

Relationship between Learning Motivation and Students' Learning Achievements in English Education Study Program at Nahdlatul Ulama University of Blitar

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Abstract: The purpose of this research is to ascertain the relationship between learning motivation and academic achievement in second semester students of the English Education Study Program at Nahdlatul Ulama University of Blitar. The design of this research is correlational quantitative. Interviews, documentation, and questionnaires were used to gather the data. The results of the validity analysis showed that as many as 25 questions were declared valid without exception, while the degree of validity ranged from 0.404 to 0.771. The reliability results show a coefficient of 0.915 and it is declared reliable. Chi-Square test and an analogous Fisher Exact test are used in data analysis. Of the 31 respondents, there were 17 students with high motivation (54.8%) and 14 students (45.2%) with low motivation. Students with cum laude GPA as many as 24 respondents (77.4%) and very satisfactory GPA as many as 7 students (22.6%). The outcome of the statistical test has a p-value of 1,000 ($p > 0.05$). This indicates that there is no relationship between learning motivation

and academic achievement among second semester English Education Study Program students at Nahdlatul Ulama University of Blitar.

INTRODUCTION

Education is a very important thing to fulfill today. Education is a process of maturation in a better direction to develop the abilities desired by the organization concerned (Widyatama, 2018). The existence of high-quality human resources are demanded in the development of modern era (Wati, 2009). Without education, it is very difficult for individuals in society to be able to compete with others. Various things such as work one of which has set the standard of an individual from his education. (Sudrajat, 2011) said two goals of education are helping humans to be smart and helping them to be good human beings. The importance of education is also a benchmark for the quality of a nation and state. In addition, with the fulfillment of the quality of education, many intellectual and proficient individuals will be born. Due to the quality of education is very

important, because only qualified humans can survive in the future (Mustari et al., 2014). Learning is one of the things that can be done in education.

Learning is the process of going from not knowing something to knowing it and from not being able to do something to being able to do it (ANIS, 2018). The process of modifying a student's behavior as a result of internal and external circumstances is known learning (Sirait, 2016). The interaction between the teacher and the student allows for the learning process take place (Pane & Darwis Dasopang, 2017). However, learning can also be done at home. (Makrifah et al., 2020) said that family members can participate in the most crucial education and teaching activities at home. Self-study can be supported and carried out with the help of many things such as learning resources, learning media, and so on. Learning is also one of the three elements of the educational process, namely input, process, and output. Among these three elements, it is the learning process that will determine whether or not students' abilities and learning achievements are good (Rijal & Bachtiar, 2015). How motivated a person is to learn will reveal if their personal learning process is successful or not.

Learning motivation is the need to take action to accomplish a goal that comes from both within and without the individual. According to (Andriani & Rasto, 2019), learning motivation plays a part in making learning more enjoyable. One of the elements that determines learning efficacy is learning motivation (Revianandha, 2013). The lack of students achievement is not due to lack of ability, but it is because the lack of motivation (Emda, 2018), (Mubarok, 2019). The students who have the higher motivation and increase the effort get the high learning achievement (Hamdu & Agustina, 2011). According to (Nurmala et al., 2014) the lack of students learning motivation can affect in students learning achievements.

Learning achievement is the results of changes that are owned will follow the teaching and learning process (Takriyuddin et al., 2016). Learning achievement can also be considered as an achievement in the form of numbers, letters, or sentences even though the achievement is not yet a true and meaningful learning result (Suprihatin, 2019). This symbol can be obtained by the success of students in mastering the lesson materials that have been delivered by the teacher. Usually, learning achievement is obtained after a person passes a certain period of learning at school. According to (Syarif, 2013) student learning achievement give the learning process experienced and changes knowledge, skills and attitudes. These changes are desirable learning actions because it can be said that the desired changes will be the goal of the learning process (Mulyani, 2013). This is as the researcher observed at one university where there was an imbalance in learning motivation between students in the lower and upper semesters.

According to the findings of a study on the topic, there is a difference between student learning achievements and levels of motivation for learning. The disparity between students with high and low levels of exercise serves as a sign of this. Students with a high level of activity are known to have broad knowledge, are diligent in doing, and are critical in opinion, on the contrary. Students with low levels of activity are considered not or even have sufficient knowledge, lack in understanding the material, and appear more passive in class. (Arsawan, 2013) shown that every step in the implementation of student teaching and learning

activities is heavily influenced by internal elements from the students themselves, in addition to external influences. According to (Irnanda et al., 2021) there are barriers to learning that students must overcome. These alterations ultimately have a negative impact on students' motivation and academic achievement.

Given what transpired, researcher want to know if there is a relationship between student achievement and learning motivation. It is commonly recognized that kids who are active have the potential to perform highly as well. However, there are some cases where students with low level of activity are also able to produce high achievements and for students with high level of activity, the opposite is true. (Syah et al., 2019) said that the motivation that exists in individuals is certainly different so that when it is associated with learning achievement, the fluency of learning that will be experienced by students is also different. (Inah & Khairunnisa, 2019) also said that good motivation in learning will affect student achievement.

The research that is in line with what the researcher will do is research in the journal by Makobul Pasaribu, Abd. Aziz, Eko Indrawan, and Bulkia Rahim in 2022. The results of Product Moment correlation value is obtained $r_{\text{count}} = 0.459$, while $r_{\text{table}} = 0.2352$ at the significance level 5%. There is an advantageous relationship between learning motivation and learning outcomes of educational media as a result of the value of $r_{\text{count}} > r_{\text{table}}$. Another research that is also in harmony is the journal by Pomarida Simbolon, Deskrisman Stefan Mendrofa, and Angenia Itoniat Zega in 2020. According to the study's findings, learning motivation and student achievement Level III nurses at STIKes Santa Elisabeth Medan in 2020 had a significant association. The correlation analysis Spearmank rank test results showed a p-value of 0.0001 (<0.05) for this relationship.

The English Education Study Program at the Faculty of Education and Social Science of Nahdlatul Ulama University of Blitar is thus anticipated, based on the description above, to be able to disclose the relationship between learning motivation and student achievement. In this regard, the researcher intends to conduct a study with the title "Relationship between Learning Motivation and Students' Learning Achievements in English Education Study Program at Nahdlatul Ulama University of Blitar".

METHOD

This study is of the correlational kind since it looks to see if there is a correlation between two variables. According to (Sukardi, 2009) correlation research is kind of research which collect the data to know the relationship and the degree of relationship between two or more variable. To assess the relationship between the variable, the Chi-Square test and an alternative Fisher Exact test were used. In this study, second semester English Education Study Program students at Nahdlatul Ulama University of Blitar were examined in order to ascertain the nature and degree of relationship between learning motivation and academic achievement. Quantitative approach used in this study to collect the data, interpret the data and to show the results.

Total sampling, a non-probability sampling technique, was used by the researcher. The entire sampling strategy was selected to make sure that every member of the population was represented in the sample because of the small

number of populations in this study. There were 31 students in the second semester of the English Education Study Program at Nahdlatul Ulama University of Blitar who made up the study's population and sample. The researcher then employed three data gathering methods and three instruments. The first is a survey strategy using a learning motivation questionnaire, the second is a documentation technique using a first semester GPA instrument, and the third is an interview technique used as supplemental information using an interview guide instrument.

The test of the instrument is carried out to determine whether the measuring instrument is suitable if it is applied to the measured variable. This test is intended to determine the level of validity and level of reliability with the help of SPSS version 15.0. The results of the validity analysis showed that as many as 25 questions were declared valid without exception, while the degree of validity ranged from 0.404 to 0.771. The reliability results show a coefficient of 0.915 and it is declared reliable. Both quantitative and qualitative data analysis methodologies were used in this study's data analysis. The quantitative data analysis technique starts by editing, coding, entering, cleaning, and tabulating the data. Next, a frequency distribution table is presented for univariate analysis. Finally, the Chi-Square test is used for bivariate analysis, with the alternative Fisher Exact test being used if it does not meet the criteria. Chi-Square test requirements are if there are no cells with the observed values that are zero and there are no cells that have an expected count of less than 5. The qualitative data analysis method starts by condensing the data collected, then simplifies the data by adding supporting data, displays the data as narrative prose, and finally comes to conclusions.

RESULTS AND DISCUSSION

These results were obtained through the questionnaire on Google Form and interviews in several students as support data to provide clear images. Demographic data in this research in the form of respondent characteristics including gender and age obtained from each student. The distribution of the demographic data showed in the following table:

Table 1 Frequency Distribution of Student Demographic Data

No.	Category	Frequency	Percentage
1.	Gender	Man	9 29,0%
		Woman	22 71,0%
	Total	31 100,0%	
2.	Age	< 20 years	9 29,0%
		20 – 30 years	21 67,7%
		> 30 years	1 3,2%
	Total	31 100,0%	

According to the table 1, the characteristics of respondents in the gender category indicate that the highest distribution of respondents is female with a frequency of 22 students (71,0%) while the frequency of male is 9 students (29,0%). The characteristics of respondents in the age category are divided into three aspects, namely < 20 years with a frequency of 9 students (29,0%), 20 - 30 years with a frequency of 21 students (67,7%), and > 30 years with a frequency of 1 student (3,2%).

Learning Motivation

A 25-item questionnaire with 31 students as respondents was used to collect data on the learning motivation variable. Before determining the categorization, the Mean of learning motivation variable is 101,2. The categories are divided into two, with the average respondent value of $\geq 101,2$ being reported as a high category and the average respondent value of $\leq 101,2$ being stated as a low category. Based on these calculations, a frequency distribution table can be made as follows:

Table 2 Frequency Distribution of Learning Motivation Variables

No.	Category	Frequency	
		F	%
1	High	17	54,8
2	Low	14	45,2
Total		31	100,0

The frequency of learning motivation factors in the high category was 17 students (54,8%), and the frequency in the low category was 14 students (45,2%) as shown in table 2.

Learning Achievement

Learning achievement variable data was obtained through the first semester GPA with a total of 31 students as respondents. The data will be divided into three categories, namely cum laude, very satisfactory, and satisfactory. The cum laude category is based on a GPA range of 3.51 – 4.00, the category is very satisfactory with a GPA range of 3.01 – 3.50, and the satisfactory category is in the range GPA 2.76 – 3.00. Based on these calculations, a frequency distribution table can be made as follows:

Table 3 Frequency Distribution of Learning Achievement Variables

No.	Category	Frequency	
		F	%
1	Cum laude	24	77,4
2	Very satisfactory	7	22,6
3	Satisfactory	0	0
Amount		31	100,0

Table 3 shows that there were no students in the satisfactory category, while there were 7 students in the very satisfactory category and 24 students in the cum laude category (0%, 22,6%, and 77,4% respectively).

Relationship between Learning Motivation and Learning Achievement

Bivariate analysis was used to establish the relationship between the independent and dependent variables as well as the impact of two variables. The results of the bivariate analysis are as follows:

Table 4 Cross Tabulation between Learning Motivation and Learning Achievement

No	Learning Motivation	Learning Achievement				Amount		P Value
		Cum laude		Very Satisfactory		F	%	
		F	%	F	%			
1	High	13	13,2	4	3,8	17	100	1,000
2	Low	11	10,8	3	3,2	14	100	
Amount		24	24,0	7	7,0	31	100	

According to the table 4, from 31 respondents there were 17 students who had high learning motivation with cum laude learning achievement as many as 13 students (13,2%) and very satisfactory learning achievement as many as 4 students (3,8%). While learning motivation is low, there are 14 students where as many as 11 students (10,8%) with cum laude learning achievements and 3 students (3,2%) with very satisfactory learning achievements. The Chi-Square test cannot be employed since it does not match the requirement because the predicted count value is less than 5 (50%); instead, the Fisher's test, which yielded a p-value of 1,000 ($p > 0.05$), was utilized. According to the research, in the second semester of the English Education Study Program at Nahdlatul Ulama University of Blitar, there is no relationship between learning motivation and learning achievement.

Interviews

Researchers conducted interviews with several students to get in-depth information related to learning motivation and student achievement. Following are the findings from the interviews:

1. Students will continue to attend lectures even if the lecturer or course is not liked.
2. Students rarely actively study outside the campus due to the busyness of each different student.
3. Students will try to return to study hard if the grades they get are not satisfactory.
4. Students will try to rework difficult questions or materials.

The findings of these interviews demonstrated that, in this instance, there is no relationship between learning motivation and academic achievement. This is because there are students who are busy outside of school so learning is rarely done because when they have free time, they use it to rest. When the exam of final tests takes place, they study so hard that they get good achievements and the GPA they get is categorized as very satisfying, even cum laude, considering that when they are in class, they look passive and some even admit that they are often late. However, they do not realize that. Because of this, they are not curious about the results of other friends' achievements and assume that they get low achievements when in fact they are higher than friends who are considered active. Thus, it can be said that not all students who attend school have a level of learning motivation that is able to influence their learning achievement.

Discussion

In the second semester of the English Education Study Program, 17 students (54,8%) scored in the high category for motivation to learn, while 14 students (45,2%) scored in the low category. These results were obtained based on the value of the respondent's questionnaire where the question about learning motivation with the highest score was about student attitudes when they encountered lessons they did not like and in one of the learning motivation questions in the questionnaire with the lowest score, namely about the activity of reading student books when class hours are empty. According to research (Riezky & Zohir, 2017) on 132 respondents, the proportion of respondents in the high group was 73 (55.3%) and the proportion in the low category was 59 (44,7%). According to (Hamalik, 1992), motivation that comes from within oneself manifests as changes in self-dissatisfaction,

psychological tension, and awareness, whereas motivation that comes from elsewhere might take the shape of desired outcomes and aspirations.

This study shows that as many as 24 respondents (77,4%) have academic achievement in the cum laude category and as many as 7 respondents (22,6%) have learning achievements in the very satisfactory category. Researcher assumes that age can affect student achievement. The research's findings, which showed that 21 students (67.7%) of the respondents were between the ages of 20 and 30 years old and that 9 students (29.0%) were under 20, demonstrate this. (Lemme, 1995) said that range of young adulthood is 18 to 22 years and ends at the age of 35 to 40 years at which time individuals can take responsibility for their attitudes, actions, and desires and not depend on others. The respondents aged < 20 years are also included in the stage of growth and development where at this age adolescents need for achievement because they are encouraged to develop their potential and at the same time demonstrate psychophysical abilities (Mansur, 2009). (Ginting, 2008) conveys that a person will only achieve high learning achievement if he has strong basic abilities and the right and appropriate motivation.

The findings of this study demonstrated that there was no relationship between learning motivation and academic achievement. Statistical analysis produced a p-value (of 1,000) for the results. This is consistent with research done by Henny Erina Saurmauli Ompusunggu in 2020, which indicates that there is no correlation between students' learning achievement at the Faculty of Medicine at HKBP Nommensen University and their enthusiasm to learn ($p=0.227$). According to (Ompusunggu, 2020), there is no correlation between learning motivation and student learning achievement at the Faculty of Medicine at HKBP Nommensen University because the academic system, which employs remedial exams until students graduate, prevents the measurement of learning achievement using the GPA to accurately reflect the true quality of learning for those students.

Muhammad Taufik's research is consistent with other investigations. According to a 2020 study by Muhammad Taufik Daniel Hasibuan, Hendry Kiswanto Mendrofa, Harsudianto Silaen, and Yusrial Tarihoran, there was no correlation between academic accomplishment and learning motivation in students who were enrolled in online courses during the Covid-19 epidemic, with a value Sig. (2-tailed) of 0.288. According to (Daniel Hasibuan et al., 2020), motivation and a number of other factors can affect how well students learn. According to this study, there are a number of other elements that can affect academic performance during the pandemic, in addition to learning motivation, including learning media, the learning method, the learning environment, parental support, and so on.

Another study was carried out in 2021 by Eka Rati Astuti and Rabia Zakaria, and the results demonstrate that there is no correlation between learning motivation and academic achievement of students enrolled in the D-III Midwifery Study Program at the Department of Midwifery Poltekkes Kemenkes Gorontalo, as indicated by a value of (0.62). (Astuti & Zakaria, 2021) suggested that there might be other important factors at play in this study's lack of a link. In addition to learning motivation, (Wahab, 2016) stated that factors including IQ, abilities, hobbies, expectations, and surrounding can also have an impact on a person's ability to learn.

In this study, the results showed that there was no correlation between learning motivation and student learning achievement in the second semester of the

English Education Study Program at Nahdlatul Ulama University of Blitar. This could be because participants filled out a questionnaire dishonestly because they believed there would be an assessment, according to the findings. There are some students who filled out surveys that do not reflect their experiences, as shown by the outcomes of filling out respondents for each topic. This is one of the study's limitations that has to be fixed in a follow-up investigation into the connection between learning motivation and academic achievement, when the researcher will have the opportunity to be more thorough and, if necessary, assist the subject in completing the questionnaire.

CONCLUSION

The gender and age distribution of second-semester English Education Study Program at Nahdlatul Ulama University of Blitar were 22 respondents (71.0%) female and 9 respondents (22.0%) male, with 9 respondents (29.0%) being under 20 years old, 21 respondents (67.7%) between 20 and 30 years old, and 1 respondents (3.2%) being over 30 years old. Out of 31 respondents, 17 (54.8%) were in the high category and 14 (45.2%) were in the low category for motivation. There were 24 respondents (77.4%) in the cum laude category for achievement in the second semester of the English Education Study Program at Nahdlatul Ulama University of Blitar, and 7 respondents (22.6%) in the very satisfactory category out of 31 respondents. The findings of the Fisher Exact test, which indicate a significant value (p) of 1,000 (2-sided) ($p > 0,05$), demonstrate that there is no relationship between learning motivation and achievement by students.

SUGGESTION

The researcher offers several recommendations, including for institutions, as a source of knowledge and input for schools wanting to improve student motivation and learning outcomes by implementing more effective and efficient teaching and learning. These recommendations are based on the findings and discussion. For lecturers, providing a more stimulating learning environment for students, and as a teacher, you must be able to develop an engaging learning system and foster a strong desire for student interests. For academic advisors, having the ability to increase monitoring and evaluation as well as student assistance so that student learning motivation is generated from the start of the lecture process. For students, this research can help to develop and motivate people to continue learning and attaining their goals. As a starting point for future research with diverse factors, as knowledge for other researchers regarding the significant of learning motivation in enhancing learning success.

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