



THE INFLUENCE OF STUDY MOTIVATION, STUDY HABITS, AND CONFIDENCE ON LEARNING OUTCOMES IN CLASSROOM TAX ADMINISTRATION SUBJECTS XI ACCOUNTING FOR SMK NEGERI 22 AND 51 JAKARTA.

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Abstract

This study aims to determine whether there is an influence between learning motivation, study habits, and self-confidence on learning outcomes in class XI students of SMKN 22 and 51 Jakarta. The research period was from March 2021-June 2021. The approach used in this research is a quantitative approach with a survey method. The affordable population for this study were all class XI SMKN 22 and 51 Jakarta, totaling 144 students. The sampling technique used proportional stratified random sampling so that the sample obtained was 108 students. The instrument used to obtain data on the variable X1 (Learning Motivation), Variable X2 (Study Habits), and Variable X3 (Self Confidence) were measured using a Likert scale using a questionnaire that had been tested for validity and reliability. Multiple regression equation model = $76.321 + 0.060X_1 + 0.046X_2 + 0.078X_3$. Normality and linearity tests show that the data are normally distributed and have a linear relationship. The results of the T test indicate that learning motivation, study habits, and self-confidence had a positive influence on learning outcomes. Then, the results of the F test show that learning motivation, study habits, and self-confidence have a significant effect on learning outcomes simultaneously. The results of this study indicate that learning motivation, study habits, and self-confidence have a contribution of 36.2% to learning outcomes.

Abstrak

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh antara motivasi belajar, kebiasaan belajar, dan kepercayaan diri terhadap hasil belajar siswa kelas XI SMKN 22 dan 51 Jakarta. Periode penelitian adalah Maret 2021-Juni 2021. Pendekatan yang digunakan adalah pendekatan kuantitatif dengan metode survei. Populasi terjangkau dalam penelitian ini adalah seluruh siswa kelas XI SMKN 22 dan 51 Jakarta yang berjumlah 144 siswa. Teknik pengambilan sampel menggunakan proportional stratified random sampling sehingga sampel yang diperoleh sebanyak 108 siswa. Instrumen yang digunakan untuk memperoleh data variabel X1 (Motivasi Belajar), Variabel X2 (Kebiasaan Belajar), dan Variabel X3 (Percaya Diri) diukur menggunakan skala Likert dengan menggunakan angket yang telah diuji validitas dan reliabilitasnya. Model persamaan regresi berganda = $76,321 + 0,060X_1 + 0,046X_2 + 0,078X_3$. Uji normalitas dan linieritas menunjukkan bahwa data berdistribusi normal dan memiliki hubungan linier. Hasil uji T menunjukkan bahwa motivasi belajar, kebiasaan belajar, dan kepercayaan diri berpengaruh positif terhadap hasil belajar. Kemudian, hasil uji F menunjukkan bahwa motivasi belajar, kebiasaan belajar, dan kepercayaan diri berpengaruh signifikan terhadap hasil belajar secara simultan. Hasil penelitian ini menunjukkan bahwa motivasi belajar, kebiasaan belajar, dan kepercayaan diri

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INTRODUCTION

Education is one of the factors driving the progress of a nation, the existence of education will increase quality human resources (HR). The availability of human resources who have quality character is a very important requirement because it is to prepare for global challenges and the nation's competitiveness (Inanna, 2018). One of the improvements in the quality and quantity of Indonesian education is realized through the implementation of the independent learning policy proclaimed by Nadiem Makarim as the Minister of Education and Culture. This policy is expected to overcome problems in student learning activities with the main goal of improving students' character (Baro'ah, 2020). However, it seems that efforts to improve the quality of Indonesian education have not yet overcome the existing educational problems. Plus, there is currently a COVID-19 pandemic that has hit almost all countries, including Indonesia. The existence of covid 19 also has an impact on Indonesian education (Syah, 2020). To improve the quality of education, it is necessary to improve student learning outcomes. Learning outcomes are changes in the behavior of students after following the learning process that can be measured and evaluated as high or low based on predetermined indicators such as knowledge, skills and attitudes of students which will later show changes in students (Suswandari; et al., 2020). In improving student learning outcomes, it is necessary to pay attention to factors that can affect learning outcomes. According to (Suardi, 2015) the factors that influence student learning outcomes include: health, sense of security, intellectual ability, self-confidence, motivation, maturity to learn, age, gender, social background, study habits, memory ability, and sensing ability.

Learning motivation is one of the factors that can affect learning outcomes. One of the keys to student success in achieving learning goals is the motivation within them (Emda, 2018). However, it seems that the learning motivation of students in Indonesia has not shown satisfactory results, many problems are related to learning motivation. For example, when online learning is carried out, it makes students difficult in learning because there is no direct monitoring and control from the teacher which causes learning motivation to decrease and affects learning outcomes (Cahyani et al., 2020).

Another factor that affects student learning outcomes is their study habits. Study habits are very important for educational success, developing good study habits is very good for students of all levels of education, study habits will increase students' ability to be themselves and have the ability to discipline which in the end they will succeed in achieving their learning goals (Ebele & Olofu , 2017). However, during the COVID-19 pandemic, the study habits of Indonesian students also decreased, in fact in the field there were many students who had bad habits such as doing assignments using the SKS (overnight speed system), not following online, unable to find other sources of material on their own, and unable to schedule learning activities at home (Harahap, 2020). In addition, based on data obtained from the digital reader supported by Amazon, released an infographic of the world's reading habits during the covid pandemic

19. In terms of time spent reading per week, of the 22 countries ranked, India has the highest level of reading habits compared to other countries with an average reading of 10 hours 42 minutes per week, while Indonesia only occupies 16th position with an average habit of reading 6 hours per week (The Digital Reader, 2020).

The third factor that can greatly affect learning outcomes is student self-confidence. Self-confidence in students is one of the important things in learning, with feelings of lack of confidence it can negatively affect student learning outcomes (Mazana et al., 2018). The level of self-confidence in Indonesian students is still low. Many problems are related to a lack of self-confidence in students, for example, students who cheat during exams are an example of a student's lack of confidence in their own abilities but are still dependent on others (Fenti et al., 2020).

Based on the problems discussed above, coupled with the results of observations before the study, the students of SMK Negeri 22 and 51 Jakarta still have problems related to motivation, study habits and student self-confidence so that researchers are interested in knowing whether there is an influence on learning motivation, study habits, and beliefs. themselves towards the learning outcomes of students at SMK Negeri 22 and 51 Jakarta during the current COVID-19 pandemic.

RESEARCH THEORITICAL

Learning Outcomes (Y)

Endang Sri Wahyuningsih (2020) defines learning outcomes as something that has been achieved by someone after he or she has carried out learning activities where the results include affective, cognitive and psychomotor aspects which can be expressed in the form of numbers, symbols or sentences which will later reflect how the quality of the individual. Meanwhile, Army Nur Yudha (2017) revealed that learning outcomes are abilities that can be obtained by participants after carrying out learning activities and learning outcomes through tests or exams. Mrunal Mahajan (2017) likens learning as a navigation tool, just like GPS when the destination has been fed to a GPS device, the GPS will be able to guide the driver along the journey and will direct the driver to the right destination without worrying about going the wrong way.

When a driver has taken the wrong route or road the GPS will guide and help the driver to take the route that leads to the desired destination. Likewise, learning outcomes are used as a guiding tool and guide students, to achieve the desired results, learning outcomes also help teachers in making students aware of what they will achieve and what must be done in the learning process.

Based on the learning outcomes that have been conveyed by the experts above, it can guarantee that the learning outcomes are the results or goals that will be achieved by students after completing good student learning which is required from several aspects such as knowledge, skills and student behavior, learning outcomes will show the extent to which understanding and students' abilities during the learning process.

Rohmalina Wahab (2015) in her book entitled psychology of learning explains what factors influence learning outcomes as follows:

A. Internal factors

Internal factors are factors that come from within students that will affect student learning outcomes, internal factors are divided into two, namely physiological factors and psychological factors, the following are the explanations:

1) Physiological Factors

- a) The physical condition of the students
- b) Individual physical condition

2) Psychological Factor

- a) Intelligence or intelligence of students
- b) Motivation
- c) Interest
- d) Attitude
- e) Talent

B. External factors

External factors are factors that come from outside one's self that influence and can improve student learning outcomes, external factors are divided into two, namely:

1) Social environment

- a) Social environment in society
- b) Family social environment
- c) School social environment

2) Non-social environment

- a) Natural environment
- b) Instrumental factors

Meanwhile (Suardi, 2015) revealed that there are 12 factors that affect student learning outcomes. The 12 factors are: student health, sense of security, intellectual ability, affective factors such as feelings and self-confidence, motivation, maturity to learn, age, gender or gender, social background, study habits, memory ability, and the last ability sensing.

Indicators of learning outcomes used in this study are cognitive indicators covering the understanding of students' knowledge and knowledge shown on the learning being taught. Cognitive achievement or students' knowledge of lessons seen from the final test scores of students in tax administration subjects whether they have reached the minimum learning requirement criteria (KKM) or vice versa.

Learning Motivation (X1)

Motivation according to (Lestari, 2020) is an effort made to encourage a desire in a person's personality to achieve the desired goals. Meanwhile (Filgona et al., 2020) learning motivation is a driving factor that influences the teaching and learning process of participants struggling to achieve the goals they want to achieve.

Furthermore (I.I. Kartini et al., 2020) also explained that learning motivation is an encouragement and willingness that can cause a person's desire to learn. Motivation is an effort to encourage encouragement for action that aims to direct what someone wants both physically and mentally, so that activity will become an important part of motivation (Lee & Martin, 2017). Learning motivation is said to be an encouragement or strength that will move students to carry out the teaching and learning process (Winata & Friantini, 2019). Learning motivation is seen as a determinant in any activity a person does, be it academically work, professional work and others (Arulmoly & Branavan, 2017). Motivation is a process of achieving a goal, meaning that someone who has motivation will have the power to go to success and avoid failure in his life (Marisa, 2019).

Based on the understanding of motivation from various experts, it can be concluded that learning motivation is a driving force both from within and outside of students which will encourage enthusiasm and strength in students to carry out learning activities.

Types of motivation according to (Parnawi, 2019) are divided into two, namely intrinsic motivation and extrinsic motivation. The following is an explanation of the two motivations:

1) Intrinsic motivation

Intrinsic motivation is motivation that can come from a person. When someone has intrinsic motivation, a person will consciously perform a task without the need for external stimulation. In various learning activities, intrinsic motivation is needed, especially when studying alone. Students who have intrinsic motivation will form students who are educated, knowledgeable, have expertise, and have expertise in certain fields.

2) Extrinsic motivation

Extrinsic motivation is motivation that comes from outside one's self. Extrinsic motivation in relation to learning, for example, is encouragement from teachers to students so that interest in learning will increase. When learning motivation decreases it is caused by several factors as stated by (Irmalia, 2011) as follows:

- 1) Loss of self esteem
- 2) Physical discomfort
- 3) Frustrated
- 4) Testing material that has not been taught
- 5) Material is too difficult

According to what is explained by (Sardiman, 2018) that the function of

motivation is as follows:

- 1) Encouraging someone to act or can be said to be a mover in all activities that will be carried out
- 2) Become a determining direction of action, namely the direction of the goal to be achieved. So that motivation can provide from the activities a person does.
- 3) Determine and also select what actions should be done to achieve the desired goal, by avoiding actions that are not beneficial to the achievement of these goals.

According to (Susanto, 2018) in his book states that the indicators used in learning motivation are: the duration of the activity or the length of time in carrying out the activity, the frequency of the activity, the perception of the purpose of the activity, fortitude, tenacity, and the ability to face problems, dedication or sacrifice to achieve the objectives, the level of aspirations to be achieved in the activities, the level of qualifications or achievements achieved from the activities and the direction of his attitude towards the activities. The indicators in this study are: diligent in dealing with tasks, tenacious in facing learning difficulties (not quickly satisfied), likes to work independently, can defend their opinions, and show interest in learning.

Study Habits (X2)

Ismail (2019) defines study habits as behaviors shown by a person in learning activities that are embedded for a relatively long time so that they can produce characteristics in the learning activities they have done. Meanwhile, according to Asrori (2020) study habits are a way that students are constantly used in teaching and learning activities, such as doing assignments, making learning schedules and reading books.

Roida Siagian (2015) explains that a habit is a series of actions that a person does repeatedly on something without any further thought process, from this understanding it can be understood that study habits are all student behavior in learning activities carried out repeatedly and without there is a process of thinking again in the implementation of these learning activities. Chandana Dey (2014) suggests study habits are student learning tendencies that allow him to work individually, study habits can be measured through examination reports, assessments and student ratings. Every student has his own study habits that integrates with the student's personality, if a student has bad study habits it will cause difficulties in the learning process, such bad habits are for example studying only when taking exams. (Sumarsono et al., 2020)

Based on the understanding of several experts above regarding study habits, it can be concluded that study habits are the ways or behavior of students who are carried out in learning activities and are carried out repeatedly so that students will get used to these learning activities. These habits can be in the form of the habit of reading textbooks, making schedules or a system for working on assignments that students do. Later this effective and efficient study habit will help in achieving maximum learning goals.

Dimensions of study habits according to Djaali (2008) are divided into two parts, namely Delay Avoidan (DA) and

Work Methods (WM).

a. Delay Avoidance (DA)

It is a learning habit of someone who sees from how punctual in completing and answering academic tasks is, and the ability to avoid things that are possible in completing tasks and can eliminate stimuli that can interfere with concentration in learning, this dimension is also called a person's alertness. in study.

b. Work Methods (WM)

Study habits are referred to from how someone uses effective and efficient methods or procedures in doing academic tasks or skills in learning, this dimension is often called work methods in learning.

Nana Sudjana (2017) revealed that there are several things that need to be considered so that the learning process runs effectively and efficiently. These include:

- a. How to take lessons
- b. How to study at home
- c. How to study group
- d. Studying books
- e. How to face the exam

According to Ahamd Noor and Djoko Adi (2020) in learning activities, there are still poor learning habits, namely: students only study at the end of the semester, study is not scheduled or messy, wastes opportunities in learning, some students go to school only for prestige, come being late for school, smacking style like smoking or skipping school and patronizing others, asking for pity without studying.

According to Slameto (2015) there are several good study habits that can affect a student's learning.

These habits include:

- 1. Schedule and implementation
- 2. The habit of reading books and taking lesson notes
- 3. The habit of repeating lesson materials
- 4. Concentration in the learning process
- 5. Habits in doing tasks

Indicators of study habits that can be measured in this study are: the habit of making study schedules and their implementation, students' habits in reading and taking notes, students' ability to repeat teaching materials, habits when doing school assignments, and students' concentration when studying.

Self Confidence (X3)

Self-confidence is a belief in all the advantages that exist in him, so that the individual will not be worried about everything he does but must remain responsible for these actions (Rifai, 2018), self-confidence is a belief in one's own abilities to achieve goals. , targets, and the desire to be completed even though

later they will face various challenges and problems (Syam, 2017).

Self-confidence is a positive attitude towards an individual's self-efficacy then that attitude is developed both towards oneself and the environment so that later individuals will be objective, optimistic, responsible and have rational thinking in dealing with certain situations (Yuliato et al., 2020).

Someone who has confidence in the optimistic attitude that is instilled in all his activities, has realistic goals, so that he will make goals that can be achieved, and has the confidence to be able to realize these goals (Fitri et al., 2018). Self-confidence can help a person to be able to overcome new challenges and convince himself in difficult situations by developing a positive attitude without worrying about various conditions (Vega et al., 2019).

Based on several expert opinions regarding the definition of self-confidence, it can be concluded that student self-confidence is a confident attitude towards all the strengths and abilities possessed by oneself, and utilizes these advantages to achieve the desired goals.

The types of self-confidence according to (S. Kartini, 2019) are divided into two, namely:

1) Confidence from birth

Confidence from birth helps a person to give the impression to the outside world that he is personally confident. Confidence from birth can be seen from communication skills, assertiveness, self-appearance, and taste control

2) Inner self-confidence

It is self-confidence that gives a person the feeling, belief, and assumption that he is fine. The ability of inner self-confidence can be seen from self-love, self-understanding, positive goals, and positive thinking

The characteristics of individuals who have good self-confidence according to Fatimah in (Rifai, 2018) include the following:

1. He will believe in his abilities so that he does not need praise, ability, acceptance or respect from others
2. Not compelled to show a conformist attitude to be recognized by others
3. In him dare to accept rejection
4. Seeing success and failure, depending on how much effort has been made and does not easily give up just sitting on fate and not wanting to depend on others
5. Have a positive perspective on situations, other people and yourself
6. Have realistic expectations, so that when these expectations can be realized, you can see the positive side of the realization of these expectations

Several indicators of self-confidence can be considered to increase one's self-confidence, as described by (Fatimah, 2010) these indicators include:

- 1) Assess yourself objectively, by studying the obstacles that hinder self-development, such as wrong thinking, weak motivation, lack of discipline, lack of patience and perseverance and still depending on others.
- 2) Self-respect, being able to appreciate the slightest results that have been obtained from the efforts made
- 3) Always think positively, be able to combat all bad prejudices or negative things

that arise in your own mind, because the more negative you think, the more difficult it will be to control yourself.

4) Self-affirmation, strengthening in self-confidence with words that can increase self-confidence

5) Dare to take risks, someone who has the attitude of daring to take risks means having a high level of trust.

The indicators of students' self-confidence in this study were: confidence, willingness, and effort in learning, not giving up easily in learning, having and utilizing strengths in learning, being able to adapt, and having an optimistic attitude in learning.

METHODELOGY

This research uses quantitative methods with survey data collection techniques. The population in this study were 144 respondents with a total sample of 108 respondents. The place of research was conducted at SMK Negeri 22 and 51 Jakarta. This research was conducted over a period of 4 (four) months, starting from March 2021 to June 2021. (Syah, 2015) explain that learning achievement is the disclosure of ideal learning outcomes covering all psychological domains that have changed as a result of student experiences and learning processes. Meanwhile, according to (Wahab, 2015) Learning Achievement is the level of success of students or students in learning material at school or boarding school which is expressed in the form of a certain score. Meanwhile (Hamdani, 2011) revealed that, Learning Achievement is the result of an activity that has been carried out, created, both individually and in groups. Achievement will never be generated as long as someone is not doing activities.

DISCUSSION AND RESULT

Multiple Correlation Test

Model		Coefficients ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	76.321	1.274		59.905	.000		
	Motivasi Belajar	.060	.019	.386	3.207	.002	.423	2.363
	Kebiasaan Belajar	.046	.015	.376	3.102	.002	.417	2.395
	Kepercayaan Diri	.078	.020	.512	3.898	.000	.356	2.809

a. Dependent Variable: Hasil Belajar

From the above, it can be seen that the multiple linear regression equation is as follows:
 $= 76.321 + 0.060 X_1 + 0.046 X_2 + 0.078 X_3$

Normality test

calculation results with a significance level of 0.200. The significance level exceeds 0.05. Thus it can be concluded that the data from the four variables are normally distributed and can be used in further analysis.

Linearity Test

Based on Deviation From Linearity obtained $0.83 > 0.05$. So it can be concluded that the variable of Learning Motivation and Learning Outcomes has a linear relationship. Based on Deviation From Linearity, the obtained value is $0.642 > 0.05$. So it can be concluded that the variable Study Habits with Learning Outcomes has a linear relationship. Based on Deviation From Linearity obtained $0.375 > 0.05$. So it can be concluded that the variable Confidence with Learning Outcomes has a linear relationship.

T Uji test

Coefficien ts ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	76.321	1.274		59.905	.000
	Motivasi Belajar	.060	.019	.386	3.207	.002
	Kebiasaan Belajar	.046	.015	.376	3.102	.002
	Kepercayaan Diri	.078	.020	.512	3.898	.000

a. Dependent Variable: Hasil Belajar

The results of the T-test above carried out on the IBM SPSS Version 26 program obtained that the Tcount for Learning Motivation (X1) was 3.207 and T-table at a significance of 0.05 with $df = n - k - 1$ or $108 - 3 - 1 = 104$, then the T table was 1.659.

Thus, it can be concluded that the Tcount of Learning Motivation is $3,207 > 1,659$, so H_0 is rejected, which means that learning motivation has a positive influence on learning outcomes.

Meanwhile, it can be seen that the Tcount of Learning Habits (X2) is 3.102 and Ttable is at a significance of 0.05 with $df = n - k - 1$ or $108 - 3 - 1 = 104$, then the T table is 1.659. Thus, it can be concluded that the Tcount of Study Habits is $3.102 > 1.659$ then H_0 is rejected, which means that Learning Habits have a positive influence on Learning Outcomes.

Then on the next variable, namely Self-Confidence (X3), it can be seen that Tcount is 3.898 and Ttable is at a significance of 0.05 with $df = n - k - 1$ or $108 - 3 - 1 = 104$, so Ttable is 1.659. Thus, it can be concluded that the Tcount of Self-Confidence is $3.898 > 1.659$, then H_0 is rejected, which means that self-confidence has a positive influence on learning outcomes.

F Uji test

The Fcount value is 19.672. The Ftable value can be found in the F statistic table at a significance level of 0.05 df1 (number of variables-1) or 4-1 = 3, and df2 = nk-1 (n is the number of data and k is the independent variable) or 108-3-1 = 104. It can be seen that the Ftable value is 2.67. So that Fcount 19.672 > Ftable of 2.69, which means Ho is rejected. So it can be concluded that learning motivation, study habits, and self-confidence simultaneously affect learning outcomes.

Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.602 _a	.362	.344	1.205
a. Predictors: (Constant), Kepercayaan Diri, Motivasi Belajar, Kebiasaan Belajar				
b. Dependent Variable: Hasil Belajar				

Based on table IV. 25 can be seen from the results of R square or R² in the model summary table of 0.358. It can be concluded that the magnitude of the influence of the variables of Learning Motivation (X1), Study Habits (X2), and Self-Confidence (X3) on Learning Outcomes (Y) is 36.2%.

CONCLUTION AND SUGGESTION

Based on the results of the research above, the following conclusions can be drawn:

1. Learning motivation has a positive and significant effect on learning outcomes. This means that the higher the learning motivation possessed by each student, the higher the learning outcomes obtained.
2. Study habits have a positive and significant effect on learning outcomes. This means that the higher the study habits possessed by each student, the higher the learning outcomes obtained.
3. Self-confidence has a positive and significant effect on learning outcomes. This means that the more self-confidence each student has, the higher the learning outcomes obtained.
4. Learning motivation, study habits, and self-confidence have a positive and significant effect on learning outcomes. This means that the higher the learning motivation, study habits, and self-confidence of students, the higher the value obtained.

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