

The Influence of Independent Learning and Self-Efficacy on Learning Achievement of Economics Subjects in High School

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Abstract

This study aims to determine: 1) How is the influence of independent learning on learning achievement in economic subjects at SMA Putra Bangsa Depok. 2) How is the effect of self- efficacy on learning achievement in economic subjects at SMA Putra Bangsa Depok. 3) How is the influence of learning independence and self- efficacy simultaneously on learning achievement in economic subjects at SMA Putra Bangsa, Depok . The method used is quantitative, with an association research design. The population in this study were students of class XI IPS. The sample used was 88 students and the sampling technique used was saturated sampling. The data collection technique used a questionnaire/questionnaire with a Likert scale , documentation and observation. The data analysis technique used is descriptive analysis and statistical analysis. The results showed that: 1) learning independence had a positive and significant impact on learning achievement in economic subjects at SMA Putra Bangsa Depok with an R square value of 0.312 with a moderate level of relationship between the two variables and a large contribution of 31.2% and the remaining 68, 8% is influenced by other factors that cannot be studied by researchers. 2) self- efficacy has a positive and significant effect on learning achievement in economic subjects at SMA Putra Bangsa Depok with an R square value of 0.235 with a relationship level of two medium variables and a large contribution / contribution of 23.5% and the remaining 76.5% is influenced by other factors. cannot be studied by researchers. 3) Learning independence and self- efficacy have a simultaneous positive and significant effect on learning achievement in economic subjects at SMA Putra Bangsa Depok. This is reinforced by the level of the relationship between the two variables which is strong and the contribution of independent learning and self- efficacy is 31.6% and the remaining 68.4% is influenced by other factors not examined by the researcher. Based on the discussion above, it can be concluded that learning independence and self- efficacy can improve student learning achievement if they support each other.

Keywords : Independent Learning ; Self Efficacy ; Learning achievement

INTRODUCTION

In this era of globalization, science and technology are advancing and developing rapidly. There is no longer a space limit that becomes an obstacle for individuals to acquire knowledge. Education is one of the forums in an effort to produce quality human resources who are skilled, potential and qualified in an effort to improve education in accordance with national goals, namely the intellectual life of the nation. According to Law no. 20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. country.

The first education is obtained from the family, then school and applies the results of the education obtained into the community. In the whole process, education in schools is a major step that must be taken by each individual. Learning activities at school are the most basic activities. This means that whether or not the achievement of educational goals is achieved depends on how the learning process is experienced by students as students.

Economics is one of the subjects for students in SMA/MA. Economics subjects were started to be given to students from class X and continued in class XI and XII students who majored in Social Studies. Economics subject matter is one of the scopes of social science learning which studies human activities related to individual and community behavior in an effort to meet their daily needs. Through economics learning students are expected to be able to understand the facts that occur in the field, economic events that occur in their environment as well as to know how to think and the ability to assess excellence in economic activities. Economics subjects aim to enable students to have the following abilities:

1. To find out about economic events and problems that occur in daily life.
2. As a basis in a decision or policy on a problem that occurs.
3. Train so that someone can develop their creativity to be entrepreneurial and independent.
4. Train life management, regulate and manage the economy in the family environment.
5. Making humans as agents of change in people's lives, especially in terms of the economy.

6. Helping humans to be able to develop the natural potential that exists so that they are able to manage it and get the results.

The most tangible result in school education is student learning achievement in participating in learning activities at school. Student achievement is the level of student success or the ability of a student in an effort to carry out his learning activities and study subject matter in school obtained in accordance with the weight he wants to achieve from the test results of a number of subject matter he has learned. Learning achievement determines the success or failure of an education. Therefore, learning achievement is very important for students in the learning process. In addition, achievement can also be used as a benchmark for an educational institution and student success in learning because achievement is an evaluation material in order to improve the quality of education.

According to Slameto (2015: 54-72) revealed that the factors that affect learning achievement are of many kinds, but can be classified into only two groups, namely internal factors and external factors. Internal factors are factors that exist within the individual who is learning, while external factors are factors that exist outside the individual. Andriana and Leonard (2017: 541) reveal that factors that come from within the individual include psychological factors consisting of student intelligence, self- efficacy , learning motivation, learning independence, interests, attitudes and talents. Meanwhile, external factors include social and non-social environment. Internal factors or factors that come from within students are important factors in determining the success of the process and student achievement.

There are several factors that influence in encouraging student achievement, namely learning independence and self- efficacy . Independent learning means that students are able to follow lessons well without depending on others. According to Aditjondro and Purnamasari (2011: 18) Independent learning is an active and constructive process of students in setting goals for their learning process and trying to monitor, regulate, and control cognition, motivation, and behavior which are then all directed and driven by goals and prioritizing the environmental context. A similar opinion according to

Sukmadinata (2011) Learning independence aims to make students able to take responsibility for organizing and disciplining themselves and developing learning abilities on their own abilities.

Independence is an important element in the learning process because with the independence of learning, student success and achievement will be easier to obtain. Among the forms of student learning independence are self-awareness to learn, a sense of confident in adapting their tasks, not imitating friends, not cheating on books during exams and having a quality personality. Problems that occur from low learning independence have an impact on declining student achievement, lack of student responsibility and dependence on others in making decisions and in doing school assignments (Lestari, 2015). According to Mudjiman (2011) interpreting learning independence is the nature and ability possessed by students to carry out active learning activities, which are driven by intentions or motives to master a competency.

Regarding the establishment of independent learning, this is also confirmed according to the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. The independence of students' learning can be shown through the students' competitive desire, students have self-confidence and are responsible for what they do, as well as increasing student interest and motivation, and increasing student achievement in school .

In addition to learning independence, the level of student achievement is also influenced by self- efficacy factors . According to Fitriana, Ihsan, & Annas (2015: 90) self- efficacy is a very important supporting factor in the teaching and learning process. While Efficacy Self is a person's belief in his ability to carry out an action or task at hand so that he can achieve desired result. According to Lunenburg in Sebayang (2017: 338) Self- efficacy is an individual's belief in facing and solving a problem he faces in various situations and being able to determine actions in completing certain tasks, so that the individual is able to overcome and achieve the expected goals.

A similar opinion according to Alicandro (2011) says if a person has high efficacy then he will have confidence about his ability to organize and complete a learning task needed to achieve certain learning achievements in various forms and levels of difficulty. If a student does not have high self- efficacy high then what he wants can not be achieved.

So it can be said that self- efficacy is a person's belief about the extent to which he is able to do tasks, achieve goals, and plan actions to achieve a goal. When someone has high self- efficacy , he knows that he can do something .

With regard to learning achievement, if a person believes he will get good grades, for example by looking at the capacity of his abilities, then he will try and be diligent in learning to achieve the target. Therefore, learning independence and self- efficacy are factors that influence learning achievement.

Then based on the results of preliminary observations of research conducted at SMA Putra Bangsa Depok in class XI IPS, the researchers found that learning achievement in economic subjects at SMA Putra Bangsa was not optimal. This problem is supported by documentation of economic learning achievement data for students in semester 2 of the 2020/2021 academic year, which shows that there are still students who have grades below the KKM 79 in the economics learning achievement of class XI IPS students .

Of the students of class XI Social Studies at SMA Putra Bangsa, 43 students who completed economics with a percentage of 49%, while 45 students who did not complete economics subjects with a percentage of 51%. This means that there are still students who have not completed the economics subject.

Based on the results of the author's observations and interviews, there are still students at SMA Putra Bangsa Depok who have not been able to complete the tasks given by the teacher in the field of study. Students are more dependent on their friends, in this case it is said to be cheating , so the results obtained are not purely based on the students' own thoughts. There are still many students who do not focus on paying attention to the teacher during learning activities. This situation makes students feel lazy to study and in the end not a few students have learning difficulties. This shows that there is a lack of learning independence and self-confidence that students have.

The number of students who fail in lessons is due to the lack of independence in learning that students have and they feel unsure of their abilities and there are fears, doubts, and shadows of failure in front of them. In the teaching and learning process, many students were met who did not dare to express difficulties in learning or did not dare to ask questions and express opinions. Many students are also dependent on their friends. Students tend to work on assignments when the assignment collection time is near so that

the work is done in a hurry. Students do not try to be independent in doing existing tasks, or take advantage of existing learning resources. Students should have a better understanding of how to use existing learning resources, such as libraries, television , radio and the internet.

As for previous research by Ana Merdekawati (2019) there is a positive influence of learning independence on learning achievement, and there is a positive influence of self-efficacy on learning achievement. And also research conducted by Sela Putri Mawatu (2018) determined that there is a positive effect of self- efficacy on learning achievement, but no positive influence of learning independence on learning achievement was found.

Based on the description of the background above , the authors are interested in conducting research with the title "The Effect of Independent Learning and Self- Efficacy on Learning Achievement in Economics Subjects at SMA Putra Bangsa Depok".

RESEARCH METHOD

The research approach is a perspective consisting of the basic concepts or main ideas in research. In this study, the researcher uses a quantitative approach, according to Sugiyono (2019:16) the quantitative approach is an approach based on the philosophy of positivism which aims to describe and test the hypothesis made by the researcher. Quantitative research contains a lot of numbers ranging from collection, processing, and results that are dominated by numbers, data analysis is quantitative/statistical with the aim of testing the established hypothesis.

RESULTS AND DISCUSSION

discussion of the results of the calculation of research data that has gone through statistical testing about the effect of learning independence and self- efficacy on learning achievement in economics subjects will be discussed further as follows:

1. The Influence of Independent Learning on Learning Achievement in Economics at Putra Bangsa High School Depok

Based on the results of research that has been done at SMA Putra Bangsa Depok, it can be concluded that there is a positive and significant influence between learning independence on learning achievement in economic subjects at SMA Putra Bangsa Depok.

That there is an influence between learning independence on learning achievement with the regression equation $Y = 5.319 + 0.925x_1$ with a moderate level of relationship between the two variables. From the results of the analysis of the coefficient of determination shows that the two variables have an influence of R square value of 0.312. This means that the contribution of the influence of independence on learning achievement is 31.2% and 68.8% is influenced by other factors not examined by researchers.

This shows that learning independence partially has a positive effect, that is, if learning independence is high, self- efficacy is also high. Students who have independent learning will try to find other learning resources, do all the assignments and exercises on their own without having to be asked by the teacher and other people. The learning independence possessed by this student encourages him to be able to carry out various activities which of course have a positive impact on his learning achievement. However, learning independence is not optimal because students' learning independence is not optimal

still lacking, in doing their own assignments students are not independent, dependent on other people or friends, students who have low learning independence have not been able to solve obstacles in their learning and for him reading or studying is boring, it can be concluded that learning independence affects learning achievement. The results of this study are also strengthened by the study of relevant theories and research. Based on the theory put forward by Nurwahyuni (2013) learning independence is the ability of students to carry out learning activities with one's self without depending on others which is carried out with great patience and leads to the achievement of the desired goals of students. And also according to the theory of Saeid and Eslaminejad (2017: 226) which states that the existence of independent learning means that students are able to take the initiative and be responsible. Independent learning can lead to a willingness for students to actively learn based on their own initiative, without depending on other parties, both in terms of learning objectives, learning methods, and evaluation of learning outcomes.

This is in accordance with previous research conducted by Ninik Indriyani (2019). The results of data analysis show that the ttable value at a significance level of 0.05 is 1.989. Based on the test results, it can be seen that the value of tcount > ttable is $4.842 > 1.989$ and a significance value of 0.000 < 0.05, so the conclusion is that there is a positive

and significant influence between learning independence on spreadsheet learning achievement for X grade accounting students at SMK. Other research conducted by Septiyaningsih (2017) also states that there is a positive and significant influence on learning independence on achievement learn by contribution by 30.9%.

2. The Effect of Self- Efficacy on Learning Achievement in Economics at Putra Bangsa High School Depok

Based on the results of research that has been done at SMA Putra Bangsa Depok, it can be concluded that there is a positive and significant influence between learning independence on learning achievement in economic subjects at SMA Putra Bangsa Depok. That there is an influence between self- efficacy on learning achievement with the regression equation $Y = 38.525 + 0.497x_2$ with a moderate level of relationship between the two variables. From the results of the analysis of the coefficient of determination , it shows that the two variables have an influence of R square value of 0.235, meaning that the contribution / contribution of the influence of self- efficacy on learning achievement in economic subjects at SMA Putra Bangsa Depok is 23.5% and 76.5% is influenced by other factors. not studied by researchers.

This shows that partial self- efficacy has a positive effect, that is, if efficacy is high, learning independence is also high. Influence With self- efficacy , it will encourage someone to understand deeply the situation that can explain why someone has failed and someone succeeded. The existence of high self- efficacy in a student can make the student make more effort so that what he believes can be realized. Through the various efforts made by these students, positive results will be created in terms of their learning achievement. However, for self- efficacy it is not optimal because self- efficacy is still not strong enough for students to believe in their abilities in receiving lessons and students' lack of ability in learning. facing different tasks, abilities and self-confidence that are less formed in students so that in completing school assignments they find it difficult to complete them , do not The ability of students here to recognize themselves makes the beliefs obtained are also very small so that it indirectly affects their learning outcomes. This is in accordance with the answers to the respondent's questionnaire that the researchers observed, namely (strength) is the strength of one's beliefs regarding the abilities possessed, that the student's answers are very low, and it can be concluded that self- efficacy affects learning achievement.

The results of this study are also reinforced by Bandura 's theory (Tung, 2015: 362) self- efficacy is the belief that a person can master the situation, produce positive results, and succeed. Self- efficacy is an individual's belief or confidence about his ability to organize, perform a task, achieve a goal, produce something and implement actions to achieve certain skills. According to Rahmat (2015: 156) Self- efficacy is "self-assessment of one's ability to organize and carry out the actions needed to achieve the specified performance. Self- efficacy is a factor that affects the success of student achievement.

This is in accordance with previous researchers conducted by Mawatu (2018). The results of data analysis show that the Tcount value is 1.966 , while the Ttable value for $n = 82$ is 1.995. Thus the value of Tcount is greater than or equal to Ttable ($1,996 = 1,995$) and obtained a significance value of 0.053 or equal to the value of which is 0.05 (5%) so that it can be concluded that self- efficacy has a positive influence on learning achievement in financial accounting. Other research conducted by Tuti Septiana (2016) The results of data analysis show self- efficacy has a positive and significant effect on student achievement in class XI SMA PGRI 4 Padang. Where indicated by the coefficient value of 0.412. Significant value can be seen from the tcount $9.569 > ttable$ of 1,670. That is, if self- efficacy increases by one unit, then learning achievement also increases.

3. The Influence of Independent Learning and Self- Efficacy on Learning Achievement in Economics at Putra Bangsa High School Depok

Based on the results of research that has been carried out at SMA Putra Bangsa Depok, the results of data analysis show that the value of Fcount is greater than Ftable $19.639 > 3.10$. So it can be concluded that there is a simultaneous positive and significant influence between learning independence and self- efficacy on learning achievement in economic subjects at SMA Putra Bangsa Depok. That there is an influence between learning independence and self- efficacy on learning achievement with the regression equation $Y = 7.587 + 0.791x_1$

+ $0.103x_2$ with a moderate level of relationship between the two variables. From the results of the analysis of the coefficient of determination , it shows that the two variables have an influence of R square value of 0.316, meaning that the contribution / contribution of the influence of learning independence and self- efficacy to learning achievement in economic subjects at SMA Putra Bangsa Depok is 31.6% and 68.4% is influenced by other factors not examined by the researcher.

This shows that learning independence and self- efficacy simultaneously have a positive and significant effect, namely if learning independence and self- efficacy are high, learning achievement is also high. However, that independent learning not optimal regarding student learning achievement from social studies class 1 to class 3 social studies although there are some students who get good grades, but there are still many students with low scores or below the Minimum Completeness Criteria (KKM). Especially when the exam is the same they do not want to try to study at all, this is influenced by independent learning and self- efficacy . Where students' self-confidence is lacking in what they are doing, the proof is that there are still many students who are not sure of the answer so that they always depend on others and have very low learning independence and do not have the initiative to learn on their own without being asked so that their learning outcomes are low. This is also reinforced by the theory of Nana Sudjana (2012: 54) learning outcomes are changes in student learning abilities in terms of mastery of the material that has been studied in accordance with learning objectives that include cognitive, affective and psychomotor fields. According to Slameto (2015: 54-72) also revealed that the factors that affect student achievement are internal factors and external factors. Internal factors are factors that exist in individuals who are studying, internal factors consist of: physical factors (health and disability), psychological factors (intelligence, attention, interests, talents, motives, maturity and readiness) and fatigue factors. External factors, namely factors from outside the individual. External factors consist of: family factors (how parents educate, relationships between family members, home atmosphere, family economic situation, understanding of parents, and cultural background). school factors (teacher teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, learning standards above size, circumstances) buildings, study methods and homework assignments. Community factors (student activities in the community, mass media, friends, and forms of community life).

These results are in accordance with previous research conducted by Ana Merdekawaty (2019). The results of data analysis show that the results of the statistical t test are known to be independent learning with a $t_{count} = 3.223$ and a significance of $p = 0.002 < 0.05$, as well as self- efficacy with a t_{count} value = 3.712 and significance $p = 0.001 < 0.05$ where $t_{table} = 1.679$ so based on these results, $t_{count} > t_{table}$, which means learning independence and self- efficacy partially affect students' accounting understanding. Based

on the results of statistical tests, it is known that the value of $F_{count} = 59.893$ where $F_{table} = 4.06$ so $F_{count} > F_{table}$ with a significance of $p = 0.000 < 0.05$, which means that learning independence and self- efficacy simultaneously affect students' accounting understanding. The results also show the coefficient of determination (R^2) = 0.826, which means that 82.6% of students' accounting understanding can be influenced by the variables of learning independence and self- efficacy and the remaining 14.4% is influenced by other factors. Other researchers conducted by Tuti Septiana (2016) Learning independence, self- efficacy , and learning discipline together have a positive and significant effect on student achievement in class XI SMA PGRI 4 Padang. Where obtained the value of $F_{count} 53,830 > F_{table} 1,670$ with a significance level of $0.000 < = 0.05$. This means that H_a is accepted and H_0 is rejected. Donations together with learning independence, self- efficacy , and learning discipline on the size of the economic learning achievement of class XI SMA PGRI 4 Padang by 76.65%, the rest of the results of Economics Learning is determined by other factors not examined.

Based on the results of the study, if the independence of learning and high self- efficacy will result in good economic learning achievements. From the results of these studies, the third hypothesis is accepted, it can be concluded that there is an influence of Independent Learning and Self- Efficacy on Learning Achievement in Economics at SMA Putra Bangsa Depok.

CONCLUSION

Based on the results of research on the effect of learning independence and self- efficacy on learning achievement in economic subjects at SMA Putra Bangsa Depok, the conclusions are:

1. The results of data processing show that the variable of learning independence has a positive and significant influence on learning achievement in economic subjects at SMA Putra Bangsa Depok. This shows the t arithmetic value of $6.251 > t$ table 1.988, and a significant value of $0.000 < 0.05$, and the coefficient of determination shows that the R square value is 0.312, meaning that the contribution of the influence of independent learning on achievement is 31.2% and the rest 68.8% influenced by other factors that were

not studied by the researcher. This shows that the higher the learning independence possessed by students, the higher the influence of economic learning achievement.

2. The results of data processing show that the self- efficacy variable has a positive and significant influence on learning achievement in economic subjects at SMA Putra Bangsa Depok. This shows that with t arithmetic $5.133 > t$ table 1.988 , and a significant value of $0.000 < 0.05$, and the value of the coefficient of determination shows that the value of R square is 0.235 , meaning that the contribution of self- efficacy influence on achievement of 23.5% and 76.5% were influenced by other factors that were not studied by the researcher. This shows that the higher the student's self- efficacy , the higher the influence of economic learning achievement.

3. The results of data processing show that the variables of learning independence and self- efficacy have a positive and significant effect simultaneously on learning achievement in economic subjects at SMA Putra Bangsa Depok. This shows that the calculated F value is $19.639 > F$ table 3.10 , and the significant value is $0.000 < 0.05$, and the coefficient of determination shows that the R square value is 0.316 , meaning that the contribution / contribution of the influence of independent learning and self- efficacy to learning achievement is significant. together by 31.2% and the remaining 68.8% influenced by other factors that were not studied by the researcher. This shows that independent learning and self- efficacy together play an important role in economic learning achievement. The higher the learning independence and self- efficacy that students have, the more influential they will be, the higher their learning achievement.

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