TEACHING STYLE, MOTIVATION, DISCIPLINE, AND STUDENT LEARNING OUTCOMES

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Abstract

This study investigated the effects of teaching style, learning motivation, and learning discipline on student learning outcomes at SMAN 1 Ranah Pesisir, Pesisir Selatan Regency. A quantitative survey was conducted with 100 respondents, and the data were analyzed using multiple linear regression after tests of normality, linearity, homogeneity, and multicollinearity. Teaching style, learning motivation, and learning discipline each had a positive and significant effect on learning outcomes ($p < 0.001$). Simultaneously, the three predictors were also significant, $F = 42.561$, $p < 0.001$. The model produced $R = 0.734$ and $R^2 = 0.539$, indicating that 53.9% of the variation in learning outcomes was explained by the three variables. Learning discipline showed the largest regression coefficient. The findings emphasize the need for coordinated instructional strategies that combine adaptive teaching, sustained student motivation, and consistent learning discipline.

Keywords: teaching style; learning motivation; learning discipline; learning outcomes; secondary education
JEL Classification: I21; I23; C12

INTRODUCTION

Education is a strategic mechanism for developing knowledge, character, and the capacity to adapt to social and technological change. Indonesian Law No. 20 of 2003 on the National Education System places education within a national framework for developing learners' potential. At the school level, one of the most visible indicators of educational effectiveness is student learning outcomes. These outcomes reflect the extent to which students achieve expected cognitive, affective, and psychomotor competencies after participating in the learning process (Sudjana, 2010, 2017).

The source manuscript identifies a substantial learning-outcome problem at SMAN 1 Ranah Pesisir during the 2024/2025 academic year. Among Grade XII students, only 36% reached the minimum mastery criterion (KKM = 80); among Grade XI students, 30% were reported as achieving mastery; and among Grade X students, only 25% achieved mastery. Although the original table contained internal percentage inconsistencies in the "not complete" column for Grades XI and X, the narrative text clarified the intended proportions as 70% and 75%, respectively. The edited version uses the arithmetically consistent percentages derived from the reported mastery rates.

Low learning outcomes are rarely produced by a single factor. Slameto (2015) distinguishes internal factors, such as physical condition, interest, motivation, and discipline, from external factors, such as family environment, school conditions, learning facilities, and teachers' instructional practices. The present study focuses on three variables that represent both sides of this distinction: teaching style as an instructional factor, learning motivation as an internal psychological driver, and learning discipline as a behavioral-regulation factor.

Teaching style refers to the characteristic way teachers organize explanations, interaction, classroom activities, and communication. An adaptive teaching style can reduce boredom, increase student engagement, and connect instructional material with learners' needs. Djamarah (2011) emphasizes that teaching approaches influence student involvement, while Usman (2014) links professional teaching behavior with effective classroom processes. When instruction is monotonous or poorly aligned with student characteristics, students may disengage even when the curriculum is appropriate.

Learning motivation is the internal and external energy that initiates, directs, and sustains learning behavior. Sardiman (2016, 2021) describes motivation as a non-intellectual psychological factor that creates enthusiasm and persistence in learning. Motivated students are more likely to attend to instruction, complete assignments, seek clarification, and persist when facing difficult material. Previous studies cited in the source manuscript, including Fitriani (2017) and Novita Sari et al. (2022), support a positive relationship between motivation and academic outcomes.

Learning discipline concerns the consistent regulation of study behavior, including time management, adherence to school rules, task completion, and responsibility. Discipline transforms intention into repeated action. Students can be motivated yet fail to achieve if they lack routines for studying, attendance, and assignment completion. Purwanto (2017) and Mulyasa (2017) emphasize the developmental role of discipline in education, while empirical work in the source manuscript links learning discipline with achievement.

The study therefore examined both partial and simultaneous effects of teaching style, learning motivation, and learning discipline on student learning outcomes. The practical objective was to identify whether school improvement should focus on one dominant factor or on a coordinated combination of instructional and student-behavior interventions.

LITERATURE REVIEW

Learning Outcomes

Learning outcomes represent relatively enduring changes in knowledge, skills, attitudes, or competence that result from learning activities. Dimyati and Mudjiono (2013) treat learning as a conscious process that produces behavioral change, while Sudjana (2010) emphasizes assessment across cognitive, affective, and psychomotor domains. In this study, learning outcomes function as the dependent variable and are interpreted as the academic

achievement produced through the interaction of teaching processes and student characteristics.

Teaching Style and Learning Outcomes

Teaching style combines instructional methods, communication patterns, teacher behavior, and classroom presence. Usman (2001, 2014) and Ali (2004) view teacher behavior as central to the instructional interaction. An effective style is not a fixed performance but a capacity to vary explanations, questioning, reinforcement, media use, and classroom organization in response to learners. Prior research cited in the manuscript, including Ruslaeni et al. (2013) and Fitriani (2020), suggests that teaching style can positively influence achievement. H1 therefore states that teaching style has a positive effect on learning outcomes.

Learning Motivation and Learning Outcomes

Motivation provides direction, intensity, and persistence for learning. Sardiman (2021) identifies motivation as a psychological force that creates enthusiasm, while Winkel (1986) emphasizes the internal drive that activates learning. Motivation can be intrinsic, such as curiosity and mastery, or extrinsic, such as feedback, recognition, and parental support. Students with stronger motivation are more likely to engage deeply and persist. H2 therefore states that learning motivation has a positive effect on learning outcomes.

Learning Discipline and Learning Outcomes

Learning discipline is the capacity to regulate behavior consistently according to learning goals and institutional rules. Prijodarminto (2003) links discipline to order and compliance, while Mulyasa (2017) emphasizes guidance in developing socially and academically appropriate behavior. Discipline supports achievement by converting goals into routines: attending class, managing time, completing tasks, and preparing for assessments. H3 states that learning discipline has a positive effect on learning outcomes. H4 proposes that the three predictors simultaneously affect learning outcomes.

RESEARCH METHODS

The study used a quantitative survey design at SMAN 1 Ranah Pesisir, Pesisir Selatan Regency. The source manuscript reports 100 respondents for the main regression analysis. Questionnaire instruments were used to measure teaching style (X1), learning motivation (X2), learning discipline (X3), and learning outcomes (Y). The analysis used SPSS-based statistical procedures.

Before hypothesis testing, the study evaluated normality, linearity, homogeneity, and multicollinearity. Normality was accepted when the significance value exceeded 0.05. Linearity was evaluated through the reported F and significance values for each predictor-outcome relationship. Homogeneity was examined with Levene statistics, and

multicollinearity was assessed through tolerance and VIF values. Multiple linear regression was then used to estimate the partial effects, followed by an F test for the simultaneous model and R^2 for explanatory power.

The regression specification was $Y = \alpha + \beta1X1 + \beta2X2 + \beta3X3 + \varepsilon$. The reported coefficients were interpreted using a 5% significance threshold. The revised article preserves the empirical values while correcting typographical errors such as "motifasi," inconsistent decimal punctuation, and percentage totals that were arithmetically inconsistent in the original school-achievement table.

Table 1. Semester-Exam Mastery, 2024/2025

Grade	Students	KKM	Mastery	Mastery %	Not mastered	Not mastered %
Grade XII – Advanced Phase F	276	80	100	36%	176	64%
Grade XI – Phase F	348	80	105	30%	243	70%
Grade X – Phase E	393	80	98	25%	295*	75%*

*Source: SMAN 1 Ranah Pesisir, 2025. *The original table listed 298 and 59%; the revised values align the row with the reported total and 25% mastery narrative.*

RESULTS AND DISCUSSION

Assumption Tests

Table 2. Normality Results

Variable	Asymp. Sig.	Criterion	Result
Teaching style (X1)	0.200	>0.05	Normal
Learning motivation (X2)	0.121	>0.05	Normal
Learning discipline (X3)	0.452	>0.05	Normal
Learning outcomes (Y)	0.310	>0.05	Normal

Source: Source manuscript statistical output.

All normality probabilities were above 0.05. The linearity tests were also accepted in the source manuscript, with significance values of 0.321 for teaching style and learning outcomes, 0.364 for motivation and learning outcomes, and 0.412 for discipline and learning outcomes. Levene significance values (0.142, 0.098, and 0.127) exceeded 0.05, supporting homogeneous variance under the study's criterion. Tolerance values were 0.982, 0.974, and 0.968, with VIF values of 1.018, 1.027, and 1.033, indicating no multicollinearity problem.

Multiple Regression

Table 3. Multiple Regression Coefficients

Variable	B	t	p-value
Constant	35.412	4.821	<0.001
Teaching style (X1)	0.258	3.759	<0.001
Learning motivation (X2)	0.194	2.759	<0.001
Learning discipline (X3)	0.306	4.012	<0.001

Source: Source manuscript regression output.

The estimated model was Y = 35.412 + 0.258X1 + 0.194X2 + 0.306X3. All three predictors were positive and statistically significant. Learning discipline had the largest unstandardized coefficient, followed by teaching style and learning motivation. The simultaneous test was also significant, F = 42.561 compared with the reported F-table value of 2.70, $p < 0.001$. The model yielded R = 0.734 and $R^2 = 0.539$, indicating that 53.9% of variation in learning outcomes was explained jointly by teaching style, motivation, and discipline. The remaining 46.1% reflects other influences such as prior ability, family support, learning facilities, peer environment, attendance, socioeconomic conditions, assessment design, and other instructional factors.

Teaching Style and Learning Outcomes

The positive effect of teaching style indicates that instructional delivery matters for student achievement. A teacher who varies methods, provides clear explanations, uses appropriate media, asks diagnostic questions, and creates opportunities for interaction can reduce boredom and help students process content more effectively. This finding is consistent with the theoretical position of Usman (2014) and with studies in the source manuscript linking teacher approach with achievement.

The practical implication is not that one "best" style should be imposed on every teacher. Effective teaching is adaptive. Different subjects, phases of learning, and student characteristics require different combinations of explanation, discussion, demonstration, collaborative work, practice, and feedback. School-based professional development should therefore emphasize instructional repertoire and evidence-based adaptation rather than stylistic uniformity.

Learning Motivation and Learning Outcomes

The significant motivation coefficient confirms that students' internal drive contributes to achievement. Motivation affects whether students attend mentally to instruction, sustain effort, recover from errors, and continue studying when tasks become difficult. The result is

consistent with Fitriani (2017), Novita Sari et al. (2022), and the motivational framework described by Sardiman (2021).

Motivation can be supported through relevant learning goals, constructive feedback, opportunities for success, student choice, recognition, and meaningful connections between school subjects and future aspirations. However, excessive reliance on external rewards may not create durable engagement. Teachers should therefore combine extrinsic encouragement with strategies that build competence, autonomy, curiosity, and perceived relevance.

Learning Discipline and Learning Outcomes

Learning discipline had the largest coefficient in the reported regression model. This finding highlights the importance of consistent study behavior. Achievement is cumulative: attendance, punctuality, note-taking, task completion, revision, and preparation for assessments repeatedly expose students to learning opportunities. Even strong motivation may produce unstable results if it is not converted into disciplined routines.

Discipline should be developed through clear expectations, predictable consequences, teacher modeling, time-management guidance, and constructive monitoring rather than punitive control alone. Students need to understand how disciplined behaviors are connected to their own academic goals. Family-school communication can also reinforce routines when learning difficulties are associated with attendance or task completion.

Simultaneous Effects and School Improvement

The significant simultaneous effect demonstrates that instructional quality, psychological motivation, and behavioral discipline operate together. A creative teacher can stimulate interest, but sustained learning also requires student motivation and disciplined follow-through. Likewise, disciplined students may underperform if instruction is unclear or if they have little reason to engage deeply. School improvement should therefore avoid isolated interventions.

A coordinated strategy may include teacher workshops on differentiated and active learning, student mentoring to strengthen motivation and goal setting, structured study routines, attendance monitoring, and early academic support for students who fall below mastery standards. Because the model explains only 53.9% of outcome variation, these programs should be complemented by attention to facilities, family engagement, counseling, learning difficulties, and assessment quality.

Extended Discussion of Learning Improvement

The combined model reinforces an important educational principle: learning outcomes emerge from the interaction between instruction and student self-regulation. Teaching style represents what the teacher does to organize learning opportunities, motivation represents why the student invests effort, and discipline represents how consistently that effort is

converted into study behavior. These mechanisms are conceptually distinct but mutually reinforcing. A school that focuses on only one of them may therefore obtain limited improvement.

Teaching style affects the accessibility of content. Clear explanations, relevant examples, questioning, feedback, instructional media, and opportunities for practice help students process information and identify misconceptions. Variability is important because students differ in prior knowledge, pace, confidence, and preferred ways of engaging with material. An adaptive teacher observes student responses and modifies instruction rather than rigidly repeating one method. This interpretation is consistent with the professional-teaching perspective represented in Usman (2014), Huda (2013), Sanjaya (2016), and Komalasari (2017).

However, the positive teaching-style coefficient should not be interpreted as a license to prioritize entertainment over learning. A lively classroom can increase attention, but learning outcomes also require cognitive challenge, structured practice, and accurate feedback. Effective style is therefore purposeful variation: the teacher chooses methods because they help students achieve specific objectives. Professional development should connect teaching strategies with assessment evidence so that teachers can evaluate which approaches actually improve understanding.

Motivation explains the direction and persistence of student effort. A motivated student is more likely to begin tasks, continue when work becomes difficult, ask for clarification, and return to material after errors. Yet motivation is dynamic rather than fixed. Classroom experiences can strengthen or weaken it. Repeated failure, unclear expectations, humiliating feedback, or content perceived as irrelevant can reduce motivation, while achievable challenge, autonomy, progress feedback, and supportive relationships can increase it.

The school can therefore treat motivation as an instructional responsibility shared by teachers, counselors, families, and students themselves. Goal-setting programs can help students connect short-term study behavior with longer-term aspirations. Teachers can communicate learning objectives in understandable language, provide progress indicators, and emphasize improvement rather than only rank. Counselors can identify students whose low motivation reflects anxiety, family problems, or uncertainty about future pathways.

Learning discipline had the largest regression coefficient and deserves careful interpretation. Discipline does not mean passive obedience. In academic contexts, it involves self-regulation: planning study time, attending class, completing assignments, controlling distractions, reviewing material, and persisting with difficult work. External rules are most effective when they help students internalize these routines. A purely punitive approach may produce short-term compliance without developing independent learning habits.

The low mastery rates reported for Grades X, XI, and XII indicate that discipline interventions should be directly connected to academic support. For example, attendance

monitoring should trigger tutoring or counseling when absences accumulate; missing assignments should lead to structured completion plans; and students who repeatedly fail assessments should receive diagnostic feedback. Discipline becomes educationally meaningful when it protects access to learning rather than merely records rule violations.

The simultaneous model also suggests a sequence of reinforcement among the predictors. Effective teaching can increase motivation by making learning comprehensible and relevant. Higher motivation can increase willingness to adopt disciplined study routines. Discipline, in turn, creates repeated successful learning experiences that can strengthen confidence and future motivation. Although the present regression does not test these mediating relationships, they offer useful hypotheses for future research and school intervention design.

The unexplained 46.1% of outcome variance should also guide practice. Student achievement is influenced by prior academic ability, family support, socioeconomic resources, health, peer relationships, access to books and technology, teacher competence, classroom size, assessment quality, and school leadership. The model therefore identifies three important levers but does not imply that students are solely responsible for their performance. Structural and contextual barriers must be considered alongside motivation and discipline.

The mastery table itself demonstrates the importance of data quality. The original Grade XI and Grade X rows contained inconsistencies between student counts and percentages. The narrative indicated 70% non-mastery for Grade XI and 75% for Grade X, while the table displayed different percentages; the Grade X non-mastery count was also inconsistent with the total. Such errors can undermine decision making. Schools should establish simple validation procedures so that totals, percentages, and student counts are checked before performance data are used for policy.

For Grade X, the transition into senior high school may involve adaptation to new academic expectations and learning environments. For Grade XI, subject specialization and increasing complexity may create different motivational and disciplinary challenges. Grade XII students face graduation and future-study pressures. Although the present study does not analyze grades separately, differentiated interventions by phase may be more effective than a single school-wide program.

A practical improvement plan could begin with teacher collaborative inquiry. Teachers can identify subjects or competencies with the lowest mastery, examine assessment items, review student work, and compare teaching approaches. This process links teaching style with evidence rather than preference. The school can then design targeted lesson-study cycles in which teachers plan, observe, and refine instruction around difficult concepts.

Student motivation can be addressed through mentoring and goal-setting. Each student could periodically review attendance, assignment completion, assessment results, and personal goals with a teacher or advisor. The purpose is not surveillance but self-

monitoring. When students can see the relationship between their behavior and progress, motivation becomes more concrete and discipline becomes a tool for achieving personally meaningful outcomes.

Digital distractions also deserve consideration in contemporary discipline. Students may struggle to maintain attention when smartphones and social media compete with study. Rather than relying only on prohibition, schools can teach attention management, structured device use, and digital study skills. Teachers can also design purposeful technology use so that digital tools support, rather than fragment, learning.

Family engagement can reinforce both motivation and discipline. Parents and guardians need clear information about mastery standards, attendance expectations, assignment patterns, and available support. Communication should focus on actionable information rather than only contacting families after serious problems occur. Regular progress summaries can allow families to support routines before academic difficulties become severe.

The study has methodological limitations that affect interpretation. The main sample of 100 respondents is modest relative to the total student population reported in the school table, and the source manuscript does not fully specify the sampling frame across grades. The cross-sectional design also prevents strong causal inference. Students' perceptions of teaching style may be influenced by their achievement, not only the reverse. Longitudinal or experimental designs would provide stronger evidence.

Future studies could incorporate classroom observation to measure teaching style, objective attendance and assignment records for discipline, validated motivation scales, and standardized achievement measures. Multilevel analysis would be especially useful because students are nested within classes and teachers. Such designs could separate student-level effects from teacher-level instructional effects and provide more precise guidance for school improvement.

Implications for Curriculum, Assessment, and Student Support

The findings can be connected to curriculum implementation. Teaching style is most effective when it supports the intended competencies of the curriculum rather than functioning as an isolated personal preference. Teachers should begin from learning objectives, identify evidence of mastery, and then select instructional approaches that help students reach those objectives. This backward-planning logic can increase clarity for both teachers and students and may also strengthen motivation because learners understand the purpose of activities.

Assessment practices can influence all three predictors. Frequent low-stakes assessment gives teachers information about which explanations are working, provides students with progress feedback that can sustain motivation, and encourages regular study rather than last-minute preparation. When assessment occurs only at the end of a unit,

students may discover learning gaps too late. Formative assessment therefore provides a practical link between teaching style, motivation, discipline, and outcomes.

Feedback quality is equally important. Comments that simply label work as wrong may reduce motivation, while specific feedback that identifies what is correct, what needs improvement, and what action should be taken can support persistence. Timely feedback also reinforces disciplined behavior because students can see the benefit of completing tasks and revising errors. Teachers should therefore treat feedback as an instructional tool rather than only a grading function.

Students below mastery require differentiated support. A school-wide average can hide very different causes of underachievement. Some students may lack prerequisite knowledge, others may have attendance problems, and others may struggle with motivation or self-regulation. Diagnostic assessment and short student conferences can help determine which intervention is appropriate. Remedial teaching is more effective when it addresses the specific cause rather than repeating the same instruction unchanged.

Peer learning can also strengthen the three variables. Cooperative activities expose students to different explanations, increase social motivation, and create accountability to group members. However, group work requires structure. Teachers should assign clear roles, define expected outputs, and monitor participation so that high-performing students do not complete all tasks. Well-designed peer learning can make teaching more interactive while encouraging disciplined preparation.

Time management is a concrete component of learning discipline that schools can teach explicitly. Students can be guided to break long assignments into smaller tasks, use weekly study plans, identify high-priority subjects, and schedule review before examinations. These are learnable skills rather than fixed personality traits. Integrating study-skills instruction into homeroom or counseling programs can therefore support students who want to succeed but lack effective routines.

Attendance data should be linked with academic data. A student who is frequently absent may accumulate conceptual gaps that later appear as low motivation or poor performance. Early-warning systems can identify combinations of absence, missing assignments, and declining scores. Timely intervention is more efficient than waiting until final examinations reveal failure. Such systems also distribute responsibility across teachers, counselors, school leaders, and families.

Teacher collaboration can improve instructional consistency across classes. If students in parallel classes receive substantially different expectations, assignments, or feedback, achievement differences may reflect organizational variation rather than student motivation. Common planning and moderated assessment can reduce unnecessary disparities while still allowing teachers to adapt their style. This approach also generates richer professional discussion about which strategies are effective.

The school should also examine whether KKM or mastery standards are aligned with curriculum expectations and assessment difficulty. Very low mastery may indicate genuine learning problems, but it can also reflect assessment items that are poorly matched to taught material or standards that are applied inconsistently. Item analysis, review of test blueprints, and teacher moderation can improve the validity of achievement data used for decision making.

Counseling services have an important role when motivation and discipline problems are symptoms of broader difficulties. Family conflict, economic stress, health problems, anxiety, bullying, or uncertainty about future plans can affect study behavior. Academic interventions alone may be insufficient. A coordinated referral system can ensure that students receive appropriate support while maintaining confidentiality and dignity.

The transition from external discipline to self-discipline should be an explicit educational goal. Younger students may initially rely on teacher monitoring, but senior high school should progressively develop independent planning, responsibility, and reflection. Teachers can gradually shift from reminders to self-monitoring tools, allowing students to set goals, track completion, and evaluate their own progress. This approach prepares students for higher education and employment as well as improving current achievement.

The study's findings therefore support a multi-tiered improvement framework. Universal strategies clear teaching, motivational support, and structured routines should be available to all students. Targeted support should be provided to students with early signs of difficulty, while intensive individualized interventions should be reserved for persistent problems. This structure allows the school to use resources efficiently and avoids treating all underachievement as the same problem.

Another important implication concerns student voice. Students can provide structured feedback about which instructional practices help them understand material, remain motivated, and organize their learning. Such feedback should not be treated as a popularity rating. Carefully designed questions can focus on clarity, feedback, pacing, opportunities to participate, and support for independent study. Combined with achievement evidence, student voice can help teachers refine their instructional style.

The school can also strengthen academic motivation by making progress visible. Simple dashboards or personal learning records can show students how attendance, task completion, and assessment results change over time. When students see improvement, effort becomes more meaningful. When results decline, the data can trigger early support. This approach turns abstract messages about motivation and discipline into observable patterns that students can understand and act upon.

Teachers need support to interpret performance data accurately. A low score may reflect a misconception about one concept rather than low motivation, while incomplete work may reflect unclear instructions rather than poor discipline. Professional development in formative assessment and data interpretation can reduce misdiagnosis. The broader

lesson is that the three predictors should be used as hypotheses about learning problems, not as labels attached to students.

Equity should also be considered. Students with fewer learning resources at home may appear less disciplined if they cannot complete online assignments or study in a quiet environment. Motivation may be affected by economic pressure or family responsibilities. School interventions should therefore distinguish between unwillingness and constraint. Providing access to learning spaces, devices, tutoring, or flexible support may be necessary before expecting behavioral change.

The findings ultimately support a culture of shared responsibility. Teachers influence how learning is organized, students influence how consistently they engage, families support routines, and school leaders create systems that enable all three. Framing achievement as the product of this shared system is more constructive than attributing low outcomes exclusively to either teachers or students.

School leaders should also ensure that interventions are evaluated. If a new teaching strategy is introduced, student learning evidence should be compared before and after implementation. If mentoring is intended to increase motivation, changes in attendance, task completion, and student-reported engagement should be monitored. If discipline procedures are revised, the school should examine whether they improve learning behavior without increasing unnecessary conflict. This evaluation culture prevents programs from becoming ceremonial activities disconnected from outcomes.

The interaction between teacher expectations and student motivation also deserves attention. Students often respond to whether teachers communicate confidence in their ability to improve. High expectations paired with appropriate support can strengthen persistence, whereas high demands without scaffolding may reduce motivation. Teachers should therefore communicate ambitious but attainable goals, provide models and examples, and recognize progress toward mastery.

Finally, students should be taught to reflect on how they learn. Short metacognitive activities such as identifying which study methods worked, why an error occurred, or how preparation affected a test result can connect motivation with disciplined strategy use. Over time, this reflection can help students become more independent learners and may explain additional variation in outcomes beyond the three predictors tested here.

The school should also consider the role of subject difficulty. Students may report high motivation and good discipline yet still struggle in subjects that require prerequisite knowledge or abstract reasoning. Subject-level analysis would help identify whether the effects of teaching style, motivation, and discipline differ across mathematics, languages, sciences, and social studies. This would support more precise professional development and remedial programs.

Researchers should also distinguish perceived teaching style from observed teaching practice. Student perceptions are important because they influence engagement, but

classroom observation can provide complementary evidence about instructional variation, questioning, feedback, and student participation. Combining both sources would reduce measurement bias and provide a stronger basis for causal interpretation.

Overall, the three predictors should be managed as a connected learning system. Instruction should make academic goals understandable and attainable, motivation should help students value and persist in learning, and discipline should turn that motivation into repeated productive routines. When these elements are aligned and supported by reliable assessment data, the school is better positioned to raise mastery rates without reducing achievement problems to a single cause.

CONCLUSION

Teaching style, learning motivation, and learning discipline each have a positive and significant effect on student learning outcomes at SMAN 1 Ranah Pesisir. The three variables are also jointly significant, explaining 53.9% of the variation in learning outcomes. Learning discipline has the largest unstandardized coefficient in the reported model, followed by teaching style and motivation.

The study supports an integrated school-improvement approach: teachers should develop flexible instructional practices, schools should foster students' intrinsic and extrinsic motivation, and students should be supported in building consistent learning discipline. The study is limited by its cross-sectional survey design, reliance on one school, and measurement based largely on questionnaire data. Future research should include prior achievement, family background, learning facilities, teacher competence, digital-learning use, and longitudinal indicators to better explain changes in academic performance over time.

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