an explanatory survey research method, namely a survey used to explain the relationship between two or more variables through hypothesis testing where researchers use questionnaire tools to conduct research.

### Place and time of research

This research was carried out at S MP Negeri 4 Tomohon. The research time is from January to April 2024.

### Population and Sample

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiono, 2011). The population in this study were all students of SMP Negeri 4 Tomohon, totaling 170 people. Based on the calculations, the number of samples taken for use in this research was 63 students.

### Research Instrument

In research, a researcher needs to choose the appropriate tools to collect data. Truly standard, ready-to-use tools are hard to find and almost non-existent. Therefore, researchers must be able to create the instruments that will be used in their research. The preparation of research instruments cannot be separated from the theory used as the basis for each research variable to be studied. Research variables are the basis for compiling research instruments. To ensure that the research instrument measures what it wants to measure, its preparation must be based on the indicators of the variables being studied.

In this research, three research variables use instruments, namely: (1) instruments to measure Family Environment, (2) instruments to measure Learning Discipline, and (3) instruments to measure Interest in Learning.

## Data collection technique

In this research, researchers used the questionnaire method as a data collection technique. According to Umar (2011), a questionnaire is a list of questions that are given to other people who are willing to respond (respondents) according to the user's request. The questionnaire used is closed, the respondent only chooses one answer available. Umar (2011) believes that a closed questionnaire (structured questionnaire) is a questionnaire that is presented in such a form that the respondent is asked to choose one answer that suits his or her characteristics. using a cross (x) or checklist *(*v).

The measurement of each research variable is based on social phenomena (Sugiyono, 2009). The use of the Likert scale is intended so that respondents can respond to statements or questions by providing one of the answers given. The Likert scale weighting has a gradation from very positive to very negative, as in the table below: using an ordinal scale which is used to measure attitudes, opinions, and perceptions of a person or group of people. See Table 1.

**Table 1.** Likert Scale Instrument

| No | Statement | Score |
|---|---|---|
| 1 | Strongly Agree (SS) | 5 |
| 2 | Agree (S) | 4 |
| 3 | Simply Agree (CS) | 3 |
| 4 | Disagree (TS) | 2 |
| 5 | Strongly Disagree (STS) | 1 |

Next, based on the results of the questionnaire that have been recapitulated, to prove the accuracy of the data, validity and reliability tests are carried out

1. Data Validity

The validity test aims to determine the validity of the respondent's answers in the questionnaire. Where validity testing is carried out by correlating question items with the total score. In determining the validity of the respondent's answers to the questionnaire, the minimum requirement is that one statement item is valid if the r value is ≥ 0.30. If the correlation value is below 0.30, it can be concluded that the instrument item is invalid (Sugiyono, 2009).

2. Data Reliability

Reliability refers to the understanding that an instrument can be trusted to be used as a data collection tool because the instrument is considered good. A good instrument does not have the characteristic of directing respondents to choose certain answers. Reliable means trustworthy and reliable, so that even if it is repeated several times, the results will remain the same (consistent). According to Sekaran in Sugiyono's writings (2009), a reliability of less than 0.60 is not good.

## Data analysis technique

Researchers used multiple linear regression analysis intending to determine the magnitude of the influence of the family environment and learning discipline on interest in learning. The equation that states the form of the relationship between the independent variable (X) and the dependent variable (Y) is called the regression equation. Multiple linear regression estimates the magnitude of the coefficients resulting from a linear equation involving two independent variables to be used as a predictor of the magnitude of the value of the dependent variable.

This analysis is used to find out how much influence several independent variables have on one dependent variable or to show the direction of the relationship between the independent variable and the dependent variable according to Ghozali (2010). The analysis used in this research is multiple linear regression analysis using SPSS version 21.0 tools.

## Classical Assumption Testing

To produce an equation model, the results of the regression analysis are used *to* require testing of classical assumptions. Testing with classical assumptions can be carried out by carrying out the following tests:

### a. Normality test

This test is used to determine whether the data population is normally distributed or not. If the data is normally distributed, then analysis can use parametric methods. However, if the data is not normally distributed then you can use non-parametric methods. In this test, the *One-Sample Kolmogorov-Smirnov test will be used* using a significance level of 0.05 (Priyatno, 2008). If the significant value is > 0.05, then the data is normally distributed. However, if the significant value is ≤ 0.05 then the data is not normally distributed.

The aim is to test whether, in the regression model, the independent variable and dependent variable or both are normally distributed or not. A good regression model has a normal data distribution that is close to normal. To detect data normality, it can be tested using Kolmogorov Smirnov by testing the *standardized residual* in the research model. (Ghozali, 2010), that the data distribution can be seen by comparing the unstandardized residual with the following criteria:

1. If sig p < 0.05, then the data is not normally distributed.
2. If sig p > 0.05, then the data is normally distributed.

### b. Multicollinearity Test

This test is to determine whether the independent variables in the regression equation are not correlated with each other. To detect *multicollinearity* is carried out using *the variance inflation factor*

(VIF) test and the correlation matrix between the independent variables. The VIF testing criteria are as follows (Ghozali, 2010): T *tolerance* measures the variability of the selected independent variable that cannot be explained by other independent variables. So, a low *tolerance value* is the same as a high VIF (because VIF=1/tolerance) and indicates high collinearity. The *cut-off* value that is commonly used is a tolerance of 0.10 or the same as a VIF value above 10. Based on the VIF and *tolerance rules,* if the VIF exceeds 10 or the tolerance is less than 0.10 then symptoms of multicollinearity are declared to occur. Vice versa, if the VIF value is less than 10 or the tolerance is more than 0.10 then it is stated that there are no symptoms of multicollinearity.

**c. Heteroscedasticity Test**

This test is carried out to determine whether, in a regression model, there is an inequality of variance from the residuals of one observation to another observation. If the variance is constant, it is called homoscedasticity, but if it is different, it is called heteroscedasticity. The situation of heteroscedasticity will cause the interpretation of the coefficients regression to become inefficient so that the estimated results can be less than appropriate, excessive, or misleading.

The heteroscedasticity problem in this regression equation model is carried out using the *Glejser Test method*, namely by regressing the *absolute* residual value on the independent variable, so that it can be seen whether there is a 5% degree of confidence. If the significance value is > 0.05, then heteroscedasticity does not occur. Conversely, if the significance value is <0.05, then heteroscedasticity occurs (Ghozali, 2010).

**Hypothesis test**

**a. Determination Coefficient Test ($R^2$)**

Test the coefficient of determination ($R^2$) used to know the percentage of influence of the independent variable on the dependent variable. From here it will be known how much the independent variable will be able to explain the dependent variable, while the rest is explained by other causes outside this research. The coefficient of determination value ($R^2$) and then the Adjusted value ($R^2$) used has an interval of zero to one ($0 \leq R^2 \leq 1$). The greater the $R^2$ (closer to 1), the better the results for the regression model, and the closer it is to 0, the independent variables as a whole cannot explain the dependent variable (Ghozali 2010).

**b. Partial test or t-test**

The t-statistical test was carried out to determine the effect of each independent variable on the dependent variable according to Ghozali (2006). The testing stages that will be carried out are:

1. The hypothesis determined by the null formula is statistically tested in the form:
   a. If Ho: $\beta 1 > 0$, it means that there is a significant influence between the independent variable and the dependent variable partially.
   b. If Ho: $\beta 1 = 0$, it means that there is no significant influence between the independent variable and the dependent variable partially.

a. **Simultaneous test or F test**

Testing whether the independent variables together have an effect on the dependent variable according to Ghozali (2010).
Conclusions are drawn as follows:

1. When F count < F table: then the independent variables simultaneously do not affect the dependent variable.
2. When F count > F table: then the independent variable simultaneously influences the dependent variable.

## RESULTS AND DISCUSSION

### Respondent Description

In this research, the researcher used several approaches to prove the proposed hypothesis. After research was carried out on students at SMP Negeri 4 Tomohon, an overview of the research sample can be seen in the following table.

*Characteristics of respondents according to gender*

**Table 2.** Characteristics of Respondents Based on Gender

| Gender | Number of people | Percentage (%) |
|---|---|---|
| Man | 30 | 47.6 |
| Woman | 33 | 52.4 |
| **Amount** | 63 | 100 |

Source: Primary Data, processed 2024

From Table 2, it can be seen that there are more female respondents than male respondents, with details of 33 females and 30 males. This composition shows the actual composition in the field, where the number of female students is greater than the number of male students.

*Respondent characteristics based on class level*

**Table 3.** Characteristics of Respondents Based on Class Level

| Grade Level | Number of people | Percentage (%) |
|---|---|---|
| 7th grade | 18 | 28.24 |
| 8th grades | 16 | 25.29 |
| Grade 9 | 29 | 46.47 |
| **Amount** | 63 | 100 |

Source: Primary Data, processed 2024

From Table 3 can be seen that in terms of class level, class 9 respondents occupied the largest number, namely 46.47%, followed by class 7 students at 28.24 %, and the fewest were class 8 students. with a percentage of 25.29%

*Description of Research Variables According to Respondent Characteristics*

**Table 4.** Frequency of Respondents' Answers to Family Environment Variables (X1)

| No | Indicator | Very Agree | | Agree | | Simply Agree | | No Agree | | Very Don't agree | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ∑ | % | ∑ | % | ∑ | % | ∑ | % | ∑ | % | |
| 1 | X1.1 | 43 | 68.3 | 17 | 27.0 | 3 | 4.8 | | 0.0 | | 0.0 | 4.63 |
| 2 | X1.2 | 22 | 34.9 | 33 | 52.4 | 8 | 12.7 | | 0.0 | | 0.0 | 4.22 |
| 3 | X1.3 | 39 | 61.9 | 20 | 31.7 | 2 | 3.2 | 2 | 3.2 | | 0.0 | 4.52 |
| 4 | X1.4 | 47 | 74.6 | 11 | 17.5 | 5 | 7.9 | | 0.0 | | 0.0 | 4.67 |
| 5 | X1.5 | 27 | 42.9 | 17 | 27.0 | 18 | 28.6 | 1 | 1.6 | | 0.0 | 4.11 |
| 6 | X1.6 | 21 | 33.3 | 19 | 30.2 | 20 | 31.7 | 3 | 4.8 | | 0.0 | 3.92 |
| 7 | X1.7 | 10 | 15.9 | 19 | 30.2 | 20 | 31.7 | 12 | 19.0 | 2 | 3.2 | 3.37 |
| | **Accumulated Answers** | **209** | | **136** | | **76** | | **18** | | **2** | | |

Source of data processing results with SPSS in 2024

Based on Table 4, it can be seen that of the total of seven questions in the family environment variable, 209 respondents answered: "strongly agree". The fewest respondents answered "strongly disagree", namely only 2 times. Thus it can be concluded that from all questions the majority of respondents answered " strongly agree".

The largest mean value is the statement indicator X1.4 with a value of 4.67 and the lowest statement is X1.7 with a mean value of 3.37. This proves that the indicator " Relationships between family members " is the most important factor in the family environment of students at SMP Negeri 4 Tomohon.

**Table 5.** Frequency of Respondents' Answers to Learning Discipline Variables (X2)

| No | Indicator | Very Agree | | Agree | | Simply Agree | | No Agree | | Very Don't agree | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ∑ | % | ∑ | % | ∑ | % | ∑ | % | ∑ | % | |
| 1 | X2.1 | 23 | 36.5 | 23 | 36.5 | 13 | 20.6 | 4 | 6.3 | | 0.0 | 4.03 |
| 2 | X2.2 | 32 | 50.8 | 22 | 34.9 | 7 | 11.1 | 2 | 3.2 | | 0.0 | 4.33 |
| 3 | X2.3 | 13 | 20.6 | 22 | 34.9 | 22 | 34.9 | 6 | 9.5 | | 0.0 | 3.67 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | X2.4 | 9 | 14.3 | 21 | 33.3 | 24 | 38.1 | 8 | 12.7 | 1 | 1.6 | 3.46 |
| 5 | X2.5 | 3 | 4.8 | 32 | 50.8 | 19 | 30.2 | 8 | 12.7 | 1 | 1.6 | 3.44 |
| 6 | X2.6 | 30 | 47.6 | 24 | 38.1 | 8 | 12.7 | 1 | 1.6 | | 0.0 | 4.32 |
| | **Accumulated Answers** | **110** | | **144** | | **93** | | **29** | | **2** | | |

Source of data processing results with SPSS in 2024

Based on Table 5, it can be seen that of the total of six questions in the learning discipline variable, 144 respondents answered: "agree". The fewest respondents answered "strongly disagree", namely only 2 times. Thus it can be concluded that of all the questions the majority of respondents answered " agree".

The largest mean value is the statement indicator X2.2 with a value of 4.33 and the lowest statement is X2.5 with a mean value of 3.44. This proves that the indicator " compliance in providing information to the homeroom teacher if he is not present at school " is an important indication of the learning discipline of students at SMP Negeri 4 Tomohon.

**Table 6.** Frequency of Respondents' Answers Variable Interest in Learning (Y)

| No | Indicator | Very Agree | | Agree | | Simply Agree | | No Agree | | Very Don't agree | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ∑ | % | ∑ | % | ∑ | % | ∑ | % | ∑ | % | |
| 1 | Y.1 | 23 | 36.5 | 25 | 39.7 | 14 | 22.2 | 1 | 1.6 | | 0.0 | 4.11 |
| 2 | Y.2 | 19 | 30.2 | 29 | 46.0 | 13 | 20.6 | 2 | 3.2 | | 0.0 | 4.03 |
| 3 | Y.3 | 17 | 27.0 | 31 | 49.2 | 13 | 20.6 | 2 | 3.2 | | 0.0 | 4.00 |
| 4 | Y.4 | 18 | 28.6 | 26 | 41.3 | 17 | 27.0 | 2 | 3.2 | | 0.0 | 3.95 |
| 5 | Y.5 | 25 | 39.7 | 20 | 31.7 | 17 | 27.0 | 1 | 1.6 | | 0.0 | 4.10 |
| | **Accumulated Answers** | **102** | | **131** | | **74** | | **8** | | **0** | | |

Source of data processing results with SPSS in 2024

Based on the table above, it can be seen that respondents who answered " Strongly Agree " 102 times, those who chose the answer " Agree " 131 times, those who chose the answer "Fairly Agree" were 74 times, while those who chose the answer " Disagree " were 8 times and there was no answer "Strongly Disagree". From these results, it can be seen that the most frequent answer is "Agree".

The largest mean value is the statement indicator Y.1 with a value of 4.22 and the lowest statement is Y.4 with a mean value of 3.95. This proves that the indicator "I am interested in learning activities at school " can increase students' interest in learning at SMP Negeri 4 Tomohon.

## Testing Requirements Analysis

*Validity and Reliability Test*

a. Validity test

The instrument validity test aims to see the accuracy of the instrument items in measuring the

variable in question. Criteria To determine the validity of the question items used in conducting research, a validity test is used. Valid means that the instrument can be used to measure what it is supposed to measure. In this research, validity testing was carried out using the IBM SPSS *for Windows program*.

According to Sugiyono (2009 ), item validity can be seen from the value of the correlation coefficient *(corrected item-total correlation)*. An item is said to be valid if it has a correlation coefficient *(corrected item-total correlation)* ≥ 0.3 0, conversely if *the corrected item-total correlation* is <0.3 0 then it is said to be invalid. The validity test results of all research variables are as follows:

a) Validity of Family Environment Variables (X1)

**Table 7.** Validity Test of Family Environment Variables (X1)

**Correlations**

| | | |
|---|---|---|
| x1.1 | Pearson Correlation | ,556 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| x1.2 | Pearson Correlation | ,586 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| x1.3 | Pearson Correlation | ,489 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| x1.4 | Pearson Correlation | ,415 ** |
| | Sig. (2-tailed) | ,001 |
| | N | 63 |
| x1.5 | Pearson Correlation | ,729 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| x1.6 | Pearson Correlation | ,663 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| x1.7 | Pearson Correlation | ,720 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| Family environment | Pearson Correlation | 1 |
| | Sig. (2-tailed) | |
| | N | 63 |

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Based on Table 7, it is known that all statement items for the family environment variable are valid because *the total correlation item* has a value above the validity standard of > 0.30. Therefore, in collecting research data, all statement items can be used to collect data.

b) Validity of Learning Discipline Variables (X2)

**Table 8.** Validity Test of Learning Discipline Variables (X2 )

**Correlations**

| | | |
|---|---|---|
| x2.1 | Pearson Correlation | ,651 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| x2.2 | Pearson Correlation | ,537 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| x2.3 | Pearson Correlation | ,738 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| x2.4 | Pearson Correlation | ,596 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| x2.5 | Pearson Correlation | ,382 ** |
| | Sig. (2-tailed) | ,002 |
| | N | 63 |
| x2.6 | Pearson Correlation | ,564 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| Learning Discipline | Pearson Correlation | 1 |
| | Sig. (2-tailed) | |
| | N | 63 |

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, it is known that all statement items for the learning discipline variable are valid because *the item total correlation* has a value above the validity standard of > 0.30. Therefore, in collecting research data, all statement items can be used to collect data.

c) Validity of the learning interest variable (Y)

**Table 9.** Validity Test of Learning Interest Variables (Y )

**Correlations**

| | | |
|---|---|---|
| y.1 | Pearson Correlation | ,582 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| y.2 | Pearson Correlation | ,652 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| y.3 | Pearson Correlation | ,547 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| y.4 | Pearson Correlation | ,695 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| y.5 | Pearson Correlation | ,749 ** |
| | Sig. (2-tailed) | ,000 |
| | N | 63 |
| Interest to learn | Pearson Correlation | 1 |
| | Sig. (2-tailed) | |
| | N | 63 |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it is known that all statement items for the learning interest variable are valid because *the total correlation item* has a value above the validity standard of > 0.30. Therefore, in collecting research data, all statement items can be used to collect data.

b. Reliability Test

The reliability test is used to test whether there are similarities in data at different times. Reliability is measured from the correlation coefficient between the first and second trials. If the *Cronbach's Alpha coefficient* is positive and significant then the instrument is declared reliable. From tests carried out using the IBM SPSS *for Windows program*, the following reliability test results were obtained.

**Table 10.** Reliability Test for All Research Variables

| No | Variable Study | *Cronbach Alpha* | Standard Reliability | Information |
|---|---|---|---|---|
| 1 | Family Environment (X1) | 0.702 | 0.60 | Reliable |

| | | | | |
|---|---|---|---|---|
| 2 | Learning Discipline (X2) | 0.607 | 0.60 | Reliable |
| 3 | Interest in Learning (Y1) | 0.652 | 0.60 | Reliable |

Source of data processing results with SPSS

Based on Table 10, it is known that all variables in the research are reliable because *Cronbach's Alpha* has a value above the reliability standard, namely >0.60. Therefore, all questionnaire statements can be declared reliable and the research instrument can be used more than once using the same research variables.

**Classic assumption test**

a. Normality test

The normality test aims to test whether, in the regression equation, the confounding or residual variables have a normal distribution. To test whether the data in this study is normally distributed or not can be done using the *non-parametric Kolmogorov-Smirnov (KS*) statistical test. The application of the Kolmogorov-Smirnov test is that if the significance is below 0.05, it means that the data to be tested has a significant difference from standard normal data, meaning the data is not normal.

- If sig p < 0.05, then the data is not normally distributed.
- If sig p > 0.05, then the data is normally distributed.

Based on the test output using the SPSS program, the following results can be seen:

**Table 11.** Normality Test Results

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residuals |
|---|---|---|
| N | | 63 |
| Normal Parameters [a, b] | Mean | .0000000 |
| | Std. Deviation | 1.57684357 |
| Most Extreme Differences | Absolute | ,166 |
| | Positive | ,166 |
| | Negative | -.118 |
| Kolmogorov-Smirnov Z | | 1,317 |
| Asymp. Sig. (2-tailed) | | ,062 |

a. Test distribution is Normal.
b. Calculated from data.

Thus, table 11 can conclude that the results of the Kolmogorov-Smirnov normality test show a significant value of 0.062 or >0.05, so the existing data is declared normally distributed.

b. Multicollinearity Test

The multicollinearity test aims to test whether, in the regression model, there is a correlation or relationship between the independent variables. If there is a correlation between independent

variables, problems will occur that can disrupt the model. Thus, a good regression model does not show multicollinearity.

- If *the tolerance value* is > 0.10 or the VIF value is < 10, then it passes the multicollinearity test
- If *the tolerance value* is <0.10 or the VIF value is > 10, then it does not pass the multicollinearity test

**Table 12.** Multicollinearity test results

Coefficients [a]

| Model | | Collinearity Statistics | |
|---|---|---|---|
| | | Tolerance | VIF |
| 1 | Family environment | ,631 | 1,585 |
| | Learning Discipline | ,631 | 1,585 |

a. Dependent Variable: Interest in Learning

The results of the multicollinearity test show that all variables have a *tolerance value* > 0.10 or a VIF value < 10, so it can be concluded that there is no indication of multicollinearity or has passed the multicollinearity test. See Table 12.

c. Heteroscedasticity Test

A good regression model is homoscedastic or does not have heteroscedasticity. If the variants are different it is called heteroscedasticity. The heteroscedasticity test is carried out on the regression model to test whether there is an inequality of variance from the residuals from one observation to another (Juliandi et al., 2014). The heteroscedasticity test is carried out to test whether there are differences in variance or residuals from one observation to another.

- If the sig value is > 0.05, then it passes the heteroscedasticity test
- If the sig value is <0.05, then it does not pass the heteroscedasticity test

**Table 13. Heteroscedasticity test results**

Coefficients [a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2,165 | 1,367 | | 1,584 | .118 |
| | Family environment | -.001 | ,055 | -.004 | -.022 | ,983 |
| | Learning Discipline | -.045 | ,061 | -.119 | -.739 | ,463 |

a. Dependent Variable: ABS_RES

The results of the heteroscedasticity test show that all variables have a sig value > 0.05, so it can be concluded that there are no symptoms of heteroscedasticity or have passed the heteroscedasticity test. See Table 13.

## Multiple Linear Regression Equation

Regression Analysis Results

Furthermore, based on the results of multiple linear regression analysis using the SPSS auxiliary program, the regression equation is obtained as in the following table 14.

**Table 14.** Recapitulation of Regression Analysis Results

| Coefficients [a] | | |
|---|---|---|
| Model | | Unstandardized Coefficients |
| | | B |
| 1 | (Constant) | ,711 |
| | Family environment | ,344 |
| | Learning Discipline | ,402 |
| a. Dependent Variable: Interest in Learning | | |

**Source: SPSS data processing results**

From the table regarding the correlation between family environment variables and learning discipline on students' interest in learning at SMP Negeri 4 Tomohon, a regression equation can be created as follows:

$$Y = 0.711 + 0.344\ X_1 + 0.402\ X_2$$

Based on the regression equation above it can be explained as follows:

a. The constant coefficient value of 0.711 can be interpreted as meaning that with the family environment variable (X1) and learning discipline variable (X2), the learning interest variable (Y) will increase by 71.1%.
b. The beta coefficient value of the family environment variable (X1) is 0.344, if the values of the other variables are constant and the variable X1 increases by 1% then the learning interest variable (Y) will increase by 34.4%. Likewise, if the family environment variable (X1) experiences a decrease of 1%, the interest in learning variable (Y) will experience a decrease of 34.4%.
c. The beta coefficient value of the learning discipline variable (X2) is 0.402, if the values of the other variables are constant and the variable X2 increases by 1% then the learning interest variable (Y) will increase by 40.2%. Likewise, if the learning discipline variable (X2) experiences a decrease of 1%, then the learning interest variable (Y) will experience a decrease of 40.2%.

## Hypothesis test

Coefficient of Determination Test Results ($R^2$)

**Table 15.** Coefficient of determination test results ($R^2$)

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .802 [a] | ,643 | ,631 | 1,603 |

a. Predictors: (Constant), Learning Discipline, Family Environment

*Adjusted R Square* value of 0.631 or 63.1% of the coefficient of determination shows that the variables family environment (X1) and learning discipline (X2) can explain the variable interest in learning (Y) by 63.1% while the remaining 36.9% is explained by other variables.

**F Test Results**

Next, a model test is carried out by determining the amount of $_{calculated\ F}$ using the F-test, which is intended to determine the effect of the independent variable (X) simultaneously on the dependent variable (Y), by comparing the $_{calculated\ F}$ with the $F_{table}$, if it meets the requirements, namely

- If F count > F table or sig < α then H0 is rejected and Ha is accepted
- If F count < F table or sig > α then Ha is rejected and H0 is accepted

**Table 16.** F Test Results

ANOVA [a]

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 277,555 | 2 | 138,778 | 54,013 | ,000 [b] |
| | Residual | 154,159 | 60 | 2,569 | | |
| | Total | 431,714 | 62 | | | |

a. Dependent Variable: Interest in Learning
b. Predictors: (Constant), Learning Discipline, Family Environment

Source: SPSS 2024 data processing results

From table 16, it can be seen that the $_{calculated\ F\ value}$ = 54.013 and the $F_{table}$ at $df_1$ = 2 and $df_2$ = 60, the $F_{table}$ = 3.150. Thus, if we compare the $_{calculated\ F}$ with the $F_{table}$, it will be known that the $_{calculated\ F}$ is greater than the $F_{table}$ (54.013 > 3.150), and looking at the significance level at α= 0.000 < 0.05 (5%), this means that there is a significant influence Between family environment variables and learning discipline simultaneously (simultaneously) on students' interest in learning at SMP Negeri 4 Tomohon.

**T Test Results**

Next, a significant test was carried out on each regression coefficient to determine whether the influence of each variable was significant; family environment on interest in learning, learning discipline on interest in learning.

The t-test is intended to determine the influence of the independent variable (X) partially on the dependent variable (Y), by comparing the $_{calculated\ t}$ with the $t_{table}$, with the requirements

- If t count > t table or sig < α then H0 is rejected and Ha is accepted
- If t count < t table or sig > α then Ha is rejected and H0 is accepted

**Table 17.** T Test Results

**Coefficients** [a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | ,711 | 1,906 | | ,373 | ,711 |
| | Family environment | ,344 | ,077 | ,435 | 4,482 | ,000 |
| | Learning Discipline | ,402 | ,085 | ,459 | 4,725 | ,000 |

a. Dependent Variable: Interest in Learning

Then look at Table 17, the significance level at $\alpha<0.05$. For the t-test, you can see the previous table. The $t_{\text{table value}}$ is $\alpha= 0.05$ with df=nk or df = 63-3 = 60, namely $t_{\text{table}} = 2.0003$. Based on the table above, it can be concluded that from the calculated t value shown by each independent variable, namely:

- The family environment variable (X1) has a $t_{\text{count}}$ of 4.482 with a probability of 0.001. Because the $t_{\text{count}}$ is greater than the $t_{\text{table}}$ ( 4,482 > 2.0003) and the significance level is < 5 % (0.00 < 0.05), then the family environment variable (X $\alpha_1$ ) has a partial effect. significant to variable interest in learning (Y) in students at SMP Negeri 4 Tomohon and has been tested.
- The learning discipline variable (X2) has a calculated t of 4,725 with a probability of 0.001. Because the $_{\text{calculated t}}$ is greater than the $t_{\text{table}}$ ( 4,725 > 2.0003) and the significance level is < 5% (0.00 < 0.05), then the learning discipline variable (X $\alpha_2$ ) partially influences significant variable interest in learning (Y) in students at SMP Negeri 4 Tomohon and has been tested.

*The influence of the family environment on students' interest in learning at SMP Negeri 4 Tomohon.*

The conclusion from this analysis is that there is a positive and significant influence of the family environment (X1) on the interest in learning (Y) of students at SMP Negeri 4 Tomohon. The results of this research follow the framework of thinking, namely that the more positive the influence of the family environment, the more positive the student's interest in learning, and vice versa, when the family is not involved or reduces its involvement in students, it will reduce the student's interest in learning. This shows that if the condition of the family environment gets better or improves, it will encourage students' interest in learning at SMP Negeri 4 Tomohon. This is following the statement by An Nissa Zumi (2020) with the research title The Influence Of The Family Environment On The Learning Interest Of Class Ix Students In Ppkn Lessons At SMP N 5 Jambi City. The environment has more or less influence determined by the intensity of the environment itself. Likewise, the influence exerted by the environment itself is sometimes positive and sometimes negative. Positive when the environment provides comprehensive opportunities for the child's basic abilities and provides encouragement and motivation for the child's development and formation. Negative if the opposite happens, namely not providing good opportunities for children so that it hinders the implementation of education.

Based on research conducted at SMP Negeri 4 Tomohon to prove whether or not there is an influence of the family environment on students' interest in learning partially using the t-test, the result was a $_{\text{calculated}}$ t value of 4.482 and a $t_{\text{table}}$ of 2.0003. Because $t_{\text{count}} > t_{\text{table}}$ or 4.482 > 2.0003 then

partially the family environment variable ($X_1$) has an effect significant to variable interest in learning (Y) in students at SMP Negeri 4 Tomohon. Thus, the first hypothesis in this research is accepted following the opinion of several experts that the family environment influences students' interest in learning as stated by Syamsu Yusuf LN (2006) the environment is everything that influences the individual, so the individual is involved/influenced by it.

*The influence of learning discipline on students' interest in learning at SMP Negeri 4 Tomohon*

The results of this research state that learning discipline has a significant effect on students' interest in studying at SMP Negeri 4 Tomoho. Based on partial test results using the t-test, the $t_{calculated}$ result is 4.725 and the $t_{table}$ is 2.0003. Because $t_{count} > t_{table}$ or 4.725 > 2.0003, it can be concluded that learning discipline partially has a significant influence on students' interest in studying at SMP Negeri 4 Tomohon.

For students, a high level of learning discipline can provide special advantages, broaden their horizons, be promoted as outstanding students, and make them more experienced in learning. On the other hand, a low level of interest in learning indicates that the student is incompetent in his studies, making it difficult for the student to advance to a higher grade level. This is comparable to research conducted by Dian Septianti (2017) with the research title The Influence Of Student Learning Discipline And Intrinsic Motivation On Learning Interest (Case study of Palembang student Anika). Anika Palembang Polytechnic simultaneously with a Sig. 0,000. Learning discipline and intrinsic motivation have a significant effect on interest in learning partially with the Sig value. 0.016 for learning discipline which makes learning discipline the most influential variable on Anika Polytechnic students' interest in learning in this research. In contrast to research by Larry Jason Mandey (2021) who in his research found that learning discipline did not have a significant influence on students' interest in learning at Unklab Aermadidi North Minahasa High School. In his research, Mandey found that learning discipline did not have a partially significant influence on interest in learning. The results of the T-test in the research found that the sig value reached 0.363 > 0.05 so the statement that learning discipline affects an interest in learning cannot be accepted.

*The influence of family environment and learning discipline on students' interest in learning at SMP Negeri 4 Tomohon.*

Based on the research results, it can be seen that through simultaneous testing, the family environment (X1) together with learning discipline (X2) is proven to have a significant influence on the interest in learning (Y) of students at SMP Negeri 4 Tomohon. Meanwhile, through the coefficient of determination test, the variables family environment (X1) and learning discipline (X2) were able to explain the variable interest in learning (Y) by 63.1% while the remaining 36.9% was explained by other variables. Furthermore, through the F test, it can be seen that the $F_{calculated}$ coefficient value is greater than the $F_{table}$ (54.013 > 3.150) with a significance level $\alpha$= 0.000 < 0.05 (5%), thus the two independent variables (X1 and X2) are proven to influence the dependent variable (Y) in research on students at SMP Negeri 4 Tomohon.

## CONCLUSION

Based on the research results through the stages that have been passed, data analysis, and statistical calculations to arrive at the conclusions, it can be seen that the three hypotheses put forward before this research can be accepted with the following conclusions: 1. The family environment influences students' interest in learning at SMP Negeri 4 Tomohon. 2. Learning discipline influences students' interest in studying at SMP Negeri 4 Tomohon. 3. Family environment and learning discipline jointly influence students' interest in studying at SMP Negeri 4 Tomohon. This can be known through hypothesis testing including the coefficient of determination test which shows that there is a positive relationship between the independent variable and the dependent variable which is then able to explain the learning interest variable of 63.1%. Furthermore, based on this data, through this research, it can also be seen that there is a 36.9% influence from other variables that were not studied which can explain students' interest in learning at SMP Negeri 4 Tomohon. This positive influence means that the higher the condition/condition of the family environment and learning discipline, the more it will encourage students' interest in learning and vice versa, if the family environment and learning discipline are not possible or are in a negative condition, it can reduce students' interest in learning.

*Suggestion*

From the conclusions of the research results that have been presented, the researcher proposes the following suggestions: To increase students' interest in learning, the circumstances/conditions of the family environment must remain conducive, as well as learning discipline must be considered. Students who have a comfortable family environment will certainly have a high interest in learning. It is hoped that parents will be able to create a supportive atmosphere for children to increase their interest in learning both at school and at home. Learning discipline is also something that is no less important, therefore both teachers and families must continue to provide support by always paying more attention to children's activities during study time so that learning focus is maintained and in the end the child's interest in learning will also increase. High learning discipline causes high motivation which has an impact on high interest in learning as well. Discipline does not appear instantly but through daily habits of obeying and implementing every existing rule.

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