

THE INFLUENCE OF A CONDUCIVE EDUCATIONAL ENVIRONMENT ON STUDENTS INTEREST IN SCHOOL ATTENDANCE AT MADRASAH

Tirta Harnita, Maharani

Sekolah Tinggi Agama Islam Wakatobi
Jl. Ediarto Rusmin No. 17 Wangi-Wangi, Wakatobi, Sulawesi Tenggara
e-mail: tirtaharnita5@gmail.com, maharanistaiwakatobi@gmail.com

Abstrak: Minat siswa untuk bersekolah merupakan penting dalam mendukung keberhasilan pendidikan, namun dalam praktiknya, masih banyak siswa yang menunjukkan kurangnya motivasi untuk hadir dan berpartisipasi aktif di sekolah. Salah satu faktor yang diduga mempengaruhi minat tersebut adalah lingkungan sekolah. Penelitian ini bertujuan untuk mengetahui pengaruh lingkungan sekolah terhadap minat bersekolah siswa di Madrasah Tsanawiyah Wangi-Wangi Selatan Kabupaten Wakatobi. Lingkungan sekolah merupakan faktor eksternal penting yang dapat membentuk minat belajar dan mendukung keberhasilan pendidikan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasi. Sampel berjumlah 54 siswa dipilih melalui teknik proportional random sampling. Instrumen yang digunakan berupa angket skala Likert yang telah diuji validitas dan reliabilitasnya. Hasil analisis menunjukkan bahwa lingkungan sekolah memiliki pengaruh signifikan terhadap minat bersekolah siswa. Berdasarkan kategorisasi skor, lingkungan sekolah berada dalam kategori berpengaruh dengan proporsi terbesar 37%, sedangkan minat bersekolah berada pada kategori cukup berpengaruh dengan proporsi 46%. Uji statistik F menunjukkan hubungan positif dan signifikan, dengan $F_{hitung} = 17,149 > F_{tabel} = 4,02$ dan signifikansi $0,000 < 0,05$. Dengan demikian, lingkungan sekolah terbukti berperan penting dalam meningkatkan minat siswa untuk bersekolah.

Kata Kunci: Lingkungan Sekolah, Minat Bersekolah, Kondusivitas Madrasah

Abstract: Student interest in attending school is important in supporting educational success, but in practice, many students still show a lack of motivation to attend and actively participate in school. One factor that is thought to influence this interest is the school environment. This study aims to determine the influence of the school environment on student interest in attending school at Madrasah Tsanawiyah Wangi-Wangi Selatan, Wakatobi Regency. The school environment is an important external factor that can shape learning interest and support educational success. This study uses a quantitative approach with a correlation method. The sample consisted of 54 students selected through proportional random sampling. The instrument used was a Likert scale questionnaire that had been tested for validity and reliability. The results of the analysis showed that the school environment had a significant influence on students' interest in attending school. Based on the categorization of scores, the school environment was in the influential category with the largest proportion of 37%, while interest in attending school was in the moderately influential category with a proportion of 46%. The F-test revealed a positive and significant relationship, with $F_{count} = 17.149 > F_{table} = 4.02$ and significance $0.000 < 0.05$. Thus, the school environment was proven to play an important role in increasing students' interest in attending school.

Keywords: School Environment, Interest in Schooling, Conduciveness

INTRUDUCTION

School as a place that is very important for human life, in the absence of schools the quality of education in society can decline. Basically, school is a place of learning for everyone, where school is a formal institution specifically formed to educate students in order to achieve success in the learning process. Education is an effort to gain knowledge both formally through school and informally from education in the home and community (Zuliana et al., 2022). Education according to Herman Born in (Amin Kuneifi Elfachmi, 2016). Education is an eternal process of higher adjustment of both physically and mentally developed beings who are free and aware of God as manifested in the surrounding nature, intellectual, emotional, and will of humans.

Every teaching activity certainly has certain goals to be achieved. To achieve the goal is a hard work that requires time and understanding of the teaching components themselves. One component determines the success or failure of education. School is an important role in education because of its great influence on the child's soul. Therefore, in addition to the family as a center of education, schools also have a function as a center of education to shape the child's personality, schools are deliberately built specifically for education (Abdul Kadir, Dkk, 2012).

An effective school environment is a school environment that is able to optimize the potential possessed by students to grow and develop in the optimal learning process (Hasani & Kurniawati, 2024). School environment is also an assessment of various factors or aspects that affect the growth,

progress, and development of the school, which is around the teachers and learners' (Euis Karwati, 2014). Thus a good school environment for the smooth learning process needs to be considered by every school.

The school environment is a space in a formal educational institution that influences the formation of attitudes and then the development of student potential (Mawardi, 2019). Triwiyanto(2014) defines the school environment as a place where a person interacts so that their skills can develop in a better direction.

The dimensions of the school environment are 1) The physical environment of the school in the form of (a) Adequate facilities and infrastructure that support the learning process in class, such as libraries, classrooms, air ventilation, lighting and building conditions, (b) Learning media used by teachers, (c) Learning media sources; 2) Non-physical/social environment in the form of (a) Student interactions with teachers, (b) Student interactions with their friends, (c) Student interactions with school employees/staff, and (d) Two-way communication when learning takes place; 3) The academic environment, namely the school atmosphere and the implementation of teaching and learning activities and various extracurricular activities (Triwiyanto, 2014).

Slameto (2017) states that there are several elements of the school environment that affect learning, namely (1) Teaching methods Teaching methods affect learning, poor teacher teaching methods will affect student learning which is not good either and vice versa, (2) Poor curriculum has a bad effect on learning and vice versa, (3) Teacher

relations with students. Lack of interaction between teachers and students causes the teaching and learning process to be less smooth, (4) Student to student relations. The need to create good relationships between students and students, in order to have a positive influence on student learning, (5) School discipline. School discipline is closely related to student crafts in school and also in learning, (6) Learning tools. The need for complete learning tools to support the learning and teaching process (7) School time, (8) The occurrence of the teaching and learning process at school, that time can be in the morning, afternoon, evening/night, (9) Learning standards above the size of the teacher's stance to maintain his authority, it is necessary to give students above the standard size. As a result, students feel less capable and afraid of teachers, (10) Inadequate building and classroom conditions for students, students will feel uncomfortable in learning, (11) Learning methods Many students carry out the wrong way of learning. So that the need for guidance for teachers to use appropriate and effective methods so that they support the learning process (12) giving excessive homework which results in students not being able to do other activities so that students do not focus on doing the assignments given.

Learning is a process that can grant a person's behavior towards himself, others and the environment as a whole (Rahman, 2024). The learning process is the core of all educational activities which contains a series of activities to achieve educational goals where in organizing this requires synergistic efforts from various parties to develop the potential of

children, which in this case is related to interest (Lubis et al., 2022).

The results of observations of researchers conducted at Madrasah Tsanawiyah Wangi-Wangi Selatan, researchers saw that there were still students who were not enthusiastic about learning, marked by students who did not do assignments and did not actively participate in learning, even though the school environment was adequate such as the school atmosphere, building conditions, etc., with such circumstances students should have a high interest in learning.

Factors that affect student interest in learning are divided into 2 types, namely external factors and internal factors. The external factor itself is the school environment itself. This is in accordance with Slameto's opinion that students who learn will receive influence from the school environment (Euis Karwati, 2014) . Santrai states that the environment or environment includes all conditions in the world that in certain ways affect behavior, growth development or life processes' (Euis Karwati, 2014) . While internal factors are things that arise from within the students themselves such as a sense of wanting to be noticed and also a high sense of curiosity.

Interest is a person's attention to something that is accompanied by a desire to know and learn without coercion or encouragement from others (Pohan et al., 2022). Interest arises because of deep attention to something where this attention raises further curiosity (Darmadi, 2017). According to Widiawati (2022), the achievement of a student in a subject object is interest, where a

student who has an interest in a particular subject gives greater attention to that particular object. Interest is also one of the factors that determine the achievement of learning objectives, because with the interest in students to learn, it can make it easier for teachers to guide and direct students.

Yudrik Jahja defines interest as an impulse that causes a person's attention to be bound to a certain thing like. Interest is related to cognitive, effective, and motor aspects and is a source of motivation to do what is desired (Yudrik Jahja, 2011). Meanwhile, Muhammad Al- Mighwar, defines interest as a feeling, hope, stance, prejudice, fear or other tendency that directs a person to a certain thing (Al-Mighwar, 2006). In line with Hidi and Renniger's opinion that interest is a unique motivational variable and a psychological state that occurs during interactions between individuals in activities that interest them. This interaction involves a process of self-readiness to carry out certain activities which is characterized by increased attention, concentration, and positive feelings towards these activities (Hamdana & Alhamdu, 2016).

Interest has properties and characteristics, which include the following (1) everyone has different interests (2) has a close relationship with motivation, affects and is influenced by motivation, and (3) Interest is something that is learned, not innate and can change according to needs, experiences, and methods.

Interest is defined as a strong desire for something, passion, desire. Meanwhile, berminat is defined as (putting) having an interest, a tendency towards, wanting. In the large Indonesian dictionary is a high

inclination towards something passion, and desire (2019).

Referring to the characteristics that indicate and characterize a strong and positive interest in the learning process can be seen when implementing this interest through the growth and development experienced by a person. there are six characteristics of student interest in learning, namely (1) Interest can grow along with physical and mental development, (2) Interest depends on the process of learning activities, (3) Interest development may be limited, (4) Interest depends on learning opportunities, (5) Interest is influenced by culture, (5) Interest has emotional weight, (6) Interest has egocentric weight.

There are two factors that influence student interest, among others: personal factors and institutional factors (1) Personal factors, namely factors that come from within the child himself, including: age, gender, intelligence, reading ability, attitudes and psychological needs (2) Institutional factors are factors that come from outside the individual itself including: 1) availability of books, 2) socio-economic status, 3) influence of parents peers and teachers. Efforts to increase interest in learning have basically been implemented through National Government Regulation number 24 of 2007, which in this case regulates the standards of facilities and infrastructure from elementary to high school levels.

This study has a distinction compared to some previous studies which generally focus on the influence of family environment and interest in learning in certain subjects, such as economics. The similarity of this research is

found with the research of Listriyanti Palangda (2017) who examined the influence of school and family environment on interest in learning economics at SMKN 4 Makassar, Fina Za'imia Huba (2017) who examined the influence of school environment on interest in schooling at MIN Bojonegoro, and Ade Andriana (2017) who studied the influence of school environment on student interest in learning at MA Wasiltul Falah Rangkas Bitung. The difference or distinctiveness of this study lies in the focus of the dependent variable which examines interest in school in general, not in interest in learning about certain subjects, as well as the object of research conducted at Madrasah Tsanawiyah Wangi-Wangi Selatan, Wakatobi Regency which has not been widely researched in previous studies.

METHOD

The type of research used in this study is quantitative research with a correlational approach. This approach was chosen because it is suitable to determine the relationship between the independent variable, namely the school environment, and the dependent variable, namely students' interest in school. This research was conducted over four months, starting from February to May 2025, at Madrasah Tsanawiyah Wangi-Wangi Selatan, Wakatobi Regency. The research location was chosen because this school represents a junior secondary level Islamic education unit that has a diversity of student characteristics and the potential of the school environment that can affect students' interest in attending school.

The population in this study were all students of Madrasah Tsanawiyah Wangi-Wangi Selatan consisting of three grades,

namely grades VII, VIII, and IX with a total population of 116 people. In detail, the number of students in class VII is 33 people, class VIII is 54 people, and class IX is 29 people. From this population, the researcher determined a sample size of 54 people who were taken using the Proportional Random Sampling technique. This technique was chosen to ensure that each class was proportionally represented according to the number of students in each class. Based on proportional calculations, it was found that the sample from class VII was 15 people, class VIII was 25 people, and class IX was 14 people. The sample selection process is randomized so that each member of the population has an equal chance of being selected as a respondent, so that the data generated can represent the population fairly and validly.

The type of data collected in this study is primary data. This primary data was obtained directly from respondents through structured interviews using a research instrument in the form of a questionnaire. The questionnaire was designed to measure students' perceptions of the school environment as well as their interest in attending school. This instrument adopted a Likert scale to facilitate the measurement of students' attitudes, perceptions, and tendencies towards the variables under study. The preparation of the questionnaire was carried out by considering aspects of validity and reliability so that the data generated was accurate and could be scientifically accounted for.

In terms of data analysis, this study uses inferential statistical analysis through the F test or simultaneous hypothesis testing

known as One Way ANOVA. This hypothesis testing aims to determine whether there is a significant relationship between the school environment and students' interest in school. The analysis is carried out by paying attention to the significance value of F at the predetermined significance level (α), which is 5% or 0.05. Thus, the decision to accept or reject the null hypothesis (H_0) is based on the comparison between the significance value of F obtained from the results of data processing with a significance value of 0.05. If the significance value of F is smaller than 0.05, then the alternative hypothesis (H_1) is accepted, which means that there is a significant relationship between school environment and students' interest in school. Conversely, if the significance value of F is greater than 0.05, then the null hypothesis is accepted, which means that there is no significant relationship between the two variables.

The results of this analysis are expected to provide an empirical picture of the importance of creating a conducive school environment as one of the factors that can increase students' interest in attending school. Thus, the results of this study can be used as a

basis for schools and stakeholders in formulating policies or programs that support the improvement of the quality of the school environment, so that it has a positive impact on student attendance and enthusiasm for learning at Madrasah Tsanawiyah Wangi-Wangi Selatan.

RESULT AND DISCUSSION

After conducting research on the school environment conducted at Madrasah Tsanawiyah Wangi-Wangi Selatan, Wakatobi Regency, the researchers obtained the highest score of 100 and the lowest score of 40 from these values obtained a Mean value of 81.7, Median 83.5 and Mode 91.7. After calculating the results of the frequency distribution, namely: Interval 40-48 amounted to 1 student (2%), interval 49-57 amounted to 2 people (4%), interval 58-66 amounted to 2 people (4%), interval 67-75 amounted to 6 people (11%), interval 76-84 amounted to 18 people (33%), interval 85-93 amounted to 20 people (37%), interval 94-102 amounted to 5 people (9%). The following are the results of the distribution of school environment scores in graphical form:

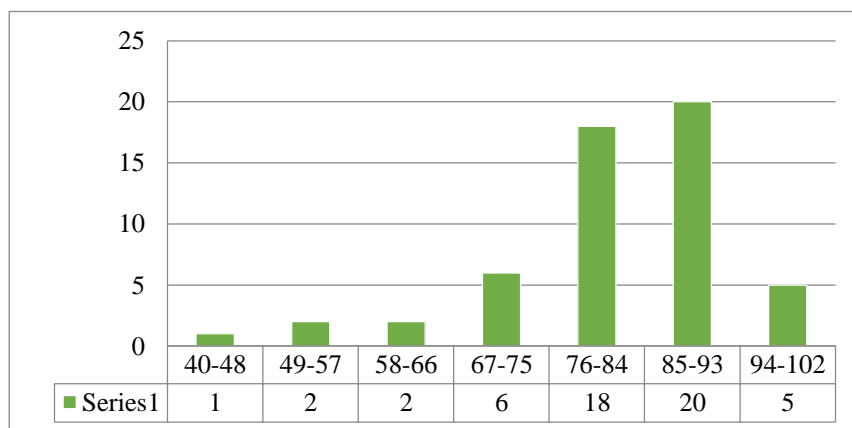


Figure 1. The results of the calculation of the School Environment Instrument

The graph above shows that the interval 85-93 has the highest frequency, namely 20 students. Furthermore, the data is identified to determine the tendency or category of the high and low scores of the school environment

results. The mean value of the results of this school environment is 81.7. Based on these calculations, the tendency of the school environment score can be identified into 5 categories, as follows:

Table 1. Distribution of School Environment Result Score.

No	Category	Interval	f	%
1	Very influential	> 99	2	4%
2	Influential	$99 < X \leq 87$	20	37%
3	Moderately influential	$87 < X \leq 76$	19	35%
4	Less influence	$76 < X \leq 65$	8	15%
5	Not influential	$X < 65$	5	9%
Total			54	100%

The table can explain the results of the learning environment at the South Wangi-wangi Tsanawaiyah Madrasah in Wakatobi district in the influential category. The data shows that the results of the school environment with a very influential category are 4%, 37% influential category, 35% moderately influential category, 15% less influential category and 9% no influential category.

This conducive environment also influences the growth of students' interest in learning, because a comfortable atmosphere, positive social relationships, and adequate academic support can encourage students to be more enthusiastic and active in participating in the learning process.

It is known that the value of students' interest in schooling is obtained with the highest value being 100 and the lowest value being 40. The results of the frequency distribution with Mean 82.2, Median 83.2 and Mode 83.3 obtained Interval 40-48 amounted to 1 person (2%), interval 49-57 amounted to 1 person (2%), interval 58-66 amounted to 4 people (4%), interval 67-75 amounted to 1 person (9%), interval 76-84 amounted to 21 people (39%), interval 85-93 amounted to 18 people (33%), interval 94-102 amounted to 6 people (11%). The following are the results of the distribution of learning interest scores in graphical form:

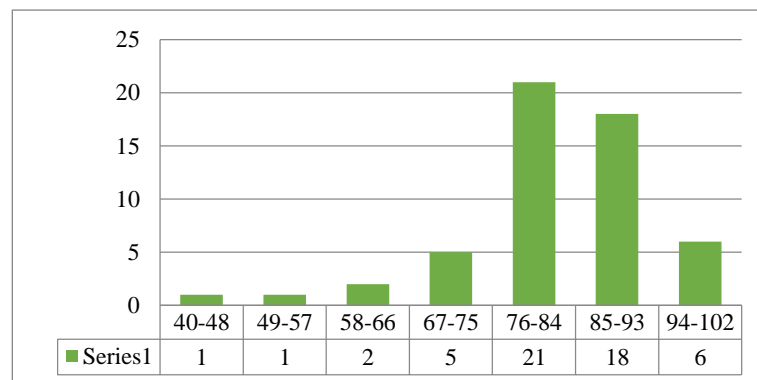


Figure 2. Results of Learning Interest Instrument Values

It can be seen that the 76-84 interval has the highest frequency, namely 21 students. Furthermore, the data is identified to determine the tendency or category of high and low interest in schooling. The mean (average) value of students' school interest scores is 82.3 Furthermore, categorizing data

on students' school interest in Madrasah Tsanawiyah Wangi-Wangi Selatan Wakatobi Regency Categorizing data on students' school interest in Madrasah Tsanawiyah Wangi-Wangi Selatan Wakatobi Regency into 5 categories, namely:

Table 2. Distribution of Learning Interest Score

No	Category	Interval	F	%
1	Very influential	> 98	3	6%
2	Influential	$88 < X \leq 99$	12	22%
3	Moderately influential	$77 < X \leq 88$	25	46%
4	Less influence	$66 < X \leq 77$	10	19%
5	Not influential	$X < 66$	4	7%
Total			54	100%

The table can be seen that the results of the distribution of students' school interest scores are in the moderately influential category. The data shows that the results of school interest with a very influential category are 6%, 22% influential category, 46% moderately influential category, 19% less influential category and 7% no influential category.

The validity test of the school environment items (X) and interest in school (Y) with 113 statement items is said to be valid by testing the value of $r_{count} >$ the value of r_{table} (0.27) at degree bebas (db)=n-2 with 5% significance. Furthermore, the reliability test of the school environment variable above, the Cronbach alpha value = $0.954 > 0.5$ and the student interest in school variable above, the Cronbach alpha value = $0.958 > 0.5$ in this case the instrument is said to be successful. The results of the normality analysis show that the significance value is

$0.983 > 0.05$, it can be concluded that the residual value is normally distributed. The homogeneity analysis results show a significance value of $0.796 > 0.05$, it can be concluded that the data is homogeneously distributed.

The data from the regression analysis above explains that the variable entered is variable X (school environment) as a predictor variable. The magnitude of the correlation or relationship (r) obtained is 0.498 and the percentage of the influence of variable X (school environment) on variable Y (interest in schooling) or can be called the coefficient (r^2) is 0.248, so it can be interpreted that the effect of the school environment on student interest in schooling is 25% while the rest can be influenced by other variables.

The author's significant analysis uses the F statistical test. The test is carried out through observing the significant value of F

at the α level used (this writing uses the α level of 5%) the analysis is based on the

comparison between the significance value of F with a significance value of 0.05.

Table 3. Anova Significance Results

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1630.042	1	1630.042	17.149	.000b
Residual	4942.773	52	95.053		
Total	6572.815	53			

Based on the table above, Fcount is 17.149. To find out Ftable by means of $F_{table} = (n-k-1)$. It is known that $n = 54$ samples, k (independent variables) = 1, so $F_{table} = 54-1-1 = 52$ can be written $F_{table} = 4.02$. Therefore, $F_{count} 17.149 > F_{table} 4.02$ (seen from the distribution of Ftable values). This means that the hypothesis is tested on the independent variable has a significant effect on the dependent variable. Obtained a significant value of 0.000 which means <0.05 or $0.000 < 0.05$, thus H_a is accepted, which means that there is an environmental influence on students' interest in going to school at Madrasah Tsanawiyah Wangi-Wangi Selatan, Wakatobi Regency.

CONCLUSIONS

Based on the results of data analysis, it can be concluded that the school environment at Madrasah Tsanawiyah Wangi-Wangi Selatan, Wakatobi Regency is included in the category of influence on students' interest in attending school, with the distribution of scores showing 37% of respondents in the influential category and 35% in the moderately influential category. Meanwhile, students' interest in schooling is categorized as quite influential, with 46% of

respondents in that category. The results of the F test showed a positive and significant relationship between the school environment and school interest, evidenced by the Fcount value of $17.149 > F_{table} 4.02$ and a significance of $0.000 < 0.05$, so that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This finding indicates that a conducive school environment plays an important role in increasing students' interest in attending school. The implications of this finding suggest that schools, teachers, and education policy makers need to pay attention to creating and maintaining a school environment that is comfortable, safe, and supportive of the learning process. A well-organized physical environment, harmonious social relationships and a pleasant learning atmosphere will motivate students to attend and be actively involved in school. In addition, efforts to improve the quality of the school environment can also contribute to improving learning outcomes and overall student character building. Therefore, it is important for every educational institution to make the development of the school environment an integral part of the strategy to improve the quality of education.

REFERENCES

- Achru, A. (2019). Pengembangan minat belajar dalam pembelajaran. *Jurnal idarah*, 3(2), 205-215.
- Al-Mighwar, M. (2006). *Psikologi Remaja: Petunjuk bagi Guru dan Orang Tua*. Pustaka Setia
- Amin Kuneifi Elfachmi. (2016). *Pengantar Pendidikan*. Erlangga
- Andriana, A. (2017). *Pengaruh Lingkungan Sekolah terhadap Minat Belajar siswa Kelas XI Madrasah Aliyah Swasta Wasilatul Falah Rangkasbitung*. <https://repository.uinjkt.ac.id/dspace/handle/123456789/36285>
- Darmadi, H. (2017). *Pengembangan Model dan Metode Pembelajaran dalam Dinamika Belajar siswa*. Deepublish
- Euis Karwati, E. DJP (2014). *Manajemen Kelas (Classroom Management): Guru Profesional yang Inspiratif, Kreatif, Menyenangkan, dan Berprestasi*. Bandung: Alfabeta
- Elviana, E. (2024). *Pengaruh Lingkungan Sekolah Terhadap Minat Belajar Siswa di SMP Negeri 1 Citeureup* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Hamdana, F., & Alhamdu, A. (2016). Subjective Well-Being Dan Prestasi Belajar Siswa Akselerasi Man 3 Palembang. *Psikis : Jurnal Psikologi Islami*, 1(2), 115–124. <https://doi.org/10.19109/psikis.v1i2.572>
- Hasani, I., & Kurniawati, H. (2024). Membangun Lingkungan yang Mendukung Pertumbuhan dan Pembelajaran: Studi Kasus Sekolah Ramah Anak di SDIT AR-Rahmaniyah Depok. *Jurnal Pendidikan dan Sosial Humaniora*, 4(3), 257–274. <https://doi.org/https://doi.org/10.55606/khatulistiwa.v4i3.4007>
- Kadir, A. et.al. (2012). *Dasar-Dasar Pendidikan*.
- Kurniawan, D. (2022). Pengaruh Lingkungan Sekolah Terhadap Minat Belajar Siswa di Sekolah Dasar. *Social, Humanities, and Educational Studies (SHES): Conference Series*, 5(6), 373-378. <https://doi.org/10.20961/shes.v5i6.81095>
- Lubis, R. R., & Nasution, M. H. (2017). Implementasi Pendidikan Karakter di Madrasah Ibtidaiyah. *JIP Jurnal Ilmiah PGMI*, 3(1), 15-32.
- Lubis, R. R. (2018). Identifikasi Perilaku Dan Karakteristik Awal Peserta Didik (Konsep dan Pola Penerapan dalam Desain Instruksional). *Hikmah*, 15(1), 28-34.
- Lubis, R. R. (2022). Proses Pembelajaran Melalui Interaksi Edukatif Dalam Pendidikan Islam. *Al-Fikru: Jurnal Ilmiah*, 16(1), 18-33.
- Mawardi, A. D. (2019). Peran Lingkungan Sekolah dalam Hubungannya dengan Prestasi Belajar Siswa Kelas V di SDN Teluk dalam 6 Banjarmasin. *Jurnal Palaan*, 14(1), 51–65. <https://doi.org/10.31605/pah08ss2jp258>
- Palangda, L. (2017). *Pengaruh Lingkungan Sekolah dan Lingkungan Keluarga Terhadap Minat Belajar Ekonomi Peserta Didik di SMKN 4 makassar* (Doctoral dissertation, Pascasarjana). <https://eprints.unm.ac.id/4454/>
- Pohan, S., Mavianti, M., Setiawan, H. R., & Marpaung, A. H. (2022). Meningkatkan Minat Belajar Siswa dengan Menggunakan Media Bergambar dan Power Point pada mata Pelajaran Fikih. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(03), 779-788. <https://doi.org/10.30868/ei.v11i03.2446>
- Triwiyanto, T. (2014). *Pengantar Pendidikan*, PT. Bumi Aksara, Jakarta.
- Wati, A. K., & Muhsin, M. (2019). Pengaruh Minat Belajar, Motivasi Belajar,

Lingkungan Keluarga, dan Lingkungan Sekolah Terhadap Kesulitan Belajar. *Economic Education Analysis Journal*, 8(2), 797-813. <https://doi.org/10.15294/eeaj.v8i2.31517>

Widiati, Sridana, N., Kurniati, N., & Amrullah, A. (2022). Pengaruh Minat Belajar dan Kebiasaan Belajar terhadap Prestasi Belajar Matematika. *Griya Journal of Mathematics Education and Application*, 2(4), 885–892. <https://doi.org/10.29303/griya.v2i4.240>

Yudrik, J. (2011). Psikologi perkembangan. *Jakarta. Kencana*.