

## Original Paper

# The Effect of Parental Tutoring on Student Learning Achievement

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### Abstract

*Research entitled The Effect of Parental Tutoring on Student Learning Achievement. This research is motivated by the very important role of parents in accompanying their children, the quality of time that parents and children have can be used to build togetherness between family members. Researchers used quantitative survey research methods, with researchers' data collection methods using questionnaires, interviews and documentation. The sample used was 90 students at Peninggilan I State Elementary School, South Tangerang, Indonesia. The research results obtained in this study are that there is a significant influence between tutoring and student learning achievement. This can be seen from the functional relationship between tutoring (X) and student learning achievement (Y) of grade 4 students at SDN Peninggilan I. South Tangerang, Indonesia for the 2022/2023 academic year in the form of a linear regression equation, namely  $Y=39.798+0.514X$  with a correlation coefficient of 0.628 at the level The 5% significance coefficient for the regression direction is 0.514.*

### Keywords

*Tutoring, Student Learning Achievement*

### 1. Introduction

Education is an effort of every nation that is carried out continuously. Through this education efforts are made to realize the ideals of the next generation. Education is one way to change or improve the life of a nation. Education is a system for realizing the ideals of a nation, as well as a way to improve the quality of the nation itself. Education is a process or effort carried out by humans with the aim of developing the quality of human resources so that they can carry out their roles functionally and optimally. Education in the family is the main education a student gets before continuing education at school. When students enter education, they begin to carry out formal learning activities.

This does not mean that the student has never carried out learning activities before. In kindergarten, even before that, students are already carrying out learning activities in the home environment and community environment. However, learning activities carried out at formal schools and at home or in the community are different. Learning activities carried out in formal schools are carried out systematically and planned. Family relationships in a child's development have a very big meaning. There are many very important factors in the family that are involved in the child's development process. One factor in the family that has a very important role in children's development is parental guidance towards children.

Parents have various functions, one of which is guiding their sons and daughters, especially in their education. Parents as caregivers of their children play a very important role in laying the foundations of learning for their children, especially the attitudes, behavior and habits of parents which are always seen and imitated by their children, then unconsciously all the habits of parents are absorbed by children and become habits for their children. Children in carrying out their duties have a lot of contact with their parents to guide them. Therefore, the role of parents is to provide children with an environment where they can complete their school assignments well.

Guiding children also means releasing children from anxiety and fear if they cannot achieve what they are trying to achieve, and also encouraging children so that they feel appreciated and loved by their parents even though they cannot achieve the expected grades in their studies. Parents should provide guidance to children that learning achievement is the result of continuous learning activities. Even though many parents are aware of the importance of their role in their children's learning achievements, there are still many parents who have not been able to carry out optimally the guidance function in the family which is the main obligation in educating children.

The role of parents in accompanying their children while studying at home is very important, the quality of time that parents and children have can be used to build togetherness between family members. The togetherness of parents is very necessary because they understand their level of development and the things they need, togetherness with children starts from before they are born until they are teenagers, to suit the needs of each child. So the role of parents is expected to be able to collaborate with teachers to be able to help students when completing learning carried out at home.

## **2. Research Methods**

Research with a quantitative approach is an inductive, objective and scientific research method where the data obtained is available in the form of scores or statements which are evaluated using statistical analysis. Research is a research approach that primarily uses a positive paradigm in developing science (thinking about cause and effect, reducing variables, hypotheses, concrete questions, measuring, observing and applying theoretical tests) applying research strategies such as experiments and surveys that require statistical data.

This research was carried out from January 2023 to August 2023. This research was carried out at Paninggilan I State Elementary School, South Tangerang, Indonesia. Usually the unit of analysis in survey research is itself. Therefore, survey research is research that takes samples from a population and uses questionnaires as the primary data collection tool. This research process was carried out by collecting data based on the results of distributing questionnaires. The data is then processed and analyzed to obtain scientific information behind the numbers. In this research method, researchers use a form of survey research in which all sample members or respondents in survey research answer questions or questionnaires that have been prepared by the researcher.

### **3. Literature Review**

#### *3.1 Definition of Guidance*

Guidance is a service within the framework of Indonesian culture and religion. The guidance direction develops students' competencies to fulfill their development tasks optimally and helps students to be able to overcome various problems that disturb and hinder their development. Guidance is the process of providing assistance to individuals from an expert, but it is not that simple to understand the meaning of guidance. To understand the meaning of guidance, it is necessary to consider several definitions put forward by experts, including: Prayitno and Erman Amti (2004, p. 99) state that guidance is the process of providing assistance carried out by an expert person to one or several individuals, including children, teenagers and adults so that the people being guided can develop based on applicable norms.

Meanwhile, according to Frank Parson, guidance is assistance given to individuals to be able to choose, prepare and assume a position and gain progress in the position they choose. Meanwhile, Winkel (2005, p. 27), defines guidance, (1) an effort to equip individuals with knowledge, experience and information about themselves, (2) a way to provide assistance to individuals to understand and use efficiently and effectively all opportunities available to them. owned for personal development, (3) a kind of service to individuals so that they can make choices, set goals appropriately and plan realistically, so that they can adapt satisfactorily to the environment in which they live, (4) a process of providing assistance or assistance to individuals in understanding themselves, connecting their understanding of themselves with the environment, choosing, determining and preparing plans in accordance with their self-concept and environmental demands.

Based on the definition above, it can be concluded about the broader meaning of guidance, that guidance is a process of providing assistance to individuals in a sustainable and systematic manner carried out by an expert who has received special training for this, intended so that individuals can understand themselves and their environment. and be able to direct oneself and adapt to the environment in order to develop one's potential optimally for one's own welfare and the welfare of society.

### 3.2 Guidance Objectives

The aim of guidance is to help students become independent and develop their potential optimally. Providing guidance at school aims to enable students to discover themselves, get to know their environment and plan their future: a. Personal discovery means that students know their own strengths and weaknesses and accept them positively and dynamically as capital for further development; b. Getting to know the environment means that students objectively know the social and economic environment, the cultural environment with values and norms, as well as the physical environment and accept all environmental conditions in a positive and dynamic manner; c. Planning for the future means that students are able to consider and make decisions about their own future, both regarding education, career and family.

### 3.3 Guidance Function

The guidance function in terms of the usefulness and benefits of the service can be grouped into four main functions, namely: a. Understanding Function, Dewa Ketut Sukardi (2008, p. 26), states that the understanding function is the guidance function which will produce an understanding of something by certain parties in accordance with student development needs which includes understanding of the student's self, the student's environment and the wider environment, especially by students; b. Preventive Function, preventive function, is a function related to efforts to always anticipate various problems that may occur and try to prevent them, so that they are not experienced by other people. There are techniques that can be used, namely orientation services, information and group guidance. Some issues that need to be informed about in order to prevent unexpected behavior from occurring; c. Corrective Function, the corrective function is the guidance function which results in the breakdown or resolution of various problems experienced by students. This improvement function is expected to result in the breakdown or resolution of various problems faced by students.

### 3.4 Tutoring

Literally, the term guidance comes from the English language, namely "guidance", which can be interpreted as guidance, assistance, leadership, direction, guidelines and instructions. In general, guidance can be interpreted as a process of providing assistance to individuals or groups that is carried out on an ongoing basis so that the individual or group can understand themselves, so that they are able to direct themselves and can act naturally, in accordance with the demands and conditions of the school, family, community and environment, his life. Guidance is a process of providing continuous and systematic assistance from the mentor to the person being guided in order to achieve independence in self-understanding and self-realization, in achieving an optimal level of development and adapting to one's environment. It can be concluded that, tutoring is guidance that enables students to obtain various materials from certain sources which are useful for supporting their daily lives both as individuals and as students, family members and communities as well as for consideration in decision making.

### *3.5 Functions and Objectives of Tutoring*

In the continuity of human development and life, various services are created and organized. Where the services provided provide benefits to facilitate and have a positive impact on developments that are the focus in the service sector. A service is said to have a positive function if there are uses, benefits or advantages provided. A service can be said to be non-functional if it does not show utility or does not provide certain functions or benefits.

In general, there are four functions that can be obtained from the implementation of tutoring services, including: a. the function of understanding the function obtained in this case means the understanding produced by guidance services regarding other people's problems; b. the function of prevention, prevention is an effort to influence positively and wisely which can cause difficulties to actually occur. In this case the environment is the main focus that must be understood, because a good environment will have a positive influence on individuals; c. Alleviation function, alleviation function is a function carried out to resolve problems faced by someone, whether students, employees or others; d. Maintenance function, the maintenance function is to maintain everything that is good in the individual, whether it is innate or the results of developments that have been achieved previously. Such as high intelligence, special talents, a prominent interest in positive and productive things, attitudes and habits that have been developed in acting and behaving, high and realistic ideals, and various other positive aspects of the individual need to be maintained and maintained.

### *3.6 Forms of Tutoring*

According to Sukardi, forms of tutoring in schools are: a. Increasing student learning motivation, as follows: Clarifying learning goals, Adjusting learning abilities, interests and talents, Creating relationships in a challenging learning atmosphere, Providing prizes, Creating dynamic relationships, Bringing students from an uncertain atmosphere to complete learning resources and facilities, and learning outcomes obtained, b. Improving learning skills, as follows: Taking teacher teaching notes, Making summaries of the material taught, Making reports, Developing ways of answering or solving problems, Preparing papers, Reading effectively, Speaking effectively and asking questions effectively, Developing good attitudes and study habits, as following: Finding the right motives for learning, Maintaining concentration on learning, Managing good study time at school or home, Learning by using learning tools, Not being reluctant to ask questions about things that many people don't know, Developing motivation and attitudes positive.

Principles that emphasize strengthening students cognitive affective and psychomotor skills. Samad put forward the principles of tutoring, as follows: a. Strengthening attitudes and study habits that are effective, efficient and productive, both in seeking information from various learning sources, being kind to teachers and other resource persons, developing study skills, carrying out learning tasks, and undergoing learning outcomes assessment programs; b. Strengthening the discipline of learning and practicing, both independently and in groups; c. Strengthening mastery of learning program material at school in accordance with developments in science, technology and the arts; d. Strengthening,

understanding and utilizing the physical, social and cultural conditions that exist in schools, the surrounding community, for the development of knowledge and abilities, as well as personal development.

According to Djamarah (2014, p. 18), the family is an institution that is formed because of the bonds of marriage. Furthermore, Kartono (2007, p. 224), states that the family is the smallest social unit which provides the stamp and primary foundation for children's development. In the family there will be reciprocal interactions, both between husband and wife, parents and children and between other family members. The process of good interaction or communication within the family can form closeness and harmony in a family.

The role of parents is a leader who really determines the closeness and harmony of family relationships. A harmonious family can be formed with a good and conducive interaction system so that education in the family can run well too. Every parent hopes that their child will grow up to be intelligent and have a good personality. This can be realized through an educational process. In carrying out the learning process, children also need learning guidance from their parents. Good parents always provide study guidance for their children. In this way, learning problems, whether in the form of learning difficulties or the child's overall learning development, can be known by their parents as well.

### *3.7 Parental Tutoring*

According to Aisyah (2015, p. 68), parental learning guidance is the process of giving by parents to children in their learning activities, starting from motivating children to study, providing assistance in overcoming learning difficulties, providing facilities or tools for learning, supervising children in learning and recognize children's difficulties in learning. Based on the opinion above, it can be concluded that what is meant by parental learning guidance is the activity of providing guidance and assistance carried out by parents for children which can include supervision, fulfilling children's learning needs, understanding children's learning difficulties experienced so that children can carry out the learning process well, good in achieving learning goals so that children develop optimally and become high achieving children.

Parental assistance when children are studying at home is very necessary so that parents can find out about learning difficulties experienced by children and parents can help overcome these problems. With learning guidance from parents, children will feel that they are being helped, given love and directed in their learning so that children are motivated to try to achieve optimal learning results. Parents have the responsibility to guide their children's learning every day. Children experience learning developments every day and are always different. So the level of frequency with which parent guide their children's learning greatly influences changes in children's behavior and learning outcomes. The more parents provide learning guidance to their children, the more they can control their behavior and learning outcomes because parents know their children's learning developments, both in the form of changes in behavior and academic learning outcomes in children.

### 3.8 Understanding Learning

Learning a language is an effort. Meanwhile, according to the term, learning is 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 temporary changes due to something. Learning is a process of effort 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. Meanwhile, according to Hilgard and Bower, in their book *Theories of Learning*, it is stated that learning is related to changes in a person's behavior towards certain situations caused by repeated experiences in that situation.

Based on the opinion above, it can be concluded that learning is a process in humans which appears in changes in behavior such as skills, knowledge, attitudes, habits, skills and thinking through the process of observing, listening, reading and imitating. Achievement is the result of previous efforts. It can also be said to be the result of what has been done or done. Meanwhile, learning language is defined as a process. Learning according to the term is also defined as 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 the environment.

In the Big Indonesian Dictionary, learning achievement is the mastery of knowledge or skills developed through subjects, usually shown by the grades given by the teacher. According to W.S. Winkel, learning achievement is a learning result displayed by students based on internal abilities obtained in accordance with instructional objectives.

## 4. Research Results

The results of the linearity test calculations obtained  $F_{\text{count}}$  for tutoring (X) on student learning achievement (Y) of  $=0.173$  while  $F_{\text{table}}=3.44$ . From these results it can be seen that the shape of the regression line between the independent variable and the dependent variable has a linear pattern. The purpose of discussing the results of this research is to determine the influence of tutoring on student learning achievement and how much influence tutoring has on student learning achievement. In this section, further discussion of the research results which are analyzed by correlation is presented. This research found that there is a significant influence between tutoring and student learning achievement.

This can be seen from the functional relationship between tutoring (X) and student learning achievement (Y) of grade 4 students at SDN Peninggilin I, South Tangerang, Indonesia, in the 2022/2023 academic year in the form of a linear regression equation, namely  $Y=39,798+0.514$  the more often students follow tutoring, the higher the student's learning achievement. The coefficient of determination ( $R^2$ ) is 0.912, this means that 91.2% of learning achievement is influenced by tutoring and the remaining 81.4% is influenced by other factors. Therefore, further research needs to be conducted involving several changes that are thought to affect student learning achievement.

The results of data analysis through the validity test mean that tutoring outside of school carried out by students can improve the learning achievement of grade 4 students at SDN Peninggilan I, South Tangerang, Indonesia, in the 2022/2023 academic year, as follows:

**Table 1. Validity Test Results for Variable**

No.	Statement	R <sub>count</sub>	R <sub>table</sub>	Information
1.	X1	0,821	0,207	Valid
2.	X2	0,790	0,207	Valid
3.	X3	0,701	0,207	Valid
4.	X4	0,403	0,207	Valid
5.	X5	0,440	0,207	Valid
6.	X6	0,450	0,207	Valid
7.	X7	0,381	0,207	Valid
8.	X8	0,450	0,207	Valid
9.	X9	0,659	0,207	Valid
10.	X10	0,888	0,207	Valid
11.	X11	0,765	0,207	Valid
12.	X12	0,542	0,207	Valid
13.	X13	0,580	0,207	Valid
14.	X14	0,421	0,207	Valid
15.	X15	0,430	0,207	Valid
16.	X16	0,459	0,207	Valid
17.	X17	0,400	0,207	Valid
18.	X18	0,631	0,207	Valid
19.	X19	0,678	0,207	Valid
20.	X20	0,500	0,207	Valid

Source: Research results in August 2023

Based on the results of the validity test above using SPSS, as many as 20 statements on variable

**Table 2. Validity Test Results for Variable Y**

No	Statement	R <sub>count</sub>	R <sub>table</sub>	Information
1.	X1	0,821	0,207	Valid
2.	X2	0,790	0,207	Valid
3.	X3	0,701	0,207	Valid
4.	X4	0,403	0,207	Valid



5.	X5	0,440	0,207	Valid
6.	X6	0,450	0,207	Valid
7.	X7	0,381	0,207	Valid
8.	X8	0,450	0,207	Valid
9.	X9	0,659	0,207	Valid
10.	X10	0,888	0,207	Valid
11.	X11	0,765	0,207	Valid
12.	X12	0,542	0,207	Valid
13.	X13	0,580	0,207	Valid
14.	X14	0,421	0,207	Valid
15.	X15	0,430	0,207	Valid
16.	X16	0,559	0,207	Valid
17.	X17	0,380	0,207	Valid
18.	X18	0,549	0,207	Valid
19.	X19	0,789	0,207	Valid
20.	X20	0,678	0,207	Valid

Source: Research results in August 2023

Based on the results of the validity test above using SPSS, as many as 20 statements on variable.

#### 4.1 Simple Linear Regression Test

Regression analysis was carried out to obtain an overview of the influence between the independent variable (X), namely Study Guidance, on the dependent variable (Y), namely Learning Achievement. The following is the result data from SPSS:

**Table 3. Model Summary**

Model	R	R <sub>Square</sub>	Adjusted R <sub>Square</sub>	Std. Error of the Estimate
1	09,912 <sup>a</sup>	0,814	0,225	7.234

a. Predictors: (constant), Tutoring

The regression analysis used in this section is a simple regression which is based on the functional or causal relationship of one independent variable with the dependent variable. R is also called the correlation coefficient, so it can be read that the R value or correlation coefficient between the Tutoring variable and Learning Achievement is 0.912, meaning the program has an influence, namely 0.912, which means sufficient or moderate.

This can be seen from: 0.00-0.20 means very low or very weak, 0.20-0.40 means low or weak but certain, 0.40-0.70 means quite means moderate, 0.70- 0.90 means high or strong, 0.90-1.00 means very high or very strong. Meanwhile R square is also called the coefficient of determination, it can be read that the R square value shows 0.814. This figure can be interpreted as that Tutoring on Learning Achievement is 23.3% while the remaining 76.7% is influenced by other factors. This means the influence of tutoring on learning achievement. The following is an ANOVA table which will show the influence between variable X and variable Y, namely:

**Table 4. ANOVA**

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	1664.209	1	1664.209	39.798	,000 <sup>b</sup>
	Residual	5128.401	98	52.331		
	Total	6682.510	99			

a. *Dependent Variable: learning Achievement*

b. *Predictors: (Constant), Tutoring*

Based on the ANOVA table above, it can be seen that a significance value of 0.000 means that the significance level has an influence, which means the significance is less than  $<0.50$ . This can be proven in the ANOVA table which has a significance value in accordance with the requirements  $<0.05$ , namely 0.000, and can be seen from the results of the hypothesis test at:  $t_{\text{count}}=5.560 > t_{\text{table}}=1.984$ . In the sense that there is an influence of tutoring on learning achievement. The regression equation obtained is:  $Y=39,798+1,984$ .

**Table 5. Coefficients<sup>a</sup>**

Unstndardized Coefficients		Standardized Coefficients	T	Sig.
B	Std. Error	Beta		
24.014	5.927		4.052	,000
1.346	,247	,482	5,560	,000

a. *Dependent Variable: Tutoring*

In the table, it can be seen with degrees of freedom= $n$  (number of samples) -  $k$  (number of variables). So the degrees of freedom are  $90-2=89$ , which is carried out in a 2-way test with a significance of 10%. To see the hypothesis test, what is seen in the  $t_{\text{count}}$  table is 5,560 and  $t_{\text{table}}$  is 1.984. Because the value of  $t_{\text{count}}=5,560 > t_{\text{table}}=1,984$ .

#### 4.2 Hypothesis Testing

To test the influence of variable X that has been obtained, a hypothesis test can be carried out. This was done to test whether there was a significant influence between tutoring on learning achievement, thus the t value was 1.984. Based on these calculations, the calculation results of  $t_{\text{count}} > 5,560$   $t_{\text{table}}$ , namely  $> 1.984$ , it can be determined that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that there is a significant influence between tutoring on learning achievement. Null hypothesis ( $H_0$ ): There is no influence between tutoring on learning achievement. Alternative hypothesis ( $H_a$ ): There is an influence between tutoring on learning achievement. If  $t_{\text{count}} < t_{\text{table}}$ , then  $H_0$  is accepted and  $H_a$  is rejected (no influence). If  $t_{\text{count}} > t_{\text{table}}$ , then  $H_0$  is rejected and  $H_a$  is accepted (there is influence).

#### 5. Conclusion

Based on the results of the analysis and discussion of the research conducted, several conclusions can be drawn as follows:

- 1) There is a significant influence between tutoring and the learning achievement of grade 4 students at SDN Peninggilin I, South Tangerang, Indonesia in the 2022/2023 academic year as shown by partial correlation results of 0.628 at a significance level of 5%. So from the information above it can be concluded that the tutoring factor influences student learning achievement by 39.5%, while 60.5% is other factors besides tutoring.
- 2) The magnitude of the influence of tutoring on student achievement at school is 39.5% as indicated by the results of the coefficient of determination.

#### 6. Suggestions

The results of this research recommend the following suggestions:

- 1) For students and teachers, they should continue to strive to improve learning achievement by being more active in learning both in the classroom and outside the classroom, they should better understand the conditions of students who have different levels of intelligence, so that teachers must be precise in determining teaching methods appropriate for use in teaching. The school is expected to improve quality in terms of students by motivating students to be more active in learning and improving supporting learning facilities and infrastructure.
- 2) For future researchers, to further strengthen the results of this research. It is necessary to carry out similar research with a wider population and involve other factors that are thought to influence student learning performance as well as using other data collection methods, for example interview methods, so that more complex data is obtained. For Tutoring Institutions, they should provide additional lessons that are more adapted to the learning conditions at school so that students who take part in tutoring will be more active in studying. Tutoring is also a means for students to be more motivated in learning, so that students can produce better achievements.

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