

Factors related to students' learning motivation at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency

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ABSTRACT

Learning motivation is an impulse that arises both from within and outside the student, which can generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved. Educators need to understand the importance of the role of motivation in the learning process so that they can carry out various forms of action or assistance to students. This study aims to identify factors related to learning motivation among students at the Aceh Ministry of Health Polytechnic, Tapaktuan nursing study program, South Aceh Regency. This type of research is descriptive correlative research with a cross-sectional study approach. The study used total sampling to select the research sample. The subjects of this research were 172 students at level I, level II, and level III of the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency. The data collection technique in the research used a questionnaire and data analysis was carried out using univariate and bivariate analysis with the chi-square statistical test. The results were obtained namely, there is a relationship between interest factors (p-value 0.005), family environment (p-value 0.002), and school environment (p-value 0.005) with student learning motivation and there is no relationship between expectation factors and student learning motivation at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Prode, South Aceh Regency with a P value of 0.018.

INTRODUCTION

Education is the key to all quality progress and development because with education humans can realize all their potential both as individuals and as members of society. Therefore, to realize one's potential to become multi-competent, humans must go through an educational process that is implemented in the learning process. Thus, the learning process should be able to develop abilities and shape human character to create quality education.

In educational institutions, there is a system consisting of input, process, and output. In the formal education pathway, the success of learning objectives can be seen, one way, from the output or student learning outcomes. One of the most important factors that can influence learning outcomes is motivation in learning (Rahmawati, 2016).

Learning motivation is a mental impulse that moves and directs someone to have learning behavior. Motivation arises because of needs, encouragement, and goals to be achieved. Needs arise when someone feels an imbalance between what they have and what they hope for. Mental impulses arise to fulfill hopes and goals. Meanwhile, goals are the achievements that a person desires through learning behavior.

Student learning motivation can be seen from behavioral observations made during the study and seen from the results of motivation shown by the cumulative achievement index. Most students who have high motivation and ability will also produce a high cumulative achievement index. However, some students have high motivation but are not supported by high ability or conversely have high ability but are not supported by strong motivation, which causes these students to obtain a low cumulative achievement index (Uno, 2008), the important role of motivation in learning will be to determine learning reinforcement, clarify learning goals, and determine learning persistence. Therefore, the motivation factor is a factor that has a strong influence on a student's achievement of passing a course (Muntamah, et al., 2012). that motivation has a strategic role in a person's learning activities. No one learns without motivation. No motivation means no learning activities.

LITERATURE REVIEW

This research aims to identify whether there are factors related to the learning motivation of students at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency.



METHOD

This research uses a quantitative research type: correlative descriptive to analyze factors related to the learning motivation of students at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency with a cross-sectional study research design.

RESULT

In this chapter, the results of the research and discussion will be described, including a description of the characteristics of respondents, and factors related to the learning motivation of Aceh Ministry of Health Polytechnic students, Tapaktuan Nursing Study Program, South Aceh Regency, carried out on 172 students. This research was carried out in September - October 2022.

Univariate Analysis

Demographic Characteristics of Respondents

Table 1. Frequency Distribution of Respondents Based on Demographic Data at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency in 2022 (n = 172)

No	Category	Frequency	Percentage
1	Age		
	- 17 - 18 years	67	39.0
	- 19 - 20 years	57	33.1
	- 21 - 22 years	48	27.9
2	Gender		
	- Man	43	25.0
	- Woman	129	75.0
3	Class		
	- I	67	39.0
	- II	57	33.1
	- III	48	27.9
	Total	172	100%

Source: Primary data (processed in 2022)

Based on Table 1 above, it can be identified that the largest age distribution of respondents is 17-18 years (39.0%), and 129 female respondents (75.0%), while the largest class is Level I, namely 67 students (39.0%).

Independent and dependent variables

Interest

The results of data processing regarding interest in learning obtained a total score of 795 and a value of $\bar{x} = 4.6$. Each respondent was categorized based on good and poor criteria, which refers to the average value (mean). Based on the average value, respondents' interest in learning is categorized as good if the x value is ≥ 4.6 and poor if the x value is < 4.6 (Appendix). The results of this categorization can be seen in the following table:

Table 2. Frequency Distribution of Respondents Based on Interest in Studying at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency in 2022 (n = 172)

No	Category	Frequency	Percentage
1	Good	99	57.6
2	Not enough	73	42.4
	Total	172	100

Source: Primary Data (processed in 2022)

Based on Table 2 above, it can be identified that the interest in learning from respondents in the good category is (57.6%) and respondents in the poor category are (42.2%).

Expectation

The results of data processing regarding expectations obtained a total score of 650 and a value of $\bar{x} = 3.8$. Each respondent was categorized based on good and poor criteria, which refers to the average value (mean). Based on the average value, respondents' expectations are categorized as good if the x value ≥ 3.8 and poor if the x value < 3.8 (Appendix). The results of this categorization can be seen in the following table:



Table 3. Frequency Distribution of Respondents Based on Learning Expectations at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency in 2022 (n = 172)

No	Category	Frequency	Percentage
1	Good	96	55.8
2	Not enough	76	44.2
Total		172	100

Source: Primary Data (processed in 2022)

Based on Table 3. above, it can be identified that the expectations of respondents in the good category are (55.8%) and those in the poor category are (44.2%).

Family environment

The results of data processing regarding the family environment obtained a total score of 940 and a value of $\bar{x} = 5.5$. Each respondent was categorized based on good and poor criteria, which refers to the average value (mean). Based on this average value, the respondent's family environment is categorized as good if the x value ≥ 5.5 and poor if the x value < 5.5 (Appendix). The results of this categorization can be seen in the following table:

Table 4. Frequency Distribution of Respondents Based on Family Environment at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency, 2022 (n = 172)

No	Category	Frequency	Percentage
1	Good	93	54.1
2	Not enough	79	45.9
Total		172	100

Source: Primary Data (processed in 2022)

Based on Table 4. above, it can be identified that respondents who have a family environment in the good category are (54.1%) and respondents in the poor category are (45.9%).

School environment

The results of processing data about the school environment obtained a total score of 1032 and a value of $\bar{x} = 6.0$. Each respondent was categorized based on good and poor criteria, which refers to the average value (mean). Based on the average value, the respondent's school environment is categorized as Good if the x value ≥ 6.0 and Poor if the x value < 6.0 (Appendix). The results of this categorization can be seen in the following table:

Table 5. Frequency Distribution of Respondents Based on School Environment at the Health Polytechnic, Ministry of Health, Aceh, Tapaktuan Nursing Study Program, South Aceh Regency, 2022 (n = 172)

No	Category	Frequency	Percentage
1	Good	105	61.0
2	Not enough	67	39.0
Total		172	100

Source: Primary data (processed in 2022)

Based on table 5. above, it can be identified that the school environment in the good category is (61.0%) and respondents in the poor category are (39.0%).

Motivation to learn

The results of data processing for the dependent variable, namely learning motivation, obtained a total score of 1504 and a value of $\bar{x} = 8.7$. Each respondent was categorized based on good and poor criteria, which refers to the average value (mean). Based on the average value, respondents' learning motivation is categorized as good if the x value is ≥ 8.7 and poor if the x value is < 8.7 (Appendix). The results of this categorization can be seen in the following table:

Table 6. Frequency Distribution of Respondents Based on Learning Motivation at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency in 2022 (n = 172)

No	Category	Frequency	Percentage
1	Good	91	52.9
2	Not enough	81	47.1
Total		96	100

Source: Primary data (processed in 2022).

Based on table 4.6, it can be concluded that the learning motivation of respondents in the good category is (52.9%) and the learning motivation of respondents is in the poor category (47.1%).

Bivariate Analysis

Based on the distribution results, a bivariate analysis was carried out to see the factors related to student learning motivation, which can be explained in detail as follows:

The Relationship between Learning Interest and Learning Motivation

Table 7. Frequency Distribution of Observation and Expectation Values in the Contingency Table regarding Interest in Learning and Learning Motivation at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency in 2022 (n = 172)

Interest to learn	Motivation to learn		Total	Point α	P value
	Good	Not enough			
Good	62 (68.1)	37 (45.7)	99 (57.6)	0,05	0.005
Not enough	29 (31.9)	44 (54.3)	73 (42.4)		
Total	91 (52.9)	81(47.1)	172(100)		

Source: Primary Data 2022.

Based on Table 7, it is known that of the 91 respondents who had a good interest in learning, 62 people had good motivation to study, while of the 81 respondents who had a poor interest in learning, 44 people had poor motivation to study. The statistical test results showed that the p-value was $0.005 > 0.05$ so the null hypothesis (H_0) was rejected, which means there is a significant relationship between interest in learning and the learning motivation of students at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency.

The Relationship between Expectations and Learning Motivation

Table 8. Frequency Distribution of Observation and Expectation Values in the Contingency Table regarding Learning Expectations on Learning Motivation at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency in 2022 (n = 172)

Expectation	Motivation to learn		Total	Point α	P value
	Good	Not enough			
Good	59(64.8)	37(45.7)	96(55.8)	0,05	0,018
Not enough	32(35.2)	44(54.3)	76(44.2)		
Total	91(52.9)	81(47.1)	172(100)		

Source: Primary Data 2022.

Based on Table 8. it is known that of the 91 respondents who had good expectations, 59 people had good motivation to study, while of the 81 respondents who had low expectations, 44 people had poor motivation to study. The statistical test results showed that the p-value was $0.018 > 0.05$ so the null hypothesis (H_0) was accepted, which means there is no significant relationship between expectations and learning motivation of students at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency.

The Relationship between Family Environment and Learning Motivation

Table 9. Frequency Distribution of Observation and Expectation Values in the Contingency Table regarding Family Environment on Learning Motivation at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency in 2022 (n = 172)

Family environment	Motivation to learn		Total	Point α	P value
	Good	Not enough			
Good	60(65.9)	33(40.7)	93(54.1)	0,05	0,002
Not enough	31(34.1)	48(59.3)	79(45.9)		
Total	91(52.9)	81(47.1)	172(100)		

Source: Primary Data 2022.

Based on Table 9. it is known that of the 91 respondents who had a good family environment, 60 people had good motivation to study, while of the 81 respondents who had a poor family environment, 48 people had less motivation to study. The statistical test results showed that the p-value was $0.002 > 0.05$ so the null hypothesis (H_0) was rejected, which means there is a significant relationship between the family environment and the learning motivation of Aceh Ministry of Health Polytechnic students, Tapaktuan Nursing Study Program, South Aceh Regency.

The Relationship of the School Environment to Learning Motivation

Table 10. Frequency Distribution of Observation and Expectation Values in the Contingency Table regarding the School Environment on Learning Motivation at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency in 2022 (n = 172)

School environment	Motivation to learn		Total	Point α	P value
	Good	Not enough			
Good	65(71.4)	40(49.4)	105(61.0)	0,05	0.005
Not enough	26(28.6)	41(50.6)	67(39.0)		
Total	91(52.9)	81(47.1)	172(100)		

Source: Primary Data 2022.

Based on Table 10, it is known that of the 91 respondents who had a good school environment, 65 people had good motivation to study, while of the 81 respondents who had a poor school environment, 41 people had less motivation to study. The statistical test results showed that the p-value was $0.005 > 0.05$ so the null hypothesis (H_0) was rejected, which means there is a significant relationship between the school environment and the learning motivation of students at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency.

DISCUSSION

The research results from the learning interest category illustrate that there is a significant relationship between respondents' interest in learning and the learning motivation of students at the Health Polytechnic of the Aceh Ministry of Health, Tapaktuan Nursing Study Program, South Aceh Regency. This is following the author's theory that interest plays an important role in everything because with interest a child will be more enthusiastic in doing something without feeling coercion (Bloom, 1982). "Interest is what he calls subject-related affect, which includes interest and attitudes towards the subject matter" (Susanto, 2016). For a very young child, the duration of interest in a particular activity is very short. "Interests are always changing but he still wants to be active. He often bases his activities on his own choices and may prefer to work on certain things rather than others" (Djamarah, 2011).

According to (Lester D. Crow and Alice Crow, 1958) "Learning is the acquisition of habits, knowledge, and attitudes, including new ways of doing things and a person's efforts to overcome obstacles or adapt to new situations" (Khodijah, 2014). "Behavior that changes due to learning concerns various aspects of personality, both physical and psychological, such as changes in understanding, problem solving/thinking, skills, skills, habits and attitudes" (Purwanto, 2013). Learning, which is a process of activities to change the behavior of the learning subject, turns out to have several factors that influence it. These factors are divided into 2, namely: external factors (from outside) and internal factors (from within). One of the internal factors that influence learning is motivation and interest. Interests will always be related to issues of needs and desires. About Learning, (Hansen, 1995) states that "Students' interest in learning is closely related to personality, motivation, expression and self-concept or identification, hereditary factors and external or environmental influences" (Susanto, 2016). Interest in something studied influences further learning and influences the acceptance of new interests. So "Interest in something is the result of learning and supports further learning" (Slameto, 2013).



Each type of interest influences and functions in fulfilling needs, so that the stronger the need for something, the greater and deeper the interest in that need. (Slameto, 1995) states "That the intensity of a person's needs is significant to the magnitude of the interest of the individual concerned" (Susanto, 2013). So a student will be interested in studying social problems if his intelligence has developed to the level required to understand and analyze social facts and phenomena in everyday life. It could be that a child is interested in something they weren't interested in before, but because of the influence of their peers, they finally become interested. Because of these habits, the child imitates what ultimately becomes permanent pleasure, namely interest.

Expectation

The research results from the expectations category illustrate that there is no significant relationship between expectations and student learning motivation. This does not follow the theory that the author obtained which states that career expectations for students can be interpreted as a hope for development and progress in learning so that they can also have progress in learning achievements so that after graduating they can have a career or job according to their expectations. The definition of the word expectation according to the Big Indonesian Dictionary, Fourth Edition (2008) is hope. If translated directly from English, it comes from the words expectation or expectancy which means hope or level of hope.

Several factors influence career choice (Sukardi, 1987), namely; intelligence abilities, talents, interests, attitudes, personality, values, hobbies, achievements, skills, use of free time, school aspirations and knowledge, work experience, knowledge of the world of work, physical abilities and limitations and external appearance, personal problems and limitations.

The influence of student career expectations on the learning motivation of the 2012 class of Japanese Language Education Study Program xv Unnes is relatively high, with an average career expectation of 65.57%, while for learning motivation it is 67.09%. However, from the results of the analysis of each questionnaire item, both on career expectations and student learning motivation, there are still things that students consider low. For example, in the career expectations questionnaire items, the influence indicators of talent, attitude, achievement, use of free time, school aspirations and knowledge, work experience, and knowledge of the world of work are still relatively low. Apart from that, in the student learning motivation questionnaire items on indicators of classroom environmental conditions, dynamic elements, and teacher efforts to teach students are also still low. There is a positive influence of career expectations on the learning motivation of students from the 2012 class of the Unnes Japanese Language Education Study Program

Family environment

The research results from the family environment category illustrate that there is a significant relationship between the family environment and the learning motivation of students at the Health Polytechnic of the Aceh Ministry of Health, Tapaktuan Nursing Study Program, South Aceh Regency. This is following the author's theory that parents must give attention, encouragement, and enthusiasm to children to be more active in learning." The economic situation of parents also influences students' interest in learning. Parents who can provide learning facilities, then students have a good interest in learning (Benjamin Spock (1982).

This was also reinforced by Amirin (2011) who stated that "learning facilities are tools or objects that can support children's learning activities, children will be more enthusiastic about learning, so they can achieve maximum results". Learning facilities will help children in their learning activities. Learning facilities can be learning tools, learning places, and objects that can support children's learning activities, such as shoes, bags, uniforms, and so on. Lack of adequate learning facilities can hinder children's learning activities. If parents provide several learning facilities, children will be more enthusiastic and comfortable in learning. Therefore, parents must try to provide facilities that can support children's learning activities, so that children can achieve optimal learning results.

The findings of this research are in line with the results of Ruri Setyo Prabowo's (2015) research on "the relationship between parental attention and interest in learning in class III elementary school students in Gugus I, Panjatan District, Kulon Progo Regency in 2015" which suggests that there is a positive relationship between parental attention and interest. studying third-grade elementary school students. Mazda Rizqiya Hanna (2011) on "The Influence of the Family Environment and School Environment on the Learning Interest of Class.

The results of other research by Listriyanti (2017) show that the family environment has a moderate relationship and has a significant positive effect on students' interest in learning at SMK Negeri 4 Makassar. One of the needs of children at home is a conducive atmosphere for supportive learning because this condition is a factor that supports children's learning activities. Regarding a conducive atmosphere for studying, the majority of students stated that they were supportive, but some stated that the atmosphere conducive to studying at home was less supportive. Parents are concerned about the learning difficulties their children face. This can be proven that the majority of parents guide their children to solve learning difficulties, although there are still parents who lack guidance.

School environment

The research results from the school environment category illustrate that there is a significant relationship between the school environment and the learning motivation of students at the Health Polytechnic of the Aceh Ministry of Health, Tapaktuan Nursing Study Program, South Aceh Regency. This follows Prayitno's (1989) theory, which states that A school's physical environment that can meet the needs of feeling safe, and comfortable and provides lots of learning facilities supports student motivation, and social relationships between teachers and students and between students and students will influence motivation in children. Slameto (2003), "Teachers must be able to maintain students' interest in learning, namely by providing certain freedom to move from one aspect to another aspect of the lesson in the learning situation.

The results of the research show that the school environment has a moderate relationship and has a very strong influence on students' interest in learning at SMK Negeri 4 Makassar. The learning situation is related to the teacher's relationship with students which the teacher must pay attention to. Considering that learning is essentially the activity of teacher's teaching and student's learning, the interaction between teachers and students must be open. Teachers must not assume that they are the smartest people so they cannot accept students' opinions, and are powerful and closed. On the other hand, teachers must be able to serve students with an open attitude so that students are motivated to learn well. It turns out that this condition has not been fully implemented by teachers, this is proven by the fact that there are still respondents who state that their relationship with teachers is still in the quite good category.

Apart from the teacher's relationship with students, the relationship between students and other students must also be well established so that interest in learning can be maximized. This has been well fostered by students at SMK Negeri 4 Makassar, it is proven that some respondents have good relationships with other students.

The findings of this research are in line with the results of Mazda Rizqiya Hanna's (2011) research on "The Influence of the Family Environment and School Environment on the Learning Interest of Class Therefore, it is very necessary to have a good school environment because it will increase students' learning motivation. On the other hand, if the school environment is not good, it will make students indifferent to learning.

CONCLUSION

Based on the results of the research and discussion described in the previous chapter, the following conclusions can be drawn:

1. There is a significant relationship between interest in learning and learning motivation of students at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency with a p-value of 0.005
2. There is no significant relationship between expectations and learning motivation of Aceh Ministry of Health Polytechnic students, Tapaktuan Nursing Study Program, South Aceh Regency with a p-value of 0.018
3. There is a significant relationship between the family environment and the learning motivation of students at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency with a p-value of 0.002
4. There is a significant relationship between the school environment and the learning motivation of students at the Aceh Ministry of Health Polytechnic, Tapaktuan Nursing Study Program, South Aceh Regency with a p-value of 0.005

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