

LEARNING RESULTS OF MUHAMMADIYAH 2 GEMOLONG HIGH SCHOOL STUDENTS SRAGEN DISTRICT

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ABSTRACT

A student's observable and quantifiable abilities, including their knowledge, attitudes, and skills, are known as learning outcomes. Learning motivation, study interest, learning style, and self-efficacy are some of the internal and environmental elements that impact learning outcomes. The objective of this research is to get a better understanding of how factors such as students' self-efficacy, learning style, study interest, and motivation affect their academic performance at SMA Muhammadiyah 2 Gemolong in Sragen. This study employs a quantitative descriptive approach. There are a total of 398 students enrolled in this study, with 99 serving as a representative sample from the population of SMA Muhammadiyah 2 Gemolong in Sragen. Observation, surveys, interviews, recording, and citations to relevant studies are all part of the data gathering process. The method for analyzing the data makes use of traditional tests for assumptions and hypothesis testing. The t-test, multiple regressions, and coefficient determinations are all tools used in hypothesis testing. This study found that students' levels of motivation significantly impacted their performance in the classroom at SMA Muhammadiyah 2 Gemolong in Sragen. Students' levels of interest do not affect their performance in class at SMA Muhammadiyah 2 Gemolong in Sragen. Students' learning results at SMA Muhammadiyah 2 Gemolong, Sragen are positively impacted by learning style characteristics. Students at SMA Muhammadiyah 2 Gemolong in Sragen have high levels of self-efficacy, which positively affects their academic performance.

Keywords: Learning Outcomes, Learning Motivation, Learning Interest, Learning Style, Self-Efficacy

1. INTRODUCTION

The state has the aspiration to make the nation's life more intelligent, as stated in the fourth paragraph of the preamble to the 1945 Constitution. These ideals describe the country's hope in developing superior human resources in order to achieve a just, prosperous and prosperous life.

According to Law No. 20 of 2003 on the National Education System, education is a deliberate and purposeful endeavor to foster an environment conducive to learning in which students can proactively cultivate their potential in terms of

religious and spiritual strength, self-discipline, personality, intellect, and noble character, in addition to the skills required by themselves, their communities, their nation, and the state. By acquiring knowledge, every individual has the capacity to cultivate their unique capacity to attain fulfilment and excellence in life. Education has become a standard by which everyone is judged, in keeping with the times. Learning results, meanwhile, are the yardstick by which schools are judged.

According to [Sudjana \(2017\)](#), learning outcomes are the skills that students acquire as a result of their educational experience. One definition of learning outcomes is the development of competences, which include not only the acquisition of factual information but also the application of learned concepts in one's daily life. A variety of learning outcomes, both quantitative and qualitative, and markers of these outcomes may be used to pinpoint these competences [Budyartati \(2014\)](#), 24. The previous definition of learning outcomes leads us to believe that they are observable and quantifiable abilities, attitudes, and skills that students acquire at the end of the learning process.

When students achieve certain goals in a learning environment, it shows that they have grasped the concepts taught in class. Success in meeting learning goals is determined by the extent to which students meet the Minimum Completeness Criteria (KKM). Once the instructor has evaluated the students' progress, the results of the lesson may be known. From the data collected from the Mid-Semester Assessment (PTS) scores of all subjects for the even semester of the 2023/24 academic year, 177 students (or 44.69% of the total of 396) at SMA Muhammadiyah 2 Gemolong achieved an average score that reached the KKM. The mean score of 219 additional pupils was lower than the KKM (Minimum Completeness Criteria). Students at SMA Muhammadiyah 2 Gemolong continue to have poor learning results, as this reveals.

Internal and external variables both have a role in the poor performance of students in the classroom [Slameto \(2018\)](#), 54-72. Student biology, physiology, psychology, and neurology, as well as students' intrinsic qualities (such as their innate abilities, interests, motivation, learning style, self-efficacy, and intelligence) are all examples of internal factors.

According to [Sardiman \(2018\)](#), 75, students' motivation to study is the overarching force that prompts them to learn, which in turn keeps them engaged in learning and gives them purpose in their studies, ultimately leading to the desired outcomes. Students who are highly motivated to learn will approach each new subject with a sense of excitement and passion; students who are less motivated may struggle academically and lack interest in what they are studying. The author has seen that in SMA Muhammadiyah 2 Gemolong, there are still a lot of kids who aren't very engaged in class; for example, they often sit quietly, refuse to complete their homework, and generally give the impression that they're bored.

In their pursuit of better learning outcomes, instructors should also pay attention to students' motivation in learning. [Slameto \(2018\)](#), 180) defines interest in learning as an innate inclination for and enthusiasm for a certain pursuit, regardless of external influences. In their pursuit of better learning outcomes, instructors should also pay attention to students' motivation in learning. [Slameto \(2018\)](#), 180 defines interest in learning as an innate inclination for and enthusiasm for a certain pursuit, regardless of external influences. Students who have an interest in learning can more easily learn and understand the material presented by the teacher because students have an interest in the material. If students do not have interest, it means students are not interested, then students will be reluctant and lazy to learn, if they have to do assignments with the help of other people, students

will not be able to think and act original, will not be creative, will not have initiative and students will be absent or truant. The phenomenon of students being lazy about studying, unable to do their own assignments and some students even skipping classes also occurs at SMA Muhammadiyah 2 Gemolong.

Problem Students ignoring the teacher's explanation, not wanting to do assignments, feeling bored during learning and some students even sleeping during learning are not absolutely the students' fault. This condition may also be due to teachers not paying attention to each student's learning style. Learning Styles according to [De Porter \(2015\)](#), 110 is a person's way of receiving, absorbing and processing information. An appropriate learning style is the capital of success for students in learning. Teachers have the task of helping direct students to identify learning styles that suit themselves so that learning goals can be achieved effectively. Professional teachers are required to be able to understand a person's characteristics students, understand differences in potential, recognize variations in learning styles and treat each student as a unique and complete person.

Each student has a different character and uniqueness, including student self-efficacy. K Students' confidence in their ability to control their thoughts, feelings and behavior (self-efficacy) is also one of the internal factors that influence student learning outcomes. [Sihaloho \(2018\)](#), 125. So if students have high self-efficacy it will make them diligent in learning.

One of the most important factors affecting students' ability to study is their level of motivation. Students' increasing intrinsic drive to learn will inspire them to study more. Positive and passionate learning habits are the product of intrinsic motivation, which in turn improves students' academic performance. According to studies done by [Ningrat et al. \(2018\)](#), learning motivation has a major role in determining learning outcomes. The findings that motivation significantly and positively affects learning outcomes are corroborated by study conducted by [Istiatin and Sudarwati. \(2021\)](#). The findings of [Yani and Sari \(2022\)](#), who studied economics students at SMA Negeri 1 in Jambi City, further corroborate the importance of students' intrinsic drive to study and their level of preparedness for the topic. Similarly, [Rohman & Wulandari \(2022\)](#) study found that students' levels of intrinsic drive to learn were positively correlated with their final grades. This indicates that students' learning results are positively correlated with their motivation and negatively correlated with their lack of drive. Accordingly, the author has reason to believe that students' levels of intrinsic desire to study significantly impact their academic performance at SMA Muhammadiyah 2 Gemolong in Sragen Regency. The hypothesis proposed in this research is as follows:

- 1) It is suspected that motivation has a positive and significant effect on the learning outcomes of students at SMA Muhammadiyah 2 Gemolong, Sragen district.
- 2) It is suspected that interest has a significant effect on student learning outcomes at SMA Muhammadiyah 2 Gemolong, Sragen district.
- 3) It is suspected that learning style has a significant influence on the learning outcomes of Muhammadiyah 2 Gemolong High School students, Sragen Regency.
- 4) It is suspected that self-efficacy has a significant influence on the learning outcomes of Muhammadiyah 2 Gemolong High School students, Sragen district.

2. RESEARCH METHODS

The utilization of numerical data and statistical analysis classifies this study as quantitative research. From June to December of 2023, researchers at SMA Muhammadiyah 2 Gemolong in Sragen Regency used data collected from the Sukawati Gemolong roadway. The 396 students enrolled in the 2023–2024 school year at SMA Muhammadiyah 2 Gemolong in Sragen Regency made up the research population. A total of ninety-nine pupils were evaluated. For this study, ordinary random sampling was used as the sample method.

Surveys, interviews, documentation, and literature reviews are some of the methods used to gather data. Two tests—one for validity and one for reliability—are used in the instrument test. Classical assumption testing, regression analysis, model feasibility tests, and coefficient of determination tests using SPSS are some of the data analysis approaches used.

3. RESULTS AND DISCUSSION

3.1. RESEARCH RESULT

- **Descriptive Statistical Analysis**

Descriptive statistical analysis is intended to describe or describe research variables in terms of the amount of data, maximum value, minimum value, average value and standard deviation.

Table 1

Table 1 Descriptive Statistics of Research Variables					
Variable	N	Min.	Max	Mean	Std. Deviation
Learning outcomes	99	45.00	67.00	55.3333	4.67080
Motivation	99	59.00	95.00	75.3434	7.62269
Interest	99	48.00	80.00	59.4444	6.69941
Learning Style	99	28.00	49.00	37.7576	4.42648
Self-Efficacy	99	33.00	65.00	45.4747	6.35890

The table above shows the descriptive statistical values of each research variable. The explanation of each variable will be described as follows:

- 1) The learning outcome variables that have been tabulated show an average of 55.3. The Learning Outcome variable has a maximum value of 67 and the lowest value is 45. Meanwhile, the standard deviation value shows a nominal value of 4.67.
- 2) The Motivation variable shows an average of 75.34. The Motivation variable has a maximum value of 95 and the lowest value is 59. Meanwhile, the standard deviation value shows a nominal value of 7.67.
- 3) The interest variables that have been tabulated show an average of 59.44. The Interest variable has a maximum value of 80 and has the lowest value, namely 28. Meanwhile, the standard deviation value shows a nominal value of 6.69.
- 4) The tabulated Learning Style variable shows an average of 73.75. The Learning Style variable has a maximum value of 49.00 and the lowest value is 28.00. Meanwhile, the standard deviation value shows a nominal value of 4.42.

- 5) The tabulated Self-Efficacy variable shows an average of 45.47. The Self-Efficacy variable has a maximum value of 65.00 and the lowest value is 33.00. Meanwhile, the standard deviation value shows a nominal value of 6.35.

- **Coefficient of Determination Test (R²)**

In this case, the determinant coefficient is used to determine how much Motivational Style, Interest, Learning Style and Self-Efficacy explain the Learning Outcomes of Muhammadiyah 2 Gemolong High School Students, Sragen Regency.

Table 2

Table 2 Coefficient of Determination Results				
Model	R	R Square	Adjusted R Square	Information
1	.718a	.516	.946	Decent Model

The corrected R-squared value comes out to 0.946 according to the computations. Therefore, 94.6% of the variation in the Learning Outcomes of Muhammadiyah 2 Gemolong High School Students, Sragen Regency can be described by the factors of Interest, Learning Style, Motivation, and Self-Efficacy; the remaining 5.4% may be accounted by factors not included in this study.

- **Model Feasibility Test**

Based on this decision, what is meant by Ha is the acceptance of the hypothesis and it is significant, while Ho the hypothesis is rejected and it is not significant. The results of the F test in this study are as follows:

Table 3

Table 3 Model Testing Results					
Model	Fcount	Ftable	Sig.	Standard	Information
Regression	25.075	2.61	0.000	0.05	Decent Model

We may reject H0 and accept Ha since, according to the model feasibility test findings, the significance level was less than 0.05, and the Fcount > Ftable was 25.075 > 2.61, with a significance level of 0.000. What this means is that the model passes the feasibility test and has a considerable impact on the learning outcomes of students at Muhammadiyah 2 Gemolong High School in Sragen Regency when considering motivation, interest, learning style, and self-efficacy all at once.

- **Multiple Linear Regression Analysis**

Table 4

Table 4 Multiple Linear Regression Results			
No	Variable	Unstandardized B	Information
1	(Constant)	25.124	Positive
2	Motivation	0.021	Positive
3	Interest	0.071	Positive
4	Learning Style	0.629	Positive
5	Self-Efficacy	0.014	Positive

Based on the table above, it can be seen that the regression equation formed is:

$$Y = 25.124 + 0.021 X_1 + 0.71 X_2 + 0.629 X_3 + 0.014$$

From this equation it can be explained that:

1) Constant (a)

A constant value of 25.124 indicates that the variables motivation, interest, learning style and self-efficacy if the value is 0 then the learning outcomes of Muhammadiyah 2 Gemolong High School students in Sragen district have a Learning Outcome level of 25.124.

2) Motivation Coefficient (b1)

A positive value of 0.021 is assigned to the incentive coefficient or variable (β_1). With all other factors held equal, this indicates that the learning results of Muhammadiyah 2 Gemolong High School pupils in the Sragen district will rise by 0.021 for every 1 increase in motivation.

3) Interest Coefficient (b2)

The positive value of the interest variable or coefficient (β_2) is 0.071. Assuming all other factors remain the same, this indicates that the learning outcomes of Muhammadiyah 2 Gemolong High School pupils in the Sragen district will improve by 0.071 for every 1 rise in desire.

4) Learning Style Coefficient (b3)

The positive learning style value, often known as the learning style variable (β_3), is 0.629. Students at Muhammadiyah 2 Gemolong High School in the Sragen district should expect a 0.629-fold improvement in their learning results for every one-fold increase in learning style, everything else being equal.

5) Self-Efficacy Coefficient (b4)

The positive self-efficacy value, also known as the self-efficacy variable (β_3), is 0.014. Students at Muhammadiyah 2 Gemolong High School in the Sragen district should expect a 0.014-point improvement in their learning results for every 1-point improvement in self-efficacy, everything else being equal.

• Hypothesis Test Results

Table 5

Table 5 Hypothesis Testing Results					
Hypothesis	tcount	ttable	Sig.	Standard	Information
H1	2.247	>1,660	.005	0.05	Ha Accepted
H2	0.627	<1,660	.532	0.05	Ha Rejected
H3	5.110	>1,660	.000	0.05	Ha Accepted
H4	2.168	>1,660	.037	0.05	Ha Accepted

Based on the results of the t test in the table above, it can be explained in a hypothesis which is in the following form:

- 1) The Role of Motivation in Muhammadiyah 2 Gemolong High School Students' Academic Performance in Sragen Regency. With a significance level of $0.005 < 0.05$ and a tcount value of $2.247 > 1.660$, the Motivation variable leads to the rejection of H_0 and acceptance of H_a . Results from the study of Muhammadiyah 2 Gemolong High School in the Sragen district show that students' levels of motivation significantly impact their academic performance.

- 2) How Interest Affects Students' Academic Performance at Muhammadiyah 2 Gemolong High School in Sragen Regency. We reject H_0 and accept H_a because the relevant variable's tcount value is less than ttable value ($0.627 < 1.660$) and significance level is $0.532 > 0.05$. The results show that the students of Muhammadiyah 2 Gemolong High School in the Sragen district are not impacted by interest in a favorable or substantial way by their academic performance.
- 3) How Muhammadiyah 2 Gemolong High School Students in Sragen Regency Perceive and Master Their Learning Styles. With a tcount value of $5.110 > 1.660$ and a significance level of $0.000 < 0.05$, the learning style variable is considered significant, leading to the rejection of H_0 and acceptance of H_a . Students' preferred methods of learning seem to have a favorable and statistically significant effect on their academic performance at Muhammadiyah 2 Gemolong High School in the Sragen district.
- 4) How Muhammadiyah 2 Gemolong High School Students' Confidence in Their Own Abilities Affects Their Academic Performance in Sragen Regency. We reject H_0 and accept H_a because the Self-Efficacy variable's tcount value is greater than the ttable value ($2.168 > 1.660$) and the significance level is $0.037 < 0.05$. Results from the Muhammadiyah 2 Gemolong High School in the Sragen district show that pupils' levels of self-efficacy significantly affect their academic performance.

4. DISCUSSION

1) The Influence of Motivation on the Learning Outcomes of Muhammadiyah 2 Gemolong High School Students, Sragen Regency

According to the results in Table 4.12, the Motivation Variable has a tcount value more than the critical ttable value ($2.247 > 1.660$) and a significance level lower than the critical 0.05, therefore rejecting H_0 and accepting H_a . Students' levels of motivation have a favorable and statistically significant effect on their academic performance at SMA Muhammadiyah 2 Gemolong in the Sragen district.

The author concludes from her findings at SMA Muhammadiyah 2 Gemolong that students' academic performance improves in tandem with their level of intrinsic drive to study. Conversely, learning results are less desirable for kids who lack drive to study. Students' actions during class participation reveal this, as do the results of their education, as measured by a combination of final grades and instructor comments. Whether it comes from inside or beyond, students who get positive reinforcement for their efforts to study are more likely to take their studies seriously.

Research conducted by various researchers has shown that motivation significantly impacts the learning outcomes of students at Muhammadiyah 2 Gemolong High School in the Sragen district. This finding is supported by studies conducted by [Ningrat et al. \(2018\)](#), [Irwansyah & Listiadi \(2021\)](#), [Rochmah & Kurniawan \(2022\)](#), [Piliang et al. \(2019\)](#), and [Sohronih et al. \(2020\)](#).

The author draws the conclusion that learning motivation influences the learning outcomes of Muhammadiyah 2 Gemolong High School pupils in the Sragen district based on the rationale given above.

2) The Influence of Interest on the Learning Outcomes of Muhammadiyah 2 Gemolong High School Students, Sragen Regency

We may reject H_0 and accept H_a since the relevant variable's t -count value is less than t -table value ($0.627 < 1.660$) and significance level is $0.532 > 0.05$, as shown in Table 4.12. Students' interest does not have a positive and statistically significant effect on their academic performance at Muhammadiyah 2 Gemolong High School in the Sragen area.

Some pupils at SMA Muhammadiyah 2 Gemolong seemed uninterested in what they were studying, according to the author's observations. The desire to learn something new is defined by Slameto. (2018), 180 as an innate fondness for doing so, even in the absence of explicit instruction. A person's level of dedication to an endeavor is directly proportional to his level of interest in or enjoyment of it. When things are done with a serious attitude, they will provide positive outcomes. A correlation between student engagement and academic performance at Muhammadiyah 2 Gemolong High School reveals that less engaged students do worse academically.

Research conducted by Falah (2019), Istiatin and Sudarwati. (2021), Oknaryana & Irfani (2022), Rohman & Wulandari (2022), and Permatasari et al. (2019) supports the idea that interest has a positive and significant impact on student learning outcomes; however, the results of this study do not apply to Muhammadiyah 2 Gemolong High School students in the Sragen district.

Findings from this study suggest that students' level of intrinsic motivation to learn does not have a substantial impact on their academic performance at Muhammadiyah 2 Gemolong High School in the Sragen area.

3) The Influence of Learning Style on the Learning Outcomes of Muhammadiyah 2 Gemolong High School Students, Sragen Regency.

Table 8 displays the results of the exams that were administered to the students of Muhammadiyah 2 Gemolong High School in the Sragen district. The results reveal that various learning style factors had an impact on their learning outcomes. With a t -count value of $5.110 > 1.660$ and a significance level of $0.000 < 0.05$, the learning style variable is considered significant, leading to the rejection of H_0 and acceptance of H_a . The results show that students' learning styles have a favorable and substantial impact on their academic performance at SMA Muhammadiyah 2 Gemolong in the Sragen district.

The author has noticed that the pupils of Muhammadiyah 2 Gemolong High School in the Sragen area have a variety of learning modalities, including visual, aural, and kinesthetic. A person's learning style determines how quickly they take in new knowledge from sources outside of themselves Uno (2017), 180. When students are aware of how they learn best, they are more likely to succeed academically.

Study of the effects of different learning styles on the academic performance of pupils at Muhammadiyah 2 Gemolong High School in the Sragen ward. substantial impact as shown by studies conducted by Chen et al. (2018), Irwansyah & Listiadi (2021), Falah (2019), and Ningrat et al. (2018).

The author draws the conclusion that students' learning methods significantly impact their academic performance at Muhammadiyah 2 Gemolong High School from the information provided above.

4) The Influence of Self-Efficacy on the Learning Outcomes of Muhammadiyah 2 Gemolong High School Students, Sragen Regency

We reject H_0 and accept H_a because the self-efficacy variable's t_{count} value is greater than the t_{table} value ($2.168 > 1.660$) and the significance level is $0.037 < 0.05$. Results from the Muhammadiyah 2 Gemolong High School in the Sragen district show that pupils' levels of self-efficacy significantly affect their academic performance.

From what the author has seen at SMA Muhammadiyah 2 Gemolong, it seems that students with a high level of self-efficacy are the ones who are most used to attending classes, reviewing material, reading assignments, and taking tests. These kids have excellent histories of learning outcomes when looking at the data.

Research conducted by [Sihaloho \(2018\)](#), [Chairunnisa et al. \(2021\)](#), [Apriliansi et al. \(2022\)](#), [Rochmah & Kurniawan \(2022\)](#), and [Rorimpandey & Midun \(2021\)](#) supports the positive and significant effects of self-efficacy on learning outcomes for students at Muhammadiyah 2 Gemolong High School in the Sragen district.

The author draws the conclusion that students' learning results at SMA Muhammadiyah 2 Gemolong, Sragen district are significantly impacted by partial self-efficacy from the rationale given above.

5) The Influence of Motivation, Interest, Learning Style, and Self-Efficacy simultaneously on Learning Outcomes.

Based on the research results, the coefficient of determination value was 0.946, which means that the variables motivation, interest, learning style and self-efficacy simultaneously have an influence on learning outcomes of 94.6% while the remaining 5.4% is explained by other variables not proposed in this research.

5. CONCLUSION

From the results of the research and analysis that the author has carried out in the previous chapter, the following conclusions can be drawn from the research:

- 1) Motivation has a value of $t_{count} > t_{table}$ ($2.247 > 1.660$) and a significance of $0.005 < 0.05$, so H_0 is rejected and H_a is accepted. It can be concluded that there is a positive and significant influence of motivation on the learning outcomes of students at SMA Muhammadiyah 2 Gemolong, Sragen district. Thus it can be said that the higher the student's learning motivation, the higher the learning outcomes will be. However, on the other hand, if students' learning motivation decreases, learning outcomes will also decrease.
- 2) Interest has a value of $t_{count} < t_{table}$ ($0.627 < 1.660$) and a significance of $0.532 > 0.05$, so H_0 is rejected and H_a is accepted. It can be concluded that there is no positive and significant influence of interest on the learning outcomes of students at SMA Muhammadiyah 2 Gemolong, Sragen district. Thus it can be said that the high and low learning outcomes are not influenced by the high or low levels of student interest in learning.
- 3) The influence of learning styles on the learning outcomes of Muhammadiyah 2 Gemolong High School students, Sragen district. The learning style variable has a value of $t_{count} > t_{table}$ ($5.110 > 1.660$) and a significance of $0.000 < 0.05$, so H_0 is rejected and H_a is accepted. It can be concluded that there is a positive and significant influence of learning style on the learning outcomes of students at SMA Muhammadiyah 2 Gemolong,

Sragen district. Thus, it can be said that if the learning style applied is in accordance with student needs, then student learning outcomes will increase and conversely, if the learning style does not match what students need, student learning outcomes will decrease.

- 4) Self-efficacy has a value of $t_{count} > t_{table}$ ($2.168 > 1.660$) and a significance of $0.037 < 0.05$, so H_0 is rejected and H_a is accepted. It can be concluded that there is a positive and significant influence of self-efficacy on the learning outcomes of Muhammadiyah 2 Gemolong High School students, Sragen district. This means that if student self-efficacy is good, then student learning outcomes will be high, conversely if self-efficacy is low then student learning outcomes will also be poor.
- 5) Based on the research results, the coefficient of determination value was 0.946, which means that the variables Motivation, Interest, Learning Style, and Self-Efficacy simultaneously have an influence on Learning Outcomes of 94.6% while the remaining 5.4% is explained by other variables not proposed in this research.

CONFLICT OF INTERESTS

None.

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