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CONTRIBUTION OF SELF-REGULATED LEARNING AND INTEREST IN LEARNING TO THE ACADEMIC SUCCESS OF ARCHIVES MANAGEMENT IN PUBLIC VOCATIONAL SCHOOLS

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ABSTRACT

The aim of this research is to describe the effect of self-regulated learning and learning interest in student learning outcomes. This research was conducted at Public Vocational High Schools 10 Jakarta in the early year 2023/2024 with a population of class X and XI majoring in Office Management and Business Services (MPLB) of 144 students. The sample used in this research consisted of 106 students using proportional random sampling techniques. The Learning Outcome variable data uses secondary data, while the Self-Regulated Learning and Learning Interest variable data uses primary data using a Likert scale model. The analysis technique for this research consists of instrumental tests (validity and reliability), analysis prerequisite tests (normality and linearity tests), classical assumption tests (multicollinearity and heteroscedasticity), and Multiple Regression Analysis (simultaneous F test, partial T test and coefficient of determination). The results of this study indicate that there is a significant influence between self-regulation learning and learning outcomes, learning interest influences learning outcomes, and self-regulated learning and learning interest both influence learning outcomes simultaneously.

Keywords: Self-regulated learning, Learning interest, Learning outcomes

ABSTRAK

Tujuan dari penelitian ini adalah untuk menggambarkan pengaruh self-regulated learning dan minat belajar terhadap hasil belajar siswa. Penelitian ini dilakukan di SMK Negeri 10 Jakarta pada tahun awal 2023/2024 dengan populasi kelas X dan XI Jurusan Manajemen Perkantoran dan Layanan Bisnis (MPLB) sebanyak 144 siswa. Sampel yang digunakan dalam penelitian ini terdiri dari 106 siswa yang menggunakan teknik *proportional random sampling*. Data variabel Hasil Belajar menggunakan data sekunder, sedangkan data variabel Self-Regulated Learning dan Minat Belajar menggunakan data primer yang menggunakan model skala likert. Teknik analisis penelitian ini terdiri dari uji instrument (validitas dan reliabilitas), uji prasayarat analisis (uji normalitas dan linearitas), uji asumsi klasik (multikolinearitas dan heterokedastisitas), dan uji regresi linear berganda (uji simultan F, uji Parsial T dan koefisien determinasi). Hasil penelitian ini menunjukkan bahwa adanya pengaruh yang signifikan antara *self-regulated learning* dan hasil belajar, minat belajar mempengaruhi hasil belajar, *self-regulated learning* dan minat belajar sama-sama mempengaruhi hasil belajar.

Kata kunci: Self-regulated Learning, Minat belajar, Hasil belajar

INTRODUCTION

According to Law Number 20 of 2003 concerning the National Education System, the aim of national education is to produce students who have the ability to develop their character and form a valuable nation (Kurniawan, 2021). The aim of this teaching is to help students and other people, so that they want to become honest, healthy, wise, creative, independent and responsible citizens. Students have an obligation to study both at home and in class. For students to be successful, learning is critical to the acquisition of information and understanding of knowledge. To develop disciplined study habits, all students must be able to organize their learning or routines through making study plans. Students who implement structured study habits will be more focused and more serious in participating in learning.

It was found that several factors caused students in the class to be somewhat passive during the learning process due to a lack of interest in studying the subject. They are only interested in studying to fulfill their grades. Additionally, students will only participate in activities when the educator initiates or designates them. Even though educators try to make the class atmosphere enjoyable, there will be no enthusiasm for learning if there is no encouragement in the students. This is in line with the opinion that even though students have good abilities, they cannot achieve good academic achievements because they cannot regulate themselves when studying (Nurfa & Quraisy, 2021).

When a semester ends, the teacher will collect the grades the students have learned and write them in a report card. To find out where students' learning abilities lie, the scores that have been collected from researchers are compared with the score categories that have been determined by the school. Putri et al. (2021) states that learning outcomes are a mental activity that a person carries out with their environment to produce positive changes in their thinking, both in the areas of understanding, attitudes and psychology.

There are several factors that can influence student learning outcomes, these factors include students' ability to regulate themselves by controlling their own behavior or self-regulated learning. When students use self-regulated learning, they will be more motivated to learn so that the learning process becomes easier and information is more easily absorbed. In addition, students usually consider learning objectives before studying to make it easier to achieve the desired learning outcomes.

Learning interest, which can be interpreted as the tendency to focus attention and remember certain activities, is another component that influences student learning outcomes. Students who are involved in interesting activities receive sustained attention accompanied by feelings of success and pleasure (Zulkarnain, 2012). Interest in learning creates a person's focus in obtaining learning outcomes. Low interest can cause activities to become boring. If this happens to interest in learning, it will have an impact on a person's learning difficulties. In this case, students' interest in learning greatly influences student learning outcomes.

Learning becomes more meaningful when students actively participate in the learning process and are given the freedom to choose what to learn and how to obtain it. Learning outcomes will not be achieved if students are less interested in participating fully in their learning. Interest is not acquired or possessed by a person from birth, but it must be sought in this case, interest can help the learning process (Herlambang et al., 2021).

Previous research, by Ramadhany and Rosy (2021) found that the self- learning had a positive and significant impact on student learning outcomes in the Productive Creative Entrepreneurship subject (PKK) at high vocational school. Apart from that, the learning interest variable has a positive and significant impact on student learning outcomes. Research by Tan (2021) found that independent learning has a positive and significant influence on student learning outcomes. This study also shows that students who are more independent tend to have better academic performance. Another study by Handayani et al. (2022) shows that students'

interest in learning has a significant influence on their learning achievement. Students who show a high interest in learning tend to have better grades in Vocational subjects.

The research wants to update this research by using self-regulated variables and interest in learning as influences on student learning outcomes. There are still very few researchers who use their research subjects, especially in terms of archival management in State Vocational Schools. The subject of Creative Entrepreneurship Products has been the subject of research by previous researchers, so the researcher chose archival research as the subject. The aim of this research is to describe the effect of self-regulated learning and learning interest in student learning outcomes.

LITERATURE REVIEW

Self-Regulated Learning

According to Zimmerman in Hemasti et al. (2023), self-regulated learning (SRL) is a learning approach where students are motivated to learn metacognitively and participate actively in the independent learning process. Self-directed learning combines academic learning skills and self-control, so students can determine and construct their own perspective about what they are learning. According to Masrifah and Hendriani (2022) when students face certain tasks, they use certain strategies. Several strategies in self-regulated learning, such as self-evaluating, self-consquences, rehearsing and memorizing, organizing and transforming, setting goals and planning, seeking information, making notes and monitoring, structuring the environment, seeking social assistance, and reviewing.

According to Pasha and Aini (2022) states that indicators of self-regulated learning include: Diagnosing learning needs, Obtaining learning needs, Monitoring, organizing and controlling learning, Selecting and placing learning strategies, and Ability to evaluate learning processes and outcomes. Amalia and Puwaningsih (2020) state that there are 5 indicators of Self-Regulated Learning/independent learning, namely initiative, self-confidence, discipline, responsibility and motivation. Self-regulated learning is a process in which students apply strategies by controlling their own motivation, metacognition and cognition. In other words, students need high self-awareness and independence in various fields. Self-regulated learning is also a learning approach where students are given encouragement to learn metacognitively and participate actively in the independent learning process.

Learning Interest

Interest is curiosity and interest in a thing or activity without any external direction. Having an interest basically requires a relationship between oneself and something outside of oneself, the stronger the relationship, the greater the interest (Slameto, 2010). Learning interest does not depend on whether students like learning activities or feel motivated to learn. Learning interest comes from internal components and psychological components which are very important for the learning process and student progress (Hanifal et al., 2019). Interest comes from within a person and helps him achieve his goals (Jamil et al., 2020). Learning with interest makes students learn better because people who are truly interested in something will tend to do it (Sitompul et al., 2019). Students will definitely have an interest in learning because there will be factors that cause this to arise. According to Kompri (2017) there are several factors that influence students' learning interest, including; family, teachers, learning materials, learning media, and the environment.

Furthermore, there are five indicators that influence learning interest, including feelings of interest, feelings of joy, attention, participation and desire (Nurhayanti et al., 2020). According to Rahmi et al. (2020) if a student feels happy or likes a lesson, then they will continue studying it because he is not forced to. According to Kartika et al. (2019), indicators

of learning interest include liking or enjoying, statements that are liked, interest in learning without instructions, participating in learning activities, and paying attention.

Learning Outcomes

Maisyaroh et al. (2023) explained that internal factors (within the student) and external factors (outside the student) greatly influence learning success. Internal factors that influence learning outcomes include; interests, talents, skills, effort, motivation, attention, weaknesses, health and habits. Meanwhile, external factors that influence learning outcomes are; factors originating from outside the student, such as the physical and non-physical learning environment (including classroom atmosphere), socio-cultural environment, family environment, school programs, educators, learning implementation, and school friends.

According to Moore in Fauhah and Rosy (2020) there are three domains that function as indicators of learning outcomes. The cognitive domain includes knowledge, understanding, application, research, creation, and evaluation. The affective domain includes acceptance, response, and value determination. The psychomotor domain includes fundamental, generic, ordinative and creative movements. The cognitive domain includes everything related to the brain and intelligence. Affective domain, everything related to attitudes and behavior (Nopitasari et al., 2021). Learning outcomes are a process of a person's mental activity in interacting with their environment which results in beneficial behavioral changes, which include increasing students' knowledge, understanding, attitudes and skills. The learning outcome indicators used by researchers are cognitive aspects.

METHOD

This research was carried out at Public Vocational School 10 in the East Jakarta area in the field of Office Management and Business Services (MPLB) major. The object of this research is self-regulation of learning and interest in learning as independent variables on learning outcomes as the dependent variable for class X and XI MPLB students. This research uses a correlational quantitative approach with survey methods. The survey method is used to collect or obtain data about a large population using a smaller sample. The total population was 144 students with an error rate of 5% so that 106 students were obtained as samples in the research obtained using the Slovin formula.

To obtain samples, researchers use proportional random sampling techniques where samples will be distributed proportionally to each class. This research uses a data collection instrument in the form of a questionnaire containing a list of questions and subjects that have been prepared previously, and have been tested for validity and reliability. Each statement in the questionnaire is filled in using a Likert scale, where respondents choose attitudes regarding the statement based on their attitude towards the statement (Suasapha, 2020). So the researcher used a *Likert scale* with five alternative answer choices given on a scale of 1-5. Learning outcomes are measured using PTS (Mid-Semester Assessment) scores. Meanwhile, self-regulated learning and interest in learning use the collection method via a Likert scale. In this research Self-regulated learning is measured using five indicators according to Pasha and Aini (2022); Amalia and Puwaningsih (2020); Ivane and Dewi (2022); and Widiastuti et al. (2023), namely evaluating, self-confidence, motivation and learning strategies. The learning interest variable in this study was measured using five indicators according to Ramadhany and Rosy (2021); Nurhayanti et al. (2020); Rahmi et al. (2020); and Kartika et al. (2019), namely interest, pleasure, attention and participation. Data on the Learning Outcomes variable will be seen based on the learning outcomes obtained by students in the archives management subject, which will be assessed based on the Cognitive domain. Table 1 shows that the ability categories for student learning outcomes.

Table 1. Learning Outcome Instrument Grid

Indicator	Predicate	Competency Value	
		Knowledge Description	Number
Cognitive Aspect	A	Very Capable	96-100
	A-	Very Capable	91-95
	B+	Capable	85-90
	B	Capable	80-84
	B-	Capable	75-79
	C+	Capable enough	70-74
	C	Capable enough	65-69
	C-	Capable enough	60-64
	D+	Less fortunate	55-59
	D	Less fortunate	≤ 54

Source: Data on the value calculation format for Public Vocational School 10 Jakarta

In this study, we used SPSS version 26 to analyze the data. SPSS can be used to create different distributions, descriptive statistics, and complex statistical analysis. Regression model parameter estimates are used to analyze the data. Regression testing is carried out using the resulting regression equation to approach the actual situation. The process used to analyze the data is as follows; (1) analysis prerequisite tests (normality and linearity tests); (2) classical assumption tests (multicollinearity and heteroscedasticity); and (3) Multiple Regression Analysis (simultaneous F test, partial T test and coefficient of determination).

RESULTS AND DISCUSSION

Normality test

The normality test is used to determine whether the test data or residuals from the regression model are normally distributed. The residual value is considered normal if the Sig value is > 0.05. Table 2 shows the residual values with the regression model in the normality test seen from the Asymp value. Sig (2-tailed) in the Kolmogorov – Smirnov test is 0.200 > 0.05, it can be concluded that all variables are normally distributed. Then, if you look at the graphic analysis (normal probability), the data shows that the spread is close to the line, so it can be said to be a normal regression model. Based on Table 2 and Figure 1, the data meets the requirements for the normality assumption test and is normally distributed.

Table 2. Normality Test (Kolmogorov Smirnov)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		106
Normal Parameters [a, b]	Mean	.0000000
	Std. Deviation	5.38309291
Most Extreme Differences	Absolute	,067
	Positive	,067
	Negative	-.060
Statistical Tests		,067
Asymp. Sig. (2-tailed)		,200 [c,d]

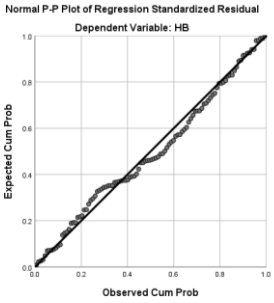

Figure 1. Normality Test (Probability Plot)

Linearity Test

Based on the linearity test results, the data shows a relationship that meets linear assumptions if the Sig deviation value from linearity is > 0.05. Based on data analysis, it was found that Self-Regulated Learning and learning outcomes are linearly related and meet the linearity assumption, based on the results of the linearity test analysis. The analysis results show that the Sig. value of linearity deviation is 0.282 > 0.05. Based on the results of the linearity test analysis of Learning Interest and Learning Outcomes, the Sig. Deviation from Linearity results were 0.445 > 0.05. So it can be concluded that Learning Interest and Learning Outcomes are linearly related and meet the linearity assumption.

Multicollinearity Test

The results of collinearity statistics were used to test the multicollinearity of this study. This research was conducted using SPSS 26. Multicollinearity appears if Tolerance > 0.10 and VIF value < 10.00. This research has a perfect linear relationship and no multicollinearity was found in the research. The results are depicted in Table 3 based on the multicollinearity test analysis. It is known that Self-Regulated Learning Tolerance is 0.623 > 0.10 and VIF is 1.606 < 10.00. Meanwhile, for Interest in Learning Tolerance is 0.623 > 0.10 and VIF 1.606 < 10.00.

Table 3. Multicollinearity Test

Coefficients [a]								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	57,694	3,152		18,302	,000		
	X1	1,095	,072	1,053	15,163	,000	,623	1,606
	X2	1,003	.104	,668	9,626	,000	,623	1,606
a. Dependent Variable: Y								

Heteroscedasticity Test

Heteroscedasticity test in the research used Spearman's deep rho tests the regression value on the independent variable. The heteroscedasticity test criteria is if Sig > 0.05 then there is no heteroscedasticity in the research. Based on Table 4, the analysis of the Unstandardized Residual Sig value in the Spearman's rho Self-Regulated Learning test (X1) of 0.950 > 0.05 and the Learning Interest value (X2) of 0.687 > 0.05. So it can be concluded from this research that heteroscedasticity does not occur.

Table 4. Heteroscedasticity Test (Spearman's rho)

Correlations					
			X1	X2	Unstandardized Residuals
Spearman's rho	X1	Correlation Coefficient	1,000	,475 **	,006
		Sig. (2-tailed)	.	,000	,950
		N	106	106	106
	X2	Correlation Coefficient	,475 **	1,000	-.040
		Sig. (2-tailed)	,000	.	,687
		N	106	106	106
	Unstandardized Residuals	Correlation Coefficient	,006	-.040	1,000
		Sig. (2-tailed)	,950	,687	.
		N	106	106	106
**. Correlation is significant at the 0.01 level (2-tailed).					

Multiple Regression Equation

This research uses multiple linear regression calculations using the SPSS Version 26 program. Measuring the strength of direction and how much influence several independent variables have on the dependent variable is a function of multiple regression.

Table 5. Multiple Regression Test

Coefficients [a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	57,694	3,152		18,302	,000
X1	1,095	,072	1,053	15,163	,000
X2	1,003	.104	,668	9,626	,000
a. Dependent Variable: Y					

Based on the results of the calculation analysis in Table 5, the multiple linear regression equation is in the form of Y = 57.694 + (1.095X1) + (1.003X2) + 0.556. As mentioned previously, the gain constant is 57.694. It is known that the Self-Regulated Learning regression coefficient value is 1.095, which means that independent learning results will increase by 1.095 at a constant of 57.694 assuming the coefficient values X2 and X3 remain constant. Furthermore, the learning interest coefficient is 1.003, which means that learning outcomes will increase by 1.003 with a constant of 57.694 if learning interest increases by 1 point. This is done assuming the coefficient values X1 and X3 remain constant. Apart from that, the error value (e) found in this study was 0.556 based on the form of the multiple regression equation. Based on the form of the multiple regression equation, it is known that emotional intelligence has the highest regression coefficient, namely 1.095, compared to interest in learning which has a lower regression coefficient, namely 1.003. This shows that self-regulated learning has a significant role in student learning outcomes.

Partial Test (T Test)

T Test Criteria if $T_{count} > T_{table}$ and Sig < 0.05, then self-regulation of learning and interest in learning partially have a significant effect on learning outcomes. Based on the T test analysis, the results obtained in Table 6. The $T_{table\ value}$ can be calculated using the formula T = (a;(nk)) = T(0.05;(106-3)) = T(0.05;103) so that The $T_{table\ result}$ obtained was 1.660. Based on these calculations, self-regulated learning obtained a $_{calculated\ T\ value}$ of 15.163 > T_{table} 1.660 with a Sig value of 0.000 < 0.05. Then, for interest in learning, the $_{calculated}$ T value is 9.626 > T_{table} 1.660 and the Sig value is 0.000 < 0.05. So it can be concluded that partial or individual self-regulation of learning and interest in learning have a significant influence on the dependent variable, namely Learning Outcomes.

Table 6. Partial Test (T Test)

Coefficients [a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	57,694	3,152		18,302	,000
X1	1,095	,072	1,053	15,163	,000
X2	1,003	.104	,668	9,626	,000
a. Dependent Variable: Y					

Simultaneous Test (F Test)

Self-regulated learning with interest in learning has a significant influence on student learning outcomes, according to the F test criteria, namely when the $_{calculated\ F}$ is greater than the F_{table} and Sig < 0.05. The results described were obtained based on the results of the F test. Based on Table 7, the F value was 115.030 and the Sig value was 0.000. By using a probability

of 0.05, the F $_{\text{table value}}$ can be calculated using the formula F=(K;nk-1)) = F(2;106-2-1); DF1 (2) and DF2 (103), then the F $_{\text{table result value is}}$ 115.030 > F $_{\text{table}}$ 3.08, and the Sig value is 0.000 < 0.05. Learning outcomes are greatly influenced by self-regulation of learning and interest in learning.

Table 7. Simultaneous Test (F Test)

ANOVA [a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	6796.069	2	3398.035	115,030	,000 [b]
	Residual	3042.657	103	29,540		
	Total	9838.726	105			
a. Dependent Variable: Y						
b. Predictors: (Constant), X2, X1						

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Coefficient of determination (R^2)

The coefficient of determination test in this study used SPSS 26. The criteria for the coefficient of determination (R^2) are if R^2 = -1 then the influence is negative and if R^2 = 1 then the influence is positive and strong. Based on the analysis of the coefficient of determination test in the Table 8, the R Square result or the influence between self-regulation of learning and interest in learning on learning outcomes is 0.691 or 69.1%. These results show that they fall into the strong influence category because the values obtained range from 0.600 to 0.799.

Table 8. Determination Coefficient Test (R^2)

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.831 [a]	,691	,685	5.43510
a. Predictors: (Constant), X2, X1				

Discussion

The Effect of Self-Regulated Learning on Learning Outcomes

Learning with a self-regulated learning system has an important role in preparing students to become lifelong learners who have agency in an unpredictable, dynamic and ever-changing society (Lee et *al.*, 2023). Learning with Self-Regulated Learning or SRL is very important. Students who have the ability to self-regulate tend to appreciate learning materials and feel more confident in their learning performance in digital environments (Lan & Huang, 2023).Based on the influence of Self-Regulated Learning on Learning Outcomes, it is known that the $_{\text{calculated T value is}}$ 15.163 > T $_{\text{table}}$ 1,660 and the *Sig value* is 0.000 <0.05. The conclusion is that there is an influence of Self-Regulated Learning on the Learning Outcomes of class XI students at Public Vocational School 10 Jakarta. Then the regression coefficient value for Self-Regulated Learning is 1.095. This explains that Self-Regulated Learning has an influence on the level of student learning outcomes. In line with previous research that conducted research using Self-Regulated Learning on Learning Outcomes such as Tarumasely (2022); Sinaga et al. (2023); and Zahro and Surjanti (2021) shows that Self-Regulated Learning has an influence on student learning outcomes.

The Influence of Learning Interest on Learning Outcomes

Interest in learning is an attitude of obedience towards learning activities including planning a study schedule and the initiative to seriously carry out learning activities (Nurhasanah & Sobandi, 2016). Interest in learning is a student's tendency to pay attention to something, followed by interest and feelings of enjoyment, thus making him or herself willing to take part in activities of interest at school (Baharsyah et al., 2023). In looking at the influence of Learning Interest on Learning Outcomes, it is known that the $_{\text{calculated T value is}}$ 9.626 > T $_{\text{table}}$ 1.660 and the Sig value is 0.000 < 0.05. In conclusion, there is an influence of interest in

learning on learning outcomes in class XI students at Public Vocational School 10 Jakarta. Then Interest in Learning gets a regression coefficient value of 1.003. This shows that interest in learning has an influence on the level of student learning outcomes. In line with research conducted by previous researchers regarding Learning Interest in Learning Outcomes in research Sidiq et al. (2020); Nugroho et al. (2020); Herlambang et al. (2021); and Wahyuningsih et al. (2021) which explains that Learning Interest has an influence on student learning outcomes.

The Influence of Self-Regulated Learning and Interest in Learning on Learning Outcomes

Learning outcomes measure student progress after studying material and reflect the ultimate goal of implementing learning activities (Inde et al., 2020). Learning outcomes generally relate to a specific subject and refer to what students should know, be able to do, or be assessed as a result of taking a course (Fandos-Herrera et al., 2023). According to the calculations that have been carried out, it is known that the $_{\text{calculated F value is}}$ 115.030 > F $_{\text{table}}$ 3.08 and the *Sig value* is 0.000 < 0.05. The conclusion is that Self-Regulated Learning and Learning Interest have a joint influence on student learning outcomes. Based on the multiple regression value, Y = 57.694 + (1.095X1) + (1.003X2) + 0.556, where the constant is 57.694 and the regression coefficient on Self-Regulated Learning has a positive value. This shows that student learning outcomes are influenced by Self-Regulated Learning and Interest in Learning, where every 1 point increase in the regression coefficient value will increase the value of the dependent variable. Furthermore, the results of calculating the coefficient of determination explain that the percentage given is 0.691 or 69.1% and is included in the category of having a strong influence. This is because the obtained value lies in the range 0.600 – 0.799. In line with previous research on Self-Regulated Learning and Interest in Learning on Learning Outcomes, as in research Ramadhany and Rosy (2021); Mattoliang et al. (2021); and Fiveronica et al. (2022) explains that Self-Regulated Learning and Interest Learning has an influence on student learning outcomes.

CONCLUSIONS AND RECOMMENDATIONS

Taking into account the above results, the results of calculations and statistical data analysis are as follows; (1) The results of the hypothesis test explain that there is a significant relationship between Self-Regulated Learning and Learning Outcomes. The higher the level of Self-Regulated Learning of students, the higher their learning outcomes, and vice versa; (2) The results of the hypothesis test explain that there is a significant relationship between learning interest and learning outcomes. The more students are involved in learning activities, the higher their learning outcomes, and vice versa; and (3) The results of the hypothesis test explain that there is a significant joint influence between self-regulated learning and interest in learning on learning outcomes. Self-regulation and high interest in learning in students can significantly influence their learning outcomes, and vice versa.

This research is not perfect because of the many limitations faced by researchers. Because this research was carried out independently, of course there are shortcomings that need to be corrected by future researchers. Therefore, it is hoped that several factors that constitute these limitations will be paid more attention to by future researchers as they refine their research. Some limitations of this research are as follows; (1) Researchers only conducted research on the MPLB department, especially classes X MP and XI MPLB, because class XI conducted Distance Learning, so the questionnaire was distributed online; (2) While this research only uses two independent variables, there are still other variables or components that influence student learning outcomes; (3) Research method: survey model and distribution of questionnaires via Google Form.

The researcher made several suggestions based on the research findings above, some of the recommendations include the following; For Public Vocational School 10 Jakarta (1) To increase students' enthusiasm and increase their self-confidence, teachers must be able to provide encouragement, motivation and appreciation for students in the learning process; (2) As parents at school, teachers must be firm in educating their students and supporting them to become more independent. They should also encourage their students to be passionate about learning by providing support and guidance if they experience difficulties at school. This is due to the fact that the help and support provided by teachers makes students more motivated to learn; (3) Teachers must look for various sources of learning models to increase student interest and student social behavior at school.

For future researchers; (1) Researchers suggest that the sample used in future research be broader, not just certain majors, especially for testing research instruments. This is done with the aim of describing the situation of the population as a whole and adding to research data; (2) In order for research findings to be broader, future researchers are expected to be able to add other elements that can influence learning outcomes, such as learning facilities, learning interests, and others; (3) Researchers suggest not only using quantitative methods, instead, research suggests using qualitative methods, which collect data through interviews.

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