

# Contribution of Religious Motivation and Learning Behavior to Academic Achievement of Eleventh Grade Students

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doi: 10.17977/um065.v5.i4.2025.10

## Article history

Submitted: 27 April 2025

Revised: 8 May 2025

Accepted: 9 May 2025

Published: 10 May 2025

## Keywords

Learning behavior

Motivation

Student achievement

## Abstract

The purpose of this research is to determine the contribution of religious motivation and learning behavior to student achievement. The approach used was non-experimental quantitative with a correlational design on 120 students selected using cluster random sampling. The research instruments used have been tested for validity and reliability. The religious motivation scale has a Cronbach Alpha value of 0.833 in the very high category and the learning behavior scale has a Cronbach Alpha value of 0.680 in the high category. Learning achievement uses the average Even Semester Final Exam report card score for the 2022/2023 academic year. Data analysis used multiple regression techniques which showed an R Square value of 0.144, meaning that the two variables contributed 14.4% to the student achievement variable. The research results show; (1) religious motivation contributes to the achievement of eleventh-grade students, (2) learning behavior contributes to the achievement of eleventh-grade students, (3) religious motivation and learning behavior contribute to the achievement of eleventh-grade students. Teachers need to guide students to increase religious motivation and learning behavior to achieve the desired learning achievements.

## 1. Introduction

In education, various experiences impact each student, influencing their learning outcomes. One notable phenomenon is related to learning behavior. For instance, at public middle school Sembalun, several issues have been identified among students, such as low participation in teaching and learning activities, lack of interest in studying, inconsistent learning habits, and other negative behaviors during academic activities. These factors contribute to low midterm exam scores, with many students failing to meet the minimum competency standards. A key factor underlying these low scores is poor learning habits and behavior.

Moreover, in South Bengkulu Regency, Indonesia, even though several Islamic-based schools implement religious activities such as congregational Dhuha and Dhuhr prayers, extracurricular activities in Quranic recitation, and calligraphy issues persist. Some students still roam around during prayer times, skip extracurricular activities, and hide in the canteen during religious sessions. This situation highlights the need for schools to provide better guidance to align students' actual behavior with expected religious and academic standards (Dewi, 2017).

This phenomenon is further supported by interviews with school counselor at state Islamic high school 1 Malang City. According to them, diverse learning behaviors among students significantly impact their academic performance and classroom engagement. Students who demonstrate positive learning behaviors tend to achieve better academic results, while those exhibiting poor behaviors often underperform. Examples include students requesting permission to go to the bathroom or leave class but instead visiting the canteen, neglecting assignments, and engaging in side conversations during lessons. Furthermore, differences in students' backgrounds and environments result in varying levels of religious motivation, which in turn influence their academic achievement.

The preliminary studies discussed above are relevant to the research conducted by Afrianti and Imamuddin (2022), which demonstrated that religious intelligence is associated with students' learning outcomes. Similarly, Dewi (2017) found that the regression coefficient for students' religiosity scores was positive, with a coefficient value of 0.387. This indicates that an increase in religiosity corresponds to an increase in students' learning motivation. Furthermore, the coefficient of determination was calculated at 0.668 or 66.8%, suggesting that religiosity significantly contributes to and aligns with students' learning motivation.

Research by Tamala et al. (2022) also supports these findings, indicating that learning behavior has a positive and significant effect on learning achievement, with an influence rate of 16.2%. The coefficient of determination for learning behavior was reported at 0.482 or 48.2%, highlighting the important role of learning behavior in academic success.

One of the essential factors students must possess to improve their academic achievement is motivation (Dalyono, 2015). Each student exhibits a different level of motivation, and a fundamental factor influencing this motivation is their religious understanding, as reflected in their attitudes and behaviors within their environment. In line with Amin's (2020) study, students who possess strong religious motivation are better able to regulate their behavior toward positive actions that lead to beneficial outcomes. Such positive behavior is often reflected in achievements across various environments, including the school setting.

In addition to motivation, learning behavior is another key factor influencing academic achievement. Rampengan (as cited in Wulandari, 2014) explained that learning behavior refers to habitual learning actions that, when repeated consistently, develop into spontaneous responses during learning activities. Individuals vary in their perspectives and behaviors toward the learning process, and the learning behaviors they adopt directly impact the effectiveness of the learning process and the academic achievement they attain (Yulianti & Fitri, 2017).

Schools play a significant role in achieving the objectives and functions of education. The development of knowledge, skills, and success in attaining academic achievement is largely facilitated through students' learning experiences at school. The measurement of learning achievement is essential, as strong academic performance indicates effective learning outcomes, while poor achievement reflects otherwise. According to Marsun and Martaniah (2019), learning achievement refers to the results obtained by students in mastering the material taught and experiencing satisfaction with their level of understanding. Similarly, Syah (2014) defines learning achievement as the degree of success students attain in meeting the objectives established by the educational program.

Religious motivation and learning behavior can act as both supports and obstacles for students. When these problems are not properly addressed, they may hinder the completion of developmental tasks and the attainment of student independence competencies, ultimately affecting learning achievement. Based on previous research, it has been shown that learning achievement is influenced by religious motivation and learning behavior. Therefore, it is necessary to further investigate contribution of religious motivation and learning behavior to the achievement of eleventh grade students.

The novelty of this research lies in the integration of three variables, religious motivation, learning behavior, and student achievement into a single study, an approach that has not been previously explored. The objectives of this study are to: (1) examine the contribution of religious motivation to student achievement, (2) examine the contribution of learning behavior to student achievement, and (3) determine the combined contribution of religious motivation and learning behavior to the academic achievement of eleventh grade students.

## 2. Method

This study employed a non-experimental quantitative approach with a correlational design to determine the contribution of religious motivation ( $X_1$ ) and learning behavior ( $X_2$ ) to student achievement ( $Y$ ). The population consisted of all eleventh grade students at state Islamic high school 1 Malang City. A sample of 120 students was selected using the cluster random sampling technique, which involves randomly selecting groups within the population.

The research instruments included a religious motivation scale and a learning behavior scale. The religious motivation scale was adapted from Atmoko et al. (2022), based on An-Naisaburi's theory. Meanwhile, the learning behavior scale was developed by the researcher, referring to the aspects of learning behavior realization as outlined by Shah (2014). Both instruments were tested for validity and reliability. The validity tests showed that both scales met the required standards, as indicated by the correlation values exceeding the critical R-value.

The reliability tests yielded an alpha coefficient of 0.833 for the religious motivation scale, indicating a very high level of reliability, and 0.680 for the learning behavior scale, indicating a high level of reliability. Student achievement was measured using report card scores from the Even Semester Final Examination for the 2022/2023 academic year. Data were analyzed using descriptive statistics and multiple regression analysis. Prior to hypothesis testing, prerequisite tests were conducted to ensure the assumptions for regression analysis were met.

### 3. Results and Discussion

#### 3.1. Descriptive Analysis Results

Regarding the religious motivation variable, it was found that, of the 120 eleventh grade students, 98 students (82%) fell into the category of high religious motivation, with a very high level of interpretation. Conversely, 22 students (18%) were classified into the moderate religious motivation category, with a very low level of interpretation. These results suggest that the religious motivation level of eleventh grade students is generally high.

In the learning behavior variable, of the 120 eleventh grade students, 34 students (28%) were categorized as exhibiting high learning behavior, with a low level of interpretation. The remaining 86 students (72%) were classified as having moderate learning behavior, characterized by a high level of interpretation. Therefore, it can be concluded that the learning behavior level of eleventh grade students is moderate.

For the learning achievement variable, 89 students (74%) were placed in the high achievement category, with a substantial level of interpretation. In contrast, 16 students (13%) were categorized as having medium learning achievement, with a minimal level of interpretation, and 15 students (13%) were classified under low achievement, also with a minimal level of interpretation. These findings indicate that the academic achievement level of eleventh grade students is relatively high.

#### 3.2. Prerequisite Test Results

For the three research variables, religious motivation, learning behavior, and learning achievement, the significance values obtained were all greater than 0.05. Specifically, the religious motivation variable had a significance value of 0.130, the learning behavior variable had a significance value of 0.291, and the learning achievement variable had a significance value of 0.200. Based on these results, it can be concluded that the research data is normally distributed.

In the linearity test, the results indicated that there is a linear relationship between the independent and dependent variables. According to the guidelines, if the Deviation from Linearity is greater than 0.05, the relationship is considered linear. Additionally, if the calculated F-value is smaller than the F-table value, the relationship is also linear. For the relationship between religious motivation and learning achievement, the Deviation from Linearity significance value was 0.077 ( $>0.05$ ) and the F-calculated value was 1.964 ( $<3.92$ ). For the relationship between learning behavior and learning achievement, the Deviation from Linearity significance value was 0.468 ( $>0.05$ ) and the F-calculated value was 1.002 ( $<3.92$ ). These results demonstrate that the research data meet the linearity test criteria.

In the multicollinearity test, the results showed that the data were free from multicollinearity. This was evidenced by tolerance values greater than 0.10 and a VIF value below 10.00 (Riduwan, 2013). Specifically, the religious motivation and learning behavior variables had tolerance values of 0.844 and VIF values of 1.185, respectively. Therefore, the research data passed the multicollinearity test.

Finally, in the heteroscedasticity test using a scatter plot pattern with SPSS Statistics 25, the results indicated that there was no heteroscedasticity in the data for the three variables—religious motivation, learning behavior, and learning achievement. The scatter plot revealed that the data did not follow a specific pattern and were evenly distributed, indicating the absence of heteroscedasticity (Riduwan, 2013).

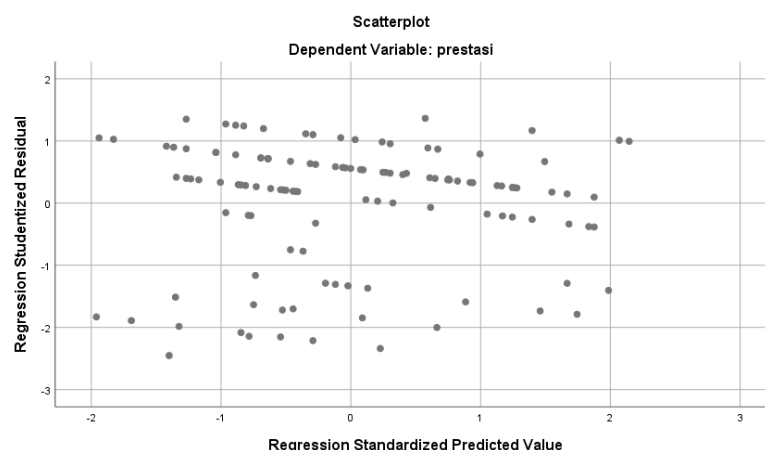


Figure 1. Scatter Results of the Heteroscedasticity Test plot

### 3.3. Regression Analysis Test Results

**Tabel 1. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.379 <sup>a</sup>	.144	.129	.8049

a. Predictors: (Constant), learning behavior, religious motivation

Based on the results presented in Table 1, the multiple regression analysis reveals an R Square value of 0.144. This indicates that the variables of religious motivation ( $X_1$ ) and learning behavior ( $X_2$ ) account for 14.4% of the variance in student achievement (Y), while the remaining 85.6% is influenced by other factors not included in this study. Using the effective contribution formula, it was determined that the religious motivation variable contributed 7.4% to learning achievement, while the learning behavior variable accounted for 7% of the variance in learning achievement.

**Tabel 2. ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.140	2	4.070	5.926	.004 <sup>b</sup>
	Residual	80.358	117	.687		
	Total	88.498	119			

a. Dependent Variable: student achievement

b. Predictors: (Constant), learning behavior, religious motivation

Based on the results presented in Table 2, the F test examining the influence of religious motivation ( $X_1$ ) and learning behavior ( $X_2$ ) on learning achievement (Y) yielded a significance value of 0.004 ( $< 0.05$ ) and a calculated F-value of 5.926 ( $> F$ -table value of 3.07). These results indicate that  $H_1$  is accepted and  $H_0$  is rejected, as there is a significant simultaneous influence of the variables of religious motivation ( $X_1$ ) and learning behavior ( $X_2$ ) on learning achievement (Y).

**Tabel 3. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	86.088	1.040		82.778	.000
	learning behavior	.049	.016	.263	3.060	.003
	religious motivation	.045	.015	.254	2.962	.004

a. Dependent Variable: student achievement

Based on the results presented in Table 3, the T-test examining the influence of the religious motivation variable ( $X_1$ ) on learning achievement (Y) revealed a significance value of 0.003 ( $< 0.05$ ) and a calculated t-value of 3.060 ( $> t$ -table value of 1.981). These results indicate that  $H_1$  is accepted and  $H_0$  is rejected, meaning that religious motivation ( $X_1$ ) significantly contributes to learning achievement (Y). Similarly, the results of the T-test examining the influence of the learning behavior variable ( $X_2$ ) on learning achievement (Y) showed a significance value of 0.004 ( $< 0.05$ ) and a calculated t-value of 2.962 ( $> t$ -table value of 1.981). These findings also lead to the conclusion that  $H_1$  is accepted and  $H_0$  is rejected, indicating that learning behavior ( $X_2$ ) significantly contributes to learning achievement (Y).

### 3.4. The Contribution of Religious Motivation to Student Achievement

The results of the descriptive analysis of religious motivation indicate that most students exhibit a relatively high level of religious motivation, with 82% falling into the high category, while the remaining 18% are classified as having medium religious motivation. Regarding learning achievement, most students also demonstrate a relatively high level, with 74% categorized as high achievers, while 13% are classified as medium achievers, and 13% are categorized as low achievers. These results suggest that most students display both high religious motivation and high learning achievement.

Students' religious motivation is relatively high because they are guided by the principle that seeking the pleasure of Allah is crucial in their learning process. Students engage in learning activities to enhance their understanding of worship, encourage their peers to perform good deeds, engage in practices that bring them closer to Allah, and avoid actions that are contrary to religious teachings. This behavior positively influences their learning achievement, as reflected in their report card scores, with each student's average score being 90 or above. Based on the descriptive analysis interval, students in this category are classified as high achievers.

In the multiple regression analysis, the research hypothesis was supported by the findings, which indicated that religious motivation significantly influences learning achievement. Religious motivation is a key factor in

achieving student learning outcomes. Students with either high or moderate religious motivation demonstrate an impact on their learning achievement. Specifically, religious motivation contributed 7.4% to learning achievement, while 92.6% was influenced by other factors.

According to Dalyono (2015), there are two primary factors influencing learning achievement: internal and external factors. Motivation is one of the internal factors that significantly affects student learning outcomes. Other internal factors that contribute to learning achievement include intelligence, interest, creativity, physical health, and stable psychoemotional conditions. External factors, on the other hand, include the physical environment of the school, the social environment of the classroom, and the family environment.

Previous studies have also examined the relationship between religious motivation and learning achievement. Dewi (2017) found that religious motivation is positively correlated with student learning achievement. The regression coefficient analysis revealed that an increase in religiosity values leads to higher learning motivation, which in turn affects students' academic performance. Dewi (2017) further emphasized that while motivation is linked to learning achievement, other factors, such as social support and effective communication with peers, also play a role. A positive and enjoyable learning atmosphere can further enhance students' motivation, thereby improving their learning outcomes.

Similarly, the findings of Amin (2020) indicated that the level of students' religiosity motivation, classified as moderate, has a significant effect on their learning achievement. In his study, religious values are not only taught during formal learning hours but are also reinforced through extracurricular activities within the school environment, such as the implementation of *dhuha* prayers, *istighotsah*, and congregational obligatory prayers. The school environment, as an external factor, plays a vital role in fostering religious motivation, which in turn encourages students to achieve academic success.

Based on the above explanation, the findings demonstrate a strong influence of religious motivation on student learning achievement. In this study, it was found that religious motivation significantly contributes to learning achievement, thereby supporting the hypothesis that religious motivation positively impacts student academic performance.

### 3.5. The Contribution of Religious Motivation to Student Achievement

Based on the results of the descriptive analysis of learning behavior, it was found that most students exhibit a moderate level of learning behavior, accounting for 72% of the sample, while the remaining 28% are classified as having high learning behavior. Regarding learning achievement, most students demonstrate relatively high levels of achievement, with 74% falling into this category. The remaining 13% are classified as medium, and another 13% as low achievers. These results indicate that, on average, students exhibit a moderate level of learning behavior and a high level of learning achievement.

The moderate classification of student learning behavior suggests that it is neither exceptionally high nor low. This can be attributed to the fact that some students prefer studying in groups, while others choose independent learning. In teaching and learning activities, common behaviors observed include taking notes during lectures, listing school assignments, asking questions when unclear about the material, utilizing free time for study, and summarizing the material at the end of each session. These behaviors positively influence students' learning achievements, as reflected in their average report card scores, which are generally 90 and above. In the descriptive analysis, students achieving such scores are classified as high achievers.

The multiple regression analysis indicates that the research hypothesis is supported, showing that learning behavior has a significant effect on learning achievement. Learning behavior is an important factor contributing to students' academic success. Students with high and moderate learning behaviors are more likely to achieve better results. In this study, learning behavior was found to contribute 7% to learning achievement, with the remaining 93% influenced by other factors.

Dalyono (2015) stated that internal factors influencing learning achievement include intelligence, interest, creativity, physical health, and psychoemotional conditions. Djaali (2019) further identified two additional internal factors, namely learning behavior and self-concept. Learning behavior is one of the factors that significantly affects learning achievement; however, there are also many other factors that contribute, including external factors related to the school environment, home environment, and community context.

Previous research has indicated that learning behavior is positively correlated with learning achievement. For instance, Manurung (2017) found a significant positive correlation between learning behavior and academic success in students. The learning behaviors referred to in this study include activities such as studying at home, reading books, preparing for exams, visiting the library, and engaging during the teaching and learning process. It is emphasized that at the outset of learning, students need to develop awareness and understanding of the

goals to be achieved. This, in turn, fosters positive and enjoyable learning behaviors that contribute to better learning outcomes.

Furthermore, Murti (2019) reported a strong relationship between learning behavior and learning achievement, with a correlation of 98%. The learning behavior in question involves consistent and regular attitudes demonstrated during the teaching and learning process. Students who exhibit positive learning behaviors are more likely to face challenges with determination and work towards achieving their academic goals (Arta & Witurachmi, 2017).

Based on the above findings, it is evident that learning behavior has a significant influence on learning achievement. The results of this study support the notion that learning behavior contributes to students' learning achievements.

### 3.6. The Contribution of Religious Motivation and Learning Behavior to Student Achievement

Based on the results of the regression analysis of the variables of religious motivation, learning behavior, and learning achievement, the research hypothesis was accepted, as both religious motivation and learning behavior contribute to student achievement. Religious motivation and learning behavior accounted for 14.4% of the variance in learning achievement, while 85.6% of the variance was influenced by other factors not covered in this study. It can be concluded that the level of students' learning achievement is influenced by their religious motivation and learning behavior. Students with high levels of religious motivation and learning behavior tend to have high academic achievement, while students with low levels of these factors generally exhibit lower learning achievements.

The results of the student personal data questionnaire further indicate that environmental and peer factors also play a significant role in influencing learning achievement. Some students choose to study during free periods and engage in group discussions to enhance their understanding of the material. This approach supports students' concentration and comprehension, which, in turn, impacts their learning outcomes. Therefore, it can be inferred that students' learning achievement is influenced by both religious motivation and learning behavior.

The study used data from students' Final Semester Exam report cards to measure learning achievement. The scores obtained by students, whether high or low, are influenced by religious motivation and learning behavior, as these factors contribute to students' performance in various assessments. Report card scores reflect an accumulation of results from assessments such as daily exams, mid-semester exams, and the final semester exams. According to Dariyo (2013), report card scores are the result of a cumulative assessment of students' performance, including daily exams, mid-semester exams, and final exams. Putra and Putri (2018) further emphasize that report card assessments encompass competencies assessed through written or oral tests, as well as non-test evaluations such as attitude and task observations. It can be asserted that religious motivation and learning behavior significantly affect the learning achievement of students. This study contributes to the growing body of research by demonstrating the impact of these factors on student performance.

## 4. Conclusion

Based on the explanation of the variables of religious motivation, learning behavior, and learning achievement, it can be concluded that (1) religious motivation contributes to the achievement of eleventh-grade students, meaning that the level of religious motivation possessed by students is a causative factor in achieving learning achievements, (2) learning behavior contributes to the achievement of eleventh-grade students, meaning that the level of learning behavior possessed by students is a causative factor in achieving learning achievements, and (3) religious motivation and learning behavior together contribute to the achievement of eleventh-grade students, meaning that both religious motivation and learning behavior are influential factors in achieving learning achievement. School counselors are advised to pay attention to religious motivation and learning behavior as an effort to improve student learning achievement through counseling services. For future researchers, it is recommended to explore additional variables that affect learning motivation and to conduct research with a broader sample, so that the results can be generalized to high school students at the same level.

## Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

## Funding

No funding support was received.

## Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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