



## CORRELATION BETWEEN STUDENT MOTIVATION TOWARDS LEARNING ACHIEVEMENT MIN 15 HULU SUNGAI UTARA

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### *Abstract*

*The high and low levels of student learning achievement are influenced by various factors, one of which is motivation. The formulation of the problem in this research is whether there is a correlation between student motivation and student achievement at MIN 15 Hulu Sungai Utara. This research aims to: (1) determine student motivation at MIN 15 Hulu Sungai Utara (2) determine student learning achievement at MIN 15 Hulu Sungai Utara (3) and determine the correlation between student motivation and learning achievement at MIN 15 Hulu Sungai Utara. This research is quantitative research with a non-experimental type of research. The research design used in this research is a correlational research design with survey methods. The population in this study were students of MIN 15 Hulu Sungai Utara. The sample in this study were students of class VI C MIN 15 Hulu Sungai Utara. The sampling technique is a quota sampling method. Data was collected using observation techniques, questionnaires, and interviews. Data analysis using product moment correlation analysis. The research results show that there is a significant correlation between student motivation and Akidah Akhlak learning achievement as evidenced by the results of product moment calculations. In the results of the product moment correlation test to determine the correlation between student motivation and learning achievement, a significant value of 0.022 was obtained. This value is less than 0.05, so  $H_0$  is rejected, then  $H_1$  is accepted, meaning that there is a significant correlation between motivation and learning achievement (because the sig value = 0.022). means  $<0.05$  then  $H_0$  is rejected). So, the correlation coefficient of student motivation with learning achievement is 0.476, which means it is strong.*

**Keywords:** motivation, learning, achievement

### INTRODUCTION

Education and teaching is a goal-conscious process. Objectives can be interpreted as an attempt to provide a formulation of the results students expect after carrying out the learning experience. One of the ways in which teaching is achieved or not can be seen from the learning achievements achieved by students. High learning achievement indicates that the student has good knowledge.

One of the factors that influences student learning achievement is motivation. Motivation is a self-drive or force that is able to give rise to activity in humans.<sup>1</sup>Motivation is formed by forces originating from within and outside the individual. These forces include, among others, urge or drive, motive, need, and desire.<sup>2</sup>These four things will encourage individuals to carry out activities which are called motivation.

Motivation has the function of directing and activating or increasing activities.<sup>3</sup>An action or activity that has no motive or a very weak motive will be carried out without

<sup>1</sup>Musfir bin Said az-Zahrani, Therapeutic Counseling, cet. 1 (Jakarta: Gema Insani Press, 2005), p. 96.

<sup>2</sup>Urge or drive is an impulse directed towards fulfilling physical needs. A motive is an impulse that is directed towards fulfilling psychological or spiritual needs. Need is a situation where an individual feels the absence of something they need. A wish is a hope to get something you need. See, Nana Syaodih Sukmadinata, Psychological Foundations of the Educational Process, cet. 5 (Bandung: PT Teen Rosdakarya, 2009), p. 61.

<sup>3</sup>When directing activities, motivation functions to bring individuals closer or further away from the targets to be achieved. If a goal or objective is something an individual desires, then motivation functions to bring it

seriousness and direction and the chances of success are smaller. On the other hand, if the motivation is great or strong, it will be done seriously, purposefully and enthusiastically, so that the chances of success are greater.<sup>4</sup>

The characteristics of students who have high motivation as stated by Sadirman, namely: 1) Diligent in facing tasks and able to study for a long time, 2) Tenacious in facing difficulties and do not give up, and are not quickly satisfied with their achievements, 3) Shows great interest in learning problems, 4) Prefers to learn and does not depend on other people, 5) Can defend his opinion and does not easily let go of what he has, 6) Enjoys looking for and solving problems.<sup>5</sup>

Motivation will influence students' level of success in learning. Students who have high learning motivation tend to have high achievement too. On the other hand, students whose learning motivation is low will also have low learning achievement. This means that the intensity of students' learning motivation will influence the level of learning achievement they achieve.<sup>6</sup>

Learning achievement is the result of a learning process. Learning achievement in the field of education is the result of measuring students including cognitive, affective and psychomotor factors after participating in learning which is measured using test instruments or relevant instruments. The measurement results are expressed in the form of symbols, letters, or sentences that tell the results that have been achieved by each student in a certain period.<sup>7</sup>

High learning achievement will indicate the success of learning. On the other hand, low learning achievement will indicate that the learning objectives have not been achieved, which means that learning activities have not been carried out well. In other words, learning achievement is a measure of success obtained by students during the learning process. This success is determined by various factors, one of which is learning motivation.<sup>8</sup>

Motivation is very necessary in learning activities because without motivation in learning it will not be possible for someone to carry out learning activities. This also happened to students in the MIN 15 Hulu Sungai Utara class in Panyiuran village.

Based on the results of interviews and initial observations at MIN 15 Hulu Sungai Utara, it was found that the learning achievements of each class were different. Through the results of interviews conducted with the teacher, data was obtained that the learning achievement of several classes such as class A and class B was higher than class C and class D as seen from the students' report cards. In fact, the division of classes at the school is

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closer. However, if a target or objective is something that the individual does not want, then motivation functions to move away from the target. Motivation can also function to activate or increase activities. See, Nana Syaodih Sukmadinata, *Foundations of Psychology...*, p. 62-63.

<sup>4</sup>Nana Syaodih Sukmadinata, *Foundations of Psychology...*, p. 62-63.

<sup>5</sup>Sadirman, AM, *Teaching and Learning Interaction and Motivation*, p. 83

<sup>6</sup>Wina Sanjaya, *Curriculum and Learning: Theory and Practice of Educational Unit Level Curriculum Development (KTSP)*, cet. 6 (Jakarta: Prenadamedia Group, 2015), p. 249.

<sup>7</sup>Darmadi, *Development of Learning Models and Methods in Student Learning Dynamics*, cet.1 (Yogyakarta: CV Budi Utama, 2017), p. 300.

<sup>8</sup>Darmadi, *Model Development and...*, p. 303.

carried out randomly when accepting new students at MIN 15 Hulu Sungai Utara.<sup>9</sup>What causes the learning achievement of classes A and B to be higher compared to other classes? Is high learning achievement influenced by motivation?

Based on the background of the problem and the general picture described above, the researcher considers it necessary to research the "Correlation Between Student Motivation and Learning Achievement at MIN 15 Hulu Sungai Utara".

Based on the background of the problem above, the problem formulation in this research is whether there is a positive and significant correlation between student motivation and learning achievement at MIN 15 Hulu Sungai Utara?

Based on the problem formulation stated above, this research aims to determine the correlation between student motivation and learning achievement at MIN 15 Hulu Sungai Utara.

The following research hypotheses will be used in this research:

H0: There is no correlation between student motivation and learning achievement at MIN 15 Hulu Sungai Utara

H1: There is a correlation between student motivation and learning achievement at MIN 15 Hulu Sungai Utara.

## **LITERATURE REVIEW**

### **Motivation**

Motivation comes from the English word "motivation" which means encouragement or motivation. Motivation according to the term is a condition within a person that encourages the individual to carry out certain activities in order to achieve the desired goals.<sup>10</sup>Sadirman explained that motivation can be interpreted as a series of efforts to provide certain conditions, so that someone wants and wants to do something.<sup>11</sup>

Motivation according to the Big Indonesian Dictionary means the urge that arises in a person consciously or not to carry out an action with a certain goal. Motivation is also defined as an effort that can cause a person or certain group of people to be moved to do something because they want to achieve the desired goal or get satisfaction with their actions.<sup>12</sup>

The subject of the motivation verb in this subtitle is students, so the meaning of "motivation" is encouragement that can give rise to certain behavior that is directed towards achieving a certain goal.<sup>13</sup> Based on the explanation above, student motivation is a strong encouragement from students which is realized by certain actions to achieve the goals they want to achieve or to get satisfaction.

According to Sadirman, the characteristics of learning motivation are as follows:

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<sup>9</sup>Interview with Mrs. Mu'minatul Fitriah S.Pd.I as TU Staff at MIN 15 Hulu Sungai Utara on 05 April 2018, at 09:34.

<sup>10</sup> Eveline Siregar and Hartini Nara, *Learning and Learning Theory* (Bogor: Galia Indonesia, 2014), p. 49.

<sup>11</sup> Sadirman, AM, *Interaction and.....*, p. 75.

<sup>12</sup>Drafting Team, *Indonesian Dictionary* (Jakarta: Balai Pustaka, 2008), p. 1043.

<sup>13</sup>Wina Sanjaya, *Curriculum and Learning...*, p.250.

1. Diligently facing tasks (can work continuously for a long time, never stopping before completion).
2. Resilient in facing difficulties (does not give up quickly) does not need external encouragement to achieve the best possible performance (does not quickly become satisfied with the achievements he has achieved).
3. Shows interest in a variety of issues.
4. Prefer to work independently.
5. Quickly get bored with routine tasks (things that are mechanical, repetitive, so they are less effective).
6. Can defend his opinion (if he is sure about something).
7. It's not easy to let go of something you believe in.
8. Enjoys finding and solving problems.<sup>14</sup>

Slightly different from Sadirman, Hamzah B. Uno mentioned different indicators of learning motivation, which can be classified as follows:

1. There is passion and desire to succeed.
2. There is encouragement and need for learning.
3. There are hopes or aspirations for the future.
4. There is appreciation in learning.
5. There are interesting activities in learning.
6. There is a conducive learning environment, making it possible for students to study well.<sup>15</sup>

The functions of learning motivation are as follows:

1. Encourages humans to act, acting as a driving force or motor that releases energy. Motivation in this case is the driving force of every activity that will be carried out,
2. Determining the direction of action, namely towards the goal to be achieved. In this way, motivation can provide direction and activities that must be carried out in accordance with the stated goals.
3. Selecting actions, namely determining what actions must be done in harmony to achieve the goal, by setting aside actions that are not useful for the goal. For example, a student who is going to take an exam with the hope of passing, will of course carry out study activities and will not spend his time playing or reading comics, because it is not in line with his goals.<sup>16</sup>

### **Learning Achievement**

The word achievement comes from the Dutch word 'Prestasic' which means the result of effort.<sup>17</sup> According to the Big Indonesian Dictionary, achievement means the results that

<sup>14</sup> Sadirman, AM, Teaching and Learning Interaction and Motivation, p. 83.

<sup>15</sup> Hamzah B. Uno, Motivation Theory and Its Measurement: Analysis in the Education Sector (Jakarta: Bumi Aksara, 2011), p. 23.

<sup>16</sup> Sardiman, Interaction and..., p. 85.

<sup>17</sup> Darmadi, Model Development and..., p. 295.

have been achieved from what has been done, done, and so on.<sup>18</sup> Achievement is the result of a person's efforts. Achievement is a skill or concrete result that can be achieved in a certain period.<sup>19</sup>

According to the Indonesian dictionary, learning comes from the word "teach" which means instructions given to people so that they are known (followed), while learning means trying to know something; trying to gain knowledge (intelligence, skills).<sup>20</sup> Sadirman explained that learning is a change in behavior or appearance through a series of activities such as reading, observing, listening, and so on.<sup>21</sup>

Learning achievement is the result of educators' assessment of the learning process and student learning outcomes in accordance with instructional objectives regarding lesson content and expected behavior of students.<sup>22</sup>

Learning achievement is the ability that students have achieved in the assignment of tasks or learning material received within a period of time certain.<sup>23</sup> In general, learning achievements are found in report cards after students have carried out learning activities at school for a certain period of time, such as a quarter or semester. With learning achievements, teachers, students and parents will know the results achieved in learning or education.

Based on the definition above, it can be concluded that learning achievement is the result of educators' assessment of the abilities that students have achieved in accordance with instructional objectives relating to lesson content and expected behavior from students. A person's learning achievement is in accordance with a person's level of success in studying subject matter which is expressed in the form of grades or report cards for each field of study after experiencing the teaching and learning process. Student learning achievements can be known after an evaluation is held. The results of the evaluation will show whether student learning achievement is high or low.

According to Muhibbin Syah, in general the factors that influence student learning achievement are divided into three types, namely internal factors, external factors and learning approach factors.<sup>24</sup>

## **METHODS**

This research uses a quantitative approach with a non-experimental type of research. The research design used in this research is a correlational research design with survey methods. In accordance with the research design that will be used, the variables used in this research are as follows:

1. The independent variable is student learning motivation.

<sup>18</sup>Drafting Team, Language Dictionary..., p. 1213.

<sup>19</sup>Darmadi, Model Development and..., p.296.

<sup>20</sup>Language Center Dictionary Compilation Team, Indonesian Dictionary (Jakarta: Language Center, 2008), p. 24.

<sup>21</sup>Sadirman, AM, Interaction and....., p. 20.

<sup>22</sup>Reni Akbar, Acceleration (tp: Grasindo, tt), p. 116.

<sup>23</sup>Darmadi, Model Development and..., p. 299.

<sup>24</sup>Muhibbin Syah, Educational Psychology with a New Approach (Bandung: PT Teen Rosdakarya, 2001), p. 132.

2. The dependent variable is student learning achievement.

The population in this study were all students of MIN 15 Hulu Sungai Utara, while the sample to be studied was 23 students of class VI C MIN 15 Hulu Sungai Utara, consisting of 13 men and 11 women. The sampling technique used in this research is quota sampling. The data collection method uses a questionnaire method to collect data about learning motivation while learning achievement uses documentation techniques.

The following is a grid of the motivation questionnaire instruments used in the research:

**Table 1. Student Motivation Instrument Grid**

No	Indicator	Amount	Favourable	Unfavorable
1	Study diligently	8	1, 11, 21, 31	6, 16, 26, 36
2	Interest to learn	8	2, 12, 22, 32	7, 17, 27, 37
3	Independent	8	3, 13, 23, 33	8, 18, 28, 38
4	Self-confident	8	4, 14, 24, 34	9, 19, 29, 39
5	Enjoys solving problems in lessons	8	5, 15, 25, 35	10, 20, 30, 40
<b>Amount</b>		<b>40</b>	<b>20</b>	<b>20</b>

The motivation questionnaire instrument uses a scale that provides four alternative answers, namely: Agree (S), Doubtful (RR), Disagree (TS), positive statement scores are different from negative statement scores. The following are guidelines for scoring positive and negative statements.

**Table 2. Guidelines for Scoring Questionnaires for Positive and Negative Statements**

Statement	Questionnaire Score		
	SS	R	T.S
Positive (+)	3	2	1
Negative (-)	1	2	3

The following are guidelines for scoring a questionnaire instrument with a scale of 4 and 24 statements.

**Table 3. Motivation Questionnaire Instrument Scoring Guidelines**

Instrument Type	Question Weight	Number of Questions	Maximum Score	Minimum Score
Questionnaire	3	20	60	44

Determining the category of student motivation level can be done based on the obtained score divided by the maximum score then multiplied by 100, as in the formula below:

$$\text{Nilai akhir} = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

The scores obtained from the motivation questionnaire are then interpreted into student motivation scores using categories adapted from Zainal Arifin as follows:<sup>25</sup>

**Table 4. Interpretation of Motivation Questionnaire Results**

Mark	Motivational Qualifications
85 – 100	Very high
70 – 84	Tall
55 – 69	Enough
40 – 54	Low
25 – 39	Very low

Before the research was carried out, the instrument was first tested for validity and reliability. The validity test is carried out to determine whether the instrument used is valid or not, while the reliability test is carried out to determine the extent to which the measurement tool can be trusted or relied upon. The validity test in this research was carried out using the SPSS version 22 for Windows program with the test criteria if the item-total correlation is greater than 0.3 then the data is valid. Reliability testing also used the SPSS version 22 for Windows program with the Cronbach's Alpha model which was measured based on the Cronbach's alpha scale of 0 to 1.

### Validity test results

By using a total of 23 students as respondents, the rtable value can be obtained from the Pearson product moment r table with df (degree of freedom) = n-2, so df= 23-2= 21, then rtable= 0.352. The statement item is said to be valid if the value of rcount > rtable which can be seen from the corrected item Total Correlation. The output analysis can be seen below:

**Table 5. Motivation Questionnaire Validity Test Results**

Variable	R count	R table	Information
Statement 1	0.627	0.352	Valid
Statement 2	0.432	0.352	Valid
Statement 3	0.014	0.352	invalid
Statement 4	0.313	0.352	invalid
Statement 5	0.319	0.352	invalid
Statement 6	0.368	0.352	Valid
Statement 7	0.14	0.352	invalid
Statement 8	0.164	0.352	invalid
Statement 9	0.413	0.352	Valid

<sup>25</sup> Zainal Arifin, Learning Evaluation, Principles-Techniques-Procedures (Bandung: PT Teen Rosdakarya, 2012), p. 45.

Statement 10	0.114	0.352	invalid
Statement 11	0.249	0.352	invalid
Statement 12	0.098	0.352	invalid
Statement 13	0.37	0.352	Valid
Statement 14	0.195	0.352	invalid
Statement 15	0.247	0.352	invalid
Statement 16	0.52	0.352	Valid
Statement 17	0.174	0.352	invalid
Statement 18	0.408	0.352	Valid
Statement 19	0.416	0.352	Valid
Statement 20	0.413	0.352	Valid
Statement 21	0.414	0.352	Valid
Statement 22	0.185	0.352	invalid
Statement 23	0.032	0.352	invalid
Statement 24	0.226	0.352	invalid
Statement 25	0.123	0.352	invalid
Statement 26	0.408	0.352	Valid
Statement 27	0.246	0.352	invalid
Statement 28	0.529	0.352	Valid
Statement 29	0.359	0.352	Valid
Statement 30	0.529	0.352	Valid
Statement 31	0.48	0.352	Valid
Statement 32	0.278	0.352	invalid
Statement 33	0.078	0.352	invalid
Statement 34	0.467	0.352	Valid
Statement 35	0.39	0.352	Valid
Statement 36	0.245	0.352	invalid
Statement 37	0.486	0.352	Valid
Statement 38	0.383	0.352	Valid
Statement 39	0.352	0.352	invalid
Statement 40	0.383	0.352	Valid

Items that have been categorized as invalid items are excluded or not counted in the next questionnaire.

The reliability test can be seen in the Cronbach's Alpha value, if the Alpha value is > 0.60 then the statement construct is reliable. The Cronbach's Alpha value is 0.886 so above 0.60 it is reliable. This proves that the instrument in this research has an adequate level of validity and reliability.

The correlation test aims to test the relationship between two variables that can be seen at a significant level. If there is a relationship, we will look for how strong the relationship



is. The closeness of the relationship is expressed in the form of a correlation coefficient. This significant level is used to state whether two variables have a relationship with the following conditions:

If  $\text{Sig} > 0.05$  then  $H_0$  is accepted, meaning there is no relationship

If  $\text{Sig} < 0.05$  then  $H_0$  is rejected, meaning there is a relationship

The correlation coefficient value is a value used to measure the strength of a relationship between variables. The correlation coefficient has a value between -1 to +1. The nature of the correlation coefficient value is between plus (+) or minus (-). The meaning of correlation properties is:

- a. Positive correlation (+) means that if variable  $x_1$  experiences an increase then variable  $x_2$  will also experience an increase, and vice versa.
- b. Negative correlation (-) means that if variable  $x_1$  decreases then variable  $x_2$  will increase, and vice versa.

The nature of the correlation will determine the direction of the correlation. Correlation closeness can be grouped as stated in the following table.<sup>26</sup>

**Table 6. Correlation Closeness**

Large "r" Value	Product Moments	Correlation Closeness
0.00 to 0.20		Very weak
0.21 to 0.40		Weak
0.41 to 0.70		Strong
0.71 to 0.90		Very strong
0.91 to 0.99		Very strong
1		Perfect

## RESULT AND DISCUSSION

### Data Description

This research uses a correlational research design to determine the correlation between student motivation and learning achievement at MIN 15 Hulu Sungai Utara. The research subjects were 23 students in class VI C MIN 15 Hulu Sungai Utara.

Distribution of questionnaires was carried out on Friday 28 September 2018 starting at 08.40 – 09.50 WITA. Student learning motivation was measured by distributing a 20-item questionnaire.

The following is the distribution of motivation for class VI C students at MIN 15 Hulu Sungai Utara, as follows:

<sup>26</sup>V. Wiratna Sujarweni, SPSS for Research (Yogyakarta: Pustaka Baru, 2015), p. 127.

**Table 7. Frequency Distribution of Motivation for Class VI C MIN 15 HSU Students**

Mark	Motivational Qualifications	Frequency (f)	Percentage (%)
85 – 100	Very high	20	86.95
70 – 84	Tall	3	13.04
55 – 69	Enough	0	0
40 – 54	Low	0	0
25 – 39	Very low	0	0
<b>Total</b>		23	100

From the table above, it is clear that the learning motivation of students with very high motivation qualifications is 20 (86.95%) students and the learning motivation of students with high motivation qualifications is 3 (13.04%) of the 23 total students.

### Procedures and Data Analysis

The first stage of this research was to create a learning motivation scale using existing indicators and collect data on daily test scores for class VI C students. After that, the learning motivation scale was distributed to 23 subjects to determine the value of reliability and validity. Then the valid and reliable scale can be distributed to the subjects, namely students of class VI C MIN 15 Hulu Sungai Utara. Next, the data is analyzed using the product moment correlation test because this assessment tests the relationship between one variable and another variable and the type of interval data.

Before analyzing the data, the questionnaire instrument was first tested for validity. The validity of the questionnaire instrument was processed using the SPSS version 22 for Windows program, with  $N = 23$  and  $\alpha = 0.05$ , so the  $r$  table is 0,352. There were 40 items tested, and the results were 20 statement items that were valid and could be used in research. The reliability test of the learning motivation questionnaire was carried out using the Cronbach's Alpha method in the SPSS program. The results of the reliability test show that the items regarding learning motivation are reliable and can be used with a Cronbach's Alpha of  $0.886 \geq 0.6$ , meaning that the questionnaire instrument is reliable (can be trusted).

Based on the results of research that has been carried out, data shows that there are more subjects who have very high learning motivation 86.95% and subjects who had high learning motivation were 13.04%.

	X	Y
N	23	23
Valid		
Missing	0	0
Mean	54.00	83.87
Median	55.00	87.00
Mode	53a	87a
Std. Deviation	4,369	19,413

Variance		19,091	376,846
Minimum		44	0
Maximum		60	100
Percentiles	25	51.00	83.00
	50	55.00	87.00
	75	58.00	90.00

The descriptive results of student learning motivation data (variable standard deviation (standard deviation) = 4.369; minimum score (min) = 44 and maximum score (max) = 60. Meanwhile, the average score for student learning achievement (variable Y) is 83.87; standard deviation (standard deviation) = 19;413 minimum score (min) = 0 and maximum score (max) = 100.

		Motivation	Performance
Motivation	Pearson Correlation	1	.476*
	Sig. (2-tailed)		,022
	N	23	23
Performance	Pearson Correlation	.476*	1
	Sig. (2-tailed)	,022	
	N	23	23

Based on the results of data analysis and discussions that have been carried out, it was concluded that the majority of students' motivation was in the very high category, namely 86.95% of the 23 students. In the results of the product moment correlation test to determine the correlation between student motivation and learning achievement, a significance value of 0.022 was obtained. This value is less than 0.05, so H0 is rejected, then H1 is accepted, meaning that there is a significant correlation between motivation and learning achievement (because the sig value = 0.022). means <0.05 then H0 is rejected). So the correlation coefficient of student motivation with learning achievement is 0.476, which means it is strong. Thus, it can be concluded that there is a significant correlation between motivation and student learning achievement.

## CLOSING

Based on the results of data analysis and discussions that have been carried out, it was concluded that the majority of students' motivation was in the very high category, namely 86.95% of the 23 students. In the results of the product moment correlation test to determine the correlation between student motivation and learning achievement, a significant value of 0.022 was obtained. This value is less than 0.05, so H0 is rejected, then H1 is accepted, meaning that there is a significant correlation between motivation and learning achievement (because the sig value = 0.022). means <0.05 then H0 is rejected). So,

the correlation coefficient of student motivation with learning achievement is 0.476, which means it is strong. Thus, it can be concluded that there is a significant correlation between motivation and student learning achievement.

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