



## THE RELATIONSHIP BETWEEN SCHOOL CLIMATE AND LEARNING MOTIVATION WITH STUDENTS' LEARNING ACHIEVEMENT OF SMP NEGERI 7 DARUL MAKMUR NAGAN RAYA

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### ABSTRACT

This study aims to determine the relationship between school climate and learning motivation with student achievement at SMP Negeri 7 Darul Makmur Nagan Raya. The subjects in this study were 48 students of SMP Negeri 7 Darul Makmur Nagan Raya. The sample collection method uses the Simple Random Sampling technique. Learning achievement is measured by grades (learning outcomes) and school climate is measured by a scale of school climate aspects which consists of 19 valid items, while learning motivation is measured by a scale of aspects of learning motivation which consists of 18 valid items. The data analysis used is multiple regression for the first hypothesis and partial correlation test for the second and third hypotheses.

**Keywords:** *School Climate, Learning Motivation, Learning Achievement*

### 1. INTRODUCTION

School is a formal educational institution. Schools are inseparable from the education system which interacts directly between teachers and students in the learning process. Education and teaching is a cycle that realizes the goal, the goal can be interpreted as an attempt to provide a definition of the results that students have after completing a learning experience. Throughout the educational process in schools, learning activities are the most basic activities. This means that the success or failure of achieving educational goals depends a lot on how the learning process is experienced by students as learners. Learning requires effective ways so that learning can achieve the expected results (Martina, 2013). In essence, learning is an activity that is carried out consciously by someone who produces changes in behavior in himself, both in the form of new knowledge and skills as well as in the form of positive attitudes and values. In learning activities there is interaction between individuals and other individuals such as students with teachers, teachers with teachers, students with administrative staff and students with students, therefore this activity becomes material for changing one's mentality, behavior and personality. Thus learning can be interpreted as a process of changing a person's behavior which is carried out through interaction between the teacher and students with the aim of changing the behavior and personality of a student so that it becomes better and more focused (Hamidah, 2020) In learning activities there is interaction between individuals and other individuals such as students with teachers, teachers with teachers, students with administrative staff and students with students, therefore this activity becomes material for changing one's mentality, behavior and personality.

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In the process of teaching and learning certain standards or indicators are determined according to what is achieved by educators. These indicators describe the process and learning outcomes that are expected to be achieved by students in accordance with the basic competencies that have been determined. In other words, the abilities that have been included in the learning objectives include the ultimate learning objectives that must be achieved by students which can be seen from their learning outcomes. Learning outcomes are a benchmark in determining learning achievement that has been carried out (Zaiful, 2019) Wasty Soemanto's research (2003 in Ghullam 2011) mentions, recognition of a person's learning achievement is important, because by knowing the results that have been achieved, students will try to improve their learning achievement more. Thus increasing learning achievement can be more optimal because these students feel motivated to improve learning achievement that has been achieved before. Learning achievement is expected to be able to determine students' ability to absorb subject matter within a certain period of time which includes at least three aspects, namely cognitive (knowledge), affective (attitude) and psychomotor (skills or skills). In the measurement of learning achievement can be expressed in the form of numbers, letters, or symbols. However, in reality the effort to achieve good learning achievement is not a simple process. The learning process achieved by each student is not the same, there are those who achieve high, medium, low achievements. students and teachers always want good or high learning achievement, therefore they must know how good learning achievement is obtained, what is the process and what influences the achievement of optimal learning achievement (Pius, 2018).

In general there are two factors that influence student achievement, namely internal factors and external factors. Internal factors, namely something that influences come from students in the form of physiological factors (health and state of the body), psychological (interests, talents, intelligence, emotions, and motivation). While external factors are something that influences the coming from outside or socially of students who are influenced by the family environment, school environment, community environment and natural environment. All of these factors must contribute synergistically to each other because they affect learning achievement and in order to help students achieve the best possible learning achievement (Zaiful, 2019). One of the factors that influence student achievement is motivation. With motivation, students will study more diligently, diligent and have and have full concentration in the learning process of learning. The encouragement of motivation in learning is one thing that needs to be raised in learning efforts at school. motivation is an important aspect that has a major influence on the learning process. Without high learning motivation a student will not follow the learning process properly so that it will have an impact on the student's learning outcomes. Motivation is a concept Without high learning motivation a student will not follow the learning process properly so that it will have an impact on the student's learning outcomes. Motivation is a concept Without high learning motivation a student will not follow the learning process properly so that it will have an impact on the student's learning outcomes.

Motivation is a concept used to describe the initiation, direction and intensity of individual behavior. Thus learning motivation becomes one of the most important things in the learning process because motivation is one aspect that encourages someone to learn, therefore with high motivation it will facilitate the learning process so that it will also increase learning outcomes (Hamidah, 2020). In learning activities, motivation is the overall driving force within oneself that ensures the continuity of learning activities. Motivation to learn is a psychological factor that is non-intellectual. Someone who has high enough intelligence, can fail because of a lack of motivation in learning. For teachers to know the learning motivation of students is very



necessary to maintain and increase student learning enthusiasm. For students, learning motivation can foster enthusiasm for learning so that students are encouraged to do learning. Students carry out learning activities with pleasure because they are motivated (Meilan, 2017) At SMP Negeri 7 Darul Makmur Nagan Raya each student has a different learning motivation, some are strong and some are weak. The learning motivation of students in grades VII to VIII tends to be weak. This can be seen from the attitude of students when teaching and learning activities take place. Students tend to pay less attention and there are still those who talk to their bench mates when the teacher gives lessons. Lack of liveliness or enthusiasm for learning because students consider lessons difficult to understand so that learning achievement is low.

The results of observations, interviews and documentation obtained and carried out by researchers at several schools, such as the deputy head of the school for teaching, counseling teachers and students of SMP Negeri 7 Darul Makmur Nagan Raya who said that there were 191 students at SMP Negeri 7 Darul Makmur Nagan Raya. The number of students who experience less enthusiasm for learning and less learning achievement is  $\pm 75$  people or it can be estimated around  $\pm 40\%$  of the total number of students. According to the deputy headmaster of the curriculum field, he said that there were many reasons for the decline in children's learning achievement. One of the biggest things that happened at SMP Negeri 7 Darul Makmur Nagan Raya was the lack of student motivation and enthusiasm for learning. This opinion was also supported by his counseling teacher and said that from the results of the IQ test he had carried out on students SMP Negeri 7 Darul Makmur Nagan Raya in general the intelligence of these students is not low and the majority of the results are at the average level. This means that when viewed from the IQ of the children it is not so problematic but their enthusiasm and motivation to learn is lacking. This can be seen from their lazy behavior to learn. Where when studying they are always in and out of class, lack of attention to lessons, are sleepy/sleeping in class and like to disturb friends. This opinion is also supported by the results of direct observations conducted by researchers, where during the teaching and learning process (PBM) in the classroom some students seemed to pay less attention when the teacher delivered the subject matter. Until now it has not increased student creativity.

The phenomenon that researchers get is a good school climate, such as the existence of an intimate relationship, full of understanding, and a sense of kinship between the school community. All school activities are arranged in an orderly manner, carried out with full responsibility and evenly, even though the infrastructure is still lacking. In the classroom it can be seen that there is a high level of teaching and learning activity, but there are still some rooms where while learning to talk to classmates and do not pay attention to the teacher teaching. The class atmosphere is orderly, calm, away from noise and chaos. Tables and chairs and other equipment in the classroom should be neatly arranged and kept clean, but some people still draw and paint on desks and at school. The teaching and learning process is closely related to the environment or situation where the teaching and learning process takes place. Although learning achievement is also influenced by many aspects, such as the learning styles of students, teachers, available facilities, the influence of school climate is still very important. This is reasonable, because when students study at school, the school environment, be it the physical or non-physical environment, may support them or even disturb them. Furthermore, Moos in Walberg said that school climate has an important influence on student satisfaction, learning, and personal growth/development.

These two opinions are very justified because these things will in turn affect student learning achievement (Yani, 2020). Although learning achievement is also influenced by many aspects, such as the learning styles of students, teachers, available facilities, the influence of school climate is still very important. This is reasonable, because when students study at school, the school environment, be it the physical or non-physical environment, may support them or even disturb them. Furthermore, Moos in Walberg said that school climate has an important influence on student satisfaction, learning, and personal growth/development. These two opinions are very justified

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## **2. RESEARCH METHOD**

### **2.1. Research Subject**

The subjects of this study were all 191 students of SMP Negeri 7 Darus Makmur Nagan Raya. The number of samples in this study amounted to 48 students with a simple random sampling determination technique.

### **2.2. Research instruments**

Three scales were used as data collection tools, consisting of a school climate scale totaling 18 items, a learning motivation scale totaling 19 items and a learning achievement scale totaling 21 items. The assessment given to each subject's answer to each favorable statement was strongly agreed (SS) scored 4, for agreed answers (S) scored 3, disagreed answers (TS) scored 2 and strongly disagreed (STS) scored 1. For unfavorable statements the assessment given was strongly agreed (SS) scored 1, for answers agreed (S) gets a score of 2, the answer disagrees (TS) gets a score of 3 and the answer strongly disagrees (STS) gets a score of 4.

### **2.3. Data analysis techniques**

Data analysis techniques in this study used the normality test, product moment correlation test, F test, multiple linear regression and determination test. Data analysis was performed using the SPSS program.

## **3. RESULTS AND DISCUSSION**

### **3.1. Test the classical assumptions**

Normality test is used to find out whether in a regression, the independent variable and the dependent variable have a normal distribution or not. The results of the normality test show that the data used in this study for school climate variables, learning motivation and student achievement are normal. Thus the normality test can be fulfilled. Heteroscedasticity test with scatterplot shows no clear pattern and the points spread over the number 0 and the Y axis, so it can be concluded that there is no heteroscedasticity. Thus all classical assumptions can be fulfilled.



### 3.2. Linearity Test

The linearity test is intended to determine the degree independent variable linearity with the dependent variable. That is, does the school climate and learning motivation affect the learning achievement of students at SMP Negeri 7 Darul Makmur Nagan Raya. Based on the linearity test, it can be seen whether the independent variable and the dependent variable can or cannot be analyzed by regression. The results of the analysis show that the independent variables X1 and X2 (school climate and learning motivation) have a linear relationship with the dependent variable (learning achievement). As a criterion, PD Deviation from Linearity  $> 0.05$  is declared to have a degree of linear relationship. The relationship can be seen in the table below.

Table 1 Summary of Linearity Test Results

Correlational	F	P	Information
X1 – Y	2040	0.145	Linear
X2 – Y	0.553	0.916	Linear

Information :

X1 = School Climate

X2 = Learning

Motivation Y =

Learning  
achievement

F = Linearity

coefficient p =

Significance

### 3.3. Results of hypothesis testing

1. Hypothesis one, there is a relationship between school climate and student achievement.

From the results of statistical analysis it was found that there is a relationship between school climate and learning achievement. This is indicated by the t coefficient of  $-0.661$  with  $p < 0.05$ , with a correlation value of  $-0.104$  rx1y with  $p < 0.05$ . It can be concluded that the higher the school climate, the higher the student achievement.

2. Hypothesis two, there is a relationship between learning motivation and student achievement

From the results of statistical analysis it was found that there was an effect of motivation to study with

student achievement. This is indicated by the t-coefficient of  $-0.124$  with  $p < 0.05$ , with a correlation value of  $-0.390$  rx2y with  $p < 0.05$ . It can be concluded that the higher the learning motivation felt by students, the higher the learning achievement they experienced.

3. Hypothesis three, there is a relationship between school climate and learning motivation on student achievement

From the results of statistical analysis it was found that there was an effect of school climate and learning motivation on learning achievement. This is shown by the coefficient F reg =  $0.253$  with  $p > 0.05$ , and the correlation coefficient R =  $0.106$  with  $p > 0.05$  and  $R^2 = 0.011$ . Thus it can be concluded that school climate and learning motivation are jointly related to student achievement, the contribution of both in bringing about learning achievement.

### 3.4. DISCUSSION

The results of this study found that there was an effect of school climate and learning motivation on learning achievement, as indicated by the Freg coefficient of 0.253 with  $p > 0.05$ ; in other words, school climate and learning motivation have a relationship between learning achievement experienced by students at SMP Negeri 7 Darul Makmur Nagan Raya. Motivation to learn is a psychological factor that is non-intellectual. Someone who has high enough intelligence, can fail because of a lack of motivation in learning. For teachers to know the learning motivation of students is very necessary to maintain and increase student learning enthusiasm. For students, learning motivation can foster enthusiasm for learning so that students are encouraged to take learning actions (Meilan, 2017). School climate is a condition that is observed and interpreted by students which includes the condition of the school and the physical condition of the school which includes the place (physical environment), culture (cultural environment), and groups living together (social or community environment).

The school climate is a learning environment to encourage one's students to behave positively which aims to create an optimal teaching and learning process. The school climate has norms, hopes, and beliefs from school members which can provide encouragement or high learning motivations for students to behave or act well (Hamidah, 2020). kindly and groups living together (social environment or community). The school climate is a learning environment to encourage one's students to behave positively which aims to create an optimal teaching and learning process. The school climate has norms, hopes, and beliefs from school members which can provide encouragement or high learning motivations for students to behave or act well (Hamidah, 2020). kindly and groups living together (social environment or community). The school climate is a learning environment to encourage one's students to behave positively which aims to create an optimal teaching and learning process. The school climate has norms, hopes, and beliefs from school members which can provide encouragement or high learning motivations for students to behave or act well (Hamidah, 2020). Kindly together School climate and learning motivation contributed to the emergence of student achievement of  $R = 0.106$  and  $R^2 = 0.011$ . This shows that the contribution of school climate and learning motivation to the emergence of learning achievement experienced by students is 45%, so there are still 55% of other factors that can influence the emergence of learning achievement in students of SMP Negeri 7 Darul Makmur Nagan Raya.

Based on the results of the study, it is hypothesized that there is an effect of school climate on learning achievement. This is indicated by the correlation coefficient  $r_{xy}$  of - 0.104 with  $p < 0.05$ , thus it can be concluded that there is a relationship between school climate and student achievement at SMP Negeri 7 Darul Makmur Nagan Raya. From these results it can be concluded that the better the school climate among students, the higher the achievement experienced. A school climate that is not conducive will have a negative impact on the learning process and the difficulty of achieving learning objectives, students will feel anxious, restless, bored and bored. On the other hand, a conducive and interesting learning climate can easily achieve learning objectives, and the learning process is fun for students. The overall school climate can be enhanced by the positive attitudes and behavior of students and teachers. The school climate is related to a productive and conducive environment for student learning with an atmosphere that prioritizes cooperation, trust, loyalty, openness, pride, and commitment (Pius, 2018) According to Meilan, (2017) learning in humans can be formulated as a mental or psychological activity that takes place in active interaction with the environment, which results in changes in knowledge and attitude values.

The changes are relatively constant and lasting. Learning can not only be done at school, but can be done anywhere, such as at home or in the community. (2017) learning in humans can be formulated as a mental or psychological activity that takes place in active interaction with the



environment, which results in changes in knowledge and attitude values. The changes are relatively constant and lasting. Learning can not only be done at school, but can be done anywhere, such as at home or in the community. (2017) learning in humans can be formulated as a mental or psychological activity that takes place in active interaction with the environment, which results in changes in knowledge and attitude values. The changes are relatively constant and lasting. Learning can not only be done at school, but can be done anywhere, such as at home or in the community. The results of this study found that there was an effect of learning motivation on stress, as indicated by the  $t$  coefficient of 0.124 with  $p > 0.05$ . This finding illustrates that learning motivation is related to student learning achievement.

Decrease. Meilan Tumbio (2017) also researched the relationship between learning motivation and school climate with mathematics learning achievement with the results of the study showing that there was a relationship between learning motivation and mathematics learning achievement with a  $t$  count value greater than  $t_{table} = 5.99 > 2.01$ ; and there is a relationship between school climate and learning achievement in mathematics with a value of  $t_{count} = 2.53$ , so the value of  $t_{count}$  is greater than  $t_{table}$ ; as well as there is a relationship between learning motivation and school climate together on students' mathematics achievement with  $F_{count}$  greater than  $F_{table}$  ( $21.10 > 3.19$ ). In general there are two factors that influence student achievement, namely internal factors and external factors. Internal factors, namely something that influences come from students in the form of physiological factors (health and state of the body), psychological (interests, talents, intelligence, emotions, and motivation). While external factors are something that influences the coming from outside or socially of students who are influenced by the family environment, school environment, community environment and natural environment.

All of these factors must contribute synergistically to each other because they affect learning achievement and in order to help students achieve the best possible learning achievement (Zaiful, 2019). The phenomena of observation, interviews and documentation were obtained and carried out by researchers at several school parties such as the vice principal of the school for teaching, guidance counselor and students of SMP Negeri 7 Darul Makmur Nagan Raya who said that the students of SMP Negeri 7 Darul Makmur Nagan Raya totaled 191 people. The number of students who experience less enthusiasm for learning and less learning achievement is  $\pm 75$  people or it can be estimated around  $\pm 40\%$  of the total number of students. One of the biggest things that happened at SMP Negeri 7 Darul Makmur Nagan Raya was the lack of student motivation and enthusiasm for learning. This opinion was also supported by the counseling teacher and said that from the results of the IQ tests that had been conducted on students of SMP Negeri 7 Darul Makmur Nagan Raya, in general, the intelligence of these students was not low and the majority of the results were at an average level. Although learning achievement is also influenced by many aspects, such as the learning styles of students, teachers, facilities available, the influence of school climate is still very important. This is reasonable, because when students study at school, the school environment, be it the physical or non-physical environment, may support them or even disturb them.

## 4. CONCLUSIONS AND SUGGESTIONS

### 4.1. CONCLUSION

From the results of interviews and observations that have been made, it can be concluded that in general there is a significant relationship between school climate and student achievement at SMP Negeri 7 Darul Makmur Nagan Raya. From the results of statistical analysis, the  $t$  coefficient was found to be -0.661 with  $p < 0.05$ . From the results of statistical analysis it was found that the  $t$  coefficient was 0.124 with  $p < 0.05$ , thus it can be concluded that whether or not the learning motivation of students at SMP Negeri 7 Darul Makmur Nagan Raya

will be able to influence the emergence of learning achievement experienced by students, there is a relationship between school climate and learning motivation with student achievement at SMP Negeri 7 Darul Makmur Nagan Raya. From the results of statistical analysis it was found that the coefficient  $F_{reg} = 0.253$  with  $p < 0.05$ , and the correlation coefficient  $R = 0.106$  with  $p < 0.05$  and  $R^2 = 0.011$ . Thus it can be concluded that school climate and learning motivation are jointly related to student achievement at SMP Negeri 7 Darul Makmur Nagan Raya, the contribution of both in bringing about learning achievement is 45%. there is a relationship between school climate and learning motivation with student achievement at SMP Negeri 7 Darul Makmur Nagan Raya.

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#### 4.2.SUGGESTIONS

Based on the research results and conclusions that have been obtained, the suggestions that can be submitted by researchers are as follows:

1. For the Darul Makmur Nagan Raya 7 Public Middle School to be able to create and develop a school climate that suits the needs of students in supporting learning achievement, creating a conducive working atmosphere so that the learning achievements experienced by students can be controlled better.
2. For students at SMP Negeri 7 Darul Makmur Nagan Raya, they should be able to develop their EQ, SQ and also ESQ abilities, by trying to be more self-motivated so that they can suppress the decreased grades and learning achievement that arise in the school environment.
3. For other researchers who conduct similar research in the future, bearing in mind that there are many other factors that can affect learning achievement, it is hoped that they will deepen the theoretical review which has not been included in this study. It is hoped that other researchers will further refine the measuring instrument, expand the population by increasing the sample so that the research scope and generalizations become wider and reach a balanced proportion by taking into account other factors.





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