



The Influence of Learning Interest and Self-Efficacy on the Learning Achievement of Class IX Students at SMPN 144 Jakarta

Sofyan Abdi

As-Syafi'iyah Islamic University, Jakarta, Indonesia

sofyanabdi.fkip@uia.ac.id

Dina Rahmania

As-Syafi'iyah Islamic University, Jakarta, Indonesia

dinarrahma79@gmail.com

Abstract

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This research aims to determine the influence of Learning Interest and Self-Efficacy on Learning Achievement. The research method used by researchers is a correlational research method. The population used was all class IX students, with a sampling technique using random sampling of 72 students. The data collection technique used was a questionnaire and then analyzed using descriptive statistics. The results of this research show that there is an influence of interest in learning on learning achievement based on the partial test of $5,067 > 2,291$ with a significance of $0.000 < 0.05$, so it can be said to be significant, there is also an influence of self-efficacy on learning achievement, with the test results showing a partial test of $3,659 > 2,291$ with a significance of $0.000 < 0.05$, so it can be said to be significant, furthermore, learning interest and efficacy also have a significant influence simultaneously (together) on student learning achievement of $51,489 > 3,127$. The R Square value is 0.599 or 59.9% and the remaining 0.41 or 40.1% is influenced by other variables outside the variables of interest in learning and self-efficacy. Such as learning motivation, learning facilities, teacher communication skills, family environment, and students' emotional intelligence.

Keywords: *Interest To Learn; Self-Efficacy; Learning Achievement.*

A. Introduction

The success or failure of achieving educational goals can be seen from the process experienced by students as learners and from the process of student achievement while at school. One of the successes of student education can be seen from student learning achievement. Learning achievement is the learning result achieved after going through the process of teaching and learning activities. Learning achievement can be shown through the grades given by a teacher from the number of subject areas that students have studied. Of course, every learning activity is always expected to produce maximum learning. Howard Kingsley (In Sudjana, 2021: 45) divides three types of learning outcomes, namely skills and habits, knowledge and understanding, and attitudes and ideals.

Students who have a high interest in learning will always give full attention in their efforts to achieve learning goals, in line with this explanation. According to Gagne and Berliner (In Hosnan, 2014), states that children who have a high interest in learning in a subject tend to pay attention. They feel the difference between one lesson and another. The differences felt are learning with full awareness, learning with joy, high attention, studying hard and getting high satisfaction.

Interest has a huge influence on a student's learning activities. Students who have a high interest in learning will show good learning achievements. By having an interest in learning in students, it will create curiosity and pleasure in students to learn. Curiosity and enjoyment of learning can be obtained from the material taught and the way the teacher delivers the lesson material. If the lesson material and the way the teacher delivers the lesson do not match the student's interests, then the student will not learn well, because there is no attraction for him. Vice versa, if the teacher's learning materials and methods can attract students, then they will be easily understood and stored in the students' cognitive memory.

Rohim (2011), researched the influence of student interest in learning on student achievement in Islamic Religious Education subjects, the results of the research showed that student interest in learning could influence the learning

achievement of Dwi Putra Ciputat Middle School students. This can be seen from the fact that there is a moderate or sufficient correlation between the influence of student interest on student learning achievement. The more students have a high interest in learning, the better the students' achievements will be.

Apart from interest, learning achievement is also influenced by self-efficacy. According to Bandura in Saputri & Sugiharto (2020), Self-efficacy is an individual's belief about his ability to organize and complete a task necessary to achieve a certain thing. The stronger a person's belief in his abilities, the greater and more persistent his efforts will be. Self-efficacy will influence several aspects of a person's cognition and behavior. Strong self-efficacy will encourage individuals to try hard and be optimistic about achieving positive results or success, while individuals who have low efficacy will show a pessimistic attitude and show an attitude of not trying, find it difficult to motivate themselves, give up easily when faced with difficult situations and have low commitment to the goals that have been set (Dewi & Mugiarto, 2020)

Bandura (In Feist et al., 2010: 219), also added that when someone has high self-efficacy, the better their ability to regulate their behavior. Students who have the ability to regulate this behavior will tend to be able to think and act based on their own awareness. They have an awareness of the importance of learning and their responsibilities as a learner. This can certainly encourage them to develop certain strategies, so that their goals can be achieved.

These actions arise because students have confidence in their own abilities. This belief in one's abilities or self-efficacy will also help make students less influenced and dependent on others in achieving success. Self-efficacy makes students have no doubts in the learning process, because they have full confidence in their abilities. The motivation that a student has will encourage him to be able to implement the learning strategies that have been created. If a student has high learning motivation, the student will tend to be encouraged to try and look for other learning resources that can support the learning process.

Previous research has studied the influence of learning interest and self-efficacy on student learning achievement, showing consistent results regarding the importance of these two factors. For example, a study by Kpolovie et al.,(2014), found that high interest in learning is closely related to better academic achievement. Students who have a high interest in certain subjects tend to participate more actively in class activities, are more persistent in doing assignments, and more often look for additional material to deepen their understanding. This shows that increasing interest in learning can be an effective strategy for improving student learning achievement.

In addition, research by Wulanningtyas & Ate (2020), confirms that self-efficacy has a significant influence on student academic achievement. Students with high levels of self-efficacy are better able to overcome learning challenges and experience less academic anxiety, so they are more successful in achieving their learning goals. This study also shows that self-efficacy can be increased through successful experiences in learning, social support, and effective learning strategies. Thus, interventions designed to increase students' self-efficacy can contribute positively to improving their learning achievement. These two studies provide a strong theoretical basis for understanding the importance of learning interest and self-efficacy in the context of the learning achievement of class IX students at SMPN 144 Jakarta.

The results of research by Hindayani et al., (2019), presented research on the self-efficacy of class XI IPS students at SMA Negeri 5 Pontianak. This research aims to determine the influence of self-efficacy on economic learning achievement of second grade IPS students at SMA Negeri 5 Pontianak. Simple linear regression calculations obtained $Y=53.367+0.304$. The coefficient of determination from the research shows how the variable to reflect students' economic learning achievement is 39%, while the rest is influenced by other factors. The conclusion from this research is that self-efficacy has a significant impact on the learning of academic science class achievers at SMA Negeri 5 Pontianak.

As for the preliminary study conducted at SMPN 144 Jakarta, it is clear that the interest in learning of class IX students is that they have a normal interest in situations or activities in learning. It can be said that students have good interest but need direction from students to be more serious about learning. And for the self-efficacy of variable students, in general there are those who have low, medium and high self-confidence.

Apart from that, the urgency of this research is to find out the extent to which interest and self-efficacy influence student learning achievement. In essence, students definitely want the best results for their respective education, so research must be carried out to measure the extent of students' interest in learning and the extent to which students apply self-efficacy in their life at school.

B. Method

The type of research used in this research is quantitative descriptive. The population in this research is class IX students at SMPN 144 Jakarta, totaling 288 students with a sample of 25%, namely 72 determined using random sampling techniques (Probability Sampling).

The instrument used consists of 3 psychological scales consisting of Interest in Learning with indicators of feelings of happiness, student interest, student attention, and student involvement. The psychological scale of Self-Efficacy consists of Level Dimensions, Strength Dimensions, Generality Dimensions. Furthermore, the psychological scale of Learning Achievement consists of cognitive, affective and psychomotor.

Next, a validity test of the instrument was carried out, the results of the validity test of the learning interest variable instrument, based on the results of testing the validity of the items using the product moment formula which was applied using SPSS 23 for Windows, the results obtained from 60 statements which were tested on 72 students, the r table value was obtained (n-2) calculation at the 5% level is as follows, $72-2=70$, then the r table is 0.23. There are 50 valid statement

items and 10 invalid ones, with alpha value > 0.60 . And because the r coefficient obtained is greater, $0.807 > 0.60$, the instrument is reliable with a high level of reality.

Based on the results of testing the validity of items on the self-efficacy variable using the product moment formula applied using SPSS 23 for Windows, the results obtained from 60 statements were tested on 72 students, the r table value (n-2) calculated at the 5% level was obtained. as follows, $72-2=70$, then the r table is 0.23. There are 49 valid statement items and 11 invalid ones. alpha value > 0.60 . And because the r coefficient obtained is greater, $0.854 > 0.60$, the instrument is reliable with a high level of reality.

Furthermore, based on the results of testing the validity of items on the learning achievement variable using the product moment formula applied using SPSS 23 for Windows, the results obtained from 60 statements were tested on 72 students, the r table (n-2) value calculated at level 5 was obtained. % as follows, $72-2=70$, then the r table is 0.23. There are 50 valid statement items and 10 invalid ones, alpha value > 0.60 . And because the r coefficient obtained is greater, $0.808 > 0.60$, the instrument is reliable with a high level of reality. Test Requirements Analysis in this research uses the normality test, while for Hypothesis Testing uses the partial test (t), simultaneous test (f) and coefficient of determination test.

C. Discussion

Description of data regarding the three variables, namely interest in learning, self-efficacy and learning achievement for class IX at SMPN 144 Jakarta, categorized into 3 categories, namely high, medium and low. The following is presented in tables 1, 2 and 3.

Table 1.1 Learning Interest Score

Value Range	Categorization	F	%
$X < 122$	Low	6	8
$122 \leq X < 153$	Currently	58	81
$X > 153$	Tall	8	11
Amount		72	100

Based on the table above, it can be seen that some of the respondents in this study had learning interest scores in the moderate majority category, namely 81% of student respondents. Then walk towards the high which is 11%. It can be concluded that the Interest in Learning category is heading towards high.

Table 2. Self-Efficacy Score

Value Range	Categorization	F	%
X < 112	Low	10	14
112 ≤ X < 147	Currently	54	75
X > 147	Tall	8	11
Amount		72	100

Based on the table above, it can be seen that some of the respondents in this study had self-efficacy scores in the moderate majority category, namely 75% of student respondents. Then it goes towards low, namely 14%. It can be concluded that Self-Efficacy is from low to medium category.

Value Range	Categorization	F	%
X < 118	Low	8	11
118 ≤ X < 151	Currently	53	74
X > 151	Tall	11	15
Amount		72	100

Table 3. Learning Achievement Score

Based on the table above, it can be seen that some of the respondents in this study had learning achievement scores in the moderate majority category, namely 74% of student respondents. Then walk towards the height, which is 15%. It can be concluded that Learning Achievement from the category is towards high.

Furthermore, before research analysis is carried out, the normality test analysis requirements are first carried out. The normality test aims to find out whether the data is normally distributed. The Normality Test was carried out on each variable, namely Learning Interest, Self-Efficacy and Learning Achievement which were analyzed with the help of SPSS 23.0 for Windows. By using the Kolmogorov-Smirnov test. Test Data normality testing, namely if sig. > 0.05, then the

data is normally distributed, but if sig. < 0.05 then the data is not normally distributed.

Table 4
Normality test

Variables	Sig.	Information
Interest to learn	.019	Normal
Self-Efficacy	,064	Normal
Learning achievement	,022	Normal

Based on the table above, it shows that the learning interest data is significantly 0.019 (sig. > 0.05), the learning interest variable is normally distributed. In the self-efficacy variable with a significance of 0.064 (sig. > 0.05), the self-efficacy variable has a normal distribution. Meanwhile, the learning achievement variable has a significance of 0.22 (sig. > 0.05), the learning achievement variable has a normal distribution.

The results of hypothesis testing were carried out to determine the influence of learning interest and self-efficacy on learning achievement. Hypothesis test results indicate whether or not the hypothesis proposed in the research is accepted. Hypothesis testing in this research was carried out using multiple linear analysis techniques. The results can be seen in the table below.

Table 4.8
Hypothesis Test Results

Model	B	Beta	Q	F	Sig
(Constant)	18,110		1,558	51,489	.124
Interest to learn	,553	.105	5,067		,000
Self-Efficacy	,322	,091	3,659		,000

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.774a	,599	,587	10,563

Based on the table of regression analysis test results together between learning interest and self-efficacy on student learning achievement above, judging from the significance of the two variables, a significant value of 0.000 is obtained, where $\text{sig.} < 0.005$, which means that interest in learning and self-efficacy together have a significant effect on the learning achievement of class IX students at SMPN 144 Jakarta. Then we obtained an R Square value of 0.599 or 59.9%, which means that around 0.41 or 40.1% of learning achievement is influenced by other variables outside the variables of learning interest and self-efficacy.

Based on the results of the research that has been carried out, results were obtained which state that there is a positive and significant influence between interest in learning and self-efficacy on the learning achievement of class IX students at SMPN 144 Jakarta. According to Moh. Uzer Usman (2002), Interest is a trait that is relatively persistent in a person and has a big influence on learning because with interest a person will do something that is of interest, whereas without interest a person will not do something. With students who have high interest, of course their learning achievement will also be high, and vice versa. If the student achieves high levels of achievement, of course the student's interest will also be high. Alwisol (2004: 56), states that self-efficacy is in the form of a person's perception of how well he or she can function in a particular situation, self-efficacy is related to an individual's belief regarding his or her ability to do things of positive value, so the higher the student's self-efficacy, the higher the belief in obtain the learning achievements that will be achieved.

The results of the analysis show that there is a positive and significant influence between interest in learning and learning achievement. This is also in accordance with variable one (interest in learning) which has a partial test of $5,067 > 2,291$. By accepting this partial test, interest in learning can be considered as an aspect of positive influence on student learning achievement and there is also a significant value between interest in learning and student achievement. namely with a significance value of $0.000 < 0.05$. which means the regression equation was found to be significant. Thus H_a is accepted and H_o is rejected. This is in accordance with

Abdul Rohim (2011), researching the influence of students' interest in learning on student achievement in Islamic Religious Education subjects, the research results show that students' interest in learning can influence the learning achievement of Dwi Putra Ciputat Middle School students. There is a calculated r result that is significantly greater than the r table at 5% ($0.523 > 0.004$) or 1% ($0.523 > 0.015$), thus the hypothesis is accepted. And there is also Erlando Doni Sirait (2016) who examined the influence of interest in learning on mathematics learning achievement. These results obtained the equation $\hat{Y} = 22.15 + 0.78x$ with $F_{\text{count}} < F_{\text{table}}$ ($-1.52 < 1.670$) so that H_0 is rejected at the 0.05 level.

Likewise with the second variable, namely self-efficacy, which has a significant influence between self-efficacy and learning achievement. This is also in accordance with variable two (self-efficacy) which has a partial test of $3,659 > 2,291$. By accepting this partial test, self-efficacy can be considered as an aspect of positive influence on student learning achievement and there is also a significant value between self-efficacy and student learning achievement. namely with a significance value of $0.000 < 0.05$. which means the regression equation was found to be significant. Thus H_a is accepted and H_0 is rejected. This is also the same as Hindayani (2019) who stated research on the self-efficacy of class There is a calculated t value of 11.813 showing the influence of the independent variable on the dependent variable. When compared with the t table at the 0.05 significance level it is 2.003. To calculate t that is greater than t table or $11.813 > 2.003$, then H_a is accepted and H_0 is not accepted. There is also Ermannudin (2021), examining the influence of self-efficacy on the learning achievement of class XI IPS students in economics subjects at SMA Negeri 7 Kerinci. The result of this analysis is that the calculated t value is $2.285 >$ from the t table of 2.011 or a significance level of $0.034 < 0.05$, which means H_0 is rejected and H_a is accepted.

Interest in learning as stated by Djaali (2008: 121) "interest is a feeling of preference and interest in a thing or activity, without anyone telling you to". Meanwhile, according to Crow & Crow (In Djaali, 2008: 121), says that "interest is related to the style of movement that encourages someone to face or deal with

people, objects, activities, experiences that are stimulated by the activity itself". From this opinion, in this research, interest in learning influences the learning achievement of class IX students at SMPN 144 Jakarta, where this interest in learning includes feelings of joy, student interest, student attention, and student involvement, of which the four aspects include interest in learning in this research. .

Inseparable from interest in learning, self-efficacy is one of the supporters in achieving student learning achievement, where high self-efficacy will make them have high motivation to take more positive actions and have hard efforts to change for the better. According to Bandura, quoted by Dede Rahmat Hidayat, self-efficacy is an assessment of one's abilities which is useful for managing and carrying out predetermined performance. This self-efficacy provides the basis for individual motivation, individual well-being and achievement. They are confident that the actions they take will get the desired results, even if there is a little intensity or to persevere in the face of difficulties.

Self-efficacy also should not be confused with judgments about the consequences that will result from a behavior, but can determine the desired outcome. A person's self-confidence will help in achieving success. From the opinion contained in this research, self-efficacy influences the learning achievement of class IX students at SMPN 144 Jakarta, where self-efficacy includes level dimensions, strength dimensions, and generalization dimensions, of which these three aspects include self-efficacy in this research.

Next there is learning achievement, according to Muhibbin Syah (2001: 89), learning achievement is defined as the level of success of students in achieving the goals set in a teaching program. Indicators of learning achievement are the disclosure of learning outcomes which cover all psychological domains that change as a result of students' experiences and learning processes. The domains in question include the realm of creativity, taste and intention. Learning achievement in the field of education is the result of measuring students which includes cognitive, affective and psychomotor aspects after following the learning process which is measured

using test instruments or relevant instruments. Learning achievement is an educational assessment of student progress in everything learned at school which involves knowledge or skills stated after the results of research. So that the results of statistical testing with the F test are obtained below

After various research results, there is also a third hypothesis, namely the results of the analysis of the influence of learning interest and self-efficacy on student learning achievement. It can be seen from the f test (simultaneous), namely $51,489 > 3,127$. The R Square value is 0.599 or 59.9% and the remaining 0.41 or 40.1% is influenced by other variables outside the variables of interest in learning and self-efficacy. It can have the overall meaning that variable

This is in line with Dewantoro et al.,(2020), regarding the influence of learning interest and self-efficacy on economic learning outcomes. The results of the F test carried out jointly show F count of $24.126 > F$ table 3.153 which concludes that there is an influence of learning interest and self-efficacy on student learning outcomes. And there are those too Putri et al., (2021), researched the influence of Learning Interest and Self-Efficacy on the Learning Achievement of Class XI Office Management Students at SMK Negeri 1 Jambi City. The results of this research are that learning interest and self-efficacy have a significant influence simultaneously (together) on learning achievement, the contribution of the influence that learning interest and self-efficacy have on student learning achievement is 68.7%, this is known from the results of coefficient testing determination where the result of R square is 0.687.

The findings of this research regarding the influence of interest in learning and self-efficacy on the learning achievement of class IX students at SMPN 144 Jakarta are in line with previous research which shows a positive relationship between these two factors and academic achievement. Study by Kpolovie et al.,(2014), has highlighted that high interest in learning and strong self-efficacy contribute significantly to better learning outcomes. At SMPN 144 Jakarta, students who have a high interest in learning show more active involvement in the learning

process, as found in previous studies. This indicates that a strong interest in learning can increase students' motivation and desire to study harder, which in turn increases their achievement.

In addition, this research found that high self-efficacy in class IX students at SMPN 144 Jakarta was associated with better academic achievement, supporting Pramesta & Dewi's findings (2021). Students who are confident in their abilities tend to be more persistent in facing academic challenges and are better able to organize effective learning strategies. This research also shows that social support from teachers and parents as well as successful experiences in learning play an important role in increasing students' self-efficacy. The similarities between the findings of this research and previous research strengthen the argument that increasing interest in learning and self-efficacy is a key strategy in efforts to improve student learning achievement. This provides a strong basis for the development of educational programs and interventions at SMPN 144 Jakarta that focus on these two important aspects.

The findings of this research indicate that interest in learning and self-efficacy have a significant influence on the learning achievement of class IX students at SMPN 144 Jakarta. This indicates that increasing interest in learning and self-efficacy can be an effective strategy for improving student academic achievement. The practical implication of these findings is that schools and teachers need to focus on developing programs and interventions that can increase students' interest in learning, such as more interesting and relevant teaching methods, as well as providing positive feedback to strengthen students' self-efficacy. Apart from that, social support from parents and the surrounding environment also needs to be increased to help students build strong self-confidence in facing academic challenges. Thus, efforts to improve these two factors can contribute significantly to increasing student learning achievement at SMPN 144 Jakarta.

D. Conclusion

From the previous researcher's discussion, it can be concluded that interest in learning in class IX students at SMPN 144 Jakarta has a significant positive influence. This can be seen from several supporting aspects. Aspects of the variable interest in learning include feelings of happiness, student interest, student attention and student involvement. Furthermore, self-efficacy in class IX students at SMPN 144 Jakarta has a significant influence. This can be seen from several supporting aspects. Aspects of self-efficacy include the level dimension, the strength dimension and the generality dimension. Meanwhile, the learning achievement of class IX students at SMPN 144 Jakarta also has a significant influence. This can be seen from several supporting aspects. Aspects of learning achievement include cognitive, affective and psychomotor. Overall, it can be concluded that there is an influence of interest in learning and self-efficacy on the learning achievement of class IX students at SMPN 144 Jakarta.

This research has several limitations that need to be considered in concluding the influence of learning interest and self-efficacy on the learning achievement of class IX students at SMPN 144 Jakarta. First, this study uses a cross-sectional design, so it can only capture the relationship at one point in time without definitively demonstrating a causal relationship. Second, the data collected is largely self-report, which is susceptible to respondent bias, such as the tendency to give answers that are considered socially desirable. Third, the study sample was limited to one school, so the results may not be generalizable to a wider population. In addition, other factors that might influence learning achievement, such as family environment, psychological conditions, and teaching methods, were not fully explored in this study. Therefore, further studies with longitudinal designs and larger samples are needed to strengthen these findings and provide a more comprehensive understanding.

Based on the results of the research, discussion and conclusions that have been put forward by the researcher, several suggestions can be made from the

researcher for other researchers, namely that it is hoped that they will add insight to future researchers, and it is hoped that future researchers will pay more attention to the problems and objectives in question. , making it easier to complete the research. As much as possible, researchers are looking for information, not only from guidance and counseling teachers at school but also from homeroom teachers, school principals or curriculum leaders.

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