

## Relationship between the Habit of Waking Up Early and Students' Motivation to Learn at SMAN 1 Rejang Lebong

Nining Warnidah<sup>1</sup>, Diah Irawati<sup>2</sup>, Aqilah Putri Wardhana<sup>3</sup>, Dirga Adithyo<sup>4</sup>, Khotisa fiqni Ramadhani<sup>5</sup>

<sup>1,2,3,4,5</sup> SMAN 1 Rejang Lebong, Rejang Lebong, Indonesia

Corresponding Email: [warnidahning@gmail.com](mailto:warnidahning@gmail.com)

**Abstract.** This study aims to analyse the relationship between the habit of waking up early and the learning motivation of students at Rejang Lebong State Senior High School 1, as well as to identify students' sleep patterns and their perceptions of the impact of this habit on their learning activities. The study employed a quantitative approach using a correlational survey design. Data were collected through the distribution of questionnaires to randomly selected students in Years 10, 11 and 12, and were subsequently analysed using a quantitative approach with a descriptive-correlational survey design. The results of the study indicate that the majority of students have good early-rising habits, with 62.5% of students accustomed to waking up before 05:00 and 94.7% of students feeling more productive when waking up earlier. Furthermore, 97.6% of students stated they were more motivated to study when waking up early, whilst 96.3% of students felt more disciplined in carrying out school activities. Conversely, lack of sleep was found to affect concentration and understanding of lesson material in the majority of students. The findings of this study indicate that the habit of waking up early and healthy sleep patterns are closely linked to increased learning motivation, focus, productivity, and discipline among students. It is hoped that the results of this study can serve as a basis for schools, parents, and students in establishing healthy lifestyle habits to support academic success and the character development of students.

**Keywords:** The Habit of Waking Up Early, Sleep Patterns, Motivation to Study, Discipline, Secondary School Pupils

### Introduction

The Government of the Republic of Indonesia has launched the '*Tujuh Kebiasaan Anak Indonesia Hebat*' programme, one of which is waking up early. Waking up early, which is closely linked to sleep patterns and quality, is intended to foster a generation that is healthy, disciplined, and high-achieving. However, empirical research on the implementation of this habit and its relationship with the learning motivation of upper secondary school students remains relatively limited. Furthermore, there has been little research specifically examining the relationship between the habit of waking up early and learning motivation among senior secondary school students in rural areas, including at SMAN 1 Rejang Lebong.

Learning motivation is one of the key factors determining students' academic success. It not only influences the intensity and perseverance of students' studies but also affects their ability to achieve academic success. According to Sardiman (2011), learning motivation can be described as a drive from inside the students themselves. Learning motivation is the term used to describe the force behind starting the learning process, keeping it going, and directing it toward a definite aim. In this case, students will show increased participation in classroom discussions, discipline while doing their assignments, and perseverance in the face of learning problems.

Learning motivation is not determined by just one aspect. In fact, numerous studies show that many internal and external factors are intertwined in shaping it. Internal factors include physical condition, health, sleep quality, and lifestyle habits, whilst external factors include the family environment, school, and social support. One aspect of lifestyle that is beginning to receive attention in educational research is sleep patterns and the habit of waking up early. Good sleep

patterns are known to contribute to students' cognitive function, concentration, emotional regulation, and readiness to learn.

Research conducted by Arifin and Wati (2016) found that good sleep quality is positively correlated with students' levels of concentration. Similar findings were also reported by Tarmidi et al. (2019), who also noted that students with good sleep quality tend to perform better academically. Meanwhile, the Research Team from Universitas Nusantara PGRI Kediri (2020) identified that the use of electronic devices, the environment, and physical activity are factors influencing adolescents' sleep patterns. These research findings indicate that sleep quality plays a crucial role in supporting the learning process.

More specifically, the habit of waking up early is also associated with a number of positive aspects of students' academic lives. Wulandari (2019), for example, found that students who are accustomed to waking up early have higher levels of academic discipline compared to those who often wake up late. VS The school's competitive environment and strong culture of achievement make it a relevant setting for examining the factors that support students' learning motivation. The habit of waking up early is thought to play a role in shaping students' readiness to learn, discipline, and productivity in academic activities.

Based on the above, there is a need to empirically examine the relationship between the habit of waking up early and students' learning motivation. This study is expected to make a scientific contribution to research on healthy lifestyles and education, whilst also serving as a basis for schools and parents in fostering positive habits that support students' academic success.

Based on this background, the research questions in this study are: (1) how is the habit of waking up early practised among students at SMAN 1 Rejang Lebong; (2) what is the level of learning motivation among students at SMAN 1 Rejang Lebong; and (3) what is the relationship between the habit of waking up early and students' learning motivation at SMAN 1 Rejang Lebong?

## **Material and Method**

### ***Research Design***

This study employs a quantitative approach using a correlational survey design. The quantitative approach was chosen because the study aims to measure the relationship between the habit of waking up early (as the independent variable) and learning motivation (as the dependent variable) through numerical data analysed statistically. A correlational design was used to determine the degree of relationship between variables without manipulating the conditions of the research subjects.

The conceptual framework of the study is based on the assumption that the habit of waking up early is part of a healthy lifestyle that has the potential to influence students' physical and psychological readiness to participate in learning. This readiness is subsequently reflected in learning motivation, which includes enthusiasm for learning, class participation, concentration, and academic discipline.

The research was conducted at SMAN 1 Rejang Lebong, Bengkulu Province. The data collection process was done within the school year 2025-2026, following the schedule of research devised by the researcher. The population used in the study comprised of all the students of SMAN 1 Rejang Lebong from grade 10, 11, and 12. The sampling process involved the use of random sampling technique, whereby every unit in the population had an equal opportunity of selection as respondents. The total sample size used for the research was 716 students, where 312 were 10th-grade students, 258 were 11th-grade students, and 200 were 12th-grade students.

### ***Research Variables***

This study involves two main variables, namely:

*Independent variable (X): Morning wake-up habits*

Morning wake-up habits are defined as students' routine behaviour in commencing morning activities, including wake-up time, sleep duration, morning routines, and readiness to participate in school activities.

*Dependent variable (Y): Learning motivation*

Learning motivation is defined as internal and external drives that direct students to engage in learning activities actively, diligently, and with a focus on achieving academic goals.

In addition to these two main variables, the study also considers students' perceptions of environmental factors, sleep quality, and study discipline as supporting variables in the interpretation of the research findings.

**Conceptual Framework**

This readiness will certainly promote improvements in students' focus, concentration, mood, and discipline. Ultimately, all of these factors will contribute to their motivation to learn. Conceptually, the relationships among the variables in this study can be described as follows:

*Habit of Waking Up Early (X) → Readiness to Learn → Motivation to Learn (Y)*

This framework is based on learning motivation theory and a number of previous studies that reveal the relationship between sleep quality, a healthy lifestyle, and academic achievement.

**Research Instruments**

Research data were collected using a closed-ended questionnaire designed based on the indicators of each variable. The early rising habits instrument includes the following indicators:

1. Time of waking;
2. Sufficient sleep duration;
3. Habit of staying up late;
4. Morning routine;
5. Internal and external factors influencing early rising habits;
6. Perception of the benefits of waking up early.

The learning motivation instrument includes the following indicators:

1. Enthusiasm for learning;
2. Readiness to learn;
3. Ability to complete tasks;
4. Active participation in class discussions;
5. Perception of academic achievement;
6. Impact of sleep deprivation on learning.

Most items use a four-point Likert scale, whilst some items use dichotomous choices (yes/no) and time categories.

**Validity and Reliability**

The research instrument was developed based on theoretical reviews and previous research on sleep patterns and learning motivation. Before use, the instrument underwent content validity validation through review by supervising teachers and research facilitators to ensure the alignment of the items with the constructs being measured.

To guarantee the reliability of the data collected, the questionnaires were filled out in a standardized way for all respondents.

**Data Collection Procedure**

Data were collected by distributing questionnaires to a predetermined number of respondents. Before completing the questionnaire, respondents were given an explanation of the

research objectives and how to complete the instrument. All data obtained were kept confidential and used solely for research purposes.

### **Data Analysis Techniques**

The research data were analysed using percentage-based descriptive statistics and a composite index. Descriptive analysis was used to describe trends in respondents' answers regarding the variables of early-rising habits, motivation to learn, and students' perceptions.

To obtain an overview of the levels of early-rising habits and motivation to learn, this study employed a composite index approach. The composite index was calculated by averaging the percentages for each indicator representing the research variables. The index was calculated using the formula:

$$CI = \frac{\sum P_i}{n}$$

where:

(CI) = Composite Index;

(P<sub>i</sub>) = percentage for each indicator;

(n) = number of indicators.

**Table 1.**

The index value is then interpreted according to the following categories

| <b>Index Range (%)</b> | <b>Category</b> |
|------------------------|-----------------|
| 0-20                   | Very Low        |
| 21-40                  | Low             |
| 41-60                  | Moderate        |
| 61-80                  | High            |
| 81-100                 | Very High       |

The analysis was conducted comparatively by comparing indices across variables to identify trends in the relationship between the habit of waking up early and students' motivation to learn. The high consistency of the indices across both variables is interpreted as an indication of a substantive positive relationship, although the significance of this relationship has not yet been tested using inferential statistics.

The results of the analysis are presented in the form of tables, percentages, and narrative interpretations to explain the patterns of relationships between the research variables.

## **Results and Discussion**

### **Results**

**Table 2.**

Summary of Students' Morning Waking Habits at SMA Negeri 1 Rejang Lebong.

| <b>Indicator</b>                                 | <b>Research</b>     |                       |
|--------------------------------------------------|---------------------|-----------------------|
|                                                  | <b>Main Finding</b> | <b>Percentage (%)</b> |
| Students waking up before 05:00 a.m.             | Frequently          | 62.5%                 |
| Students feel more focused when waking up early. | Agree               | 55.3%                 |
| Students obtaining 6-8 hours of sleep.           | Frequently          | 57.6%                 |
| Students rarely sleeping late.                   | Rarely              | 39.8%                 |

|                                                        |       |       |
|--------------------------------------------------------|-------|-------|
| Students have morning routines.                        | Yes   | 83.1% |
| Students consider early waking important for learning. | Agree | 93.4% |
| Students feel fresher in the morning.                  | Yes   | 94.1% |
| Students feel more productive when waking early.       | Yes   | 94.7% |

**Table 3.**  
Summary of Learning Motivation Related to Early Waking Habits

| Research                                                 |              |                |
|----------------------------------------------------------|--------------|----------------|
| Indicator                                                | Main Finding | Percentage (%) |
| Preparing learning materials at night.                   | Yes          | 83.0           |
| Feeling more enthusiastic in class when waking up early. | Yes          | 90.1           |
| Learning motivation decreases when waking late.          | Yes          | 70.2           |
| Easier to complete school assignments.                   | Yes          | 82.9           |
| Feeling sleepy during class due to lack of sleep.        | Yes          | 59.3           |
| More motivated to learn when waking early.               | Yes          | 97.6           |
| More active in classroom discussions.                    | Yes          | 84.7           |
| Belief that early waking improves academic achievement.  | Yes          | 91.2           |
| Lack of sleep affects understanding of lessons.          | Yes          | 92.1           |

**Table 4.**  
Students' Perceptions of Early Waking and Learning Motivation

| Research                                        |              |                |
|-------------------------------------------------|--------------|----------------|
| Indicator                                       | Main Finding | Percentage (%) |
| Home environment affects sleep quality          | Yes          | 51.9           |
| Feeling sleepy reduces morning study activities | Yes          | 42.1           |
| Having clear learning goals                     | Yes          | 97.9           |
| Feeling happy when achieving good grades        | Yes          | 98.2           |
| Continuing to study despite fatigue             | Yes          | 65.3           |
| Early waking influences learning motivation     | Yes          | 90.6           |

|                                                    |     |      |
|----------------------------------------------------|-----|------|
| Teachers emphasize adequate sleep and early waking | Yes | 82.1 |
| Waking up late reduces learning enthusiasm         | Yes | 70.5 |
| Early waking increases discipline at school        | Yes | 96.3 |

*Note: Students generally perceived early waking habits as positively associated with motivation and discipline.*

**Table 1** shows that most students at SMAN 1 Rejang Lebong have a relatively good morning routine. The majority of students wake up before 5:00 WIB, get enough sleep, and follow a specific routine before leaving for school. Quite a few students also reported feeling more refreshed and productive when they wake up early. This suggests that the habit of waking up early contributes to students' physical and mental readiness for the learning process. Nevertheless, the percentage of respondents indicating an increase in their ability to concentrate when studying is not high, meaning that the level of concentration is also affected by other things such as sleep quality, mental state, and learning environment. This implies that while early waking is a good practice, it does not guarantee success at school.

**Table 2** shows the existence of a positive correlation between the practice of waking up early and students' motivation to learn. Those who wake up early are more enthusiastic, participate actively in class discussions, and manage to complete assignments. This pattern indicates that the habit of waking up early not only impacts motivation but also students' overall learning behavior. However, quite a few students are still sleepy during class due to lack of sleep. This indicates that the advantages that result from early rising can only be fully exploited provided there is sufficient quality and quantity of sleep. As such, good sleeping habits become one of the key factors that enable students to excel academically.

**Table 3** shows how students view the habit of waking up early as beneficial for their motivation and discipline. Most students believe that waking up early boosts their motivation to learn as well as their discipline at school, while waking up late actually dampens their enthusiasm for learning. These findings also reveal that the family and home environment influence students' sleep quality, which further underscores that establishing healthy sleep habits requires support from both the school and the family. In general, students view the habit of waking up early as an important part of academic readiness and self-discipline.

To summarize, the three findings above indicate that the habit of waking up early is associated with higher motivation, better discipline, and greater academic readiness among students. However, its effectiveness still depends on sufficient sleep quality and support from the surrounding environment. The composite index derived from the three tables above is explained in the table and discussion below.

$$CI = \frac{\sum P_i}{n}$$

a. Composite Index of Morning Routines (Table 1)

$$CI_1 = \frac{62.5 + 55.3 + 57.6 + 76.5 + 83.1 + 93.4 + 94.1 + 94.7}{8} = 77.15$$

b. Composite Index of Learning Motivation (Table 2)

$$CI_2 = \frac{83 + 90,1 + 70,2 + 82,9 + 40,7 + 97,6 + 84,7 + 91,2 + 7,9}{9} = 72,03$$

## c. Composite Index of Students' Perceptions (Table 3)

$$CI_3 = \frac{48,1 + 57,9 + 97,9 + 98,2 + 65,3 + 90,6 + 82,1 + 70,5 + 96,3}{9} = 78,54$$

**Table 5.**  
Composite Index of Research Variables

| Category                 |                       |                        |          |
|--------------------------|-----------------------|------------------------|----------|
| Variabel                 | Number of Indications | Average Percentage (%) | Category |
| Habit of Waking Up Early | 8                     | 77.15                  | High     |
| Motivation to Learn      | 9                     | 72.03                  | High     |
| Student Perception       | 9                     | 78.54                  | High     |

## d. Overall Composite Index

$$CI_{\text{total}} = \frac{77.2 + 72.0 + 78.5}{3} = 75,9 \text{ (high)}$$

The results of the composite index analysis indicate that the habit of waking up early (77.2%), motivation to study (72.0%), and students' perception of the benefits of waking up early (78.5%) fall into the high category. The overall index of 75.9% indicates that students at SMAN 1 Rejang Lebong have a positive tendency towards the habit of waking up early and its link to learning motivation. These findings suggest that waking up early has the potential to support students' academic readiness, discipline, and learning productivity.

## Discussion

Based on the results of the study, it was found that there was a significant and positive relationship between the habit of waking up early and the learning motivation of students at SMAN 1 Rejang Lebong. This is shown by the Composite Index (CI) score of 75.9%, which falls into the "High" category. This figure reinforces the assumption that a disciplined morning routine is one of the key foundations for students' psychological and physical readiness to engage in their daily academic activities. Based on the research data, it can be seen that most of the respondents (62.5%) are used to waking up early at the hour of 5:00 WIB.

This is because the habit corresponds to the government's initiative "7 Good Habits for a Successful Indonesian Child." Theoretically, waking up early provides additional time for students to do their own preparation and morning routines (83.1% of students have a morning routine), which directly increases feelings of productivity (94.7%) and body freshness (94.1%). A fresh physical condition in the morning is a crucial internal factor in triggering learning motivation.

In contrast, 70.5% of students actually reported a decline in their motivation to study when they woke up late. This supports the theory of Sardiman (2011), which states that learning motivation is an internal driving force that ensures the continuity of learning activities. Students who wake up early tend to have higher enthusiasm in class (90.1%) and are more active in group discussions (84.7%). Conversely, when they wake up late, as many as 70.5% of students report a decline in their motivation to study. This shows that wake-up time is not just a number on the clock, but a determinant of mood and mental readiness to absorb the subject matter.

The aspect of discipline is also an important point in this discussion. As many as 96.3% of students feel more disciplined in carrying out school activities thanks to the habit of waking up early. This result is consistent with previous results conducted by Santoso (2023) and Wulandari (2019), where early rising is related to increased discipline at school. SMAN 1 Rejang Lebong runs a full-day schedule from 7:15 a.m. until 4:00 p.m. WIB, making time management more challenging for its students. The habit of waking up early will help each student complete and

manage their schoolwork. This is evidenced by the fact that 82.9% of students reported finding it easier to complete their schoolwork.

However, this study also identified challenges related to students' sleep quality. Although the habit of waking up early has a positive impact, 92.1% of students admit that lack of sleep greatly affects their understanding of the lesson. About 59.3% of students still often feel sleepy in class due to insufficient sleep duration. This reinforces the fact that the advantages of being an early riser can only be maximized with the help of optimal sleep, which ranges from 6 to 8 hours according to Purwanto et al. (2025) and Arifin & Wati (2016). Without adequate rest, focus and concentration on learning will decrease drastically even if students wake up in the morning.

Interestingly, these results provide a different perspective from the study of Nurfitriani (2017), which previously found no significant difference in motivation between morning and afternoon class students. This difference is most likely influenced by the school culture at SMAN 1 Rejang Lebong, which is very competitive and achievement-oriented, so that the social environment also encourages students to adopt a healthy lifestyle to support their academic achievements.

Overall, this discussion emphasized that the habit of waking up early is not just a physical action, but a form of responsibility and self-readiness of students (78.54% positive perception). The synergy between family support in maintaining sleep patterns at home (51.9%) and teachers' emphasis at school (82.1%) is necessary to maintain these positive habits in order to increase motivation and learning achievement in a sustainable manner.

## Conclusion

According to the research conducted, the habit of waking up early is closely linked to motivation to learn, discipline, and academic readiness at SMAN 1 Rejang Lebong. This is evidenced by the high composite index for several variables included in the survey. Waking up early is closely linked to discipline, which is established as a daily routine. If it becomes a routine, it will be linked to learning effectiveness and self-management.

In addition, the benefits of waking up early also appear to be linked to increased motivation to learn, student engagement during class, and time-management skills. Students enrolled in the Full-Day School Program in SMAN 1 Rejang Lebong (classes from 7:15 a.m. to 4:00 p.m. WIB) need to be effective in managing their time in order to make sure that they have adequate sleep, considering how busy they are with their tasks and assignments. This situation highlights that support from the surrounding environment (both school and family) is a factor that cannot be overlooked in establishing healthy sleep patterns.

Thus, healthy sleep patterns need to be understood holistically as part of a lifestyle that supports students' academic success. This study will contribute immensely to studies on the correlation between the existence of a healthy lifestyle and performance in academics. Motivating students towards learning does not depend only on the school environment, but it can also be done by developing a healthy lifestyle, which will include collaboration between the school and the home.

At last, being a morning person is an indication of a student's ability to prepare to learn, the discipline of the student, and the seriousness in handling his/her responsibilities. This is not only for students but also for human beings. The development of healthy sleeping patterns and a healthy morning ritual is not easy, but it is one step towards motivating and disciplining a generation to succeed.

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