

Effects of Learning Environment, Lecturer Teaching Style, and Learning Motivation on Student Learning Achievement

Omeda Desamara¹, Lina Rifda Naufalin², Cut Misni Mulasiwi^{3*}, Dwita Aprillia Floresti⁴

¹Program Studi Pendidikan Ekonomi, Jurusan Ilmu Ekonomi Studi Pembangunan, Fakultas Ekonomi dan Bisnis, Universitas Jenderal Soedirman, omedakesatuan@gmail.com, Purwokerto

²Program Studi Pendidikan Ekonomi, Jurusan Ilmu Ekonomi Studi Pembangunan, Fakultas Ekonomi dan Bisnis, Universitas Jenderal Soedirman, lina.naufalin@unsoed.ac.id, Purwokerto

^{3*} Program Studi Pendidikan Ekonomi, Jurusan Ilmu Ekonomi Studi Pembangunan, Fakultas Ekonomi dan Bisnis, Universitas Jenderal Soedirman, cutmisnimulasiwi@unsoed.ac.id, Purwokerto

⁴Program Studi Ilmu Ekonomi Studi Pembangunan, Jurusan Ilmu Ekonomi Studi Pembangunan, Fakultas Ekonomi dan Bisnis, Universitas Jenderal Soedirman, dwitafloresti@unsoed.ac.id, Purwokerto

[* corresponding author: cutmisnimulasiwi@unsoed.ac.id](mailto:cutmisnimulasiwi@unsoed.ac.id)

ABSTRACT

This study was conducted to determine and analyze the learning achievement of economics education students with factors that influence learning achievement, including the learning environment, lecturer's teaching style and learning motivation. All of these factors could be affected by a person's self-concept. The approach used is a quantitative method. The population of this research is Economic Education students from the Faculty of Economics and Business, Jenderal Soedirman University, totalling 139 students. The sampling technique uses purposive random sampling. The results of this research show that: (1) The learning environment has a positive effect on the learning achievement of students in the Economic Education Study Program, Faculty of Economics and Business, Jenderal Soedirman University; (2) The lecturer's teaching style has a positive effect on the learning achievement of students in the Economic Education Study Program, Faculty of Economics and Business, Jenderal Soedirman University; (3) Learning Motivation has a positive effect on the learning achievement of students in the Economic Education Study Program, Faculty of Economics and Business, Jenderal Soedirman University. The suggestion for this research is that students must maintain learning motivation so that in the learning process, they can obtain maximum achievement supported by the University's fulfilment of complete learning environment facilities. Apart from that, through this research, the University can keep increasing lecturer competency standards to provide good quality teaching to improve student learning achievement.

Keywords: Learning Environment, Lecturer Teaching Style, Learning Motivation and Learning Achievement

1. Introduction

Education is an essential aspect of human life. In a broad sense, education is a cultural process so that humans can understand life and continue to adapt and develop their lives for the better. According to Ki Hadjar Dewantara, education is an artistic effort that aims to provide guidance in life for the growth of the body and soul of students so that within the lines of their personal nature and environmental influences, they can progress in life physically and mentally (Suratman, 1987). Furthermore, Ki Hajar Dewantara explains the abstraction of education as a process of "Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani," which means "the one in front gives role models (leaders and community figures), the one in the middle builds enthusiasm (family and surrounding environment), from behind encouraging (educational institutions). "Tut Wuri Handayani" later became the slogan of the Indonesian Education Department.

Learning achievement cannot be separated from a learning process. Learning is a process carried out by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with his environment (Slameto, 2015: 2). Thus, learning becomes one of the processes of forming learning achievement, maximum learning will produce high achievement. As stated by Rosyid (2019: 9), learning achievement is expressed in the form of symbols, numbers, letters, and sentences, which can reflect the results that have been achieved by each student in a certain period, and it can be said that learning achievement is the result of a learning activity. he is accompanied by changes achieved by students.

Measuring learning outcomes generally uses tests as a measuring tool that reflects the level of mastery of measuring learning outcomes to determine student learning achievement in all subjects. From the test assessment, data is obtained regarding a series of values. These values are called student learning achievements, expressed as the Cumulative Achievement Index (GPA). According to Buckley (Metriyana, 2014), students' learning success can be assessed using measurements of their academic achievement. The following is data on the average GPA of students in the Economic Education Study Program at Jenderal Soedirman University as a form of learning achievement.

Table 1. Average GPA of Economic Education Study Program Students

No	Class Year	Number of Students	Average GPA
1	2019	44	3,58
2	2020	48	3,67
3	2021	47	3,62
Total		139	

Source: Secondary Data 2023

The table above is one form of learning achievement; according to Sudjana (2005: 3), learning achievement is the learning results achieved by specific criteria, where the results assessed are the results of learning changes in behavior, which include cognitive, affective, and psychomotor aspects. According to Djamarah (2002: 142), several factors can influence the learning process and outcomes, namely external factors, which include the environment, such as the natural and socio-cultural environment, the existence of instruments from the curriculum, programs, teachers/educating staff, facilities, and facilities, as well as several internal factors. which includes physiological, namely physiological conditions and conditions of the five senses, while psychological conditions consist of interest, intelligence, talent, motivation, and cognitive abilities. Based on this description, it can be concluded that factors influence a person's learning achievement.

According to Slameto (2015), the learning environment is a learning resource that influences students' learning motivation in the learning process. As with learning facilities, the learning environment is also a factor that cannot be ignored, even though it seems trivial. The educational process carried out by educational institutions requires many instruments, such as infrastructure and teachers as educational facilitators. Supporting facilities and infrastructure are very important to create a learning environment that is conducive and ideal for student development. Several things, such as comfortable classrooms, practice rooms, arts and sports facilities, and even prayer facilities, are examples of essential facilities so that students can more easily understand the knowledge being conveyed.

Apart from facilities, the teaching patterns of teachers/lecturers as teaching staff are also an essential aspect of the education process. According to Gagne (1995), teachers function as instructional designers, managers of the learning process, and assessors of student learning achievement in the educational process. Some of these functions apart from the planning aspect, teachers function in the pedagogical process (teaching methods) with students. This pedagogical process will then psychologically shape the teaching style of the teachers. This teaching style is essential to the learning process because it relates to teacher-student interactions. The critical thing in this pedagogical process is that teachers can foster students' curiosity and explore students' views to foster high learning motivation.

According to McDonald (Hamalik, 2012: 173), motivation is a change in energy within a person's personality, characterized by the emergence of affective reactions to achieve goals. For students, motivation is the overall driving force through psychological factors. It uniquely cultivates passion and makes the heart feel happy and enthusiastic about learning. According to Sadirman (2011: 75), this is learning motivation. Learning motivation is a factor that determines learning outcomes.

One of the state campuses in Central Java, Jenderal Soedirman University, has several still young departments due to the opening of new study programs to improve the quality of human resources by the campus, which has been established since 1963. One still young department is the Department of Economic Education, which is part of the Faculty of Economics and Business (FEB). The Department of Economic Education was founded in 2014 and is one of the youngest departments at Unsoed, and now has a B accreditation (www.unsoed.ac.id). The economics education department is included in education. However, because Unsoed still needs a teaching and education faculty, this department is temporarily included in the Economics and Business Faculty because it connects to economics. The vision of the Economic Education Study Program, namely to become a study program that produces superior teaching staff in developing and implementing local resource-based economic education in Central Java by 2026, is one of the bases for this research to be carried out.

Aspects of facilities and infrastructure, teaching methods, and student motivation need to be developed in every educational institution, including higher education. All aim to ensure that higher education institutions can produce intellectually qualified and socially beneficial graduates. Researchers must see the influence of the learning environment, lecturers' teaching methods, and students' learning motivation on their learning achievement. This is important so that it can be used as evaluation material for higher education institutions to continue improving the quality of their teaching to produce the best graduates. Based on this background, this research is titled "The Influence of the Learning Environment, Lecturer Teaching Style, and Learning Motivation on the Learning Achievement of Economic Education Students at Jenderal Soedirman University."

2. Literature Review

2.1 Learning Environment

The environment is a unified space with all objects, forces, conditions, and living creatures, including humans and their behavior, which influence the life and welfare of humans and other living creatures (Indriani, 2019). The learning environment means the entire unit of space and its contents that influence teaching and learning activities. Based on this definition, Indriani (Indriani, 2019) provides several concepts to measure how effective a student's learning environment is, seen from several things, including:

- Comfort of the study space
- The existence of qualified supporting facilities
- The relationship between students and lecturers is harmonious and communicative
- The relationship between students and other campus employees is harmonious and communicative
- Relations between students are harmonious, supportive, and communicative

According to Indriani, the five points above are benchmarks for a learning environment conducive to teaching and learning activities. A good learning environment will enable students to receive lessons well and lecturers and teaching staff who can deliver the material well.

2.2 Lecturer Teaching Style

According to Abdulkadir (2014: 5), teaching style is the method used by the teacher when teaching in front of the class, which includes the steps taken, attitudes, behavior, and voice intonation when teaching. Teaching style is an essential aspect of pedagogy because it will influence students' comprehension and interest in the material presented. Teaching styles themselves are divided into several types:

- Classic teaching style, where the teacher's position is more dominant in presenting the material. This teaching style is a conventional teaching style that has long been applied. However, this style has a weakness: it makes students tend to be passive.
- Technological teaching style, namely a teaching style that prioritizes providing student stimulus. This teaching style requires a variety of teaching aids (technology) to make it easier for students to grasp the material.
- Personalized teaching style, namely a teaching style that encourages students to be more active than the teacher. This style invites each student to have an opinion and ask whatever they want to know.
- Interactional teaching style, namely a way of teaching in which the teacher's position is still dominant but as a dialogue mediator. The class is positioned as a place for dialogue, and the teacher functions as a mediator.

Furthermore, to understand the effectiveness of teaching styles, Azzahra (2022) added several benchmarks, including:

- Lecturers master the lecture material
- The lecturer uses a variety of body language that makes you comfortable
- The lecturer's delivery is straightforward to understand
- Lecturers use tools to provide material
- Lecturers are fair to all students

- Lecturers are friendly and patient with all students
- The lecturer is cheerful (humorous) in delivering the material
- Lecturers are authoritative in front of students

2.3 Learning Motivation

According to McDonald (Hammik, 2003), learning motivation is a form of change in energy that originates from within a person and is characterized by the emergence of feelings and responses to achieve specific goals. Motivation can also be interpreted as an effort to carry out an activity, whether attitude, work, or study, to achieve the desired goal.

From several expert opinions above, motivation can be interpreted as an extra effort someone makes to achieve their goals. Someone who does not have motivation means they do not have more effort to do or learn something because they have no interest in acquiring a target.

According to Uno (2016), self-motivation can be researched with several indicators:

- There is passion and desire to succeed
- There is encouragement and a need for learning
- There are hopes and aspirations for the future
- There is an appreciation for learning
- There are exciting activities in learning
- There is a conducive learning environment

2.4 Learning Achievement

According to Zaiful (2019), learning achievement is expressed in the form of symbols, numbers, letters, and sentences, which can reflect the results achieved by each student in a certain period. Learning achievement results from a learning activity accompanied by changes completed by the student. The term achievement in the Popular Scientific Dictionary is defined as a result achieved.

Wahab (2015: 242) concludes that learning in a broad sense can be interpreted as a process that allows the emergence or change of behavior as a result of the formation of a primary response, provided that the change or emergence of new behavior is not caused by maturity or by there is a temporary change due to something.

According to Winkel (2007: 162), learning achievement is evidence of learning success or a student's ability to carry out learning activities according to the weight he has achieved. Meanwhile, according to Susanto (2013: 10), learning achievement is a benchmark used to determine a student's success in knowing and understanding a subject, usually expressed in grades in the form of letters or numbers.

Based on the description above, learning achievement is an experience that students gain as learning outcomes, which will be identified through attitudes, abilities, and skills through tests or non-tests, which are then expressed as grades.

3. Research Methodology

3.1 Research methodology

This research is quantitative. They are conducted at the Faculty of Economics and Business, Jenderal Soedirman University, located at Jl. Professor DR. HR Boenyamin No. 708, Dukuhbandong, Grendeng, Kec. North Purwokerto, Banyumas Regency, Central Java 53122. The research time started from preparing the proposal to carrying out the research from March 2023 to July 2023. The population in this research were students from the Economic Education Study Program, Faculty of Economics and Business, Jenderal Soedirman University, with a population of 139 students from the classes of 2019, 2020, and 2021. The sampling technique used in this research is Non-Probability Sampling using Purposive Sampling by providing the condition that the students who are the research sample are students who have taken 60 credits, so they are considered capable of explaining their experiences during lectures. The data source comes from primary data sources from questionnaire results and secondary data in the form of interviews with informants.

3.2 Data Analysis Techniques

The analysis technique in this research is a validity test using the Product Moment correlation formula from Pearson, while the researcher's reliability test uses the Cronbach Alpha formula. Then, carry out multiple linear regression analysis to predict the research model by testing the influence of the independent variable on the dependent variable. Next, the classical assumption test consists of the data normality test, which the Kolmogorov-Smirnov, multicollinearity, and heteroscedasticity tests can carry out. The Goodness of Fit Test consists of the Determination Coefficient Test (R²) and the t-test (Partial Individual Test)

4. Results

4.1 Analysis of Research Instruments

4.1.1 Validity Test

Carrying out this validity test, there were 38 statement items in the form of a questionnaire given to 30 respondents to measure whether all statement items could be used in data collection with valid results. It is known that the calculated r value for all learning environment variable things (X1) is greater than the critical value (r table) with a 5 percent confidence level of 0.306. These results indicate that the learning environment variable questionnaire item (X1) in this validity test is declared valid and can be used for data collection.

4.1.2 Reliability Test

The following are the results of the reliability test of the research instrument for learning environment variables (X1), lecturer teaching style (X2), learning motivation (X3), and learning achievement (Y) given to 30 respondents.

Variable	Cronbach's Alpha Value	Cronbach's Alpha Category	Description
Learning Environment	0.755	> 0.6	Reliable
Lecturer Teaching Style	0.748	> 0.6	Reliable
Learning Motivation	0.740	> 0.6	Reliable

Learning Achievement	0.779	> 0.6	Reliable
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Source: Primary Data processed 2023

Based on the reliability test results contained in the table, it can be seen that the Cronbach's Alpha value of the learning environment variable (X1) is 0.755, the lecturer teaching style variable (X2) is 0.748, the learning motivation variable (X3) is 0.740, and the learning achievement variable (Y) is 0.740. 0.779, so the overall variable has a Cronbach's Alpha value greater than 0.6, so it can be stated that the research instrument used is reliable.

4.2 *Classic Assumption Test*

4.2.1 Normality Test

This research uses the Kolmogorov-Smirnov normality test, where the basis for decision-making is the Asymp value. Sig (2-tailed) > 0.05 means the data is usually distributed. Asymp value. Sig (2-tailed) in the normality test is 0.200 > 0.05. This shows that the data used in this research is generally distributed..

4.2.2 Multicollinearity Test

The multicollinearity test was carried out to determine whether the regression model had a high correlation so that there were symptoms of multicollinearity in the research. Multicollinearity testing in this research can be detected from the Tolerance and VIF values, where the basis for decision-making is that the Tolerance value must be > 0.10 and the VIF value must be < 10. Based on the test results, the Tolerance value obtained for each independent variable is 0.810; 0.699 ; and 0.760, where the value is > 0.10. So, this research model is free from multicollinearity problems; in other words, there is no more than one linear relationship between the three independent variables in this research.

4.2.3 Heteroscedasticity Test

Heteroscedasticity testing is carried out using the Glejser Test with decision-making based on the independent variable's significance value, which must be > 0.05. Based on the test results, it can be seen that the significance value of each independent variable is 0.388; 0.241 ; 0.138, where the value is > 0.05. This means that there is no heteroscedasticity problem in this research model; in other words, all the independent variables in this research have the same variance.

4.3 *Multiple Linear Regression Analysis*

Model	Unstandardized Coefficients B
(Constant)	1.689

Learning Environment	.372
Lecturer Teaching Style	.327
Learning Motivation	.279

Source: Primary Data processed 2023

Based on the table above, the multiple linear regression equation obtained from this research is:

$$Y = 1.689 + 0.372 X_1 + 0.327 X_2 + 0.279 X_3$$

Based on the equation above, it can be seen that:

- 1) The constant in the equation above has a value of 1,689, which means that assuming the learning environment (X1), lecturer's teaching style (X2), and learning motivation (X3) have a value of 0, then learning achievement (Y) has a value of 1,689.
- 2) The regression coefficient for the learning environment variable (X1) is 0.372, which can be interpreted as assuming that the teaching style variables (X2) and learning motivation (X3) have a fixed value, so every increase in the learning environment (X1) by 1 unit will increase learning achievement (Y) of 0.372.
- 3) The regression coefficient for the lecturer teaching style variable (X2) is 0.327, which can be interpreted as assuming that the learning environment variables (X1) and learning motivation (X3) have a fixed value, so every increase in the lecturer's teaching style (X2) by 1 unit will increase learning achievement (Y) of 0.327.
- 4) The regression coefficient for learning motivation (X3) is 0.279, which can be interpreted as assuming that the learning environment variables (X1) and the lecturer's teaching style (X2) have fixed values, so every increase in learning motivation (X3) by 1 unit will increase learning achievement (Y) of 0.279..

4.4 t-test

It is known that the sample size is 108 people with an error rate of 0.05 and the test uses 2-tailed, so the t_{table} is 1.659.

Model	t	Sig.
Learning Environment	3.138	.001
Lecturer Teaching Style	2.892	.002
Learning Motivation	2.722	.002

Source: Primary Data processed 2023

Furthermore, based on the table above, the t_{count} and significance of each variable are as follows; (1) The learning environment variable (X1) on the learning achievement variable (Y), $t_{count} > t_{table}$ namely $3.138 > 1.659$ with a significance of $0.001 < 0.05$ which means H_a is accepted, (2) The lecturer's teaching style variable (X2) on learning achievement (Y), with $t_{count} > t_{table}$ namely $2.892 > 1.659$ with a significance of $0.02 < 0.05$, meaning H_a is accepted, (3) The learning motivation variable (X3) on the learning achievement variable (Y) $t_{count} > t_{table}$ namely $2.722 > 1.659$ with a significance of $0.001 < 0.05$, which means H_a accepted.

5. Discussion

5.1 Effects of the Learning Environment on Learning Achievement

The research results show a positive influence between the learning environment on the learning achievement of students in the Economic Education Study Program, Faculty of Economics and Business, Jenderal Soedirman University, with a multiple regression value of 0.372 in a positive direction. These results prove that the learning environment plays a role in improving learning achievement.

This research supports previous research conducted by Endang and Muhidin (2018), which shows a positive and significant influence between learning facilities on student learning achievement. Then research by Hermawan, et al. (2020) indicates a positive and significant effect between the family environment, campus environment, and community environment on student learning achievement.

5.2 Effects of Teaching Style on Learning Achievement

The research results show a positive influence between teaching styles on students' learning achievement in the Economic Education Study Program, Faculty of Economics and Business, Jenderal Soedirman University, with a multiple regression value of 0.372 in a positive direction. These results prove that teaching style plays a role in improving learning achievement.

This research aligns with the results of a previous study conducted by Cece (2019), which shows a positive and significant influence between lecturers' teaching styles and learning motivation on student learning achievement.

5.3 Effects of Learning Motivation on Learning Achievement

The research results show a positive influence between learning motivation on the learning achievement of students in the Economic Education Study Program, Faculty of Economics and Business, Jenderal Soedirman University, with a multiple regression value of 0.279 in a positive direction. These results prove that learning motivation plays a role in improving learning achievement.

This research is in line with the results of a previous study conducted by Elis (2010), which shows a positive and significant influence between learning motivation and lecturer competence on student learning achievement. Then, research by Heru (2021) indicates a positive and significant effect between learning motivation and the learning environment on student learning achievement.

6. Conclusion

The general conclusions that can be drawn based on the research results described above are that (1) there is a positive and significant influence between the learning environment on student learning achievement. The existence of a positive influence shows that the better the quality of the student's learning environment, the higher the influence on student learning

achievement. (2) there is a positive and significant influence between the lecturer's teaching style on student learning achievement. The existence of a positive influence shows that the better the lecturer's teaching style, the higher the student's learning achievement. (3) there is a positive and significant influence between learning motivation on student learning achievement. The existence of a positive influence shows that the greater the learning motivation of individual students, the higher their learning achievement will be.

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