The Contribution of Learning Resources and Parent's Attention to Learning Outcomes

Oki Surya Ananda[1*], Hasan Maksum[2]

[1,2] Department of Vocational Technology Education, State University of Padang, West Sumatera, Indonesia

---

A B S T R A C T

Low student learning outcomes in digital communication simulation subjects, so that learning resources and parents' attention are needed to be more enthusiastic and active in learning. This study aims to analyze the contribution of mastery of learning resources and parents' attention to learning outcomes. This type of research is descriptive correlational. The study population was 340 students. This study's sample was 72 students with a sampling technique of 25% of the total population. The data collection method used is by giving a questionnaire. The instrument used was a questionnaire in the form of a Likert scale. The data analysis technique used is simple regression and multiple regression. The results showed that learning resources and parents' attention contributed together to learning outcomes by 43.6%. Based on the research results, it can be concluded that the learning resources and parents' attention simultaneously contribute to learning outcomes. This research implies that learning resources and parents' attention can motivate students to be more enthusiastic and active in learning.

1. Introduction

Education is a conscious effort made by educators to optimize students' development adapted from their biological, psychological and sociological development processes to create good human resources quality (Maiza & Nurhafizah, 2019; Mustafa et al., 2019; Soprapto, 2013). Education can be obtained from anywhere, such as family, community, and school. Formal education aims to educate students to develop their abilities cognitively, affective, and psychomotor. These three abilities will reflect student learning outcomes during the learning process. Learning outcomes are an indicator to see whether the learning process objectives have been achieved or not.

One of the efforts to achieve learning objectives is through teaching and learning process, which are not only a series of related activities between teachers and students, but these activities must have a good relationship so that educational goals can be achieved optimally (Adibatin, 2016; Cahyono et al., 2015; Susanti, 2014). The teacher can create learning activities to teach students. The teacher provides the subject matter, while students who receive lessons can be done in school.

Each school commits to achieve maximum learning outcomes in all subjects, including digital communication simulation lessons. The government has made various efforts, schools, teachers, and parents to improve optimal learning outcomes to achieve the minimum level of completeness criteria (Burhanah Farida, 2015; Eliyanti et al., 2013; Hadinata et al., 2017). Although efforts have been made optimally, the problem that often arises is that not all students achieve the minimum level of completeness criteria.

Based on the data that the author obtained in the tenth grade of SMKN 2 Bukittinggi, it can be stated that the learning outcomes of digital communication simulation subjects are still below the KKM. It can be seen from the first-semester test scores for 2020/2021. The percentage of students who did not complete the midterm exam was quite high. Many students have not reached the KKM limit score in each midterm exam, with a KKM 75. It indicates that there are still students of SMKN 2 Bukittinggi whose achievements have not reached the KKM in digital communication simulation subjects. The average percentage of learning outcomes incomplete is 21.60%.

Various factors influence the low level of student completeness. These factors are factors that come from within students and from outside students. (Hidayat et al., 2014; Kusumah et al., 2020; Mintarto, 2007), suggest that the factors that influence learning outcomes are physical health, fatigue,

---

*Corresponding author.
E-mail addresses: ananda123@gmail.com (Ananda)

motivation, interest, concentration, self-confidence, self-discipline, intelligence, memory, place, study equipment, atmosphere, study time and association. Meanwhile, (Murwanto, 2020; Novitasari, 2018; Ragil & Sukiswo, 2011) states that two factors influence learning outcomes. From within students, including physical condition, intelligence, interests, talents, motivation and learning skills. Meanwhile, from outside the students, namely learning facilities, media, learning resources. From some of the factors mentioned above, it is assumed that learning resources and parents' attention are thought to affect student learning outcomes when studying online.

One of the factors that influence learning outcomes is learning resources. Learning resources are important things to consider in understanding ICT subjects. Learning resources can influence a person's ability in a course. Someone who studies with high enthusiasm will show good results. Learning resources will greatly determine learning objectives, namely increasing learning achievement (Ekayani, 2017; Abdullah 2012; Hendrayana, 2014). Based on the researcher's phenomenon, students had difficulty to find learning resources when studying online due to students' limited learning resources for studying at home. Parents also do not provide facilities that support students to learn digital communication simulations at home. The students must complete digital communication simulation tasks to an internet cafe and borrow a laptop/his friend's computer.

In addition to learning resources, the high and low level of student learning outcomes caused by a lack of parental attention to their children's learning activities (Riwu et al., 2018; Rosdianto, 2017; Rusdi et al., 2018). Many students do not have learning facilities and infrastructure. In digital communication simulation subjects, students lack in digital communication simulation textbooks and books related to it. Students' results were ineffective when learning at home, especially when studying online, doing assignments given by the teacher and students not to repeat lessons at home optimally.

This research is supported by several relevant studies such as (1) research conducted by (Mawarsih et al., 2013), which found that there is a significant effect of parental attention on student achievement of SMA Negeri Jumapolo; (2) research conducted by (Theodora, 2016), which found that there was an effect of teacher teaching skills on student learning outcomes that were controlled with a variety of learning sources; (3) research conducted by (Rusno, 2010), which found that there is an effect of using the internet as a learning resource on student achievement.

The purpose of this study was to analyze the contribution of learning resources and parents' attention to the learning outcomes of tenth-grade students in digital communication simulation subjects at SMKN 2 Bukittinggi.

2. Methods

This research was conducted in October 2020 at SMK Negeri 2 Bukittinggi in the 2020/2021 academic year. This research used quantitative methods through a correlational approach. Correlational descriptive is a study designed to determine the level of relationship between different variables in a population (Sugiyono, 2016)

The population of this study were all students of X1 class at SMKN 2 Bukittinggi. The study population amounted to 340. The sampling technique in this study was random sampling. The sample is part or representative of the population under study. If the population is less than 100, it is better to take all of them so that the study is the population, but if the subject is large, it can be taken between 10-15% or 20-25% or more. The author in this study determined the number of population as a sample as many as 72 students.

This study's data collection method was primary data, which was directly obtained from distributing questionnaires to respondents. The data was eleventh-grade students of SMKN 2 Bukittinggi and secondary data mid-semester test scores of Digital Communication Simulation Subject.

The instrument used in the study was a questionnaire using a Likert scale. The learning resource instrument is measured through several indicators including: printed learning resources, non-printed learning resources, learning resources in the form of facilities, library sources in the form of activities and learning resources in the form of the environment. The indicators of parental attention used in the research are paying attention to children's health, monitoring activities, creating a comfortable learning atmosphere, fulfilling learning needs, providing learning guidance, giving rewards and punishments.

The data analysis techniques used were (1) data description, the mean score (mean value), median, mode, and standard deviation. (2) analysis testing; normality test, homogeneity test, linearity test, and independent variable test. (3) The hypothesis used simple regression and multiple regression.

3. Result and Discussion

Hypothesis testing in this study was carried out by simple regression analysis for the first and second hypotheses. The third hypothesis was used using multiple regression analysis. An explanation of the results of hypothesis testing in this study is as follows:

The first hypothesis to be tested in this study is that learning resources contribute to the learning outcomes of tenth-grade students of SMK Negeri 2 Bukittinggi. Hypothesis testing was used simple regression analysis. The research data processed with SPSS 17.0 for Windows. The summary of the regression analysis results can be seen in Table 1.

Table 1. Simple regression analysis (X1 –Y)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	42.808	4.401		9.728	.000
	X1 (Learning Resources)	.475	.081	.573	5.855	.000

a. Dependent Variable: Learning outcomes

Based on Table 1, the regression line equation which can be expressed in the following equation: $Y = 42,808 + 0,475X_1$. This equation shows that the constant 42,808 states that if the learning resource score is constant (constant), the learning outcomes will be 42,808. The learning resources regression coefficient is positive at 0.475, which means that if the learning resource (X1) increases by one unit, the learning outcome score (Y) will increase by 0.475. If seen, the t-$_{hitung}$ score of 5.855 is greater than the t-$_{table}$ score of 1.993. It means that ho was rejected and ha was accepted so that learning resources contribute to the learning outcomes of tenth grade students of SMK Negeri 2 Bukittinggi. Based on the analysis using SPSS 17.0 For Windows, it showed that the correlation coefficient X1 to Y (rX1, y) is 0.573, because the correlation coefficient (rX1, y) is positive, it can be seen that there is a unidirectional relationship between learning resources and student learning outcomes of tenth-grade SMK 2 Bukittingi. According to the sample data (N = 72), the higher the learning resources, the higher the learning outcomes.

The coefficient of determination is the square of the correlation coefficient (r^2). This efficiency was called the coefficient of determination because it can explain the dependent variable's variance in the independent variable. Based on the analysis results using SPSS 17.00 For Windows, the coefficient of determination X1 to Y (rX1, y) is 0.329. It showed that the learning source variable correlates (contributes) to tenth-grade students' learning outcomes at SMK Negeri 2 Bukittinggi by 32.9%. In contrast, 67.1% was determined by other variables that are not careful.

The second hypothesis to be tested in this study is that learning resources contribute to tenth-grade students' learning outcomes at SMK Negeri 2 Bukittinggi. The simple regression analysis used to test the hypothesis. The research data processed with SPSS 17.0 For Windows. The summary of the simple regression analysis results can be seen in Table 2.

Table 2. Simple regression analysis (X2 –Y)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	41.736	4.319		9.663	.000
	X2 (Learning Resources)	.329	.053	.596	6.217	.000

a. Dependent Variable: Y (Learning outcomes)

Based on table 2, the regression line equation can be stated in the following equation: $Y = 41,736 + 0.329X_2$. This equation showed that the constant was 41.736, which states that if parental attention is constant, the learning outcomes score was 41.736. The coefficient score of the regression coefficient was positive at 0.329, which means that if the parents' attention (X2) increases by one unit, the learning outcomes (Y) will increase by 0.329. If you see the t$_{hitung}$ score was 6.217. It was greater than the t$_{table}$ score

of 1.993. It means that Ho was rejected and Ha was accepted so that parents' attention contributes to tenth-grade students' learning outcomes at SMK Negeri 2 Bukittinggi.

The analysis results with SPSS 17.0 For Windows showed that the correlation coefficient of X2 to Y (rX2, y) was 0.596 because the correlation coefficient (rX2, y) was positive. It can be seen that there is a unidirectional relationship between parents' attention and student learning outcomes of tenth grade at SMK Negeri 2 Bukittinggi. According to the sample data (N = 29), if the parents' attention is getting higher, the learning outcomes will increase.

The coefficient of determination is the square of the correlation coefficient (r2). This efficiency was called the coefficient of determination because it can explain the dependent variable's variance in the independent variable. Based on the analysis using SPSS 17.00 For Windows, the coefficient of determination X2 to Y (rX2, y) is 0.356. It showed that the variable parental attention chooses correlation (contribution) to learning outcomes was 35.6%. In comparison, 64.4% was determined by other variables that are not careful.

The third hypothesis that will be tested in this study is that learning resources and parental attention contribute to tenth-grade students' learning outcomes at SMK Negeri 2 Bukittinggi. To test this hypothesis, multiple regression analysis used which can be seen in Table 3.

Table 3. Multiple regression analysis (X1 dan X2–Y)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	35.177	4.578		7.684	.000
	X1 (Learning Resources)	.286	.091	.345	3.132	.003
	X2 (Parents attention)	.220	.061	.399	3.620	.001

a. Dependent Variable: Learning outcomes

Based on Table 3, the regression line equation can be stated in the following equation: Y= 35,177 + 0.286X_1 + 0.220X_2.. This equation showed that the constant 35.177 stated that if the learning resources score and parents' attention is constant, learning outcomes was 35.177. The learning resources regression coefficient's score was positive at 0.286, which means that if the learning resources (X1) increase by 1, the learning outcomes (Y) will increase by 0.286. In other words, the learning outcomes under control. If seen, the F_{count} score was 2.659, greater than the F_{table} score of 3.97. It means that ho was rejected and ha was accepted. The source of learning and parental attention contributes to tenth-grade students' learning outcomes at SMK Negeri 2 Bukittinggi.

This equation showed that the regression coefficient of parental attention was positive at 0.220. It means that if learning resources (X2) increase by 1, learning outcomes (Y) will increase by 0.220. In other words, learning resources were controlled.

Based on the analysis results with SPSS 17.0 For Windows, it showed that the correlation coefficient X1 and X2 against ($R^{2Y}12$) was 0.660 because the correlation coefficient ($_{rX}1,y$) was positive, it can be seen that there is a unidirectional relationship between learning resources and parents' attention and results. learning SMK Negeri 2 Bukittinggi According to the sample data (N = 72), if the learning resources and parents' attention are getting higher, the learning outcomes will increase.

The coefficient of determination is the square of the correlation coefficient (r^2). This efficiency was called the coefficient of determination because it can explain the dependent variable's variance in the independent variable. Based on the analysis results using SPSS 17.00 For Windows, the coefficient of determination X1 and X2 on (R2Y12) was 0.436. It showed that the variables of learning resources and parents' attention correlate (contribution) to learning outcomes of 43.6%. In comparison, 56.4% determined by other variables which are not careful.

Discussion
Learning Resources Contribution to Learning Outcomes
This study indicated that learning resources have a significant influence and provide a meaningful contribution to learning outcomes. The amount of contribution of learning resources to learning outcomes was 32.9%. Furthermore, the regression equation obtained by the parents' attention variable with learning resources $\hat{Y}$ = 42,808+ 0,475X_1. The regression equation illustrated that learning resources provided a high contribution to student learning outcomes.

The respondents' degree of achievement regarding learning resources was in the sufficient category (76.81%). It means that student learning resources are still below average. Parents paid attention to this to provide learning resources that support their child's learning process at home, especially when studying online.

Learning resources are important because they can facilitate the learning process. Teachers are not the only source of learning even though the duties, roles and functions of teachers in the learning process are very important. Students' learning process will be good because a teacher directly teaches, and some are not. Students who were not taught directly, actively interact with the media and other learning resources. The teacher is only one of many learning resources that make learning possible. The selection and use of appropriate learning resources by students can increase or improve student achievement (Adnyasari et al., 2013; Montenegro et al., 2016).

The determining factors for success in the learning process are students as actors in learning activities. Without the awareness, willingness and involvement of students, the learning process will not succeed. Thus, in the learning process, students must have an independent attitude. It means that students need to have awareness, willingness and motivation from within students and not merely pressure from teachers or other parties. Effective learning is a learning process that uses various learning resources (Abdullah, 2012; Heo & Toomey, 2020).

Contribution of parents' attention to learning resources

This study indicated that parental attention had a significant influence and contributes significantly to learning outcomes. The contribution of parental attention to learning outcomes is 35.6%. Furthermore, the variable parents' attention with learning resources obtained the regression equation, $\hat{Y}$ = 41,736 + 0,329X$_2$. The regression equation illustrates that the higher the attention of parents gives a high contribution to student learning outcomes

The respondents' degree of achievement about parental attention was in the sufficient category (73.36%). It means that the students' parents' attention score was still below average, which is necessary again to increase parents' attention in guiding and monitoring children's learning activities at home.

Parents who do not pay attention to their children's education, for example, they are indifferent to their children's learning, do not pay attention to children's interests and needs in learning, do not manage their learning time, do not provide/complete learning tools, do not pay attention to whether the child is learn or not, do not want to know how their child's learning progress, difficulties experienced in learning and others, can cause children to be less successful in learning (Rahmawati et al., 2014; Savitri et al., 2016; Xia, 2020).

Homeschooling is a learning process in which families, especially mothers and fathers, are responsible for their children (Hangsety, 2018; Basmin & Ishak, 2017). Four categories to reflect how their parents support children's learning in different ways and different situations: (1) Home learning activities. The study focuses specifically on home parents' activities to promote literacy, math, or both (or more general academic activities). This activity can occur wherever their child studies with parents, such as in libraries, museums, and family resource centres. (2) Family involvement in school. This study examines the actions and interactions that parents and other family members have while in the school building (for example, during an open house conference or parent conference, participating in class, or volunteering). (3) School outreach to involve families. This study examined schools and teachers' strategies and practices to engage families and make them feel welcome. Particular attention was paid to the processes that schools use to prepare preschool children and families to move to kindergarten. (4) Supporting parenting activities. This study examined the parents to support their children's development and well-being, including the nature and quality of parent-child relationships; parenting activities, such as setting up house rules; and caring behaviors that characterize the general home environment. It was different from parental literacy or math activities at home with their children.

This study's results are in line with research (Theodora, 2016); Khafid, 2007; Matus, 2017) in his research revealed that parental attention and learning discipline greatly affect student learning outcomes. Parents should pay more attention to their children so that they are motivated to learn more and have better test results and assignments.

People's attention has a significant effect on their children's academic achievement (Hedyanti et al., 2016; Rahmawati et al., 2014). The importance of parental involvement in school reform efforts, including advocating for change, using standards and test scores as tools for holding schools to account for student achievement, participating in the development of improvement plans, and taking part in opportunities created by reform, such as governance etc., cannot be denied. When parents are involved, children do better at school, and they go to better schools. Parental relationships will directly influence

the achievement pressures of their children. Parents who pay attention to their children's activities will give the children confidence to improve learning outcomes.

So the findings of this study follow the mindset put forward in the conceptual framework in which good parental attention tends to contribute well so that children's results are good. Conversely, if parents' attention is low, the tendency will harm student development.

Contribution of Learning Resources and Parents' Attention to Learning Outcomes

This study indicated that learning resources and parents' attention have a significant influence and contribute significantly to learning outcomes. The contribution of learning resources and parents' attention to learning outcomes is 43.6%. Furthermore, the regression equation obtained by the learning outcome variable with learning resources, $\hat{Y}$ = 35,177 + 0.286X$_1$ + 0.220X$_2$. The regression equation shows that: the higher the learning resources and parents' attention, the higher the contribution to student learning outcomes. The higher contribution of the learning resources and parents 'attention, the student learning outcomes will increase. However, if the learning resources and parents' attention are low, the student learning outcomes will decrease.

The factors that influence learning outcomes are grouped into two; 1) internal factors; health, intelligence, interest and motivation, learning methods, 2) external factors; the family environment such as the way parents educate, relationships between family members, atmosphere, economic conditions, parental understanding, and cultural background. Various factors influence the low level of student completeness. These factors are factors that come from within students and from outside students. (Hidayat et al., 2014; Kusumah et al., 2020; Mintarto, 2007), suggest that the factors that influence learning outcomes are physical health, fatigue, motivation, interest, concentration, self-confidence, self-discipline, intelligence, memory, place, study equipment, atmosphere, study time and association. Meanwhile (Murwanto, 2020; Novitasari, 2018; Ragil & Sukiswo, 2011) states that two factors influence learning outcomes: physical condition, intelligence, interests, talents, motivation and learning skills. Meanwhile, from outside the students, namely learning facilities, media, learning resources. From some of the factors mentioned above, it was assumed that learning resources and parents' attention were thought to affect student learning outcomes when learning online.

One of the factors that influence learning outcomes is learning resources. Learning resources are important things to consider in understanding ICT subjects. Learning resources can influence a person's ability in a course. Someone who studies with high enthusiasm will show good results. (Puspitasari, 2016; Maesaroh, 2013), Learning resources will greatly determine the level of achievement of learning objectives, namely increasing learning achievement. Based on the researchers' phenomenon, students had difficulty finding learning resources due to the limited learning resources for studying at home. Parents also do not provide facilities that support students to learn digital communication simulations at home, so students must complete digital communication simulation tasks to internet cafes and borrow a laptop/his friend's computer.

In addition to learning resources, the high and low level of student learning outcomes can caused by the lack of parental attention to their children's learning activities (Riwu et al., 2018; Rosdianto, 2017; Rusdi et al., 2018). Many of the students do not have supporting learning facilities and infrastructure. In digital communication simulation subjects, students lack digital communication simulation textbooks and books related to it. Students' results were ineffectiveness in learning at home, especially when studying online, doing assignments given by the teacher and students not being able to repeat lessons at home optimally.

This research supported by several relevant studies. (1) research conducted by (Mawarsih et al., 2013) found a significant effect of parental attention on student achievement of SMA Negeri Jumapolo. (2) research conducted by (Theodora, 2016) found an effect of teacher teaching skills on student learning outcomes controlled with various learning sources. (3) research conducted by (Rusno, 2010) found an effect of using the internet as a learning resource on student achievement.

This research implies that learning resources and parents' attention can motivate students to be more enthusiastic and active in learning.

4. Conclusion

Based on the research results that have been done, it can be concluded that learning resources and parents' attention together contribute to learning outcomes. This research implies that learning resources and parents' attention can motivate students to be more enthusiastic and active in learning.

References

Abdullah, R. (2012). Pembelajaran Berbasis Pemanfaatan Sumber Belajar. *Jurnal Ilmiah Didaktika*, *12*(2), 216–231. https://doi.org/10.22373/jid.v12i2.449

Adibatin, A. (2016). Pendidikan Karakter Bangsa Berbasis Strategi Pembelajaran Pakem Melalui Permainan Cincin di Jempol Tangan (Karya Inovasi Pembelajaran Sekolah Dasar). *SCHOLARIA: JURNAL PENDIDIKAN DAN KEBUDAYAAN*, *6*(1), 1 – 18. https://doi.org/https://doi.org/10.24246/j.scholaria.2016.v6.i1.p1-18

Adnyasari, I. G. . D., Suadnyana, I. N., & Wiarta, I. W. (2013). Pengaruh Model Pembelajaran Kooperatif Tipe STAD dengan Memanfaatkan Linkungan Sebagai Sumber Belajar Terhadap Hasil Belajar IPA Siswa SD. *Mimbar PGSD Universitas Pendidikan Ganesha*, *1*(1). https://doi.org/http://dx.doi.org/10.23887/jjpgsd.v1i1.959

Burhanah Farida. (2015). Penggunaan Strategi Pembelajaran Inkuiri Untuk Meningkatkan Hasil Belajar IPA Siswa Kelas IV di SD N 4 Tanggung Kecamatan Tanggungharjo Kabupaten Grobogan. *Jurnal Ilmiah Pendidikan Dasar*, *2*(1), 43–64. https://doi.org/http://dx.doi.org/10.30659/pendas.2.1.64-72

Cahyono, L. E., Budiwibowo, S., & Murwani, J. (2015). Analisis penerapan 8 standar nasional pendidikan pada SMP Negeri 2 Dolopo kabupaten Madiun. *Jurnal Akutansi Dan Pendidikan*, *4*(2). https://doi.org/http://doi.org/10.25273/jap.v4i2.684

Eliyanti, Hasanuddin, & Mudatsir. (2013). Penerapan Handout Berbasis Pendekatan Sets (Science, Environment, Technology, And Society) Pada Materi Bioteknologi Terhadap Hasil Belajar Siswa MAS Darul Ihsan Aceh Besar. *Journal of Chemical Information and Modeling*, *6*(2), 105–109. https://doi.org/http://dx.doi.org/10.22373/biotik.v6i2.5615

Hadinata, L. W., Utaya, S., & Setyosari, P. (2017). Pengaruh Pembelajaran Student Team Achievement Division dan Diskusi terhadap Hasil Belajar IPA Kelas IV SD. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *2*(7), 979–985. https://doi.org/http://dx.doi.org/10.17977/jptpp.v2i7.9693

Hedyanti, W. N., Sudarmiatin, S., & Utaya, S. (2016). Pengaruh pola asuh orangtua terhadap prestasi belajar IPS melalui motivasi belajar (studi pada siswa kelas IV, V, VI gugus 2 Kecamatan Ngantang Kabupaten Malang). *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *1*(5), 865–873. https://doi.org/http://dx.doi.org/10.17977/jp.v1i5.628

Heo, M., & Toomey, N. (2020). Learning with multimedia: The effects of gender, type of multimedia learning resources, and spatial ability. *Computers and Education*, *146*, 103747. https://doi.org/10.1016/j.compedu.2019.103747

Hidayat, M. Y., Lesmanawati, I. R., & Maknun, D. (2014). Penerapan Model Pembelajaran Core (Connecting, Organizing, Reflecting, Dan Extending) Terhadap Peningkatan Hasil Belajar Siswa Pada Konsep Ekosistem Di Kelas X SMAN 1 Ciwaringin. *SCIENTIAE EDUCATIA*, *3*(2), 111–124. https://doi.org/http://dx.doi.org/10.24235/sc.educatia.v3i2.544

Kusumah, R. G. T., Walid, A., Pitaloka, S., Dewi, P. S., & Agustriana, N. (2020). Penerapan Metode Inquiry Untuk Meningkatkan Hasil Belajar Materi Penggolongan Hewan Di Kelas IV SD Seluma. *Jurnal Pendidikan Matematika Dan IPA*, *11*(1), 142–153. https://doi.org/10.26418/jpmipa.v11i1.34708

Maiza, Z., & Nurhafizah, N. (2019). Pengembangan Keprofesian Berkelanjutan dalam Meningkatkan Profesionalisme Guru Pendidikan Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(2), 356–365. https://doi.org/10.31004/obsesi.v3i2.196

Mawarsih, S. E., Susilaningsih, & Hamidi, N. (2013). Pengaruh Perhatian Orang Tua Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa SMA Negeri Jumapolo. *Jupe: Jurnal Pendidikan Ekonomi*, *3*(1).

Mintarto, E. (2007). Meningkatkan Hasil Belajar Kimia Siswa Berpikir Konkret Melalui Latihan Mengorganisasikan Konsep. *Jurnal Ilmu Pendidikan*, *14*(2), 122–126. https://doi.org/http://dx.doi.org/10.17977/jip.v14i2.30

Montenegro, M., Clasing, P., Kelly, N., Gonzalez, C., Jara, M., Alarcón, R., Sandoval, A., & Saurina, E. (2016). Library Resources and Students' Learning Outcomes: Do All the Resources Have the Same Impact on Learning? *Journal of Academic Librarianship*, *42*(5), 551–556. https://doi.org/10.1016/j.acalib.2016.06.020

Murwanto, S. (2020). Implementasi Model Pembelajaran Kooperatif Tipe NHT (Numbered-Head-Together) untuk Meningkatkan Hasil Belajar IPA Siswa Kelas IX B SMP Negeri 4 Alla Enrekang. *Jurnal Sainsmat*, *9*(1), 14–28. https://doi.org/https://doi.org/10.35580/sainsmat91141872020

Mustafa, P. S., Winarno, M. E., & Supriyadi, S. (2019). Penilaian pendidikan jasmani, olahraga, dan kesehatan pada sekolah menengah pertama negeri kota Malang. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembagan*, *4*(10), 1364–1379. http://journal.um.ac.id/index.php/jptpp/article/view/12845

Novitasari, R. A. (2018). Peningkatan Kreativitas Dan Hasil Belajar IPA Siswa Kelas 5 SD Taruna Bangsa Melalui Pendekatan Problem Based Learning Tahun Ajaran 2017/2018. *Jurnal Handayani*, *7*(2), 82–91. https://doi.org/https://doi.org/10.24114/jh.v7i2.7238

Ragil, Z., & Sukiswo, S. E. (2011). Penerapan Pembelajaran Sains Dengan Pendekatan Sets Pada Materi Cahaya Untuk Meningkatkan Hasil Belajar Siswa Kelas V Sd. *Jurnal Pendidikan Fisika Indonesia*, *7*(1), 69–73. https://doi.org/10.15294/jpfi.v7i1.1073

Rahmawati, F., Sudarma, I. K., & Sulastri, M. (2014). Hubungan Antara Pola Asuh Orang Tua Dan Kebiasaan Belajar Terhadap Prestasi Belajar Siswa SD Kelas IV Semester Genap di Kecamatan Melaya-Jembrana. *Jurnal: MIimbarPGSD Undiksha*, *2*(1), 1–11. https://doi.org/http://dx.doi.org/10.23887/jjpgsd.v2i1.2444

Riwu, R., Budiyasa, I. W., & Rai, I. G. A. (2018). *Penerapan Pendekatan SETS (Science , Environment , Technology , and Society) untuk Meningkatkan Hasil Belajar Biologi Siswa*. *VII*(2), 162–169. https://doi.org/10.5281/zenodo.2548090

Rosdianto, H. (2017). Pengaruh Model Generative Learning Terhadap Hasil Belajar Ranah Kognitif Siswa Pada Materi Hukum Newton. *Jurnal Pendidikan Fisika Dan Keilmuan (JPFK)*, *3*(2), 66–69. https://doi.org/10.25273/jpfk.v3i2.1288

Rusdi, R., Evriyani, D., & Praharsih, D. K. (2018). Pengaruh Model Pembelajaran Peer Instruction Flip Dan Flipped Classroom Terhadap Hasil Belajar Kognitif Siswa Pada Materi Sistem Ekskresi. *Biosfer: Jurnal Pendidikan Biologi*, *9*(1), 15–19. https://doi.org/10.21009/biosferjpb.9-1.3

Rusno. (2010). Pengaruh Penggunaan Internet Sebagai Salah Satu Sumber Belajar Terhadap Prestasi Mahasiswa Pendidikan Ekonomi Universitas Kanjuruhan Malang. *JURNAL EKONOMI MODERNISASI*, *6*(2), 161 – 172. https://doi.org/https://doi.org/10.21067/jem.v6i2.37

Savitri, D. I. I. S., Degeng, I. N. S., & Akbar, S. (2016). Peran Keluarga Dan Guru Dalam Membangun Karakter Dan Konsep Diri Siswa Broken Home Di Usia Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *1*(5), 861–864. https://doi.org/http://dx.doi.org/10.17977/jp.v1i5.6288

Soprapto, S. (2013). Landasan aksiologis sistem pendidikan nasional Indonesia dalam perspektif filsafat pendidikan. *Jurnal Cakrawala Pendidikan*, 266–276. https://doi.org/https://dx.doi.org/10.21831/cp.v0i2.1485

Sugiyono. (2016). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Alfabeta.

Susanti, V. D. (2014). Efektivitas Model Pembelajaran Portofolio Dan Model Pembelajaran Kooperatif Think Pair And Share (TPS) Terhadap Prestasi Belajar Matematika Ditinjau Dari Kreativitas Siswa VII SMP Negeri 2 Kebonsari Tahun Ajaran 2011/2012. *JURNAL ILMIAH PENDIDIKAN MATEMATIKA*, *2*(2), 32 – 36. https://doi.org/https://doi.org/10.25273/jipm.v2i2.476

Theodora, B. D. (2016). Pengaruh Keterampilan Mengajar Guru Terhadap Hasil Belajar Siswa Sma Se-Kota Malang Yang Di Kontrol Dengan Variasi Sumber Belajar. *Journal of Accounting and Business Education*, *2*(4). https://doi.org/10.26675/jabe.v2i4.6079

Xia, X. (2020). Parenting style and Chinese children's school readiness outcomes: The moderating role of socioeconomic status. *Children and Youth Services Review*, *118*(April), 105381. https://doi.org/10.1016/j.childyouth.2020.105381