



## LITERATURE REVIEW

### Learning

As argued above, learning is an activity that proceed and very fundamental element in implementation for each kind and education ladder (Syah, Psikologi Pendidikan, 2013, p. 87). It means that the success or failure of the education purpose attainment depend on students' learning process both at the school and at the home's environment or family themselves.

According to Seifert learning is generally has meaning as relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable psychological or social experiences (Seifert, 2009).

When someone is learning something, it means that everything they get after learning became mover energy that can change the behavior and the habit. According to Slameto, learning is an effort process which is done by someone to get change the new whole behavior, as the result of their own experience in interaction with the environment (Slameto, 2010, p. 2). So, the students must do learning as an effort process. In the other hand Mudjiono and Dimiyati said that learning is student's complex measure and attitude (Mudjiono&Dimiyati, 2009). Therefore, students must do everything that wreking influences and experiences. There are many elements are needed to attain the purpose of study, and all the elements related to each other. Staton suggest that there are six psychological factors in learning (Sardiman, 2011):

#### 1. Motivation

Motivation is the desirability or encouragement, in this part there are two kinds of motivation: (1) knowing what is learned and (2) comprehending why the thing must be learned.

#### 2. Concentration

Concentration is focus on the attention energy of learning situation. This motivations element is very helpful to grow the attention focus process.

#### 3. Reaction

Reaction is an involvement of physical element or mental that is needed as the form of reaction.

#### 4. Organization

Learning process needs mental skills to organize the stimulus (fact and idea). To help students in order that they get organizing the fact and idea in the mind, then it is needed the clear purpose formulation in learning.

#### 5. Comprehension

Comprehension is getting something based on mind. It has very basic means, which put the learning subdivisions on the proportion. Without that, skill and attitude haven't meaning.

#### 6. Repeating

Forget is a contemptible thing in learning but forget is human's common characteristic. So, the repeating is needed to refresh the mind. Repeating is fact has learned that increase the students remembering ability.

### Factors Affecting Learning Activities

Suryabrata said that learning as a process or an activity that need many factors, they are internal factor and external factor (Suryabrata, 2011, p. 233).

#### 1. Internal factor

##### a. Physical

Body condition generally can be said as the background of learning activity. Healthy body and sick body have different influence for the learning process event for the result of learning. According to Slameto (2010:55), healthy means in a good condition both the body and part of the body from the disease.

##### b. Psychology

Frandsen said that the encouragement factors by someone to learn are creativity, to know, to get safety, to get sympathy, to repair the failure and the result after study (Suryabrata, 2011, p. 236).

In the other hand, Slameto said that there are eight psychological factors that

influence in learning (Slameto, 2010, p. 55):

- 1) Intelligence: is proficiency that consists of three kinds of qualification to cope and to adjust into the new situation quickly and effectively.
- 2) Attention: is the soul activity increase to the object (Gazali in Slameto).
- 3) Interest: is permanent inclination to pay attention and remembering of more activities.
- 4) Aptitude: is the ability to learn.
- 5) Motive: is an effective-conative factor which operates in determining the direction of an individual's behavior towards an end or goal, consciously apprehended or unconsciously (Drever in Slameto).
- 6) Ripeness: is phase of human growth where the organs are ready to do the new proficiency.
- 7) Readiness: is readiness to give a response or react.

#### c. Tiredness

According to Slameto, there are two kinds of tiredness, they are the physical tiredness and psychological tiredness. The physical tiredness shows from the weak of body and psychological tiredness shows from drabness (Slameto, 2010, p. 59).

When the physical is on tiredness, the students also feel tired in learning. When the body condition is not good or sick, it makes the students become unwilling for learning. This condition also may be happened when the psychology is on tiredness. The students become not focus on learning and it disturbs in learning.

### 2. External Factor

#### a. Social environment

Human as the social factor both direct and indirect give influence for learning process. For example, when student study in the room, then there is someone who walk in and walk out the room, this condition will disturb the students' concentration in learning.

#### b. Nonsocial environment

Suryabrata said that there are many social factors that uncountable such as weather, time (morning, afternoon, night), place, the equipment for study (books, desk) and the others. That factors must be arranged to the learning process is smooth going on (Suryabrata, 2011, p. 233).

According to Slameto, there are three external factors influence in learning (Slameto, 2010, p. 60):

- a. Family factor is the way of parents' educating, the relation of family members, house condition, household management condition, parents' interpretation, background of culture.
- b. School factor is the teaching method, the curriculum, the teacher and students' relation, the students' relation, schools' discipline, teaching equipment, learning time, upper learning standard, building, teaching method and homework.
- c. Social factor is the students' activities in social environment. Learning also happens in social environment, student can practice the knowledge at their home environment. From the activity students get the feedback as the experience.
- d. Learning approach factor

Syah argued that learning approach is a student's learning effort include strategy and method, which is used by student in learning. Every student has different way in learning, so there are many kinds of strategy and method in learning (Syah, 2012, p. 60). From the explanation we know that everyone has different style and different way in learning. The students use their own method that make them comfort and easy to get comprehension.

### Learning Facility

Learning facility is one of the factors that influence students' learning achievement. Therefore, the equipment in learning facility makes student enthusiastic in learning. If the students have learning equipment at home, they became

enthusiasm in learning and easy to do learning. That is because the equipment is very useful as good as at the school. But not all the equipment like at the school must having by the students, the equipment just like table, chair, computer, books, lesson books and pen. Djamarah said that learning facility is the completeness of facility that must have by the school (Djamarah, 2012), but in this research the completeness of learning facility is focused on home.

Sanjaya divides learning facility into two, they are tool and infrastructure (Sanjaya, 2011). Tool is all of something which advocating the learning process fluency, such as learning media, learning equipment, school equipment. Whereas infrastructure is all of something which indirectly also advocating the learning success. This infrastructure is the street to the school, schools' lighting, toilet, and many others.

According to Bangun, there are many kinds of learning facility at home: learning room, learning lamp, lesson books, write books, pen, pencil, eraser, ruler, and the others. Learning facility completed if students have facility that is trully needed in learning. Such as comfortable room, desk, chair, rack, etc (Bangun, 2008). Whereas the comfortable learning room must fill the qualification free from disturbing, good circulation and weather temperature and good lighting.

From those explanations can be said that the students must have learned facility at home because the facility can be expected increasing the learning achievement. Learning facility at home became a factor for increasing the learning achievement, because learning facility is supporter factor in learning success and the tool of success, effective and efficient learning.

### **Learning Time**

Learning time is the effective time to study at home and students' capacity in learning which influence the learning achievement. Learning time is also a factor

for increasing learning achievement, because learning at the school may happen 7 o'clock and students at home spend the rest time. Learning time at home has long time than at the school, so learning time at home must use effectively. According to Hamalik in (Bangun, 2008), "most of learning time is done at home, so the family aspect also influences the learning advancement, even can be said as a success dominant factor at university."

### **Prioritizing Time**

Neville argued there are three kinds of prioritizing time," they are (Neville, 2007):

#### a. Have a long term view

For students, at beginning of any semester, they can start by recording in a diary or time sheet the dates of important events, e.g. exams and assignment submission dates. Blank calendars can be downloaded free from the Internet or via Microsoft Office software.

#### b. Prioritization of task

Prioritization is an important stage of the process of time management. However, the big issue for students is allocating and effectively using the free time they have for independent study. They know when they must attend lectures and tutorials; that is not the problem. The problem is managing free time so that independent course work and revision is done without frantic rushing at the last minute.

#### c. Daily scheduling of tasks

According to (Bangun, 2008). "The selection time for learning is different for everyone; there is more concentration for learning at the night, evening, afternoon and even in the morning. The difficult lesson must be learned long time to comprehend the lesson. Arrange the schedule to the learning run effectively."

Slameto said that daily scheduling for each activity also influence learning achievement (Slameto, 2010, p. 82). In order that the activity carried out effectively, students must arrange the

schedule well. For the example, there are 24 o'clock every day, and it uses for: Sleeping:  $\pm$  8 o'clock; eating, bathing, exercise:  $\pm$  3 o'clock; Personal activity:  $\pm$  2 o'clock; The others for studying:  $\pm$  11 o'clock.

Students usually spend 11 o'clock for studying, 7 o'clock for studying at the school and 5 o'clock for studying at home. According to Haynes (2000:5) "time management is personal process and must fit your style and circumstances. It takes strong commitment to change old habits; however this choice is available and yours for the taking."

### **Parental Guidance**

Yusuf argued that guidance come from guide words, it means to direct, to pilot, to manage and to steer. Guidance is continuous process, not pronto activity or accidental and helping, assisting, or availing (Yusuf, 2011). Based on definition above, can be concluded that guidance is continuous process for helping and to pilot someone. The thing is relation with the parents' guidance for the students, parents manage and steer the students when studying at home, help and give support or motivation to study. The students do continuously, because learning is not happened one time for students, they must learn every day to get comprehend the material.

When students study at the school, they have a teacher as their guide to manage the study and direct the material. Besides that, there are also many friends inside who became a partner to solve the problem (like a task from the teacher). But it may not happen at home, so their partner now is the parents. According to (Hamalik, 2010), guidance is the process of giving help for the individual to know them and solves their own problem until they life happily." That is way parents' motivation also needed by the student to support in learning and increase the achievement. According to Slameto (2010:105) "attention is someone's activity in the

relation with the stimulation selection that comes from the environment."

### **The Encouragement of Good Learning Habits**

Having high IQ is not assuring of the students' success in learning and education. The way of learning at home has a big influence on the learning strategy. (Fuller, 2009.) The parents' success in prepare time for their child to develop the effective learning strategy, they are:

#### **1. Hard punishment**

When students do not learn effectively and the parents doesn't give attention, it causes them to be lazy for study. In the end when the value in the rapport is bad, parents usually angry for them and give punishment. They do not think that their bustle and less control for the child. That is not good example for parents, when they busy and suppressed with all the problem, then careless caring for students learning. The parents consider that their child is okay and hope the best. Finally, there is a letter from the school.

#### **2. Parents activity in learning**

The parents' attention became the influence factor in learning achievement. The following statements can be the way to build a good learning habit at home: give priority to positive attitude for schoolwork, give appreciate for your child, be interest with the student's material, make the task as something easy to do and have realistic purpose, build the confidence and obligation, and give the students an obligation at home.

#### **3. Parents as homework consulate**

A consulate gives some advice, helping to arrange the strategy plan, prepare the structure and giving suggestions.

#### **4. Help the child discipline at the school**

Sometimes students have difficulty in learning both at the school or at home, such as forgetting the homework, have difficult in concentration and be lazy go to school. In this problem, parents can help them arrange the schedule at the calendar,

yellow paper to remembering the homework or task, responsibility paper.

#### 5. The equipment for learning

Parents can prepare the students' equipment at home too, like desk, chair, rack, pencil, pen, eraser, ruler, and the others. Those are the simple equipment that parents can prepare at home.

#### 6. Place and time for learning

It's better if parents prepare a room for study, but if there isn't place, parents can prepare a good side at home for student's learning activity. Besides that, time management also needed to control their activity at home, when the students must learn, sleep, play and the others.

#### 7. Good starting up

It's not easy for preparing the students first day go to school, due it's a new habit where they must wake up early, have new activity and have challenge too. In this case parent participation is needed to support them, preparing the food, equipment, also giving motivation to students have enthusiasm in learning.

### Learning Achievement

Learning achievement is the result of the students change ability in multiple area that is explained to numeral symbol, letter or sentence which attain after do the test as an indication how far the student has gotten the material which is given by the teacher that ideally covered three aspects, they are cognitive, affective, and psychological. According to (Djamarah, 2012, p. 19) "achievement is the result of an activity that has done, has made both an individual and group."

In the same meaning, learning achievement is the result has attained by the students like knowledge mastery or skill which is developed by the material has given by the teacher or lecture at certain time (Bangun, 2008, p. 84). Good learning achievement doesn't attain just at the moment but it's influenced by many factors like internal factor comes from students themselves and there is also external factor comes from the students outside.

### METHOD

This research was carried out using a quantitative method and a correlational study design. According to Walliman (2011) Correlation study design is used to investigate a link between two concepts in (Arizah, 2019).

The correlation between two concepts can be none (no correlation); positive (where an increase in one causes an increase in the other; or negative (where an increase in one causes a reduction in the other); or negative (where an increase in one causes a decrease in the other or vice versa).

### Participant of the Research

The participants of the research are the students of English Education Program in Lamongan, there are total 118 students (Third Semester, Fifth Semester and Seventh semester).

### Data Collection

To obtain data from sources that have been determined, it is necessary to the existence of data collection techniques, so that all data can be collected in accordance with their respective criteria. The method is used are :

#### 1. Documentation

The document that is used as primary data is to know the students' achievement on English subject. To know the students' English achievement, the writer took the report book score of the students of English Education Program, precisely the score that they got on second semester in academic year of 2019/2020 in English learning achievement.

#### 2. Questionnaire

The researcher uses questionnaire as the main data, it gives to the parents to answer of all the variable questions. From the data, the researcher correlates with the students' achievement. The researcher chooses Likert scale at arranging the questionnaire. Cohen argued that the one way in which degrees of response, intensity of response, and the move away from

dichotomous questions has been managed can be seen in the notion of rating scales (Cohen, 2000). In this research, the researcher provides 30 questions (10 questions for learning facility variable, 10 questions for learning time variable and 10 questions for parental guidance questions).

According to (Kothari, 2014), In a Likert scale, the respondent is asked to respond to each of the statements in terms of several degrees, usually five degrees (but at times 3 or 7 may also be used) of agreement or disagreement. For example, when asked to express opinion whether one considers his job quite pleasant, the respondent may respond in any one of the following ways: (i) strongly agree, (ii) agree, (iii) undecided, (iv) disagree, (v) strongly disagree.” There are five optional answers for each question, and for each optional item is given score: item A get 5 score, item C get 3 score, item E get 1 score, item B get 4 score, item D get 2 score.

### **Validity and Reliability Test**

The terms validity and reliability are used to assess the quality of research. They describe the accuracy with which a method, approach, or test measure something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure (Middleton., 2019).

#### **1. Test for Validity**

Ghauri described how well the acquired data covers the real field of inquiry (Ghauri, 2005). The validity of a valid instrument is high. The instrument that lacks goodness, on the other hand, has a poor validity. 12 An instrument can be called valid when it can measure what is wanted. In other words, an instrument can be called valid if it can show the data of variables researched correctly. To measure whether the test has good validity, the researcher used content validity and construct validity.

#### **2. Test for Reliability**

Reliability refers to how consistently a method measures something (Middleton., 2019). If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable.

### **Data Analysis Techniques**

Data analysis techniques used to obtain answers to research hypotheses is distinguished in two categories which are:

#### **1. Descriptive Analysis Technique**

Statistical analysis techniques is testing research data, which is done by presenting the data in the form of basic statistical calculations that include a frequency distribution table, histogram, mean value, median, mode, standard deviation.

#### **2. Regression Analysis Techniques**

Regression analysis technique done by some of the requirement tests are:

##### **a. Normality test**

The normality test is carried out using the SPSS Statistics 25.0 program. The Kolmogorov-Smirnov test was used. If the value  $Asymp. Sig. (2-tailed) > \alpha$  (alpha), it can be said to be a well standardized value based on acceptance criteria. Obtaining the conclusion that the data utilized in the study is standardized and distributed in a uniform manner.

##### **b. Linearity Test**

Linearity of test aims to determine whether two variables that will be charged procedures correlation statistical analysis shows, there is relation, that linear or not. Furthermore, testing steps, using SPSS 25. Decision- making method of linearity testing, that is “if the significance of the Linearity  $> 0.05$  then the relation between two variables is not linear, and if the significance of the Linearity  $< 0.05$  then the relation between two variables stated linear”.

##### **c. Regression Analysis**

After it is believed that the data obtained from the spread of research instruments fulfill the requirements of the

analysis, further, conducting, multiple regression analysis using SPSS Statistics 25 Program. Multiple linear regression analysis performed to determine the influence of the dependent of the dependent variable towards independent variables.

d. Hypothesis Test

To know the correlation between variables learning facility, learning time and parental guidance (X1, X2 and X3) to the variable leaning achievement (Y), the researcher determine the hypothesis: If the value of sig. F change < 0.05, then correlated; If the value of sig. F change > 0.05, then it is not correlated.

After that, the researcher tests the correlation of variables using SPSS 25.

**RESULT AND DISCUSSION**

**1. Data Analysis of Learning Facility**

From providing questionnaires to a variable learning facility (X1) for the research consist of 118 participants, can be known from the calculating that ten items questionnaire gets the most response is agreed (61.34%) and undecided (45.8%) and the items of questionnaire are valid, it can so from the table below:

**Table 1. The result of Validity Test of Learning Facility**

Item	r <sub>count</sub>	r <sub>table</sub> 5% (118)	Sig	Criteria
X1.1	0.734	0.176	0.000	Valid
X1.2	0.624	0.176	0.000	Valid
X1.3	0.738	0.176	0.000	Valid
X1.4	0.367	0.176	0.000	Valid
X1.5	0.615	0.176	0.000	Valid
X1.6	0.610	0.176	0.000	Valid
X1.7	0.723	0.176	0.000	Valid
X1.8	0.570	0.176	0.000	Valid
X1.9	0.723	0.176	0.000	Valid
X1.10	0.570	0.176	0.000	Valid

**2. Data Analysis of Learning Time**

**Table 2. The Result of Validity Test of Learning Time**

Item	r <sub>count</sub>	r <sub>table</sub> 5% (118)	Sig	Criteria
X2.1	0.699	0.176	0.000	Valid
X2.2	0.686	0.176	0.000	Valid
X2.3	0.489	0.176	0.000	Valid
X2.4	0.624	0.176	0.000	Valid
X2.5	0.754	0.176	0.000	Valid
X2.6	0.584	0.176	0.000	Valid
X2.7	0.635	0.176	0.000	Valid
X2.8	0.695	0.176	0.000	Valid
X2.9	0.528	0.176	0.000	Valid
X2.10	0.695	0.176	0.000	Valid

We can see from the table above that the items of questionnaire are valid, and variable learning time (X2) for the research consist of 118 participants, can be known from the calculating that ten items questionnaire gets the most response is strongly agreed (61,83), agree (57,64%) and undecided (45.8%).

**3. Data Analysis of Parental Guidance**

From the calculating that a variable parental guidance (X3) for the research consist of 118 participants, can be known that ten items questionnaire gets the most response is agreed (54,46%) and undecided (44,95%). and the items of questionnaire are valid, it can so from the table below:

**Table 3. The Result of Validity Test of Parental Guidance**

Item	r <sub>count</sub>	r <sub>table</sub> 5% (118)	Sig	criteria
X3.1	0.602	0.176	0.000	Valid
X3.2	0.791	0.176	0.000	Valid
X3.3	0.684	0.176	0.000	Valid
X3.4	0.744	0.176	0.000	Valid
X3.5	0.697	0.176	0.000	Valid
X3.6	0.651	0.176	0.000	Valid
X3.7	0.791	0.176	0.000	Valid
X3.8	0.684	0.176	0.000	Valid
X3.9	0.744	0.176	0.000	Valid
X3.10	0.565	0.176	0.000	Valid



After the researcher conducted validity test for three variables of questionnaire and the result can be known that all variables' questionnaires are valid. The researcher calculated the reliability test for X1, X2, and X3, the result shows that all of three variables are reliable because the variable X1 the score of Cronbach's Alpha  $0.795 > 0.60$ , the variable X2  $0.799 > 0.60$ , and variable X3  $0.880 > 0.60$ .

#### 4. Regression Analysis

To obtain responses to the above-mentioned study hypotheses. Then The regression method is used to conduct the analysis. methods. Before beginning the statistical analysis, carried out, the requirements were first tested which consist of:

##### a. Normality Test

First, the testing requirements were analyzed. The sample of normality test with error estimates is one of the requirements that must be met in the testing analysis in the study.

To assess if a sample is normal, the Liliefors test (Kolmogorov-Sumirnov) is utilized at a significance level of 0.05. The required normality test is used to verify whether the study samples are drawn from a normally distributed population. The hypothesis as following:

H0: Residual with Normal distribution

H1: Residual is not normally distributed.

Calculations conducted by SPSS 25. Decision-making methods to testing Normality of that is "if significance, in Normality (sig)  $> 0.05$  then the relation between two variables is from normal distribution, and if the significance, in Normality (sig)  $< 0.05$  then the relation between two variables is not from normal distribution. Normality Test of Learning Facility (X1), Learning Time (X2), Parental Guidance (X3) towards Learning Achievement in English (Y).

The estimated error normality test below shows that the variable X towards Y is generated from not normally distributed

population because (sig)  $0.000 < 0.05$  this happen may cause the data is big population.

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		118
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.55294881
Most Extreme Differences	Absolute	.344
	Positive	.344
	Negative	-.210
Test Statistic		.344
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

**Picture 1. Normality Test**

##### b. Linearity Test

Testing linearity in this research, is used the following hypothesis.

H0: Regression line of relation between variables X1, X2, X3 and Y

H1: Regression line of relation variables X1, X2, X3 and Y are not linearly.

Calculations conducted by SPSS 25. Decision-making methods to testing Linearity of that is "if significance, in Linearity (sig)  $> 0.05$  then the relation between two variables is not linear, and if the significance, in Linearity (sig)  $< 0.05$  then the relation between two variables stated linear. Linearity Test of Learning Facility (X1), Learning Time (X2), Parental Guidance (X3) towards Learning Achievement in English (Y)

After calculating linearity test for all variables (X1, X2, X3, and Y), it shows that the value in the Sig column, Deviation from Linearity line, the significance of the Linearity as many as 1.000 because the significance is more than 0.05 then the relation between the variables X towards Y stated linear.

#### 5. Correlation Analysis

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.373 <sup>a</sup>	.139	.117	3.00543	.139	6.159	3	114	.001

a. Predictors: (Constant), P.Guidance, L.Facility, L.Time

b. Dependent Variable: L.Achievement

Based on the data above, can to determine the hypothesis: If the value of sig. F change  $< 0.05$ , then correlated; If the value of sig. F change  $> 0.05$ , then it is not correlated.

From the table above the result of the correlation between learning facility, learning time, parental guidance and learning achievement is = F change  $0.001 < 0.05$  It means the hypothesis is accepted and there is significance correlation of learning facility learning time and parental guidance towards learning achievement, and R value is 0.373 it means that (the correlation is low).

### CONCLUSION

Based on research data that has been described in the previous section and supported by statistical analysis can be made conclusions that here is significance effects of learning facility, learning time and parental guidance towards students' learning achievement has low correlation but, it given contribution towards the student's learning achievement in English. Beyond learning facility, learning time and parental guidance confirmed there are variety of other variables that have significant effects on the student's learning achievement in English, because learning only contributed as many as several unit parts. Therefore, the existence of other factors must be developed for students to achieve success in learning achievement. The quality of student's learning support not only from facility of learning, time of learning and parental support but as many as one unit, so at the same time, will affect student's learning achievement in English as many as several unit parts.

### REFERENCES

Arizah, M. (2019). The Correlation Between Students' English Achievement and Their . *ETERNAL (English Teaching Journal)*, 2.

- Bangun, D. (2008). Hubungan Persepsi Siswa Tentang Perhatian Orang tua, Kelengkapan Fasilitas Belajar, dan Penggunaan Waktu Belajar Di Rumah Dengan Prestasi Belajar Ekonomi. *Jurnal Ekonomi dan Pendidikan*, 5 (1).
- Cohen, L. L. (2000). *Research Method in Education. Fifth Edition*. New York: Routledge Falmer.
- Djamarah, S. (2012). *Prestasi Belajar dan Kompetensi Guru*. Surabaya: Usaha Nasional.
- Fuller, C. (2009.). *Sekolah Berawal dari Rumah: Cara cara Sederhana Membuat Pembelajaran Menyenangkan* (Sari Badudu & Vina Situmorang, Ed.). Jakarta: sukaBuku.
- Ghauri, P. &. (2005). *Research Methods in Business Studie*. Harlow: /Prentice Hall.
- Hamalik, O. (2010). *Psikologi Belajar dan Mengajar*. Bandung: Sinar Baru Algesindo.
- Kothari. (2014). *Research Methodology Methods and Techniques*. New Delhi: New Age International (P).
- Middleton., F. (2019). *An Introduction to Research Method*. <https://www.scribbr.com/methodology/reliability-vs-validity/> acces on December 16, 2021.
- Mudjiono & Dimiyati. (2009). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Neville, C. (2007). *Effective Learning Service Time Management*. : Bradford University School of Management.

- Sanjaya, W. (2011). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: KencanaPrenada Media.
- Sardiman. (2011). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: RajaGrafindoPersada.
- Seifert, K. R. (2009). *Educational Psychology. Second Edition*.
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhi*. Jakarta: RinekaCipta.
- Sugiyono. (2012). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Sugiyono. (Statistika Untuk Penelitian). 2007. Bandung: Alfabeta.
- Suryabrata, S. (2011). *Psikologi Pendidikan*. Jakarta: Raja GrafindoPersada.
- Syah, M. (2012). *Psikologi Belajar*. Jakarta: Raja GrafindoPersada.
- Syah, M. (2013). *Psikologi Pendidikan*. Bandung: RemajaRosdaKarya.
- Yusuf, S. A. (2011). *Landasan bimbingan dan Konseling*. Bandung: RemajaRosdakarya.

