

THE INFLUENCE OF SCHOOL FACILITIES AND LEARNING DISCIPLINE ON STUDENTS' LEARNING INTEREST AT SMAN 21 MAKASSAR

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ABSTRACT

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This study aimed to examine the influence of school facilities and learning discipline on students' learning interest at State Senior High School 21 Makassar. The study employed a quantitative approach with an associative descriptive design. Data were collected from 47 tenth-grade students selected through purposive sampling. Data collection techniques included questionnaires, observations, and interviews. The research instruments were tested for validity and reliability, while data analysis involved descriptive statistics, classical assumption tests, Pearson correlation analysis, and multiple linear regression analysis. The findings revealed that all research instruments were valid and reliable. Correlation analysis indicated that school facilities and learning discipline were positively associated with students' learning interest. Multiple regression analysis showed that both variables significantly affected learning interest, with learning discipline exhibiting a greater contribution than school facilities. The coefficient of determination ($R^2 = 0.599$) demonstrated that 59.9% of the variance in students' learning interest could be explained by school facilities and learning discipline, whereas 40.1% was influenced by other factors. These findings suggest that improving educational facilities and strengthening students' learning discipline are essential for enhancing learning interest. The study contributes to the literature by providing empirical evidence regarding the complementary roles of environmental and behavioral factors in fostering students' motivation and engagement in secondary education.



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INTRODUCTION

Education plays a strategic role in developing human resources and improving the quality of life in society. Schools, as formal educational institutions, are expected to create conducive learning environments that support students' academic achievement and personal development. One important factor contributing to academic success is students' learning interest, which influences their motivation, engagement, and participation in learning activities. Students with high learning interest tend to show greater curiosity, persistence, and active involvement in classroom learning, ultimately leading to better learning outcomes (Eccles & Wigfield, 2020; Schiefele et al., 2018).

Learning interest is influenced by various internal and external factors. Internal factors include motivation, self-regulation, and learning discipline, whereas external factors encompass family support, teacher competence, and the quality of school facilities (Ryan & Deci, 2020). School facilities constitute an important component of the learning environment because they provide students with opportunities to access learning resources and experience meaningful learning activities. Adequate classrooms, libraries, laboratories, and information technology facilities contribute to creating a comfortable learning atmosphere and enhancing students' engagement in educational activities (Barrett et al., 2019). Conversely, inadequate facilities may hinder students' concentration and reduce their enthusiasm for learning.

The development of technology and the increasing demand for twenty-first-century skills have further highlighted the importance of educational facilities. Previous studies have demonstrated that school infrastructure significantly affects students' academic performance, satisfaction, and learning experiences (Byers et al., 2018; Maxwell, 2019). Learning spaces equipped with modern facilities encourage collaboration, creativity, and active learning, which positively influence students' interest in learning. Therefore, improving the quality of educational facilities has become one of the priorities for schools seeking to enhance learning quality and student engagement.

Besides school facilities, learning discipline is another crucial factor associated with students' learning interest. Learning discipline refers to students' ability to comply with academic rules, manage time effectively, and consistently complete learning tasks. Students with high levels of discipline generally exhibit stronger self-regulation and greater responsibility toward their academic activities (Panadero, 2018). Learning discipline enables students to establish productive learning habits and maintain persistence when facing academic challenges. Consequently, disciplined students are more likely to demonstrate higher levels of motivation and interest in learning (Ryan & Deci, 2020).

The relationship between learning discipline and learning interest can be explained through self-regulated learning theory, which suggests that students who effectively regulate their behavior, emotions, and learning strategies tend to develop more positive attitudes toward learning (Panadero, 2018). Empirical studies have shown that self-discipline significantly contributes to academic engagement and achievement among adolescents (Credé et al., 2019). Similarly, students who possess strong self-regulation are better able to maintain their motivation and actively participate in learning activities (Zimmerman, 2019). Therefore, fostering learning discipline represents an important strategy for improving students' learning interest.

Preliminary observations conducted at SMAN 21 Makassar revealed several issues related to school facilities and learning discipline. Some educational facilities, particularly the computer laboratory and library, were not optimally utilized by students. In addition, several students demonstrated low learning discipline, as indicated by tardiness, delayed submission of assignments, and lack of active participation during learning activities. Such conditions potentially affect students' enthusiasm and interest in learning, thereby influencing the effectiveness of the educational process.

Although numerous studies have examined the effects of learning environments and self-regulation on academic achievement, studies investigating the simultaneous influence of school facilities and learning discipline on students' learning interest remain limited, particularly within the context of Indonesian senior high schools. Most previous studies have emphasized academic achievement as the outcome variable rather than learning interest as a psychological construct. Therefore, investigating these relationships is important to provide a more comprehensive understanding of factors contributing to students' learning engagement and enthusiasm.

Accordingly, this study aims to examine the influence of school facilities and learning discipline on students' learning interest at SMAN 21 Makassar. Specifically, this study seeks to describe the condition of school facilities and learning discipline, examine the level of students' learning interest, and analyze the effects of school facilities and learning discipline on students' learning interest. The findings are expected to contribute to the literature on

educational psychology and provide practical implications for schools and educators in designing strategies to enhance students' learning interest through the provision of adequate facilities and the promotion of positive learning discipline.

METHOD

This study employed a quantitative approach using a descriptive-associative design to examine the influence of school facilities and learning discipline on students' learning interest at SMAN 21 Makassar. Quantitative research enables researchers to investigate relationships among variables objectively through statistical procedures and empirical measurements (Creswell & Creswell, 2018). The descriptive approach was used to describe the condition of each variable, whereas the associative approach aimed to determine the effects of school facilities and learning discipline on students' learning interest. The study was conducted at SMAN 21 Makassar in October 2025.

The study involved three variables consisting of school facilities (X_1) and learning discipline (X_2) as independent variables, and students' learning interest (Y) as the dependent variable. School facilities refer to the physical infrastructure and educational resources provided by the school to support learning activities, including classrooms, learning equipment, conducive environments, and maintenance of facilities. Learning discipline refers to students' obedience to academic rules and responsibilities, reflected in punctuality, compliance with regulations, responsibility, and consistency in learning. Meanwhile, learning interest represents students' enthusiasm and willingness to engage in learning activities, characterized by attention, enjoyment, active participation, and satisfaction.

The population of this study comprised all students of SMAN 21 Makassar. Samples were selected using purposive sampling techniques, involving students from Class X.1 and Class X.3, resulting in a total sample of 47 students. Purposive sampling was employed because participants were selected based on specific characteristics relevant to the objectives of the study (Campbell et al., 2020). Data were collected using questionnaires with a five-point Likert scale as the primary instrument, supported by observation and interviews to obtain additional information regarding the utilization of school facilities and students' learning behavior.

Prior to data analysis, the validity and reliability of the instrument were examined. Construct validity was assessed using Pearson Product-Moment correlation, while reliability was measured using Cronbach's Alpha coefficient. An instrument was considered reliable when the Cronbach's Alpha value exceeded 0.70 (Hair et al., 2019). Data analysis was performed using SPSS version 25 through descriptive statistics and inferential statistics. Descriptive analysis was conducted to determine the mean, frequency, and percentage distributions of each variable. Inferential analysis included classical assumption tests consisting of normality, linearity, and multicollinearity tests. Furthermore, Pearson correlation analysis and multiple linear regression analysis were employed to examine the partial and simultaneous effects of school facilities and learning discipline on students' learning interest. Hypothesis testing was conducted using t-tests, F-tests, and the coefficient of determination (R^2), with a significance level of 0.05 (Field, 2018).

RESULT AND DISCUSSION

This study was conducted at State Senior High School 21 Makassar, South Sulawesi, Indonesia. The respondents consisted of 47 tenth-grade students drawn from two classes, namely Class X.1 (20 students) and Class X.3 (27 students). Prior to testing the hypotheses, the research instrument was subjected to validity and reliability testing. Pearson Product-Moment analysis indicated that all questionnaire items possessed correlation coefficients higher than the critical value ($r = 0.288$), suggesting that all items were valid.

Table 1.
Validity Test Results

Variable	Number of Items	r _{value} Range	r _{table}	Conclusion
School Facilities (X ₁)	10	0.289–0.672	0.288	Valid
Learning Discipline (X ₂)	10	0.383–0.750	0.288	Valid
Learning Interest (Y)	10	0.281–0.701	0.288	Valid

Source: research results

Reliability testing using Cronbach's Alpha further confirmed that all variables exhibited satisfactory internal consistency, with alpha values exceeding 0.70.

Table 2.
Reliability Test Results

Variable	Cronbach's Alpha	Interpretation
School Facilities (X ₁)	0.728	Reliable
Learning Discipline (X ₂)	0.750	Reliable
Learning Interest (Y)	0.708	Reliable

Source: research results

Descriptive statistics revealed that respondents generally perceived school facilities positively and demonstrated relatively high levels of learning discipline and learning interest. The average score of school facilities was 35.38, while learning discipline and learning interest reached mean scores of 41.02 and 38.53, respectively. These findings indicate favorable internal and external conditions for supporting students' learning engagement.

Table 3.
Descriptive Statistics

Variable	Mean	Median	Mode
School Facilities	35.38	36.00	36.00
Learning Discipline	41.02	42.00	39.00
Learning Interest	38.53	38.00	42.00

Source: research results

Before conducting regression analysis, classical assumption tests were performed. The linearity test showed that the relationships between school facilities and learning interest, as well as between learning discipline and learning interest, were linear because the significance values for deviation from linearity exceeded 0.05.

Table 4.
Linearity Test Results

Relationship	Sig. Deviation from Linearity	Conclusion
School Facilities-Learning Interest	0.951	Linear
Learning Discipline-Learning Interest	0.710	Linear

Source: research results

Furthermore, multicollinearity analysis demonstrated that both independent variables had VIF values of 1.326, which were considerably below the threshold value of 10, indicating

the absence of multicollinearity.

Table 5.
 Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
School Facilities	0.754	1.326	No multicollinearity
Learning Discipline	0.754	1.326	No multicollinearity

Source: research results

Pearson correlation analysis revealed significant positive relationships between the independent variables and learning interest. School facilities were strongly correlated with learning interest ($r = 0.648$, $p < 0.001$), while learning discipline showed an even stronger relationship with learning interest ($r = 0.689$, $p < 0.001$).

Table 6.
 Correlation Analysis

Relationship	Pearson Correlation	Strength
School Facilities-Learning Interest	0.648**	Strong
Learning Discipline-Learning Interest	0.689**	Strong

** $p < 0.001$

Source: research results

To determine the simultaneous effects of school facilities and learning discipline on learning interest, multiple linear regression analysis was performed. The regression model produced an R value of 0.774 and an R^2 value of 0.599, indicating that 59.9% of the variance in students' learning interest could be explained by school facilities and learning discipline, whereas the remaining 40.1% was influenced by other variables outside the present study.

Table 7. Regression Model Summary

R	R^2	Adjusted R^2	Std. Error
0.774	0.599	0.581	3.163

Source: research results

The ANOVA test yielded an F-value of 32.851 with a significance level below 0.001, indicating that the regression model was statistically significant.

Table 8.
 ANOVA Results

F-value	Significance
32.851	<0.001

Source: research results

Regression coefficient analysis revealed that both school facilities and learning discipline exerted positive and significant effects on learning interest. Learning discipline showed a stronger standardized coefficient ($\beta = 0.487$) than school facilities ($\beta = 0.407$), indicating that discipline contributed more substantially to students' learning interest.

Table 9.
 Regression Coefficients

Variable	B	β	t	Sig.
Constant	7.080	–	1.812	0.077
School Facilities	0.392	0.407	3.698	<0.001
Learning Discipline	0.428	0.487	4.428	<0.001

Source: research results

Accordingly, the regression equation can be expressed as:

$$Y = 7.080 + 0.392X_1 + 0.428X_2$$

The findings demonstrate that school facilities positively influence students' learning interest. Adequate classrooms, libraries, and technological resources create supportive learning environments that enhance students' motivation and engagement. These findings are consistent with previous studies showing that educational facilities significantly contribute to students' academic motivation and learning outcomes (Darmadi, 2021; Sari et al., 2023). Likewise, Schunk and DiBenedetto (2020) emphasized that learning environments constitute an important external factor influencing students' motivation and engagement.

Learning discipline also emerged as a significant predictor of learning interest. Students who displayed punctuality, responsibility, and compliance with learning regulations tended to possess higher levels of enthusiasm toward academic activities. This finding supports self-regulated learning theory, which highlights the importance of behavioral control and self-discipline in sustaining learning motivation (Panadero, 2020). Similar findings have been reported by Putri and Nurhayati (2022), who concluded that disciplined students generally exhibit stronger learning motivation and better academic performance.

Taken together, school facilities and learning discipline explained 59.9% of the variation in students' learning interest, indicating that both external and internal factors jointly contribute to students' willingness to learn. These findings are in accordance with Social Cognitive Theory, which emphasizes reciprocal interactions among environmental factors, personal characteristics, and behavior (Bandura, 2021). Therefore, improving students' learning interest requires not only adequate educational facilities but also the development of disciplined learning habits and self-regulatory skills.

Overall, the present findings confirm that creating supportive learning environments and fostering learning discipline are essential for enhancing students' learning interest. The results contribute to the educational literature by providing empirical evidence that both school facilities and learning discipline play complementary roles in promoting students' motivation and engagement in senior high schools.

CONCLUSION

The findings of this study demonstrate that school facilities and learning discipline significantly influence students' learning interest at State Senior High School 21 Makassar. Adequate educational facilities provide a supportive learning environment that encourages students to participate actively in academic activities, while learning discipline strengthens students' responsibility and consistency in the learning process. Both variables exhibited positive and significant effects, with learning discipline contributing more strongly to students' learning interest than school facilities. Simultaneously, school facilities and learning discipline accounted for 59.9% of the variation in learning interest, indicating that external and internal factors jointly play important roles in shaping students' motivation to learn. Therefore, schools should not only focus on improving physical facilities but also promote disciplined learning habits among students. The findings contribute to educational research by highlighting the importance of integrating environmental support and self-regulated behavior in fostering students' learning interest and enhancing the quality of educational outcomes.

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