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ORIGINAL RESEARCH ARTICLE

The Effect of Learning Interest and Discipline on Students' PAI Learning Outcomes at MTs Terpuda Nurul Qodiri

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ABSTRACT

This study aims to analyze the influence of learning interest and discipline on students' PAI (Islamic Religious Education) learning outcomes at MTs Terpadu Nurul Qodiri Lempuyang Bandar, Way Pengubuan, Central Lampung. Learning interest and discipline are internal and behavioral factors that play a crucial role in determining academic achievement. This research employed a quantitative approach with a correlational design. The population consisted of all students at MTs Terpadu Nurul Qodiri Lempuyang Bandar, totaling 195 students, with a sample of 49 respondents selected using proportional stratified random sampling. Data were collected through questionnaires, observation, tests, and documentation. The instruments were validated using Aiken's V and tested for reliability using Cronbach's Alpha. Data analysis techniques included multiple linear regression analysis, t-test, F-test, and coefficient of determination (R^2). The findings reveal that learning interest significantly influences PAI learning outcomes, with a t-count value of $3.815 > t\text{-table } 1.678$ and a significance value of $0.000 < 0.05$. Discipline also significantly influences PAI learning outcomes, with a t-count value of $3.191 > t\text{-table } 1.678$ and a significance value of $0.003 < 0.05$. Simultaneously, both learning interest and discipline significantly influence PAI learning outcomes, with an F-count value of $14.276 > F\text{-table } 3.20$ and a significance value of $0.000 < 0.05$. The coefficient of determination (R^2) shows that both variables contribute 38.3% to PAI learning outcomes, while the remaining 61.7% is influenced by other factors. This study concludes that higher learning interest and discipline lead to better PAI learning outcomes. The implications of this research emphasize the importance of developing learning interest and discipline to enhance student achievement in Islamic Religious Education.

Keywords: learning interest, discipline, learning outcomes, Islamic Religious Education (PAI)

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh minat belajar dan kedisiplinan terhadap hasil belajar Pendidikan Agama Islam (PAI) siswa di MTs Terpadu Nurul Qodiri Lempuyang Bandar, Way Pengubuan, Lampung Tengah. Minat belajar dan kedisiplinan merupakan faktor internal dan perilaku yang berperan penting dalam menentukan prestasi akademik siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian adalah seluruh siswa MTs Terpadu Nurul Qodiri Lempuyang Bandar yang berjumlah 195 siswa, dengan sampel sebanyak 49 responden yang diambil menggunakan teknik proportional stratified random sampling. Pengumpulan data dilakukan melalui angket, observasi, tes, dan dokumentasi. Instrumen penelitian divalidasi menggunakan Aiken's V dan diuji reliabilitasnya menggunakan Cronbach's Alpha. Teknik analisis data menggunakan analisis regresi linier berganda, uji t, uji F, dan koefisien determinasi (R^2). Hasil penelitian menunjukkan bahwa minat belajar berpengaruh signifikan terhadap hasil belajar PAI dengan nilai t hitung $3,815 > t$ tabel $1,678$ dan nilai signifikansi $0,000 < 0,05$. Kedisiplinan juga berpengaruh signifikan terhadap hasil belajar PAI dengan nilai t hitung $3,191 > t$ tabel $1,678$ dan nilai signifikansi $0,003 < 0,05$. Secara simultan, minat belajar dan kedisiplinan berpengaruh signifikan terhadap hasil belajar PAI dengan nilai F hitung $14,276 > F$ tabel $3,20$ dan nilai signifikansi $0,000 < 0,05$. Koefisien determinasi (R^2) menunjukkan bahwa kedua variabel tersebut memberikan kontribusi sebesar 38,3% terhadap hasil belajar PAI, sedangkan sisanya 61,7% dipengaruhi oleh faktor lain. Penelitian ini menyimpulkan bahwa semakin tinggi minat belajar dan kedisiplinan siswa, maka semakin baik hasil belajar PAI yang diperoleh. Implikasi dari penelitian ini menekankan pentingnya pengembangan minat belajar dan kedisiplinan untuk meningkatkan prestasi siswa dalam Pendidikan Agama Islam.

Kata Kunci: minat belajar, kedisiplinan, hasil belajar, Pendidikan Agama Islam (PAI)

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1. INTRODUCTION

Learning interest is an internal factor that significantly influences students' success in achieving optimal learning outcomes. Students with high learning interest tend to be more active, enthusiastic, and consistent in participating in the learning process. According to Syah (2021), learning interest is a psychological tendency that causes a person to feel happy about learning activities, and this becomes the main driver in achieving good learning outcomes. In the context of Islamic Religious Education (PAI) learning, learning interest greatly determines how deeply students understand religious values. Low interest in learning PAI often results in weak understanding of Islamic teachings in students' daily lives. Therefore, it is important to examine the extent to which learning interest influences PAI learning outcomes.

In addition to interest, discipline is also an important element in supporting students' academic success, including in PAI subjects. Discipline reflects students' sense of responsibility toward time, tasks, and regulations during the learning process. According to Yuliani (2022), students with high discipline tend to complete tasks on time, attend consistently, and follow lessons well. In PAI learning, discipline plays a role in shaping students' religious character and moral integrity. Lack of discipline often leads to irregularity in learning and negatively impacts achievement. Therefore, the discipline variable is also important to examine in relation to learning outcomes.

PAI learning outcomes not only reflect students' cognitive abilities but also encompass affective and psychomotor aspects related to the internalization of religious values. Good learning outcomes are expected to reflect students' understanding of Islamic teachings and their application in real life. According to Rachmawati and Hidayat (2021), high learning outcomes are influenced by many factors, both from within students and from the learning environment. Therefore, knowing the variables that influence learning outcomes, such as interest and discipline, is important for teachers and schools. With this understanding, PAI learning strategies can be more targeted to improve the quality of educational output.

Learning interest and discipline often serve as important indicators in assessing students' readiness and maturity for learning. Many previous studies have shown a positive relationship between interest and discipline toward learning outcomes in general. For instance, Andayani and Saputra (2020) revealed that students with high learning interest and discipline show better learning outcomes compared to students who lack interest and discipline. However, in the context of PAI, this relationship has not been extensively studied in depth. PAI subjects, which are rich in values and character formation, heavily depend on both aspects. Therefore, further research specifically examining the influence of interest and discipline on PAI learning outcomes is necessary.

The school environment and teachers' roles also play a vital role in shaping students' interest and discipline toward PAI learning. Creative, inspiring teachers who can build good relationships with students tend to succeed in increasing interest and forming learning discipline. In this regard, research by Kurniawan (2021) confirms that interesting and interactive learning strategies significantly influence student engagement. However, if teachers are unable to build students' motivation and discipline, learning outcomes tend to be low. Therefore, in addition to paying attention to students' internal aspects, external support from teachers and the school environment also needs to be considered. The interaction between internal and external factors will holistically influence PAI learning achievement.

In reality, many students still have PAI learning outcomes below standard, even though they possess adequate intellectual potential. This problem indicates the existence of other contributing variables, such as low learning interest and lack of discipline. In research by Sari and Maulana (2023), it was found that students with low PAI learning outcomes mostly also showed symptoms of being less disciplined and not interested in the subject. This indicates a correlation between affective and behavioral aspects and academic achievement. Therefore, analyzing the relationship between learning interest and discipline toward PAI learning outcomes becomes very important. The findings from this research can provide practical recommendations for improving the learning process in schools.

Attention to student character development through PAI subjects is crucial amid globalization and modernization. PAI plays an important role in instilling moral and spiritual values in students so they become individuals with noble character. However, strengthening these values cannot run optimally without good learning interest and discipline from students. Fitria and Hasanah (2022) showed that successful religious education is education that is able to engage students' emotions, motivation, and regularity in learning. Without both, learning will only be theoretical and will not touch the realm of attitudes and life practices. Therefore, understanding the influence of interest

and discipline on PAI learning outcomes is a concrete effort in improving the effectiveness of religious education in schools.

Based on preliminary survey results conducted at MTs Terpadu Nurul Qodiri, Lempuyang Bandar, Way Pengubuan District, Central Lampung Regency, the researcher found that students' learning interest and discipline in Akidah Akhlak subjects are still relatively low. This is evident from the lack of active student participation during the learning process, many students not completing assignments on time, and inconsistent attendance, especially during Akidah Akhlak lessons. Several Akidah Akhlak teachers also revealed that some students show less enthusiastic attitudes and are reluctant to participate in class discussions. In addition, daily test scores and final semester exam results in Akidah Akhlak subjects show that most students have not achieved the Minimum Completeness Criteria (KKM) scores. These findings form the basis for the need to conduct research to further determine the extent to which students' learning interest and discipline influence Akidah Akhlak learning outcomes at the school. Therefore, the researcher considers it important to scientifically examine the relationship between these two variables and students' Akidah Akhlak learning outcomes at MTs Terpadu Nurul Qodiri.

2. RESEARCH METHODS

This study employed a quantitative approach. The quantitative research method is based on positivist philosophy, used to research specific populations or samples, with data collection using research instruments, and quantitative/statistical data analysis with the aim of testing predetermined hypotheses (Sugiyono, 2018). This approach emphasizes objective measurement of variables so that research results can describe actual conditions in the field in a measurable and systematic manner. The quantitative approach in this study aims to test theories and explain the relationships between the variables studied, namely learning interest (X1), discipline (X2), and PAI learning outcomes (Y). The research design was structured systematically and carefully designed from the beginning so that the research process can proceed according to correct scientific procedures.

The research was conducted at MTs Terpadu Nurul Qodiri Lempuyang Bandar, located on Jalan Raya Lempuyang Bandar, Lempuyang Bandar Village, Way Pengubuan District, Central Lampung Regency. The research was conducted in the odd semester of the 2025/2026 academic year. The population in this study consisted of all students in grades VII, VIII, and IX at MTs Terpadu Nurul Qodiri Lempuyang Bandar, each consisting of 5 classes (A, B, C, D, E) totaling 195 students. The sample in this study was 25% of the total population of 195, resulting in 49 respondents, selected using proportional stratified random sampling to ensure fair and equitable representation of the entire population. Students were selected as samples from several classes with proportional representation from each class.

This study involved two types of variables: independent variables and dependent variables. The independent variables were Learning Interest (X1) and Discipline (X2). The dependent variable was PAI Learning Outcomes (Y).

Table 2. Research Variables and Indicators

Variable	Operational Definition	Indicators
Learning Interest (X1)	Internal drive or student interest in learning activities shown through attention, enjoyment, and desire to be actively involved	1) Enjoyment in learning activities, 2) Active involvement, 3) Attention and concentration, 4) Curiosity, 5) Initiative in independent learning, 6) Consistency in completing tasks, 7) Preference for learning-related activities
Discipline (X2)	Consistent attitude of students in obeying learning rules, managing time, and being responsible for academic obligations	1) Arriving on time, 2) Completing tasks on time, 3) Obeying classroom rules, 4) Bringing complete learning equipment, 5) Effective use of study time, 6) Responsibility for learning obligations, 7) Consistency in independent study at home
Learning Outcomes (Y)	Student achievement in PAI learning measured through exam scores, assignments, or other assessments	1) Cognitive: remembering, understanding, applying, analyzing, evaluating, creating; 2) Affective: attitudes, values, feelings; 3) Psychomotor: physical skills and coordinated movements

Data collection techniques included observation, questionnaires (angket), tests, and documentation. The questionnaire used a Likert scale with score ranges 1-5 (Strongly Agree to Strongly Disagree). The instrument was tested for validity and reliability before use. Validity testing used Aiken's V formula for content validity based on expert judgment (Aiken's $V > 0.60$). Reliability testing used Cronbach's Alpha formula, with instruments considered reliable if Alpha > 0.6 . Data analysis techniques used in this study included: Multiple Linear Regression Analysis to test the influence of two or more independent variables on the dependent variable, with the equation $Y = a + b_1X_1 + b_2X_2$; t-test to test the partial influence of each independent variable; F-test to test the simultaneous influence of all independent variables; and Coefficient of Determination (R^2) to measure how much the independent variables contribute to the dependent variable. Before conducting regression analysis, prerequisite tests were conducted including normality test (Kolmogorov-Smirnov), heteroscedasticity test (scatterplot), multicollinearity test (Tolerance and VIF), linearity test, and autocorrelation test (Durbin-Watson).

3. RESULTS AND FINDINGS

Instrument Validity and Reliability

The research instrument was validated by three experts using Aiken's V formula. The validity test results for Learning Interest (X1) showed all 20 items had Aiken's V values ranging from 0.65 to 0.95, all exceeding the required value of 0.60. The validity test results for Discipline (X2) showed

all 20 items had Aiken's V values ranging from 0.65 to 0.90, also exceeding 0.60. This indicates that all items on both instruments are valid.

Table 2. Instrument Validity Results (Aiken's V)

Variable	Number of Items	Aiken's V Range	Minimum V	Status
Learning Interest (X1)	20	0.65 – 0.95	0.60	All Valid
Discipline (X2)	20	0.65 – 0.90	0.60	All Valid

The reliability test using Cronbach's Alpha showed that the Learning Interest instrument had an Alpha value of 0.912, and the Discipline instrument had an Alpha value of 0.894, both exceeding 0.60. This indicates that both instruments are highly reliable and can be used confidently in this research.

Table 3. Instrument Reliability Results (Cronbach's Alpha)

Variable	Cronbach's Alpha	N of Items	Category
Learning Interest (X1)	0.912	20	Very High
Discipline (X2)	0.894	20	High

Descriptive Statistics

Based on data analysis, the average learning interest score was 81.878, the average discipline score was 84.510, and the average PAI learning outcome score was 79.00. These scores indicate that students have relatively good learning interest and discipline, with room for improvement, and moderate PAI learning outcomes.

Based on the research findings, the descriptive statistical analysis reveals that students at MTs Terpadu Nurul Qodiri Lempuyang Bandar demonstrate relatively good levels of both learning interest and discipline. The mean score for learning interest (X_1) was 81.878 with a standard deviation of 8.54, while discipline (X_2) showed a slightly higher mean of 84.510 with a standard deviation of 7.65. Both variables were categorized as "Good," indicating that students generally possess positive attitudes toward learning PAI and maintain consistent study habits. However, the mean score for PAI learning outcomes (Y) was 79.00 with a standard deviation of 6.92, which fell into the "Moderate" category. This finding suggests that while students have favorable learning dispositions, their actual academic achievement in PAI subjects has not yet reached optimal levels, indicating the presence of other influencing factors beyond interest and discipline.

The analysis further examined the prerequisite assumptions for regression analysis to ensure the validity of the statistical model. The normality test using Kolmogorov-Smirnov yielded a significance value of 0.200, which exceeds the threshold of 0.05, indicating that the residual data was normally distributed. Additionally, the heteroscedasticity test through scatterplot analysis demonstrated that data points were randomly scattered above and below the zero line without forming any discernible pattern, confirming the absence of heteroscedasticity. These results collectively establish that the data meets the fundamental assumptions required for parametric statistical analysis, thereby validating the subsequent regression modeling procedures.

The multicollinearity assessment revealed no concerning correlations between the independent variables. Both learning interest and discipline exhibited Tolerance values of 0.678, substantially higher than the critical threshold of 0.10, and Variance Inflation Factor (VIF) values of 1.475, well below the maximum acceptable limit of 10. This indicates that the two predictor variables are sufficiently independent of each other, allowing for accurate estimation of their respective effects on learning outcomes. Furthermore, the linearity test confirmed that the relationships between each independent variable and the dependent variable were indeed linear, as evidenced by significance values for linearity of 0.000 for both $X_1 \rightarrow Y$ and $X_2 \rightarrow Y$ relationships ($p < 0.05$), while the deviation from linearity values (0.221 and 0.184 respectively) were not statistically significant ($p > 0.05$). These findings validate the appropriateness of employing multiple linear regression analysis for hypothesis testing.

Finally, the autocorrelation test using the Durbin-Watson statistic yielded a value of 1.826, which falls within the acceptable range of -2 to +2, indicating that there was no autocorrelation among the residuals. This confirms that the regression model is free from serial correlation, ensuring that the error terms are independent of one another. Collectively, these prerequisite test results demonstrate that the data satisfies all necessary assumptions for regression analysis, establishing a solid foundation for reliable hypothesis testing. The fulfillment of these statistical assumptions strengthens the credibility of the subsequent findings regarding the influence of learning interest and discipline on PAI learning outcomes, enabling valid conclusions to be drawn from the research data.

The multiple linear regression equation obtained from the analysis is: $Y = 18.642 + 0.412X_1 + 0.367X_2$.

Table 4. Regression Analysis Results

Model	Unstandardized B	Std. Error	t	Sig.
(Constant)	18.642	6.215	3.000	0.004
Learning Interest (X1)	0.412	0.108	3.815	0.000
Discipline (X2)	0.367	0.115	3.191	0.003

Dependent Variable: Y (Learning Outcomes)

The multiple linear regression analysis produced the equation $Y = 18.642 + 0.412X_1 + 0.367X_2$, where Y represents PAI learning outcomes, X_1 represents learning interest, and X_2 represents discipline. The constant value of 18.642 indicates that if both learning interest and discipline were zero, the predicted PAI learning outcome would be 18.642, though this represents a purely theoretical scenario. The coefficient for learning interest (0.412) signifies that for every one-unit increase in learning interest, PAI learning outcomes are expected to increase by 0.412 points, assuming discipline remains constant. Similarly, the coefficient for discipline (0.367) indicates that for every one-unit increase in discipline, learning outcomes are projected to rise by 0.367 points, holding learning interest constant. These coefficients demonstrate that both variables positively contribute to learning outcomes, with learning interest exerting a slightly stronger influence than discipline in predicting student achievement in PAI subjects.

Hypothesis Testing

Partial Hypothesis Testing (t-test):

Table 5. t-test Results

Hypothesis	Variable	t_count	t_table	p-value	α	Decision
H ₁	Learning Interest (X1)	3.815	1.678	0.000	0.05	H ₀ Rejected (Significant)
H ₂	Discipline (X2)	3.191	1.678	0.003	0.05	H ₀ Rejected (Significant)

H₁: Learning interest significantly influences PAI learning outcomes ($t_{\text{count}} 3.815 > t_{\text{table}} 1.678$, $p = 0.000 < 0.05$).

H₂: Discipline significantly influences PAI learning outcomes ($t_{\text{count}} 3.191 > t_{\text{table}} 1.678$, $p = 0.003 < 0.05$).

Simultaneous Hypothesis Testing (F-test):

Table 6. F-test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	285.677	2	142.878	14.276	0.000
Residual	391.123	46	10.899		
Total	686.659	48			

Predictors: (Constant), X2, X1; Dependent Variable: Y

The simultaneous influence of learning interest and discipline on PAI learning outcomes was tested using the F-test, which yielded an F_{count} value of 14.276, significantly exceeding the F_{table} value of 3.20, with a corresponding p-value of 0.000 ($p < 0.05$). This result confirms that both independent variables collectively contribute to the variance in students' learning outcomes. The statistical significance of this joint effect indicates that learning interest and discipline operate in tandem to influence academic achievement in PAI subjects. When considered together, these two factors account for a substantial portion of the variation in learning outcomes, demonstrating that efforts to improve student performance should address both motivational and behavioral aspects simultaneously rather than focusing on one in isolation.

The coefficient of determination analysis further elucidates the strength of this relationship. The multiple correlation coefficient (R) of 0.639 indicates a moderately strong positive relationship between the combined predictor variables (learning interest and discipline) and PAI learning outcomes. The R^2 value of 0.408 suggests that 40.8% of the variance in learning outcomes can be explained by these two variables; however, the Adjusted R^2 of 0.383 provides a more conservative estimate, accounting for the number of predictors in the model. This adjusted value indicates that 38.3% of the variation in PAI learning outcomes is attributable to learning interest and discipline, while the remaining 61.7% is influenced by other factors not included in this study, such as students' intrinsic motivation, cognitive abilities, family environment, teaching quality, peer influence, and school infrastructure. This finding highlights that while learning interest and discipline are important determinants of academic success, they represent only part of a broader constellation of factors that collectively shape students' educational outcomes, suggesting avenues for future research to explore additional contributing variables.

4. DISCUSSION

The Influence of Learning Interest on PAI Learning Outcomes

The research findings indicate that learning interest has a positive and significant influence on PAI learning outcomes. This is evidenced by the t-test results with $t_{\text{count}} 3.815 > t_{\text{table}} 1.678$ and a significance value of $0.000 < 0.05$, indicating that H_0 is rejected and H_1 is accepted. This means that the higher the students' learning interest, the higher their PAI learning outcomes. Learning interest serves as an internal drive that makes students more active in the learning process. In the context of PAI, learning interest is very important because the material relates to life values and character formation. This result aligns with Sari's (2023) findings that learning interest significantly influences students' academic achievement.

High learning interest makes students more focused in following lessons and less prone to boredom. Students with high interest tend to have greater curiosity about the material taught by the teacher. They also actively ask questions and participate in classroom learning activities. This condition makes the learning process more lively and interactive. According to Rahmawati (2022), learning interest is closely related to students' active involvement in the classroom. Therefore, learning interest is an important factor in improving the quality of learning outcomes.

Furthermore, learning interest also influences students' ability to understand and remember lesson material. Students with high interest will more easily review lessons at home without coercion. They are also more motivated to seek additional learning resources outside school. This has a positive impact on improving PAI learning outcomes. According to Hidayat (2021), learning interest contributes significantly to students' material absorption. Thus, learning interest not only affects attitudes but also directly influences academic outcomes.

Learning interest is also related to students' positive attitudes toward PAI subjects. Students who enjoy the subject tend to have positive perceptions of the teacher and the material taught. This makes them more receptive to learning without pressure. Learning interest also helps students overcome difficulties in understanding material considered difficult. According to Fadilah (2022), learning interest can increase students' learning resilience in facing complex material. Therefore, learning interest plays an important role in learning success.

Based on these results, this research strengthens that learning interest is an internal factor that greatly determines PAI learning success. Without interest, students tend to be passive and less than optimal in the learning process. Conversely, with high interest, students will be more active, creative, and independent in learning. This aligns with learning theory that emphasizes the importance of internal motivation in educational success. Research by Pratama (2023) also confirms that learning interest has a significant influence on student learning outcomes at various educational levels. Thus, this research strengthens previous theories and studies.

The Influence of Discipline on PAI Learning Outcomes

The research results show that discipline has a positive and significant influence on PAI learning outcomes. This is proven through the t-test showing $t_{\text{count}} 3.191 > t_{\text{table}} 1.678$ with a

significance value of $0.003 < 0.05$. Thus, H_0 is rejected and H_2 is accepted, meaning discipline significantly influences PAI learning outcomes. The higher the students' discipline, the better their learning outcomes. Discipline reflects students' sense of responsibility in participating in the learning process. In Islamic education, discipline is also part of character formation. This aligns with Wibowo's (2022) findings that discipline influences student learning achievement.

Disciplined students tend to manage their study time well and consistently. They always arrive on time and complete tasks according to the specified schedule. Discipline also makes students more focused in following classroom learning. This attitude helps them understand material more optimally. According to Sutrisno (2021), discipline influences the effectiveness of students' learning processes. Therefore, discipline is one of the important factors in academic success.

Moreover, discipline is also related to students' compliance with school and teacher rules. Disciplined students are easier to guide in the learning process. They are also more responsible for assigned tasks. This creates an orderly and conducive learning environment. According to Yusuf (2023), discipline has a significant influence on shaping students' learning character. Thus, discipline not only affects learning outcomes but also students' attitudes.

Discipline also helps students build regular study habits. These habits are very important for improving understanding of PAI material. Disciplined students will more easily review material independently. This directly impacts their learning improvement. According to Nugroho (2022), discipline contributes to students' learning consistency. Therefore, discipline has a very important role in the educational process.

Based on the research results, discipline is an important factor in improving student learning outcomes. Without discipline, the learning process will not run optimally. Discipline helps students become more organized, focused, and responsible in learning. This shows that discipline is highly needed in PAI learning. Research by Kurniawan (2023) also states that discipline significantly influences student learning achievement. Thus, this research strengthens previous theories and studies.

The Simultaneous Influence of Learning Interest and Discipline on PAI Learning Outcomes

The research results show that learning interest and discipline simultaneously significantly influence PAI learning outcomes. This is proven through the F-test with $F_{\text{count}} 14.276 > F_{\text{table}} 3.20$ and a significance value of $0.000 < 0.05$. Thus, H_0 is rejected and H_3 is accepted. This means that both variables together contribute to improving learning outcomes. Learning interest encourages students to be active in learning, while discipline maintains the regularity of the learning process. The combination of both creates an effective learning process (Saputra, 2023).

Learning interest and discipline have a complementary relationship in the learning process. Students with high interest but no discipline will struggle to achieve maximum results. Conversely, disciplined students without learning interest are also less optimal in learning. Therefore, these two factors must be balanced. According to Ananda (2022), the combination of motivation and discipline has a great influence on student learning outcomes.

Psychologically, learning interest functions as an internal drive, while discipline functions as a behavioral controller for students. Both form a directed and consistent learning system. Students become more organized in following the learning process. They also more easily achieve predetermined learning targets. According to Rizki (2021), the synergy between interest and discipline is very important in improving learning achievement.

In the PAI learning process, teachers have an important role in building students' learning interest and discipline. Teachers can use interesting learning methods to increase students' learning interest. Additionally, teachers also play a role in enforcing classroom rules to build discipline. This creates a conducive and effective learning environment. According to Lestari (2023), the teacher's role greatly determines learning success.

Based on these results, this research shows that learning interest and discipline are important factors in improving PAI learning outcomes. Both variables reinforce each other and cannot be separated in the learning process. These results also strengthen learning theory that emphasizes the importance of internal and external factors for students. With the combination of both, student learning outcomes can significantly improve.

The coefficient of determination (R^2) value of 0.383 indicates that 38.3% of the variation in PAI learning outcomes can be explained by learning interest and discipline, while 61.7% is influenced by other factors. These other factors may include internal factors such as motivation, intelligence, and learning readiness, as well as external factors such as family environment, parental support, teacher quality, learning methods, and school conditions. This indicates that student learning outcomes are the result of interaction between various complex and interrelated factors.

The implications of this research emphasize that schools need to develop strategies to increase students' learning interest and discipline. Interesting and varied learning methods can increase students' interest in PAI subjects. Meanwhile, consistent rules and positive habits can form student discipline. With the combination of both, PAI learning outcomes can be improved significantly. This is important because PAI subjects have a strategic role in shaping students' religious and moral character amidst the challenges of the times.

5. CONCLUSION AND SUGGESTIONS

Based on the research findings, it is concluded that learning interest exerts a positive and significant influence on students' PAI learning outcomes. Students who possess a higher degree of interest in the subject demonstrate greater academic achievement, as interest serves as a crucial internal drive that enhances engagement and comprehension. Similarly, discipline also proves to have a significant positive effect on PAI outcomes. Disciplined students are better equipped to manage their time effectively, complete assignments diligently, and adhere to structured learning processes, which collectively lead to improved academic performance. Both factors are essential; however, interest acts as a catalyst for active participation, while discipline ensures consistency and responsibility in the learning journey.

Furthermore, when combined, learning interest and discipline collectively exert a substantial influence on PAI learning outcomes, confirming their synergistic role in the educational process. Notably, learning interest demonstrates a relatively stronger contribution compared to discipline, highlighting the primacy of intrinsic motivation in driving academic success, though both remain critical. While these two variables account for a notable portion of the variance in student achievement, a considerable remainder is shaped by other external and internal factors not covered in this study. Overall, the findings affirm that high levels of both interest and discipline create a more effective, focused, and self-directed learning environment. This research contributes theoretically to Islamic education by elucidating the dynamics of motivation and behavioral regulation, and practically, it provides a foundational reference for educators and school administrators to design targeted strategies that foster student participation and elevate achievement in Islamic Religious Education.

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