

Determining Factors of Student Learning Achievement

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ABSTRACT

The COVID-19 pandemic has had an impact on various aspects. One of them is the education sector. The pandemic condition has consequences for changing the lecture system, from conventional to all-digital, so it is very important to assess student achievement. This study aims to determine the learning achievement in students of the Study Program of Sharia Economic Law STAIN Majene. This study uses a quantitative approach. The population in the study were all students of the Study Program of Sharia Economic Law STAIN Majene, amounting to 531 people. Sampling was done using a sample size calculator, and the number of samples was 224 people. The research instrument used an online questionnaire which was distributed to students and then documented. The data were then analyzed using ordinal regression test with t test to see the determinants of student achievement. The results showed that the factors that have an influence on student achievement are aspects of the way parents educate their children, aspects of interests and talents and aspects of discipline. While the psychological aspect has no influence on student achievement. Through this research, it is suggested that parents can continue to be involved in the development of a child and carry out their functions as parents. Likewise, the campus should continue to provide supervision, guidance and motivation to students so that students can maintain their discipline and interest in learning so that their learning performance will also continue to increase.

Keywords : Determining Factors; Learning Achievement; Pandemic

INTRODUCTION

The COVID-19 pandemic has an impact on various aspects. One of them is the education sector. At the higher education level, the implementation of lectures before the emergence of the Corona virus was a face-to-face learning system. With the spread of the Corona virus to various parts of the world, including Indonesia, the implementation of such lectures (face to face) must receive further study. Physical contact between students and their peers, even with lecturers, should be minimized. In other words, areas or areas that are included in the red zone, lecture activities must be carried out without face-to-face (Firman & Rahayu, 2020).

The pandemic condition has consequences for changing the lecture system, from conventional to all-digital. Digitalization-based lectures are lectures with internet access that allow lectures to be carried out without having to meet face-to-face. A person can interact with others without having to be in the same place. Lecturers and students can carry out lectures in different places and spaces (Moore, Dickson-Deane, & Galyen, 2011). This is in line with research conducted by (Zhang, Zhao, Zhou, & Jay, 2004), that advances in digital technology can change the order of knowledge delivery, from traditional classes to virtual classes.

However, lectures using virtual classes also have other impacts. Quoted from Kompas.com (2020), several things or problems that become obstacles when lectures are carried out online, namely; unstable network which has an effect on ineffective material acceptance by students, additional costs that must be incurred to buy data packages, and many assignments from lecturers. These various impacts will certainly affect student achievement.

Based on the various things above, the authors are interested in carrying out research with the title “Determining Factors of Student Achievement in Study Program of Sharia Economic Law STAIN Majene”

METHOD

This research is a research with a quantitative approach. The population in this study were all students of the Study Program of Sharia Economics Law STAIN Majene, which opened 531 people. Sampling was done using a sample size calculator, with a total sample of 224 people. Due to the pandemic period, this research instrument uses a questionnaire distributed online to students and documentation. The data was then analyzed using ordinal with *t-test* regression to see the determinants of student achievement. For the categorization of the dependent variable, namely learning achievement is measured by looking at the GPA value, namely with praise (*cum laude*) if the GPA score is 3.51-4.00, very satisfying if the GPA score is 3.01-3.50, satisfactory if the GPA is 2.76 - 3.00 and enough if 2.50 – 2.75. As for the independent variables, namely aspects of how to educate their children, psychological aspects, aspects of interest and aspects of discipline, if the statement is positive then the scoring is always = 4, often, 3, sometimes = 2 and never = 1 and vice versa if the statement is a negative.

RESULTS AND DISCUSSION

Result

This study uses quantitative data obtained from students of the Islamic Economics Law Study Program STAIN Majene. The number of respondents in this research is 224 students. The data obtained describe the determinants of student achievement. There are two independent variables in this study, namely external factors (aspects of the way both parents educate their children) and internal factors (aspects of psychological conditions, aspects of talents and interests, and aspects of discipline). The dependent variable or the dependent variable is student learning achievement. For the categorization of student learning achievement, it is measured by looking at the GPA value, namely with praise (*cum laude*) if the GPA score is 3.51-4.00, very satisfying if the GPA score is 3.01-3.50, satisfactory if the GPA is 2.76 - 3.00 and enough if 2.50 – 2.75. Analysis using ordinal logistic regression.

1. Univariate Analysis**(a) Characteristics of Respondents****Table 1**
Characteristics of Respondents

Characteristics of Respondents	Total (n)	Percentage (%)
Gender		
Male	83	37,1
Female	141	62,9
Father's Occupation		
Not Working	11	4,9
Self-Employed	43	19,2
Civil Servant	35	15,6
Driver	4	1,8
Farmer/Breeder	117	52,2
Labour	7	3,1
Other	7	3,1
Mother's Occupation		
Not Working/Housewife	155	69,2
Civil Servant	11	4,9
Honorary Teacher	16	7,1
Merchant/Self-Employed	25	11,2
Farmer/Breeder	15	6,7
Other	2	0,9
Father's Last Education		
No School	39	17,4
Graduated Elementary School	11	4,9
Graduated Junior High School	9	4,0
Graduated Senior High School	131	58,5
Graduated University	34	15,2
Mother's Last Education		
No School	31	13,8
Graduated Elementary School	24	10,7
Graduated Junior High School	15	6,7
Graduated Senior High School	116	51,8
Graduated University	31	13,8

Characteristics of Respondents	Total (n)	Percentage (%)
Father's Income		
< Rp. 1.000.000-	110	49,1
Rp.1.000.000-2.000-000	60	26,8
Rp.2.001.000-3.000.000	33	14,7
>Rp.3.000.000	21	9,4
Mother's Income		
< Rp. 1.000.000-	170	75,9
Rp.1.000.000-2.000-000	19	8,5
Rp.2.001.000-3.000.000	22	9,8
>Rp.3.000.000	13	5,8

Source: Primary Data, 2021 (processed)

Table 1. Shows that the number of female respondents is more than that of men, namely 141 people (62.9%). The father's occupation was the most as a farmer/breeder as many as 117 respondents (52.2%), while the mother's occupation was the most as housewife/not working as many as 115 respondents (69.2%) (58.5%), a there were 39 people who did not go to school (17.4%) while for the most recent education mothers also graduated from high school, namely 116 people (51.8%) while those who did not go to school were 31 people (13.8%) . For the father's income, the most were < Rp. 1,000,000, namely 110 people (49.1%) while those > Rp. 3,000,000 were only 21 people (9.4%) while for the mother's income the most income was < IDR 1,000,000 as many as 170 people (75.9%) while those > IDR 3,000,000 only 13 people (5.8%).

Table 2
Distribution of Respondents Based on Socio-Economic

Socio-Economic	Total (n)	Percentage (%)
Ownership of Refrigerator		
Do not have	73	32,6
Rp. 1.000.000 – Rp. 1.500.000	99	44,2
Rp. 1.600.000 – Rp. 2.000.000	49	21,9
>Rp. 2.000.000	3	1,3
Ownership of Washing Machine		
Do not have	124	55,4
Rp. 1.000.000 – Rp. 1.500.000	65	29,0
Rp. 1.600.000 – Rp. 2.000.000	18	8,0
>Rp. 2.000.000	17	7,6
Ownership of Motorcycle		
Do not have	40	17,9
Rp. 2.500.000 – Rp. 5.000.000	69	30,8

Socio-Economic	Total (n)	Percentage (%)
Rp. 5.100.000 – Rp. 10.000.000	38	17,0
>Rp. 10.000.000	77	34,3
Ownership of Handphone		
< Rp. 500.000	24	10,7
Rp.600.000-1.500.000	109	48,7
Rp.1.600.000-2.000.000	72	32,1
>Rp 2.000.000	19	8,5
Father's Culture		
Mandar	200	89,3
Bugis	17	7,6
Makassar	2	0,9
Java	2	0,9
Other	3	1,3
Mother's Culture		
Mandar	192	85,7
Bugis	22	9,8
Makassar	7	3,1
Java	0	0
Other	3	1,3

Source: Primary data, 2021 (processed)

Table 2. Shows that there are 73 respondents (32.6%) who do not have a refrigerator and most of them have a refrigerator with a price of Rp. 1,000,000-Rp. 2,000,000 as many as 99 respondents (44.2). For ownership of washing machines, most of them do not have, namely 124 respondents (55.4%) and most of them have washing machines with a price of Rp. 1,000,000-Rp.2,000,000 as many as 65 respondents (29.0%). As for the motor ownership variable, only 40 respondents (17.9%) did not. For communication, most have and at most the price is Rp. 600,000 – Rp. 1,500,000 as many as 109 respondents (48.7%). For cultural variables, almost all of the respondents' fathers and mothers came from mandar culture.

(b) Dependent Variable (Student Learning Achievement)

Table 3
Distribution of Respondents Base on Learning Achievement Category

Learning Achievement Category	Total (n)	Percentage (%)
With Praise (cumlaude)	125	55,0
Very Satisfactory	82	36,6
Satisfactory	7	3,1

Enough	10	4,5
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Source: Primary data, 2021 (processed)

Table 3. Shows students in the learning achievement category with honors as many as 125 respondents (55.0%), for the satisfactory category there are 7 people (3.1%) while students in the sufficient category are 10 people (4.5 %). If seen from the table, some respondents have good learning achievements, which are mostly in the category with *cumlaude* and very satisfying.

(c) Independent Variable

1. Aspect of the way parents educate their children

Table 4.
Distribution of Respondents Answer Based on the Way Parents Educate Their Children

Statements	TP		KD		SR		SL		Mean
	n	%	n	%	n	%	n	%	
Give attention and empathy when there is a problem	3	1,3	20	8,9	31	13,8	170	75,9	3,64
Sufficient tuition fees	0	0,0	29	12,9	12	5,4	183	81,7	3,69
Teaches about social life procedures	0	0,0	7	3,1	55	24,6	162	72,3	3,69
Teaches mutual respect in society	0	0,0	4	1,8	30	13,4	190	84,4	3,83
Teaches manners towards everyone	0	0,0	0	0,0	16	7,1	208	92,9	3,39
Giving enthusiasm or motivation when you fail	3	1,3	2	0,9	41	18,3	178	79,5	3,76
Give praise when you get good grades	5	2,2	22	9,8	50	22,3	147	65,6	3,51
Angry when getting a bad score	10	4,5	32	14,3	49	21,9	133	59,4	3,36
Remind if negligent in worship	0	0,0	1	0,4	26	11,6	197	87,9	3,88
Remind to pray before doing something	0	0,0	1	0,4	47	21,0	176	78,6	3,78

Note: SL = Always, SR = Often, KD= Sometimes, TP= Never

Source: Primary data, 2021 (processed)

Based on Table 4. Answers regarding the habits of parents in educating their children, generally respondents answered always, meaning that parents always educate their children. The largest mean was obtained on questions regarding attention in reminding to worship, which was 3.88 while the lowest mean was obtained on statements about parents getting angry when their children got bad grades. This is probably because parents are busy at work so they pay less attention when their children get bad grades on campus.

2. Aspects of Psychological Conditions

Table 5
Distribution of Respondents' Answers Based on Psychological Conditions

Statement	TP		KD		SR		SL		Mean
	n	%	n	%	n	%	n	%	
Feeling difficult to sleep thinking about college assignments	34	15,2	43	19,2	46	20,5	101	45,1	2,99
Dizziness due to confusing lecture material	19	8,5	39	17,4	92	41,1	74	33,0	2,99
Feeling excited when studying difficult lectures	11	4,9	82	36,6	26	11,6	105	46,9	3,00
Able to control anger towards difficulties facing assignments	0	0,0	44	19,6	49	21,9	131	58,5	3,39
Being alone when not passing certain courses	1	0,4	14	6,3	36	16,1	173	77,2	3,70
Feeling sad if the score is not as expected	71	31,7	40	17,9	26	11,6	87	38,8	2,58
Easily forgets the material presented by the lecturer	11	4,9	47	21,0	98	42,8	68	30,4	3,00
Able to concentrate on all subjects	0	0,0	64	28,6	54	24,1	106	47,3	3,19
Studying on campus without burden	0	0,0	34	15,2	61	27,2	129	57,6	3,42
Not used to procrastinating	3	1,3	69	30,8	33	14,7	119	53,1	3,20

Note: SL = Always, SR = Often, KD= Sometimes, TP= Never

Source: Primary data, 2021 (processed)

Based on Table 5. Respondents' answers regarding their psychological condition generally answered always. The largest mean was obtained in the statement that they were alone when they did not pass a certain course with a mean of 3.70 while the lowest mean was obtained in the statement that they felt sad if the scores they got were not in line with expectations. That is, most

of the students feel usually alone when they do not pass a certain course, but only a small percentage of those who answer with a statement feel sad if their grades are not as expected.

3. Aspects of Interests and Talents

Table 6
Distribution of Respondents' Answers Based on Interests and Talents

Statement	TP		KD		SR		SL		Mean
	n	%	n	%	n	%	n	%	
I like new things	0	0,0	30	13,4	50	22,3	224	64,3	3,51
Likes to learn by using media	4	1,8	13	5,8	41	18,3	166	74,1	3,65
Enjoys learning that is relaxed and not tense	0	0,0	13	5,8	17	7,6	194	86,6	3,81
Likes lecturers who use technology	0	0,0	34	15,2	44	19,6	146	65,2	3,50
Likes lectures with computers and projectors	3	1,3	56	25,0	43	19,2	122	54,5	3,27
Talented ones who will succeed in college	31	13,8	52	23,3	51	22,8	90	40,2	2,89
Lectures are important for life	31	13,8	52	23,2	51	22,8	90	40,2	2,89
I will study at night to prepare for tomorrow's lecture	0	0,0	25	11,2	60	26,8	139	62,1	3,51
I feel that college is not in accordance with my interests and talents	96	42,9	96	42,9	80	35,7	48	21,4	1,79
I use the computer every day	134	59,8	64	28,6	23	10,3	3	1,3	1,53

Note: SL = Always, SR = Often, KD = Sometimes, TP = Never

Source: Primary data, 2021 (processed)

Based on Table 6. Respondents' answers regarding aspects of their interests and talents generally answered always. The largest mean was obtained on the statement that they liked to learn using the media (mean 3.65) and they were happy with relaxed and not stressful learning (3.81) while the lowest mean was obtained on the statement that they felt that college was not in accordance with my interests and talents (mean 1, 79) and daily computer use (mean 1.53). That is, most of the students feel like learning by using media with relaxed and not stressful learning, but there are also those who still think that college is not in accordance with their interests and talents.

4. Aspects of Discipline

Table 7

Distribution of Answers Respondents by Disciplinary Aspect

Statement	TP		KD		SR		SL		Mean
	n	%	n	%	n	%	n	%	
Sign lecture on time	0	0,0	16	7,1	66	29,5	142	63,4	3,56
Returning library books when it's time	0	0,0	16	7,1	66	29,5	142	63,4	3,56
Disposing of garbage in its place	10	4,5	13	5,8	33	14,7	168	75,0	3,60
Paying attention when the lecturer explains the course	3	1,3	12	5,4	76	33,9	133	59,4	3,51
Does not record the material explained by the lecturer	171	76,3	50	22,3	3	1,3	0	0,0	1,25
Does not cut hair/wearing hijab according to the rules	127	56,7	81	36,2	12	5,4	4	1,8	1,52
Not making a permit when unable to attend lectures	193	86,2	17	7,6	8	3,6	6	2,7	1,23
Not doing lecture assignments from the lecturer on time	160	71,4	48	21,4	7	3,1	9	4,0	1,40
Asking friends for answers when I have not done the assignments given by the lecturer	163	72,8	31	13,8	30	13,4	0	0,0	1,41
Greeting when entering the lecture hall	134	59,8	71	31,7	10	4,5	9	4,0	1,53

Note: SL = Always, SR = Often, KD = Sometimes, TP = Never

Source: Primary data, 2021 (processed)

Based on Table 7. Respondents' answers about discipline based on discipline indicators are quite good because most of them show a disciplined attitude. The largest mean was obtained in the statement of throwing garbage in its place (mean 3.60), entering college on time and returning library books when it was time (mean 3.56) while the lowest mean was obtained in the statement of not making a permit when unable to attend class (mean 1.23) and did not record the material explained by the lecturer (1.25). This means that most students are disciplined, for example by coming to class on time and returning library books when the time comes, but when they are not present in lectures they are used to not making permission letters. In addition, they also did not record what the lecturer explained during the lecture. This may be because they rely on teaching materials/materials in the form of power points from the lecturers who are given after the lesson is over.

5. Analysis of Determinants of Student Learning Achievement

Based on the results of analysis *regression* with the t test that has been carried out, obtained aspects related to the determinants of student learning outcomes of STAIN Majene Islamic Law Study Program are aspects of how parents educate their children with a *p value* of 0.018, aspects of interests and talents with *p value* 0.042, and the discipline aspect with *p value* 0.049. This means that the *p value of the* three aspects is $< \alpha$ value (0.05) so it can be concluded that H_0 is rejected, in other words that there is a significant influence or relationship between aspects of the way parents educate their children, aspects of interests and talents, and aspects of discipline with the results. learn from students. While the aspect that has no relationship with the determinants of student achievement based on the calculation of the t test is the psychological condition aspect with a *p value* of 0.300. This means that the *p value of the* aspect $> \alpha$ value (0.05) so it can be concluded that H_0 is accepted, in other words that there is no significant influence or relationship between psychological aspects on student achievement.

Discussion

In this study, the determinant factors related to learning achievement in students of the Study Program of Sharia Economics Law STAIN Majene are aspects of the way parents educate, aspects of interests and talents, and aspects of discipline. While the determinant factor that is not related to student achievement is the psychological aspect.

1. Aspects of How Parents Educate Their Children Against Student Learning Achievement

Indicators of the role of parents are measured through three indicators, namely mentors, motivators and facilitators for children (Inarotul, 2020). The family is the smallest unit that has a very large role in children. In the educational process, parents are present to provide support in the form of attention to children because parental attention is very influential on the success of a child in the learning process (Ra'ufuatun, 2015). This research finds an illustration that there is a relationship between aspects of the way parents educate their children on student achievement. In this study, of the three indicators assessed, almost all of them answered statements with the choice of always or often, meaning that the way parents educate their children can be said to be quite good with the average in each statement quite high in terms of guiding, motivating and as a facilitator. In this case, they give attention and empathy to children when there are problems, teach life with mutual respect, guide in matters of religion and provide for their college needs. The same study was conducted by Iftitah (2018) with statistical analysis calculations revealing that there is a significant positive correlation between the educational contribution of parents and student learning outcomes. In addition, research conducted by Ermida (2018) also revealed that there is a significant relationship between parental attention and the learning outcomes of class X IPS Madrasah Aliyah Laboratory students in Jambi City. Thus, parental involvement in children's learning achievement will have a positive impact on the way children learn so that it will improve the performance of their learning achievements.

2. Aspects of Psychological Conditions on Student Learning Achievement

In this study, the psychological factor that is seen is *self-efficacy* in students. *Self-efficacy* is an individual's perception of his ability to produce a result and achieve the desired performance. In this study found no relationship between psychological aspects of student achievement. The results of the study found that most of the students were usually alone when they did not pass a

certain course, but only a small percentage of those who answered with a statement felt sad if their grades did not match what they expected. They are also mostly better able to contain their anger when faced with difficult college assignments. They go through college feeling carefree. However, they mostly forget the material given by the lecturer. A different study was found in Hang Tuah Jakarta High School students who found a relationship between psychological aspects and learning outcomes. The results found that the strength between the psychological variables and learning achievement was very small at 0.6% and not statistically significant. This means that psychological variables only contribute 0.6% to student achievement and the rest is influenced by other factors (Asril, 2011).

3. Aspects of Interests and Talents on Student Learning Achievement

This study found a relationship between talents and interests with student achievement. The same research was also conducted by Nurcholifah (2016) at Brawijaya University who also found that interest had a significant effect on student achievement. Interest in learning will have a positive and significant effect on learning achievement. Thus, an increase in interest in learning will be followed by an increase in learning achievement. This means that the better the student's interest in learning, the better the student's learning achievement (Nurcholifah, 2016). The same research was also conducted by Ra'ufuatun (2015) and the results showed that interest in learning can contribute significantly to children's learning achievement. The higher the child's interest in learning, the higher the achievement achieved by the child. In this study, students' interest in learning increased because they liked learning by using media and it was relaxed and not stressful so they felt comfortable in learning so as to improve their learning achievement.

4. Aspects of Discipline on Student Learning Achievement

Discipline is a condition that is created and formed through a process of a series in accordance with applicable rules or regulations to obtain a new behavior change, as a result of his own experience in his interaction with his environment. The indicators of discipline in this study include being diligent in going to campus, being on time, attitude in class, obeying rules, and self-confidence during exams. In this study, it was found that there was a relationship between aspects of discipline and learning achievement in students of the Study Program of Sharia Economics Law STAIN Majene. Based on the description, the indicators of discipline are quite good because most of them show disciplined attitudes such as throwing garbage in its place, entering class on time, returning library books when it's time, and paying attention when the lecturer explains. The same study by Kristin & Kencana Sari (2019) and Amelia (2014) also found the influence of learning discipline on student achievement.

CONCLUSION

The conclusion of this study found that the factors that have an influence on student achievement in Study Program of Sharia Economics Law STAIN Majene are aspects of the way parents educate their children, aspects of interests and talents, and aspects of discipline while those that do not affect student achievement are psychological aspects. Through this research, it is suggested that parents can continue to be involved in the development of a child and carry out their functions as parents in this case being able to guide, motivate and facilitate children.

Likewise, the campus should continue to provide supervision, guidance and motivation to students so that students can maintain discipline and aspects of their interest in learning so that their learning achievement performance will also continue to increase. Improved ways of educating children, learning interest and discipline will be followed by an increase in learning achievement.

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