



THE RELATIONSHIP BETWEEN SELF-AFFICACY AND STUDENTS' LEARNING MOTIVATION WITH LEARNING INDEPENDENCE OF CLASS VIII STUDENTS OF SMP AD DUROH MEDAN MARELAN

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Abstract

The research objective was to determine the relationship between self-efficacy and learning independence for Grade VIII students of SMP Ad Duroh, Medan Marelan District. To find out the relationship between learning motivation and learning independence for class VIII students of SMP Ad Duroh, Medan Marelan District. To find out the relationship between Academic self-efficacy and learning motivation together with the learning independence of class VIII students of SMP Ad Duroh, Medan Marelan District. research approach, namely quantitative research). This research was conducted in class VIII SMP Ad Duroh, Medan Marelan District, which is located on Jl. Marelan Raya Pasar 4 Barat began on May 25 2023 with a sample of 130 students from a total population of 138 people enrolled in class VIII SMP Ad Durah Medan Marelan. The data collection technique used was a questionnaire distribution method with a Likert scale. The sampling technique used in this study was Proportional Random Sampling. The data analysis technique is multiple linear regression test, reliability test, classic assumption test, hypothesis test. Process the data using the SPSS 25 statistical program for windows. The results showed that there was a relationship between self-efficacy and student learning independence. It was found that the rxy coefficient was 0.449 with $p < 0.05$, this means that the level of self-efficacy students have will be able to increase or decrease the learning independence of class VIII students at SMP Ad durah Medan.

Keywords: *Self-Afficacy, Learning Motivation, Independent Learning*

1. INTRODUCTION

The progress and development of science and technology today results in changes in society, which in turn give rise to social problems and new demands. The hard task of education is how to prepare students to live in an environment that is always dynamic and full of competition with extraordinary changes due to the explosion of advances in communication and information. According to Utari Sumarmo (2010) with independence, students tend to learn better, are able to monitor, evaluate, and manage their learning effectively, save time efficiently, will be able to direct and control themselves in thinking and acting, and not feel dependent on others emotionally. Students who have independent learning are able to analyze complex problems, able to work individually or in collaboration with groups, and dare to put forward ideas. Usually students who have independence in learning have already studied the material before the teacher gives the material, so that when the teacher explains the students are ready to receive the material. While students who lack independence in learning are usually less concerned with preparation before receiving material. Based on observations made by researchers at SMP Ad Duroh Medan, it is known that in 1 class there are some students who are not ready to receive the material when the teacher starts the lesson. These students could not answer questions from the teacher during apperception activities. Some students also seemed less concerned during assignment activities. This can be seen from the many students who are busy alone, chatting with their bench mates, or

just daydreaming. These students chose to wait for other friends to do it first and then imitated. However, there were some students who showed learning readiness so they were able to interact actively during the lesson. This shows the uneven distribution of student learning independence in micro units.

In addition, the results of interviews with Ustadzah Nanda Nauri, one of the homeroom teachers for grade 8 at SMP Ad Duroh, found that there were students in her class who had high indicators of independence that were visible during learning activities, including students who had prepared material to be studied, always doing assignments without told, and able to interact well in class, but there are also students who do not have the will or initiative of their own in doing assignments during assignment activities. To answer these problems, it is necessary to examine learning independence and the factors that influence it. Thus these problems can be solved, so that students have high learning independence. One of the factors of learning independence is Academic self-efficacy. Academic Self-efficacy is a belief and expectation regarding an individual's ability to face his task. Sunawan in the Journal of Educational Sciences (2005: 133) cites an explanation from Bandura and Pajares that various studies show that self-efficacy influences motivation, tenacity and facing difficulties from a task, and learning achievement. Another factor in students is motivation to learn. Elida Prayitno (1989:9) says motivation to learn is an internal process that activates, guides, and maintains behavior from time to time. Individuals are motivated for a variety of different reasons, with different intensities. A motivated class situation can influence the learning process and student behavior. Students who are motivated to learn will be very interested in the various learning tasks they are working on, show high perseverance, and have a greater variety of activities.

Medan Marelán District is one of the areas in Medan City with high heterogeneity. SMP Ad duroh itself is a new foundation which at the junior high school level has graduated 3 times and has more value in the community. This can be seen when the admission of new students only opens registration for no more than two months, because the quota is full. First School with different student characteristics in terms of students' intelligence level, economic background, and students' social environment. However, as an educational institution at the first level, SMP Ad Duroh aims to produce qualified and independent human resources. Based on the problems above, the researcher is interested in conducting research on "The Relationship between Self-Efficacy and Learning Motivation with the Learning Independence of Class VIII Students of SMP Ad Durah Medan Marelán." Ad Duroh Middle School, Medan Marelán District. To find out the relationship between learning motivation and learning independence for class VIII students of SMP Ad Duroh, Medan Marelán District. To find out the relationship between Academic self-efficacy and learning motivation together the same as the independent learning of class VIII students of SMP Ad Duroh, Medan Marelán District.

2. IMPLEMENTATION METHOD

The research approach is quantitative research. Where quantitative research is empirical research in which the data are numbers (Salim, 2014). The research design must be specific, clear and detailed, determined steadily from the start, to be a guide step by step. The design of this research begins with problems that are quantitative and limit the problems that exist in the formulation of the problem. Furthermore, the formulation of the problem is stated in a sentence in the form of a question, and the researcher puts forward a theory to answer it (Sugiyono, 2015). This



research was conducted in class VIII SMP Ad Duroh, Medan Marelán District, which is located on Jl. Marelán Raya West Market 4. This research was conducted in May 2023. Suharsimi Arikunto (2006: 130) states that the population is the entire research object. In this study the population to be studied was class VIII students of SMP AD Duroh. The sampling technique used in this study is Proportional Random Sampling, so that the number of sample members taken from each sub-population has the same proportions. Suharsimi Arikunto (2006) states that, proportional means that the sampling for each class is determined to be balanced or proportional to the number of subjects from each class. Random means assuming that all subjects have equal rights in obtaining the opportunity to be selected as a sample. A sample of 130 students from a total population of 138 students were recorded and enrolled in class VIII SMP Ad Durah Medan Marelán. Data collection was carried out by providing a research scale consisting of a self-efficacy scale,

The data collection technique used in this research is the questionnaire method. Sugiyono (2011) revealed that the questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to the respondent to answer. The questionnaire method was used to reveal the independent variables, namely self-efficacy and learning motivation and the dependent variable, namely student learning independence. Data analysis techniques aim to facilitate or simplify data into a form that is easier to read and understand. To test and analyze data so that it can be accounted for scientifically, the data needs to be tested and analyzed systematically. After the data is collected, then the data will be processed with the help of SPSS. In the analysis of this research data that will be used is descriptive and interference analysis. To test the hypothesis in this study used multiple regression analysis test which aims to determine the relationship between the independent variables and the dependent variable. Before carrying out the regression test, a data prerequisite test was first carried out. According to Hadi (1993) there are three conditions that must be met before the data is analyzed using correlation and regression analysis techniques, namely: the sampling must be random, the relationship between changes must be linear, and the data distribution must be normal.

This study used the SPSS 24 for windows statistical program tool to facilitate the process of research data so that the output of the processed data was collected, then the output of the data processing was interpreted and analyzed. After the analysis was carried out, a conclusion was drawn as a result of the research. Multiple regression tests were carried out to determine the extent to which the independent variables affect the dependent variable. In multiple regression, there is one dependent variable (Learning Independence) and two independent variables (Academic Self Efficacy and Learning Motivation). Before the data were analyzed using the Multiple Regression Analysis technique to test the hypothesis, assumptions were first made, namely the normality test and linearity test, hypothesis testing.

3. RESULTS AND DISCUSSION

Research result

This study uses multiple linear regression statistical techniques. Multiple linear regression is a regression in which the dependent variable is connected or explained by more than one independent variable but still shows a linear relationship. Multiple regression analysis is used to predict how the dependent variable will be if it is predicted from two or more independent variables as predictors that are manipulated. Before the collected data were analyzed using multiple regression analysis techniques, an assumption test was first carried out which included a normality test for data distribution and a linearity test for the relationship between research variables.

Basic Assumption Test Results

a. Normality test

The distribution normality test was analyzed using the research data normality test using the Kolmogorov-Smirnov technique. From the results of the normality assumption test of the data distribution of the dependent variable learning independence, the independent variable self-efficacy, and learning motivation it is known that the data distribution is normally distributed. Here's the explanation;

1) Learning Independence Normality Assumption Test

From the results of the normality assumption test for the distribution of learning independence data, it is known that the data distribution is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient of 0.058 with $p = 0.200$ or $p > 0.05$, the results of the calculation of the normality test can be seen in table 1 below:

Table 1. Learning Independence Variable Normality Test

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
LEARNING INDEPENDENCE	.058	131	.200*	.992	131	.650

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Data Processing

2) Self-Efficacy Normality Assumption Test

From the results of the normality assumption test of the distribution of self-efficacy data it is known that the distribution of the data is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient of 0.075 with $p = 0.069$ or $p > 0.05$, the results of the calculation of the normality test can be seen in table 2 below:

Table 2. Self-Efficacy variable normality test

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
SELF EFFICIENCY	.075	131	.069	.981	131	.066

a. Lilliefors Significance Correction

Source: Data Processing

3) Learning Motivation Normality Assumption Test

From the results of the normality assumption test for the distribution of learning motivation data, it is known that the data distribution is normally distributed. It is known from the Shapiro-Wilk normality test coefficient of 0.072 with $p = 0.090$ or $p > 0.05$, the results of the calculation of the normality test can be seen in table 3 below:



Table 3. Test the normality of learning motivation variables

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
MOTIVATION TO LEARN	.072	131	.090	.985	131	.168

a. Lilliefors Significance Correction
Source: Data Processing

From the normality test of the research variables, the results can be summarized as follows:

Table 4. Summary of Normality Test Results

Variable	Kolmogorov-Smirnov	P (Significance)	Information
Learning independence	0.058	0.200	Normal
self-efficacy	0.075	0.069	Normal
Motivation to learn	0.072	0.090	Normal

Source: Data Processing

b. Linearity Test

The linearity test is intended to determine the degree of linearity of the independent variable and the dependent variable. That is, do self-efficacy and learning motivation affect the learning independence of class VIII students at SMP Ad duroh Medan Marelan.

- 1) From the results of the linearity test between the variables of self-efficacy and learning independence, it is known that there is a linear correlation between the variables of self-efficacy and learning independence. This is indicated by the linearity coefficient $F = 31,437$ with $p < 0.05$, the complete calculation results can be seen in table 5 below:

Table 5. Linearity Test Results of Self-Efficacy Variables

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
LEARNING INDEPENDENCE * SELF-EFFICIENCY	Between Groups (Combined)		1590,317	21	75,729	2,236	.004
	Linearity		1064618	1	1064618	31,437	.000
	Deviation from Linearity		525,699	20	26,285	.776	.736
Within Groups			3691317	109	33,865		
Total			5281634	130			

Source: Data Processing

- 2) From the results of the linearity test between the variables of learning motivation and learning independence, it is known that there is a linear correlation between the variables of

learning motivation and learning independence. This is shown by the linearity coefficient $F = 42,487$ with $p < 0.05$, the complete calculation results can be seen in table 6 below:

Table 6. Linearity Test Results of Learning Motivation Variables With Independent Learning

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
LEARNING INDEPENDENCE * LEARNING MOTIVATION	Between Groups	(Combined)	2360081	24	98,337	3,568	.000
		Linearity	1171006	1	1171006	42,487	.000
		Deviation from Linearity	1189075	23	51,699	1876	.017
	Within Groups		2921553	106	27,562		
	Total		5281634	130			

Source: Data Processing

Table 7. Summary of Linearity Test Results

Correlational	F	P	Information
X1 – Y	31,437	0.000	linear
X2 – Y	42,487	0.000	linear

Source: Data Processing

Source: Data Processing

Information :

- X1 = Self-efficacy
- X2 = Learning motivation
- Y = Learning independence
- F = Linearity Coefficient
- p.s = Significance of Linearity

c. Hypothesis Test Results

In detail, the hypothesis test can be seen in the following explanation:

- 1) The first hypothesis is the relationship between self-efficacy and learning independence

From the results of statistical analysis it was found that there is a relationship between self-efficacy and student learning independence. This is indicated by the r_{xy} coefficient of 0.449 with $p < 0.05$. It can be concluded that the higher the students' self-efficacy, the more independent their learning will increase.
- 2) The second hypothesis is the relationship between learning motivation and learning independence

From the results of statistical analysis it was found that there is a relationship between learning motivation and learning independence. This is shown by the r_{xy} coefficient of 0.471



with $p < 0.05$, thus it can be concluded that the greater the student's motivation to learn, the more independent learning will increase.

- 3) The third hypothesis is the relationship between self-efficacy and learning motivation with independent learning

From the results of statistical analysis it was found that there is a relationship between self-efficacy and learning motivation with learning independence. This is indicated by the coefficient $F_{reg} = 26.322$ with $p < 0.05$, and the correlation coefficient $R = 0.540$ with $p < 0.05$ and $R^2 = 0.291$. Thus it can be concluded that self-efficacy and learning motivation simultaneously influence student learning independence, the contribution of these two variables in bringing about independent learning is 29.1%.

- 4) Analysis of Hypothetical Mean and Empirical Mean.

In the following table, the hypothetical mean and empirical mean calculations of each variable involved in this study are presented.

Table 8. Calculation of Hypothetical Mean and Empirical Variable Research

Variable	mortgage	Average value EMPIRIC	Information
Self Efficacy	4,838	60 66.53	Tall
Motivation to learn	5,786	57.5 62.27	Tall
Independent Learning	6,374	70 81.16	Tall

Source: Data Processing

Discussion

a. The Relationship Between Self-Efficacy With Independent Learning

The results of the study show that there is a relationship between self-efficacy and learning independence. This is indicated by the r_{xy} coefficient of 0.449 with $p < 0.05$, thus it can be concluded that the higher the self-efficacy of students, the more independent their learning will increase. Self-Efficacy is one that can affect student learning independence, because without a person's high self-efficacy, learning will experience non-independence. According to scunk (in siti Fatiya Lidiya and Nevi Damayanti, 2015) that Self-Afficity affects student learning activities. Students with low Self Afficity in learning can avoid many tasks in learning, while students with high Self Afficity in learning have a sense of challenge with great desire, will try diligently on the learning assignments given. So that it is clear that students get the process of independent learning

b. The Relationship Between Learning Motivation and Learning Independence

The results of this study found that there was a relationship between learning motivation and learning independence, which was shown by the r_{xy} coefficient of 0.471 with $p < 0.05$. This finding illustrates that high learning motivation in students will lead to independent learning. Learning motivation provides the impetus or driving force to continue learning to achieve the expected achievements and enjoy working independently as stated in the six characteristics that a person has when he has high learning motivation; Martaniah (in Syarifah, 2022). With the motivation to learn students can determine the target or achievement to be achieved. The existence of learning motivation can be seen in his efforts to improve abilities, and complete his assignments. Students

who have high learning motivation will try to manage the time of the teaching schedule optimally so that they will master the material they are studying.

c. The Relationship Between Self-Efficacy And Learning Motivation With Independent Learning

The results of this study found that there was a relationship between self-efficacy and learning motivation with learning independence as indicated by the Freg coefficient of 26,322 with $p < 0.05$; in other words, self-efficacy and learning motivation can affect student learning independence together. In addition, it is also known that the correlation between self-efficacy and learning motivation with learning independence is $R = 0.540$ with $p < 0.05$ and $R^2 = 0.291$, this means that self-efficacy and learning motivation contribute to learning independence by 29.1 %. There is another factor of 70.9% which can influence the emergence of student learning independence. A student who has self-efficacy and high learning motivation will have perseverance and a strong belief in completing his assignments. The existence of Self Afficacy and high learning motivation inherent in students, will bring up high learning independence.

4. CONCLUSION

After the data has been described, analyzed and discussed, the results of this study can be concluded that there is a relationship between self-efficacy and student learning independence. From the results of statistical analysis it was found that the rxy coefficient was 0.449 with $p < 0.05$, this means that the high and low self-efficacy of students will be able to increase or decrease the learning independence of class VIII students of SMP Ad durah Medan. There is a relationship between learning motivation and student learning independence. From the results of statistical analysis it was found that the rxy coefficient was 0.471 with $p < 0.05$, thus it can be concluded that the high and low students' learning motivation will be able to influence the learning independence possessed by students. There is a relationship between self-efficacy and learning motivation with student learning independence. From the results of statistical analysis it was found that the coefficient F reg = 26.322 with $p < 0.05$, and the correlation coefficient $R = 0.540$ with $p < 0.05$ and $R^2 = 0.291$. Thus it can be concluded that self-efficacy and learning motivation jointly affect the learning independence of class VIII students of SMP Ad Durah Medan, the contribution of both in bringing about independent learning is 29.1%.

Based on the results of the research and the conclusions that have been obtained, the suggestions that can be conveyed by the researcher are for SMP Ad Durah Medan to be able to encourage students to be able to maintain the conditions that students currently have, related to self-efficacy, learning motivation and learning independence. Given that the results of this study indicate the level of self-efficacy, learning motivation and independence of students at SMP Ad Durah Medan Marelan in the high category. Schools can carry out extracurricular activities that are interesting and stimulate students to develop their cognitive abilities. For students of SMP Ad Durah Medan Marelan, they should be able to maintain the conditions of self-efficacy, learning motivation and learning independence that they already have. For other researchers who conduct similar research in the future, bearing in mind that there are many other factors that can influence learning independence (such as individual personal characteristics, social support, self-adjustment, emotional maturity) it is hoped that they will further deepen the theoretical review that has not been included in this study. It is hoped that other researchers will further improve the measurement



tools, expand the population by increasing the sample so that the scope of research and generalizations become wider and reach a balanced proportion by taking into account other factors.

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