



Jurnal Eduscience (JES)

Volume 10, No. 3

Desember, Tahun 2023

Submit : 05 September 2023

Accepted : 17 November
2023

THE INFLUENCE OF LEARNING MOTIVATION ON THE LEARNING OUTCOMES OF CLASS XII STUDENTS IN ACCOUNTING SUBJECTS PUBLIC HIGH SCHOOL 1 SELAYAR

Andi Ratu Muttaqinah¹, Sitti Hajerah Hasyim², M. Ridwan Tikollah³,
MuhammadAzis⁴, Samirah Dunakhir⁵,

^{1,2,3,4,5}Accounting Education Study Program, Faculty of Economics & Business,
Universitas Negeri Makassar
muttaqinahandiratu@gmail.com, hajerah_hasyim@unm.ac.id,
m.ridwan.tikollah@unm.ac.id, mazis@unm.ac.id, samirah.dunakhir@unm.ac.id

Abstract

The purpose of this study is to analyze the influence of learning motivation on the learning outcomes of students in grades XII IPS 1 and XII IPS 2 of SMA Negeri 1 Selayar. A total of 39 students from classes XII IPS 1 and XII IPS 2 of SMA Negeri 1 Selayar were used as the research samples. Instrument tests and hypothesis tests were used as data analysis techniques using SPSS 22. Validity tests and reliability tests are part of the instrument test. The t-test of the coefficient of determination, the Pearson product-moment correlation analysis and the simple linear regression analysis are hypothesis tests. Based on the research results, the model of simple linear regression equation $Y' = 79.136 + 0.128X$ shows that the competency value of the skills of the problem-based learning model increases by one for every 0.128 units increase in student score in the class. Motivation to learn has a significant effect on student learning outcomes based on the results of the t-test, which was $0.004 < 0.005$. The coefficient of determination analysis yielded an r^2 value of 19.4%, indicating that learning motivation contributes 19.4 to student learning outcomes. The results of the product-moment correlation analysis showed a weak correlation between learning motivation and students' learning outcomes, with a Pearson correlation value of 0.213.

Keywords: learning motivation; learning outcomes

Abstrak

Tujuan penelitian ini adalah untuk menganalisis bagaimana pengaruh motivasi belajar terhadap hasil belajar siswa kelas XII IPS 1 dan XII IPS 2 SMA Negeri 1 Selayar. Sebanyak 39 siswa kelas XII IPS 1 dan XII IPS 2 SMA Negeri 1 Selayar yang dijadikan sebagai sampel penelitian. Menggunakan SPSS 22, uji instrumen dan uji hipotesis merupakan teknik analisis data yang digunakan. Uji validitas dan uji reliabilitas merupakan bagian dari uji instrumen. Uji-t koefisien determinasi, analisis korelasi *pearson product moment*, dan analisis regresi linear sederhana merupakan uji hipotesis. Berdasarkan temuan penelitian, model persamaan regresi linear sederhana $Y' = 79,136 + 0,128X$ menunjukkan bahwa nilai kompetensi keterampilan model pembelajaran berbasis masalah meningkat satu untuk setiap nilai tambah siswa di kelas meningkat sebesar 0,128 satuan. Motivasi belajar berpengaruh signifikan terhadap hasil belajar siswa, berdasarkan hasil uji-t diperoleh $0,004 < 0,005$. Analisis koefisien determinasi menghasilkan nilai r^2 sebesar 19,4% yang menunjukkan bahwa motivasi belajar memberikan kontribusi sebesar 19,4 terhadap hasil belajar siswa. Hasil analisis korelasi *product moment* menunjukkan adanya korelasi yang lemah antara motivasi belajar dengan hasil belajar siswa, dengan nilai korelasi *pearson* sebesar 0,213.

Kata Kunci: motivasi belajar; hasil belajar



INTRODUCTION

Through educational activities and guidance, education is a process that tries to improve and modify an individual's or a group's knowledge, skills, attitudes, and behavior in order to educate human life. The process demonstrates the existence of active actions that are dynamically interacting and purposefully carried out in order to accomplish the intended goal of raising the standard of Indonesian education. In order for students to actively develop their potential for possessing qualities that they, society, the country, and the state possess—such as religious spiritual power, self-mastery, personality, intelligence, and noble morals—education is a deliberate and planned endeavor to create a learning atmosphere and process. Learning activities and education are inextricably linked. "Learning is an activity that is consciously carried out in order to obtain a certain impression of what has been learned and as a result of interaction with the environment." (Djamarah, 2011). The quality of excellent human resources is also supported by an effective teaching and learning process.

Learning objectives are measured by learning outcomes, and the accomplishment of these objectives can be used to gauge how well students understand a subject. The final learning objectives that students must meet in order to be evaluated using the learning outcomes are included in the list of skills in the learning objectives. "Learning outcomes are a set of experiences that students have that encompass the cognitive, affective and psychomotor domains." (Rusman, 2016). According to Rosyid, Mustajab, & Abdullah (2019) Learning outcomes are specific forms of numbers, letters, or symbols that are chosen by the education provider to represent the success that students have attained after engaging in learning activities. These outcomes are used to assess the degree to which students have mastered learning.

Motivation is a key component in the execution of learning activities since it helps to ensure that the teaching and learning process goes as planned. Goals are directly related to motivation because they dictate the course of action. Therefore, it will be challenging to develop strong motivation to achieve an outcome in the absence of clear goals. "The process of demonstrating students' strong desire to fulfill the objectives and course of the learning process they are undergoing is known as learning motivation." (Hapudin, 2021).

The drive and need to learn, the desire and aspiration to succeed, the existence of hopes and aspirations for the future, the appreciation of learning, the availability of engaging learning activities, and the presence of a supportive learning environment are the indicators that are used to measure



motivation to learn. (Uno, 2021, p. 23). Learning outcomes are significantly influenced by students' motivation to learn, as higher levels of motivation lead to more satisfying learning outcomes.

Accredited in the Selayar Islands Regency as a National Standard School, SMA Negeri 1 Selayar follows the 2013 curriculum, which separates the major subjects into social science (IPS) and science (IPA). Based on preliminary observations made on March 10, 2023, a total of 30 respondents to questionnaires on learning outcomes and motivation were given out in order to directly evaluate the learning process of classes XII IPS 1 and XII IPS 2. The students' lack of motivation to learn was the next discovery made by the researchers. When learning in a classroom, the majority of students pay less attention to the materials that their teachers provide. Based on the minimal completion requirements, some students did not meet the learning outcomes, according to the data collected from the teachers of the relevant subjects. The distribution of questionnaires, which were collected before the study from 30 surveyed students in classes XII IPS 1 and XII IPS 2 of SMA Negeri 1 Selayar, provides the basis for the description of learning motivation and learning outcomes. The opinions serve as the foundation for calculating the baseline data's respondent count (Sugiyono, 2018) which indicates that a sample size of between 30 and 500 persons is manageable for the study. The number of sample members is at least ten times the number of variables investigated if a correlation analysis is performed in the study.

Sixty-five percent of the students' learning motivation indicator (X) fell into the high category based on preliminary observations. Based on the research, this Arikunto (2018, p. 35) High percentages fall between 61 and 80 percent. With an average score of 42%, the student learning outcomes indicator (Y), which is based on the percentage of learning outcomes, indicates that the average student score meets the requirements for completeness. Thus, it can be said that students in classes XII IPS 1 and XII IPS 2 of SMA Negeri 1 Selayar have worse learning outcomes when it comes to learning motivation.. Rosyid, Mustajab, & Abdullah (Rosyid, M.Z., Mustajab., & Abdullah, 2019) observed that students will continue to aspire to attain the best possible learning outcomes indirectly because of the motivation that stems from their desire to learn. This accomplishment benefits students because it is later used as a learning outcome. To ascertain the relationship between learning outcomes and learning motivation (2018) have carried out this study with the finding that students motivation to learn can affect their learning outcomes.. (Sri Wahyuni, 2021) has also carried out studies to ascertain how learning motivation affects students' academic performance. The study's findings demonstrate the beneficial effect that learning motivation has on students' learning outcomes. However, the research (Sukoco, 2022) The findings regarding learning motivation's impact on learning outcomes indicate that learning motivation and students' learning outcomes are unrelated.

RESEARCH METHODS

The variable X in this study is the motivation to learn and the variable Y is the learning outcome. This study uses a type of non-experimental quantitative data in the form of numbers. The method of data collection is in the form of written and oral surveys. In this data collection method, questionnaires are used as an instrument for data collection. The data analysis techniques used are instrument tests and hypothesis tests with SPSS 22. The instrument test consists of a validity test and a reliability test. The hypothesis test consists of a simple linear regression analysis, a t-test, a Pearson product-moment correlation analysis and a coefficient of determination.

The subject of this study as well as the population are students of classes XII IPS 1 and XII IPS 2 SMA Negeri 1 Selayar. Learning motivation variables are measured using Likert scale measurement instruments with questionnaires based on the indicators of learning motivation, namely desire and aspiration to succeed, drive and need to learn, hopes and aspirations for the future, rewards in learning, dancing activities in learning, and conducive learning environment. The learning outcome variables are measured using the students' learning outcome indicators by using the results of the midterm examination for the subjects of Accounting in classes XII IPS 1 and XII IPS 2 SMA Negeri 1 Selayar, covering three domains, namely the cognitive domain, the affective domain and the psychomotor domain. The data analysis techniques used are percentage descriptive analysis, instrument test and hypothesis test.

RESULTS AND DISCUSSION

1. Percentage Descriptive Analysis

The percentage of the total score of all respondents' responses to the six indicators in Table 1 below, which shows the findings of the questionnaire distribution on the subject of motivation to study, illustrates the results:

Table 1. Amount of Learning Motivation Variables as a Percentage

No.	Indicator	Percentage			
		Actual	Ideal	Actual (%)	Information
1	Desire and passion lead to success	660	780	84,61	Very Good
2	Motivation and necessity for education	588	780	75,38	Good
3	Future aspirations and goals	367	390	94,10	Very Good
4	Honors in education	283	390	72,56	Good
5	Engaging learning exercises	323	390	82,82	Very Good

6	Favourable conditions for learning	502	780	65	Good
Total		2.723	3.510	77,57	Good

Opinions indicate that the average actual score percentage of the learning motivation indicators was 77.57 percent, placing it in the high category. (Arikunto, 2018). Nevertheless, three indicators fall short of the mean percentage of the final score, specifically 1) indicators of encouragement and need for learning, with an actual score of 75.38 percent because of the students' needs and lack of encouragement to learn, including the need for them to perform well and the lack of encouragement to rank highly.. 2) Due to the dearth of student prizes and praise, the indicator of rewards in learning received an actual score of 72.56 percent. 3) Because SMA Negeri 1 Selayar is situated in the middle of the city, some students believe that their school is very close to the crowd, a favorable learning environment, which has an actual score of 65 percent, indicates. Table 2 below displays the findings from the descriptive analysis of the learning outcomes of the students.

Table 2. Final Verdict of Learner Outcomes and Respondent Comments

	N	Minimum	Maximum	Mean	Std. Deviation
Learning outcomes	39	81	95	88.23	4.288
Valid N(listwise)	39				

With a standard deviation of 4.288, the mean value is 88.23%, and the value is classified as good when it is at intervals of $87 \leq a \text{ value of } \leq 92$. This explanation led to the conclusion that the learning outcomes of the accounting classes at SMA Negeri 1 Selayar's class XII IPS 1 and XII IPS 2 were in the complete category, with 9 students meeting the minimal completeness criteria with the scores mentioned above.

2. Instrument Test

a. Instrumen Validity Test

Comparing the computed r value with the table r for degree of freedom ($df = n-2$) is how the validity test is carried out. With a significance level of 5% and 39 samples (n) in the study, the magnitude of the df obtained was $39-2 = 37$, and the r table was obtained at 0.316. Table 3 below displays the Learning Motivation instrument (X) with 18 points of statements if $r \text{ counts} > r \text{ table}$.

Table 3. Findings from the Validity Test of the Learning Motivation Instrument

No Item Statement	Validity		Conclusion
	r_{hitung}	r_{tabel}	
X.1	0,383	0,316	Valid
X.2	0,429	0,316	Valid
X.3	0,331	0,316	Valid
X.4	0,501	0,316	Valid
X.5	0,530	0,316	Valid
X.6	0,590	0,316	Valid
X.7	0,449	0,316	Valid
X.8	0,336	0,316	Valid
X.9	0,586	0,316	Valid
X.10	0,388	0,316	Valid
X.11	0,467	0,316	Valid
X.12	0,643	0,316	Valid
X.13	0,370	0,316	Valid
X.14	0,484	0,316	Valid
X.15	0,687	0,316	Valid
X.16	0,443	0,316	Valid
X.17	0,538	0,316	Valid
X.18	0,557	0,316	Valid

All of the statement items that were submitted for the Learning Motivation (X) variable have a calculated r value between 0.331 and 0.687, according to the results of the instrument validity test based on table 3. This indicates that the r value of the table, which is 0.316, is less than the r value obtained by computing every item in the learning motivation variable statement. All of the statement items in the learning motivation questionnaire are deemed "valid" in light of these findings.

b. Instrument Reliability Test

The degree to which measurement results hold true when taken multiple times with the same measuring device is indicated by a reliability test. The purpose of this test is to determine how consistently respondents respond to questions on a questionnaire. Using a sample of 39 respondents and the Cronbach's APHA technique, the instrument's reliability was tested for this study. When an instrument's Cronbach's alpha value is greater than 0.60, it is deemed reliable. The following table 4 displays the instrument reliability test results:

Table 4. Findings from the Reliability Test of the Learning Motivation Instrument

Variable	Cronbach's Alpha	Number of Items	Information
Learning Motivation	0,802	18	Reliabel

The Learning Motivation instrument's Cronbach's alpha value was $0.802 > 0.60$. Thus, it can be said that the study's learning motivation variable instrument (X), which was utilized to gather data, is deemed "reliable".

The following conclusions can be drawn based on the validity and reliability tests that were employed :

Table 5. Final Results of the Validity and Reliability Test for Research Instruments

Variable	Validity			Reliability		
	r_{hitung}	r_{tabel}	Information	Cronbach's Alpha	Standar	Information
Learning Motivation	0,331 s.d 0,687	0,316	Valid	0,802	0,60	Reliabel

Therefore, it can be said that the study's learning motivation tool is workable.

3. Hypothesis Testing

a. Simple Linear Regression Analysis

The impact of learning motivation on student learning outcomes is assessed using a straightforward linear regression analysis. $Y = 79.136 + 0.128X$ is the model of a basic linear regression equation. The value of the constant is known to be 79.136 based on the obtained model of the equation. This indicates that the variable learning outcomes of the grade XII IPS 1 and XII IPS 2 students at SMA Negeri 1 Selayar are 0.128 units if the learning motivation variable is zero. The following table 6 displays the findings of the study's basic linear regression calculations:

Table 6. Results of Simple Linear Regression Analysis

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	79.136	6.904		11.462	.000
1 Learning Motivation	.128	.097	.213	1.324	.004

a. Dependent Variable: Learning Outcomes

b. Pearson Product Momeng Correlation Analysis

The direction and strength of the relationship between the variables—learning motivation and learning outcomes of grade XII IPS 1 and XII IPS 2 students in accounting subjects at SMA Negeri 1 Selayar—are determined using Pearson product moment correlation analysis. Table 7 below displays the findings of the pearson product moment correlation analysis :

Table 7. Product Moment Correlation Analysis Results

<i>Correlations</i>		
	TOTAL X	Learning Outcomes
TOTAL X	1	.213
	<i>Pearson Correlation</i>	
	<i>Sig. (2-tailed)</i>	.194
	<i>N</i>	39
Learning Outcomes	.213	1
	<i>Pearson Correlation</i>	
	<i>Sig. (2-tailed)</i>	.194
	<i>N</i>	39

*. *Correlation is significant at the 0.05 level (2-tailed).*

It is evident from Table 7 that there is a correlation between the learning motivation variable and student learning outcomes, with a significance of 0.194 or greater than 0.05. The variables of learning motivation and learning outcomes of grade XII IPS 1 and XII IPS 2 students at SMA Negeri 1 Selayar in accounting subjects are in the interval 0.20 – 0.399, which is in the interval 0.20 – 0.399 in the weak category, according to the pearson correlation value of 0.213, which is positive. Thus, it can be said that there is a weak correlation between the learning outcomes and learning motivation of grade XII IPS 1 and XII IPS 2 accounting students at SMA Negeri 1 Selayar.

c. Coefficient Of Determination

The relationship between learning motivation and student learning outcomes in accounting subjects at SMA Negeri 1 Selayar is assessed using the coefficient of determination (r^2). The results of the test, which was conducted using SPSS Version 22, are displayed in Table 8 as follows:

Table 8. Result Coefficient of Determination (r^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.605 ^a	.194	.319	.246

a. Predictors: (Constant), Learning Motivation

Table 8 indicates that 19.4% of the learning outcomes of students in accounting subjects at SMA Negeri 1 Selayar were obtained through a coefficient of determination of 0.194, meaning that the remaining 80.6% was influenced by other factors.

d. T-Test

The hypothesis is tested using the t-test, which also establishes the program significance of learning motivation's influence on the teaching outcomes of SMA Negeri 1 Selayar students in grades XII IPS 1 and XII IPS 2. By comparing significance values < 0.05 (5%), one can use t-tests to ascertain the impact of learning motivation on student learning outcomes. When a variable's obtained significance value ($\alpha = 0.05$) is less than 5%, it is considered influential. Table 9 below displays the findings of the t-tests:

Table 9. T-Test Result

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	79.136	6.904		11.462	.000
1 Learning Motivasion	.128	.097	.213	1.324	.004

a. Dependent Variable: Learning Outcomes

The learning motivation variable has a significant impact on the learning outcomes of grade XII IPS 1 and XII IPS 2 students at SMA Negeri 1 Selayar, as indicated by the significance value of $0.004 < 0.05$. Consequently, the hypothesis put forth in this investigation can be said to be "accepted".

In order for students to achieve successful learning outcomes, learning motivation plays a crucial role in the educational process. Desire and the will to succeed, motivation and need for learning, future goals and aspirations, learning rewards, engaging learning activities, and a supportive environment are all examples of learning motivation.



It is possible to argue that learning outcomes are crucial to the learning process because they represent the evaluation of students' performance on learning activities, expressed as letters, numbers, and sentences that represent the students' accomplishments in cognitive, affective, and psychomotor domains (Safitri, Hansyah, et al., 2023; Safitri, Muti'ah, et al., 2022; Siregar & Safitri, 2020).

The average percentage of actual scores for learning motivation variables was 77.57 percent in the high category, according to the descriptive results of the research variables. The lowest percentage level is an indicator of a favorable learning environment of 65%, which is categorized as high. The indicator of high learning motivation is an indicator of desire and desire to succeed at 84.61%.

According to the study's findings, learning motivation significantly impacted the learning outcomes of SMA Negeri 1 Selayar students in grades XII IPS 1 and XII IPS 2. The findings indicate that the learning outcomes of grade XII IPS 1 and XII IPS 2 students at SMA Negeri 1 Selayar increase by 0.128X if learning motivation increases by one unit, according to the simple regression equation $Y = 79,136 + 0.128X$.

Additionally, the study's findings regarding the Pearson product moment correlation analysis showed that a weak correlation—a correlation of 0.213—was found in the range of 0.20 to 0.399. This demonstrates that learning motivation has a minimal impact on the learning outcomes of SMA Negeri 1 Selayar students in grades XII IPS 1 and XII IPS 2.

The findings of this investigation are consistent with studies carried out by (Muh. Arfah Basri, 2018) which claims that learning outcomes for students are partially influenced by variables of interest and motivation to learn, and from which the equation $Y = 60 + 834 + 0.260X + 0.182X$ was derived through multiple linear regression analysis research. The equation demonstrates how interest and motivation for learning affect student learning outcomes. These two factors account for 31.6 percent of the total contribution of learning interest and motivation to student learning outcomes; the remaining 68.4 percent is determined by factors not covered in the study (Safitri et al., 2019; Safitri, Chastanti, et al., 2022; Silalahi & Safitri, 2021; Wati et al., 2022). The f-test results showed a f count of 12.962 and a f table 3.16 with a significant value of $0.000 < 0.05$, indicating that learning motivation and interest variables have a significant impact on student learning outcomes at the same time. The t-test results show that learning interest and motivation have a partial significant impact on student learning outcomes, with learning interest having a t-count of $3.032 > t$ table 2.002 and motivation having a t-count of $2.054 < t$ table 2.002, respectively. The significant values of learning interest and motivation are $0.004 < 0.05$ and $0.045 < 0.05$, respectively. The parallels between this study and earlier research by Muh. Arfah Basri (Basri, 2018) specifically, the use of variables (X) learning motivation, quantitative



research, and methods for gathering data such as documentation and questionnaires. The prior study used two X variables, and the object of the previous study was SMA Negeri 2 Takalar, whereas the present study was conducted at SMA Negeri 1 Selayar. This is where the previous research and current study differed from each other.

The findings of this investigation align with previous studies carried out by (Anjani & Safitri, 2023; Handayani et al., 2023; Nasution et al., 2023) which indicates that learning motivation and learning interest have a positive impact on students' learning outcomes in basic accounting lessons at SMK locations throughout Bandung Raya. The values of the learning motivation and interest variables' t-test calculations were 2.085 and 5.154, respectively, exceeding 1.652. Comparisons between this study and previous research by (Sri Wahyuni, 2021) is to use the same instrument test technique to measure learning motivation to learning outcomes. In contrast, the current study does not measure learning interest to learning outcomes, and its differences include the research object and location.

Unlike the studies carried out by (Suharyadi dan Sukoco, 2022) According to SMK Negeri 3 Yogyakarta, there is no discernible relationship between learning methods and learning motivation and student learning outcomes. The impact of learning methods on student learning outcomes obtained a r^2 value of only 1.5 percent with a t count of 1.237, and the impact of learning motivation on student learning outcomes obtained a r^2 value of only 0.8 percent with a t count of 0.911. In the meantime, the hypothesis regarding the influence of learning motivation on learning outcomes is rejected due to the influence of learning methods and motivation on student learning outcomes, where r^2 is only 1.5% with f count 0.0758 (Hasanah et al., 2021; Mansah & Safitri, 2022; Rezekiah et al., 2022; Safitri, Muti'ah, et al., 2023; Thovawira et al., 2020).

The hypothesis proposed by also supports the findings of this study Rosyid, Mustajab & Abdullah (Rosyid, M.Z., Mustajab., & Abdullah, 2019) that "An effective reward system for reaching learning objectives is learning motivation. The goal of every student learning activity is to improve learning outcomes. Not a single student wants to perform poorly in their studies. As a result, they will compete to accomplish it with the best effort possible."

CONCLUSION

The following conclusion can be drawn from the data analysis results and the above-described discussion regarding the impact of learning motivation on the learning outcomes of grade XII IPS 1 and XII IPS 2 accounting students at SMA Negeri 1 Selayar :



1. Predicted on the findings of the high category descriptive statistical analysis of learning motivation variables.
2. Students in grades XII IPS 1 and XII IPS 2 have generally good learning outcomes, and no student receives a score that is less than the established minimal completeness criterion.
3. The learning outcomes of grade XII IPS 1 and XII IPS 2 students at SMA Negeri 1 Selayar are positively and significantly impacted by learning motivation.

BIBLIOGRAPHY

- Anjani, D., & Safitri, I. (2023). Pembelajaran Kooperatif Tipe Tutor Sebaya dalam Meningkatkan Karakter Bersahabat/Komunikatif. *Jurnal Basicedu*, 7(1), 1065–1074. <https://doi.org/doi.org/10.31004/basicedu.v7i1.4833>
- Arikunto, S & Jabbar, C. S. A. (2018). *Evaluasi Program Pendidikan*. Bumi Aksara.
- Basri, M. A. (2018). Pengaruh Minat dan Motivasi Belajar Siswa Terhadap Hasil Belajar Akuntansi Siswa Kelas XI IPS SMA Negeri 1 Takalar. In *SKRIPSI*. Universitas Negeri Makassar.
- Djamarah, S. . (2011). *Psikologi Belajar*. Rineka Cipta.
- Handayani, N., Safitri, I., & Harahap, R. D. (2023). Studi Kompetensi Guru Nonlinier di Sekolah Menengah Atas. *Jurnal Pendidikan Edutama*, 10(1), 153–162. <https://doi.org/dx.doi.org/10.30734/jpe.v10i1.3004>
- Hapudin, M. . (2021). *Teori Belajar dan Pembelajaran*. Kencana.
- Hasanah, U., Safitri, I., Rukiah, & Nasution, M. (2021). Menganalisis perkembangan media pembelajaran matematika terhadap hasil belajar berbasis game. *Indonesian Journal of Intellectual Publication*, 1(3), 204–2011. <https://doi.org/https://doi.org/10.51577/ijipublication.v1i3.125>
- Mansah, H., & Safitri, I. (2022). The Effectiveness of Improving Student Mathematics Literacy Through The Use of The Facebook Application. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 11(1), 683–693. <https://doi.org/http://dx.doi.org/10.24127/ajpm.v11i1.4743>
- Nasution, M., Safitri, I., & Harahap, R. D. (2023). Character Education of Tolerance and Love for the Homeland in the Independent Study Curriculum in Junior High Schools. *Jurnal Pedagogi Dan Pembelajaran*, 6(1), 82–88. <https://doi.org/10.23887/jp2.v6i1.57832>
- Rezekiah, P. T., Safitri, I., & Harahap, R. D. (2022). Analisis Nilai-Nilai Karakter Mahasiswa Program Studi Pendidikan Matematika. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 6(2), 1251–1267. <https://doi.org/https://doi.org/10.31004/cendekia.v6i2.1325>
- Rosyid, M.Z., Mustajab., & Abdullah, A. R. (2019). *Prestasi Belajar*. CV Literasi Nusantara Abadi.
- Rusman. (2016). *Pembelajaran Tematik Terpadu*. Rajawali Pers.
- Riwayani, S., Harahap, RD. (2022). Does Blended Learning Improve Student's Learning dependence during the Covid-19 Pandemic? Evidence from a Labuhanbatu University, North Sumatera. : *Jurnal Kependidikan*. 8 (1), DOI: <https://doi.org/10.33394/jk.v8i1.4509>
- Saputra, A., Harahap, RD. (2022). An Analysis of Student Learning Challenges in Elementary School Science Subject. *Jurnal Kependidikan*. 8 (1), DOI: <https://doi.org/10.33394/jk.v8i1.4508>



- Safitri, I., Chastanti, I., Hasibuan, Lily R., Rohana, Sujarwo, Irmayanti, & Nasution, H. F. (2022). Teachers' readiness in the implementation of online learning during COVID-19 pandemic. *International Journal of Evaluation and Research in Education*, 1082–1089. <https://doi.org/http://doi.org/10.11591/ijere.v11i3.22463>
- Safitri, I., Hansyah, P., & Siregar, D. A. (2023). Implementasi Media Pembelajaran Video Animasi IPA Berbasis Karakter Melalui Analogy Learning. *IKA BINA EN PABOLO: PENGABDIAN KEPADA MASYARAKAT*, 3(1), 42–51. <https://doi.org/doi.org/10.36987/ikabinaenpabolo.v3i1.3922>
- Safitri, I., Muti'ah, R., & Sriono. (2022). *Nilai-nilai Karakter pada Siswa SMP (Studi di Kabupaten Labuhanbatu)*. PT. Mega Press Nusantara.
- Safitri, I., Muti'ah, R., Sriono, & Ansyari, R. (2023). Identification of Character Values of Public and Private Junior High School Students in Rantau Selatan District. *The IAFOR International Conference on Education*, 717–727. <https://papers.iafor.org/submission66893/>
- Safitri, I., Pasaribu, R., Simamora, S. S., & Lubis, K. (2019). The effectiveness of android application as a student aid tool in understanding physics project assignments. *Jurnal Pendidikan IPA Indonesia*. <https://doi.org/10.15294/jpii.v8i4.19433>
- Silalahi, E., & Safitri, I. (2021). Analisis Paparan Pornografi dan Dampaknya Terhadap Pembelajaran Matematika SMP. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 5(1), 437–447. <https://doi.org/https://doi.org/10.31004/cendekia.v5i1.521>
- Siregar, D., & Safitri, I. (2020). MODEL PEMBELAJARAN KOOPERATIF GROUP INVESTIGATION UNTUK MENINGKATKAN KEMAMPUAN PEMECAHAN MASALAH DAN PERILAKU SISWA. *Journal Mathematics Education and Science (MES)*, 6(1), 32–39. <https://doi.org/https://jurnal.uisu.ac.id/index.php/mesuisu/article/view/2927>
- Sugiyono. (2018). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. Alfabeta.
- Suharyadi. & Sukoco. (2022). Pengaruh Motivasi Belajar dan Cara Belajar Terhadap Hasil Belajar di SMK N 3 Yogyakarta. *Jurnal Pendidikan Vokasi Otomotif*, 4(2), 29–37.
- Thovawira, F. A., Safitri, I., Supartik, Nadila, N., & Anggriani, I. (2020). SYSTEMATIC LITERATURE REVIEW: IMPLEMENTASI PENDEKATAN STEM (MANFAAT DAN TANTANGAN) DI INDONESIA. *Jurnal Histogram*, 4(2), 355–371. <https://doi.org/10.31100/histogram.v4i2.682>
- Uno, H. B. (2021). *Teori Motivasi dan Pengukurannya*. PT Bumi Aksara.
- Wahyuni, S. (2021). Pengaruh Minat dan Motivasi Belajar Siswa Pada Mata Pelajaran Akuntansi Dasar di Sekolah Menengah Kejuruan (SMK) se-Bandung Raya. In *SKRIPSI*. Pendidikan Indonesia.
- Wati, E., Harahap, R. D., & Safitri, I. (2022). Analisis Karakter Siswa pada Mata Pelajaran IPA di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 5994–6004. <https://doi.org/https://doi.org/10.31004/basicedu.v6i4.2953>