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ABSTRACT

This study aims to analyze and explain whether there is a relationship. (1) Learning Interest with Economics Learning Outcomes of Madrasah Aliyah Students in South Konawe Regency, Southeast Sulawesi Province; (2) Study Discipline with Economics Learning Outcomes of Class XI IPS Students at Madrasah Aliyah, South Konawe Regency, Southeast Sulawesi Province; and (3) Study Interest and Study Discipline together with the Economic Learning Outcomes of Class XI Students at Madrasah Aliyah. The method used in this study is a survey method with a correlational approach. The population in this study amounted to 209 students. The number of samples in this study amounted to 68 students. Data collection was carried out using instruments developed by the researchers themselves, and the learning outcomes test was used to obtain data on student economics learning outcomes in the form of multiple-choice questions consisting of 30 questions. The results of the analysis show that the results of the study show: (1) A correlation coefficient of 0.346 and a coefficient of determination of 0.120 show a positive and significant relationship between learning interest and economic learning outcomes of class XI IPS students at Madrasah Aliyah, South Konawe Regency, Southeast Sulawesi Province; (2) A correlation coefficient of 0.346 and a coefficient of determination of 0.120 show a positive and significant relationship between learning discipline and economic learning outcomes of class XI IPS students at Madrasah; as a result, there is a significant relationship between asking to learn and discipline on student learning outcomes, particularly in class when following the learning process.

Keywords: Learning Interest, Learning Discipline, Learning Outcomes

1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students creatively develop their potential to have spiritual and spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state (UU Number 20 of 2003 Article 1) (Yunita et al., 2022; Ali et al., 2021; Mahmudi & Ardiani, 2021). Following the contents of the foundation, education prioritizes not only cognitive aspects but also spiritual, social, and skill aspects so that students realize their full potential. Given that students' basic needs are not only cognitive but that these four aspects process in a sustainable and synchronized manner, not only that, but education also plays an essential role in the development of human attitudes. Through education, humans become directed, have a clear purpose in life, and are motivated to achieve it. Education is the process of forming a person's personality. Education, in general, aims to form human beings who are moral and knowledgeable. It also concerns the "educational tricerter," which comprises the family, school, and community environments (Agung, 2011; Sujarwo et al., 2021; Ismail, 2016).

To achieve the goals of national education, which include increasing piety to God Almighty, intelligence, and skills, one of the efforts to improve is to foster independent learning for every citizen, especially for students from various schools. By cultivating good interest and discipline in learning, learning outcomes will grow in these students, but this is still far from what is expected. Developing students' potential and talents besides intelligence also require interest because, with it, all activities carried out will be more effective and efficient (Tyas et al., 2020; Rohana, 2018). Interest is one-factor influencing learning outcomes (Senen et al., 2021). In teaching and learning situations in schools, students interested in a particular subject tend to focus continuously

during teaching and learning. With interest, someone will do something that will produce something for that person. Teachers who foster interest and learning discipline in their students significantly impact their learning outcomes. The influence of interest and learning discipline given by the teacher is considerable because it makes it easier to create concentration in a student's mind, namely the concentration of the mind on a lesson (Siagian, 2015; Gloria, 2016; Baidawi, 2019).

In learning activities, students will be assessed for their learning success through learning achievement tests, both in writing and orally. The expected learning outcomes are good because every student wants good and high learning outcomes. Students whose learning outcomes are high can be said to have met the specified minimum mastery level because one indicator that learning activities are successful is if student learning outcomes have reached the minimum completeness criteria (KKM). Students who have achieved the minimum completeness criteria are declared complete and given enrichment, while students who have not reached the minimum completeness criteria are declared incomplete and given remedies. Economics lessons can be understood as processing financial data activities to produce accurate financial information for interested parties in the company or economic organization concerned. Teaching economics at school is fundamental to equipping students with economic knowledge to apply in everyday life in the family, community, and company where they will work later (Desliana, 2020). Therefore, learning economics in schools is expected to attract students' attention so that they are motivated and happy and their learning outcomes are high and good.

In learning economics, students who have a high interest in learning will undoubtedly be better able to understand the intent and content of the learning material than those with low learning discipline (Pratiwi, 2017). It is one of the factors that can undoubtedly influence student learning outcomes; the better the understanding of the intent and content of learning, the better the learning outcomes achieved. Rozikin et al. (2018) note that many factors affect the high and low learning outcomes obtained by a student, both factors from within himself (internal) and factors from outside himself (external), including internal student factors in the form of interest in learning (Rozikin et al., 2018; Widyastuti & Widodo, 2018; Khairina & Syafrina, 2018). Interest in learning is proven to have a significant influence on student achievement because if the subject matter being studied does not match student interests, and students will not learn as well as possible, which results in students being reluctant to learn and not getting satisfaction from the lesson (Elpira & Ghufroon et al., 2015; Aprijal et al., 2020).

Based on preliminary observations made at the Madrasah Aliyah of South Konawe Regency, Southeast Sulawesi Province, the researchers found that students there learned the following about economics: Class XI IPS 1 with a complete score of 78.17 and an incomplete score of 21.83 with an average score of 79.05; Class XI (Source: Data from Madrasah Aliyah in Konawe Selatan District, Southeast Sulawesi Province.) This explanation shows that student learning outcomes still need to reach the Minimum Completeness Criteria (KKM) in economics subjects. In addition, the economics teacher at Madrasah Aliyah in South Konawe Regency said the same thing, where there are still students who have not reached the Minimum Completeness Criteria (KKM) for economics subjects, namely 75, which means that there may be several factors that cause less optimal student learning outcomes. These factors are the lack of interest in learning, student discipline in participating in learning while in the classroom, and student self-awareness in learning discipline. Based on these conditions, it shows that almost all students in class XI of IPS (social science class) Madrasah Aliyah, Konawe Selatan Regency, do not have a good interest in learning, and learning discipline is still very low, which is likely to have an impact on learning success or poor student learning outcomes.

Discipline in learning is closely related to student craftsmanship in school and learning, affecting students' attitudes toward learning and making them less responsible for not doing assignments (Indrianti et al., 2018; Anggraini et al., 2017). In the learning process, students need the discipline to develop strong *akqimi* to learn more advanced material. They must be disciplined in their learning both at school and at home. Students must also be determined and persistent when they study at school. Not only that, but learning discipline has uses or benefits in achieving student learning outcomes so that students have good learning skills, like organizing their lives, building personalities, and following rules that apply when students have a highly disciplinary attitude at school. Discipline is an effort to control individuals and the behaviour of a person or people by increasing loyalty and unity to rules based on support and self-awareness. Indicators that can be used in determining the success rate of studying as a role in applying school rules are: (1) students can divide their study limits at home; (2) students are diligent and orderly in learning; (3) students pay attention when the learning process takes place in class; and (4) students obey arrival and return limits (Arista, 2018; Nurhab, 2022).

Based on the Program for International Student Assessment (PISA) research results, Indonesia is ranked 19th out of 65 countries in the discipline category. The study results from show low discipline in Indonesia, even though learning in the 2013 curriculum requires high discipline, especially for social studies content (Ansori & Fithri, 2019; Sari, 2012). Low discipline makes students lazy to study, resulting in lousy study habits such as studying ahead of tests or even cheating on exams. Cheating behaviour makes students insecure about their abilities and depends on answers on paper, so students tend to be less inclined to try to deal with existing situations. In the end, students will take the wrong path to try to improve learning outcomes. The hope is that

students who have learning discipline and a high interest in learning will ultimately be able to improve their learning achievement, as shown in the final report. Students will only achieve good learning outcomes by going through the learning process.

Although similar research has been conducted, previous research did not specifically focus on class XI students at Madrasah Aliyah. The conditions, characteristics, and learning environments of students at Madrasah Aliyah differ from those at other schools. Therefore, research focusing on this context will provide a deeper understanding of the relationship between students' interests and learning disciplines, and economic learning outcomes in Madrasah Aliyah. Furthermore, related to additional variables, previous research has yet to consider other factors influencing the relationship between students' interests, learning discipline, and economics learning outcomes. For example, environmental factors such as parental support, teaching methods used by teachers, or student learning interests can significantly impact economic learning outcomes. In-depth research needs to consider these variables to provide a more complete understanding of the relationships studied. Meanwhile, previous research has not explained the potential for interventions or learning strategies to improve the relationship between students' interest and learning discipline and economics learning outcomes. Further research can focus on developing and evaluating effective learning strategies to increase students' interest and discipline in learning in the context of economics teaching at Madrasah Aliyah.

So, the researcher thinks it is essential to do research with the title The relationship between interest in learning and learning discipline with the economic learning outcomes of class XI IPS students at Madrasah Aliyah, Konawe Selatan Regency, Southeast Sulawesi Province. This study is expected to provide a substantial contribution, especially in improving the learning system, and can be a reference in formulating learning models by considering the aspects analyzed.

2. METHOD

This research is ex-post facto research. Ex-post facto research is a model in which the research was done after the fact. In other words, ex post facto research is conducted to examine events that have occurred. This research consists of three variables, which include two independent variables, namely learning interest (X_1) and learning discipline (X_2), and one dependent variable, namely learning outcomes (Y). The method used in this research is a survey method with a correlational approach. Based on the form of the problem that has been formulated, this research uses a correlational research design, which is presented in Figure 1, with X_1 : interest in learning, X_2 : learning discipline, and Y : learning outcomes.

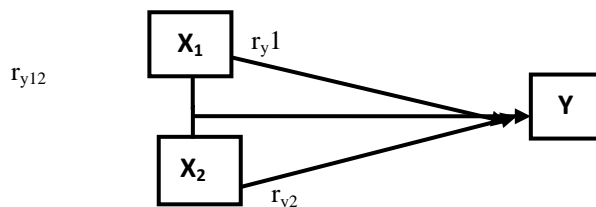


Figure 1: Research design

The number of respondents in the study was 68 students of class XI consisting of 3 classes XI_A , XI_B , XI_C . Data collection techniques consist of questionnaires, test sheets, and documentation. As a way to measure, this study used a modified Likert scale with four answers. They modified the Likert scale by eliminating neutral answer alternatives (N). This answer choice was taken out of the running because the categories of answers asked for tend to be neutral or undecided. Statements that are arranged as instruments are in the form of positive statements. The lattice of learning discipline instruments is prepared based on indicators of interest in learning, and learning outcomes are based on the results of the final semester exams. Data analysis techniques using descriptive analysis and statistical tests consist of normality tests, homogeneity tests, regression analysis, correlation tests, and anova test

3. RESULTS AND DISCUSSION

A. Descriptive analysis

1. Interest learning

Interest in learning data (X_1) is shown as a score, which was obtained by giving the 68 students in the study a questionnaire with 30 statement items. Each instrument is scored on a scale of 1 to 5. The score is then analyzed using SPSS Statistics Version 21 for Windows to obtain a minimum value of 75.00, an average value (mean) of 66.20, a mean value (median) of 66.50, a mode (mode) of 63.00, a standard deviation of 4.47, and the variant of 20.0.

Table 1: Frequency Distribution Interest in learning (X₁)

No	Interval class	Frequency (f)	Percentage (%)
1	57-60	6	9%
2	61-64	21	31%
3	65-68	16	24%
4	69-72	18	26%
5	73-76	7	10%
Total		68	100%

Based on the frequency distribution of student learning interest scores as presented in the table and the histogram below, it can be seen that seven people or 10% of respondents are in the average group, and there are 61 people, or 9% of respondents, who are below the average group

2. Discipline of study

Learning discipline variable data (X₂) is expressed as a score obtained through administering a questionnaire consisting of 30 statement items to the 68 students referred to in the research. Each instrument is scored on a scale of 1 to 5. The score is then analyzed using SPSS Statistics Version 21 for Windows, obtained a maximum value of 74.67, a minimum value of 60.00, an average value (Mean) of 66.39, a mean value (Medium) of 66.00 Mode (Mode) of 65.33 Standard deviations of 4.61, and Variance of 21.3.

Table 2: Frequency Distribution Discipline of study (X₂)

No	Interval class	Frequency (f)	Percentage (%)
1	60 – 62	18	26%
2	63 – 65	15	22%
3	66 – 68	10	15%
4	69 – 71	13	19%
5	72 – 74	10	15%
6	75 – 77	2	3%
Total		68	100%

Based on the frequency distribution of student learning discipline scores as presented in the table and image histogram, it can be seen that there are two people or 3% of respondents, in the average group, and there are 66 people or 97% of respondents, in the below-average group.

3. Learning outcomes

Data on the learning outcomes variable (Y) is expressed as a score obtained through administering a questionnaire consisting of 30 statement items to the 68 students referred to in the research. Each instrument is scored on a scale of 1 to 5. The scores are then analyzed using SPSS Statistics Version 21 for Windows, obtained an average value (Mean) of 75.50, a mean value (Medium) of 75.00 Mode (Mode) of 73.00 Standard deviations of 5.62, and a Variance of 31.6.

Table 3: Frequency Distribution Learning Outcomes (Y)

No	Interval class	Frequency (f)	Percentage (%)
1	67-71	20	29%
2	72-76	14	21%
3	77-81	20	29%
4	82-86	13	19%
5	87-91	1	1%
Total		68	100%

Based on the frequency distribution of student learning outcomes scores as presented in the table and the histogram of the figure below, it can be seen that there are seven people or 10% of respondents in the average group, and there are 61 people or 90% of respondents under the average group.

B. Statistic test

1. Normality test: To test the normality of data on learning interest, learning discipline, and student learning outcomes, the Kolmogorov-Smirnov test is used (Table 4).

Table 4: Normality data test with variable X₁, X₂, & Y

N		X ₁	X ₂	Y
		68	68	68
Normal Parameters ^{a,b}	Mean	66.2059	66.3382	75.5000
	Std. Deviation	4.46732	4.67004	5.62112
Most Extreme Differences	Absolute	.106	.138	.172
	Positive	.106	.138	.172
	Negative	-.102	-.108	-.141
Kolmogorov-Smirnov Z		.877	1.140	1.416
Asymp. Sig. (2-tailed)		.425	.149	.336
a. Test distribution is Normal.				

From the results of the tests, Table 4 shows that at a confidence level of $\alpha=0.05$, sig interest in learning is 0.425, learning discipline is 0.149, and student learning outcomes are 0.336, which is greater than $\alpha=0.05$, meaning that interest in learning (X₁), learning discipline (X₂), and student learning outcomes (Y) in this study are normally distributed.

2. Multicollinearity Test

This test aims to determine whether there is multicollinearity between the independent variables, namely learning interest and learning discipline. The test results can be seen in Table (5).

Table 5: Multicollinearity with variable X₁ dan X₂

Coefficients							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	47.279	13.574		3.483	.001		
X ₁	.435	.146	.346	2.971	.004	1.000	1.000
X ₂	-.009	.140	-.007	-.063	.950	1.000	1.000
a. Dependent Variable: Y							

From the results of the data multicollinearity test presented in Table 5, it can be seen that there are no independent variables that have a tolerance value <0.10 , but all values have a tolerance value greater than 0.10 ($1,00 > 0.10$). Likewise, the if floating factor (VIP) variant values indicate that all if floating factor (VIP) variant values are smaller than 10 ($1,00 < 10$), so it is concluded that there is no multicollinearity between the independent variables in the regression model.

4. Heteroscedasticity Test

To test the Heteroscedasticity of student learning outcomes (Y) on learning interest (X₁) and learning discipline (X₂), the Glejser Test is used, which can be seen in Table 6. From the results of the data heteroscedasticity test, as presented in Table 6, it can be seen that the t-statistic value of the independent variables is not statistically significant ($p > 0.05$), namely $0.285 > 0.05$ so it can be concluded that the Y regression model for X₁ and X₂ does not suffer from heteroscedasticity problems.

Table 6: Results analysis heteroscedasticity Y for X₁ dan x₂

Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	13.008	7.051		1.845	.070
	X ₁	-.051	.076	-.081	-.665	.508
	X ₂	-.078	.073	-.132	-1.078	.285
a. Dependent Variable: RES2						

5. Linearity test

The linearity test determines whether or not the relationship between the independent variables of learning interest (X_1) and learning discipline (X_2) and the dependent variable of student learning outcomes (Y) is linear. The test results can be seen in Table 7.

Table 7: Linearity test different X_1 & Y

Anova Table			Sum of Squares	df	Mean Square	F	Sig.
Y * X ₁	Between Groups	(Combined)	620.063	18	34.448	1.128	.356
		Linearity	253.324	1	253.324	8.292	.006
		Deviation from Linearity	366.739	17	21.573	.706	.781
	Within Groups		1496.937	49	30.550		
	Total		2117.000	67			

Based on the test results, Table 7 shows that the sig. deviation from linearity in the ANOVA table shows the number 0.781, which means it is more significant than $\alpha=0.05$ or $p = 0.781 > 0.05$. It shows a linear relationship between learning interest (X_1) and student learning outcomes (Y).

Table 8: Linearity test different X_2 & Y

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
Y * X ₂	Between Groups	(Combined)	445.244	13	34.250	1.106	.374
		Linearity	.411	1	.411	.013	.909
		Deviation from Linearity	444.833	12	37.069	1.197	.309
	Within Groups		1671.756	54	30.958		
	Total		2117.000	67			

From the test results, the table above shows that the sig. deviation from linearity in the ANOVA table shows the number 0.309, which means it is more significant than $\alpha=0.05$ or $p = 0.309 > 0.05$. It shows a linear relationship between learning disciplines (X_2) and student learning outcomes (Y).

6. Result of analysis hypothesis test: The hypothesis test was a simple regression and correlation test to test the first and second hypotheses, while the third was tested using multiple regression and correlation tests. The test results are described as follows:

- a. The relationship between interest in learning and economics learning outcomes of class X1 IPS students at Madrasah Aliyah in Konawe Selatan District, Southeast Sulawesi Province. The results of a simple analysis show that the regression equation $Y' = 46.683 + 0.435X_1$ means that every 1 unit increase in interest in learning will be followed by learning outcomes of 0.435 at a constant of 46.683. Moreover, a significant value of 0.05 and a coefficient of determination of 0.120 indicate economic significance for 12% of student learning outcomes. It shows a positive and significant relationship between interest in learning and the results of studying economics in Class X1 Madrasah Aliyah in South Konawe Regency. Research conducted by Tresnati (2016) with the title "Relations between Family Environment and Learning Interest on Social Studies Learning Outcomes of Grade IV SD Students in GugukKresna and Sinta Kecamatan, West Semarang" stated that "interest in learning has a relationship with learning outcomes."

According to research by Putri & Isnani (2019), interest is the most influential factor in determining one's learning ability. Furthermore, Waluya et al. (2019), in their study on learning Islamic economics in class X IIS economics Madrasah Aliyah level in the eastern neighbourhood of Malang City, found that students' learning motivation has a beneficial effect on their performance. Based on Meyanasari & Widiyanto's (2017) research, it can be concluded that the level of student interest in learning and the selection of learning methods affect their learning achievement in X IPS MAN 1 Magelang City. The effect of interest in learning on performance is estimated at 3.42 percentage points, while the effect of choosing a learning method is estimated at 13.54 percentage points. According to this research, interest in learning has a good and significant effect on student learning outcomes (Nurtia et al., 2017). Two studies compare and contrast with this one: (Permatasari & Palupiningdyah, 2015) looks at how students perceive their teacher's teaching abilities and the learning environment influences their enthusiasm for social studies lessons, and (Feriady et al., 2012) look at

how students feel about teacher abilities and the learning environment affect the spirit of learning office administration in class XI.

- b. The Relationship between Learning Discipline and Economic Learning Outcomes of Madrasah Aliyah Students in South Konawe Regency, Southeast Sulawesi Province. The results of a simple analysis show that the regression equation $Y' = 19.027 + 0.847X_2$ implies that high learning discipline will be followed by high student economic learning outcomes of 0.847 at a constant of 19.027. Furthermore, a significant value of 0.05 with a coefficient of determination of 0.538, or 54%, means that disciplined learning has a 54% contribution to student learning outcomes. It shows a positive and significant relationship between learning discipline and the economic learning outcomes of Madrasah Aliyah students in the South Konawe Regency. According to Elfindri (2012) and Kennelly et al. (2020), a disciplined person is firm in holding the rules, for example, by being disciplined in his work, which can be seen by entering and leaving on time and always following the norms and regulations that apply. Susilonintyas et al. (2022) write that "discipline is a symbol of one's consistency and commitment in carrying out one's duties and responsibilities to the fullest."

Recent studies have found that for consistent discipline, the relationship between discipline, values, behaviour and student learning outcomes is most potent and most aligned with Holland's theory, although research on Holland's secondary propositions is limited. Students in stable academic environments were more likely to show growth in learning outcomes consistent with their respective environment types, as the comparisons found. Values and actions are affected. According to research by Smart et al. (2009), teachers who work in stable institutional settings are more likely to emphasize learning outcomes appropriate to the type of environment. According to research by Smart et al. (2009), teachers use different pedagogies in stable and unstable classes. Teachers in fields with a consistent emphasis on investigation reported using more traditional classroom management techniques. In contrast, those in fields with a persistent emphasis on the arts rely more heavily on student-led discussions. Unstable artistic and investigative academic environments did not show this variation among teachers (Pike et al., 2012).

Thus, it can be concluded that disciplined students will be better able to direct themselves to comply with all existing rules at school as well as regularly discipline themselves at home to always study on time, be able to adapt to their environment in order to form good character, be earnest in doing the task, and be firm against the temptations of friends to play. So the higher the discipline of student learning, the higher the economic learning outcomes of Madrasah Aliyah students in South Konawe Regency.

- c. The Relationship Between Learning Interest and Study Discipline Together with the Learning Outcomes of Aliyah Madrasah Students in South Konawe Regency, Southeast Sulawesi Province. The multiple analysis results show that the regression line equation $= 47.279 + 0.435X_1 + 0.099X_2$ means that every 1 unit increase in learning interest and learning discipline will be followed by student learning outcomes of 0.534 at a constant of 47.279. The correlation coefficient is 0.346 with significant values of 0.01 and 0.00, and a coefficient of determination of 0.346 or 35% means that interest in learning and discipline in learning have a 35% contribution to student learning outcomes. So, one of the most important things that affect how well a student learns is how much they want to learn and how serious they are about learning. It means that H_0 is rejected and H_1 is accepted, which means that there is a positive and significant relationship between learning interest (X_1) and learning discipline (X_2) with student learning outcomes (Y). This finding is consistent with the findings of Pratiwi & Muhsin (2018), who discovered that interest in learning has a 6.2% partial effect on learning discipline. The findings of the intermediate analysis for learning disciplines occur between motivation and academic achievement and not between learning styles and academic achievement. The findings in this study indicate that educators need to instil enthusiasm in students, know the learning styles of their students, and ensure students have learning discipline because it can affect student academic achievement (Chik & Abdullah, 2018).

Student interest and discipline are significant in supporting their learning outcomes. Interest in learning reflects students' interest and desire for the subject matter they are studying. Students with a strong interest in a subject will be more motivated to learn, explore, and develop a deeper understanding (Alonzo et al., 2012; Rotgans & Schmidt, 2017). High interest can also help students cope better with learning challenges, as they tend to be more persistent and resistant to unexpected obstacles. In addition to interest, learning discipline is an important factor in achieving good learning outcomes. Study discipline involves students' ability to manage time, focus, and follow a predetermined study schedule. Students with good study discipline are more organized and responsible and can use their time effectively. They develop regular and consistent study habits, which enable them to allocate sufficient time to study the material thoroughly. The combination of interest and strong learning discipline can produce optimal learning results. High interest will encourage students to explore, seek additional information, and hone their understanding. Good study discipline will assist students in planning, implementing, and evaluating their learning process. With strong discipline, students can overcome distractions, avoid procrastination, and focus on their study goals (Elsner et al., 2022; Travers et al., 2015). In addition, interest and study discipline can also influence each other. Students with high interest tend to practice learning discipline more quickly because they feel enthusiastic and emotionally involved with the subject matter.

Conversely, good study discipline can also help develop students' interests by consistently exposing them to the material they are studying (Herpratiwi&Tohir, 2022). In conclusion, students' interests and learning discipline are very important in supporting their learning outcomes. Strong interest can motivate students to learn more diligently and explore in-depth, while good study discipline helps students manage time, focus, and develop regular study habits. With a combination of these two factors, students can achieve optimal learning outcomes and deeply understand the subject matter they are studying. Meanwhile, students' interest and learning discipline positively improve student economics learning outcomes, as presented in the analysis results. High interest in economics will encourage students to be intrinsically motivated to learn economic concepts and theories. Students genuinely interested in the subject will be more motivated to dig deeper, look for concrete examples, and relate theory to the real world. High interest can also trigger deep curiosity, encouraging students to continue learning and deepen their understanding of economic principles (James, 2005; Li et al., 2020; Patrick et al., 2000). On the other hand, strong study discipline is also important in improving student economics learning outcomes. Study discipline involves managing time, focusing, and following a regular schedule. Many complex concepts and theories take time and effort to understand in economics. With good discipline, students can allocate sufficient time to study the material thoroughly, carry out the necessary exercises and practices, and complete assignments and projects on time. Good study discipline also helps students stay organized and responsible for their work, increasing their learning efficiency and productivity.

Combining interest and an intense study discipline will significantly increase student economics learning outcomes. High interest will encourage students to explore various aspects of economics with enthusiasm, deepen their understanding, and develop better analytical abilities (Amelia, 2014). Meanwhile, good study discipline will help students overcome learning obstacles and challenges, maintain consistency in learning, and maximize the use of their study time (Bergey et al., 2019; Mccann& Tuner, 2004). Combining these two factors allows students to understand economic concepts, apply theory in real-life contexts, and produce better learning performance in economics subjects. As a result, this study supports the hypothesis, which states that there is a positive and significant relationship between learning interest and learning discipline, as well as the economic learning outcomes of Madrasah Aliyah students in the South Konawe district.

4. CONCLUSION

Based on the results of testing the hypothesis, it was found that there was a direct and indirect relationship between learning interest and learning discipline on student learning outcomes. In more detail, the conclusions of this study are described as follows: (1) There is a positive and significant relationship between learning interest and the economics learning outcomes of Madrasah Aliyah students in the South Konawe Regency; (2) There is a positive and significant relationship between learning discipline and the economics learning outcomes of Madrasah Aliyah students in the South Konawe Regency; (3) There is a positive and significant relationship between learning interest and learning discipline with the economics learning outcomes of Madrasah Aliyah students in the South Konawe Regency.

Some of the contributions and research that can be carried out in the future related to this topic include: (1) Analyzing the factors that influence students' interest in studying economics. This research can help teachers and policymakers develop learning strategies to increase students' interest in learning economics; (2) Conduct a comparative study of the relationship between interest and student learning discipline on the results of studying economics with other subjects. Thus, it will be known to what extent the importance of interest and study discipline in economics is compared to other subjects; (3) Developing a learning model that can increase students' interest and discipline in studying economics. The learning model can be creative and innovative, such as project-based or integrated learning. Examining the teacher's role in increasing student interest and discipline in economics subjects. This research can help teachers improve the quality of learning and positively influence student learning outcomes. (4) Conduct qualitative research focusing on student experiences related to interest and learning discipline in economics subjects. Thus, the differences between students' experiences will be seen, and more effective learning strategies can be identified. In conducting these studies, appropriate methods and techniques are needed to collect and analyze data. In addition, there is also a need for good cooperation between teachers, students, and education policymakers to ensure that research results can be implemented correctly in the classroom.

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