



THE EFFECT OF SELF-CONFIDENCE, LEARNING MOTIVATION, AND PEER ENVIRONMENT ON STUDENTS LEARNING OUTCOMES IN PRACTICUM LEARNING CURRENT ACCOUNTING COMPANY SERVICES, TRADE, AND MANUFACTURING CLASS XI ACCOUNTING AT VOCATIONAL HIGH SCHOOL IN CENTRAL JAKARTA

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Abstract

This study aims to determine: 1) the effect of self-confidence on student learning outcomes, 2) the effect of learning motivation on student learning outcomes, 3) the effect of peer environment on student learning outcomes, 4) the effect of self-confidence, learning motivation, and peer environment on student learning outcomes. The method in this study uses a survey method with a correlational approach. The affordable population used was 140 students, with a sample of 104 students. The results of this study indicate that: 1) Self-confidence has a positive and significant influence on student learning outcomes with a tcount of 9,029 > ttable 1,984 and a significance value of 0.000 <0.05. 2) Learning motivation has a positive and significant effect on student learning outcomes with a tcount of 7.057 > ttable 1.984 and a significance value of 0.000 <0.05. 3) The peer environment positively and significantly influences student learning outcomes with a tcount 5.292 > ttable 1.984 and a significance value of 0.000 <0.05. 4) Simultaneously, self-confidence, learning motivation, and peer environment positively and significantly influence student learning outcomes with Fcount 30.264 > Ftable 2.70 and a significance value of 0.000 <0.05.

Keywords: Self-Confidence; Learning Motivation; Peer Environment; Learning Outcomes

INTRODUCTION

Education is an important element in human life, nation and state. With education, humans can develop themselves and build character to socialize in a social environment. For a country, education is an important sector to create economic growth. It is anticipated that obtaining education for the community in a particular field will create outstanding, knowledgeable, and highly competitive people resources.

In education, the teaching and learning process is an activity that is very important and becomes a basic thing. According to Hurit et al. (2021), learning is a process of thinking and changing by going through several processes repeatedly to gain knowledge. The existence of a learning process can lead to changes in behavior, academic abilities, and social abilities in a person. A school is a place for teaching and learning activities and achieving educational goals. The purpose of education is said to be successful if the teaching and learning process is carried out. Effectively and efficiently so that it can provide better changes to students and obtain optimal learning outcomes; according to Dimiyati & Mudjiono (2015), learning outcomes can be defined as a level of success achieved by students after going through the learning process, which can mark with a scale in the form of letters, words, or symbols. They expect learning outcomes, and maximum effort is needed in learning activities

Based on National Exam Results of State Vocational High School in Indonesia in 2019 shows that the results obtained are still relatively low, with the national average in all subjects tested getting a result of 48.44 with a poor category, only the Indonesian Language Subject with enough category that gets an average result of 67.68. In the country's capital city, DKI Jakarta, the National Vocational High School National Examination results are also relatively low, with an average result of 64.61 in the less category. Indonesian language subjects get a good category with an average of 81.46, and English, Mathematics, and Vocational subjects only get enough categories.

This categorization is based on the Operational Procedures or POS issued by the National Education Standards Agency in 2019, which reveals competencies in the National Examination, namely the "Very Good" category if the score is greater than 85, the "Good" category if the score is more than 70 and less than 85, "Enough" category if the score is more than 55 and less than 70, "Less" category if the score is less than or equal to 55.

Based on data from Global Save the Children in July 2020 conducted by 46 countries in the world, especially Indonesia, it resulted in the fact that 7 out of 10 students stated that they don't study well rarely and studied they have examined or did not study at all during the Covid-19 pandemic. It is because some of them from low-income families need more internet quota, so they cannot access learning materials from the internet, and some don't have a gadget. Because of this problem above, the student needed help to become active in online learning. The difficulties in learning make learning time-limited, especially during the Covid-19 pandemic, which requires students to carry out learning activities from home, affecting student learning outcomes.

In general, according to Slameto (2010), the factors that can affect student learning outcomes are divided into two factors, including factors that come from within students (internal factors), which include physical factors, psychological factors, and fatigue factors. At the same time, the factors that come from outside the students (external factors) include family factors, school factors, and community factors. Self-identity is one factor that comes from within that can affect learning outcomes. Self-confidence is an attitude that is the most important capital to be able to develop the abilities that exist in a person so that they can achieve the desired goals (Septiani & Purwanto, 2020).

Self-confidence is one of the influential factors in students' lives. By having self-confidence, students will feel optimistic and confident in their abilities and can know their potential, making it easier for them to achieve the goals they want to achieve. Conversely, if students do not have self-confidence, they will doubt their abilities, which will lead to bad actions such as cheating and depending on the work of their friends. Furthermore, learning motivation can affect student learning outcomes. According to Indrianti et al. (2018), students with learning motivation tend to maximize their ability to get the learning outcomes they want.

In addition, external factors that can affect student learning outcomes are the peer environment. High school level is a period where teenagers interact more and spend their time with their peers, especially peers in their class. Aprilianto (2019) explains that the peer environment can positively or negatively impact students. Suppose students have peers who are diligent and diligent in learning activities. In that case, it will have a positive influence on them so that they will get good learning outcomes, on the contrary. If students have peers who are lazy in learning or procrastinate in doing school assignments, it will negatively influence them, resulting in decreased learning outcomes.

Several results of previous studies regarding the factors that affect student learning outcomes show differences in results or what is also known as the research gap. Based on the results of

research conducted by Indrianti (2018), it is stated that learning motivation significantly influences student learning outcomes. Purbiyanto & Rustiana's (2018) research suggests a positive and significant influence between learning motivation variables and student learning outcomes. The research results by Arista (2018) show a positive and significant influence of the peer environment on learning outcomes. Aprilianto (2019), in his research, reveals that the peer environment has a significant and positive influence on learning achievement. Then Indriawati (2018) states that there is an influence of self-confidence on student learning outcomes at FKIP University of Balikpapan. In addition, the research results of Septiani & Purwanto (2020) reveal a relationship between self-confidence and learning outcomes. However, a study by Sri Indah Yulia Dewi et al. (2021) revealed no effect of self-confidence on learning outcomes.

Based on the research gap and motivated by the problems that have been described previously, the authors want to conduct a study entitled "The Effect of Self-Confidence, Learning Motivation, and Peer Environment, on Student Learning Outcomes in Accounting Practicum Subjects for Service, Trade, and Manufacturing Companies in Grade XI of Accounting Financial Institutions of State Vocational High Schools in Central Jakarta." The purpose of this study is to determine: 1) the effect of self-confidence on student learning outcomes, 2) the effect of learning motivation on student learning outcomes, 3) the effect of peer environment on student learning outcomes, 4) the effect of self-confidence, learning motivation, and peer environment on student learning outcomes.

LITERATURE REVIEW

Learning Outcome

According to W. H. Buston in Suardi (2018), learning is a change in behavior that occurs in a person and his environment. Chusni et al. (2021) revealed that learning is a process of activities carried out by someone intentionally, where the activity is an interaction carried out by a person with his environment that results in permanent or permanent changes in behavior. Meanwhile, Sudjana (2011) revealed that learning outcomes are abilities students possess after learning experiences in the classroom. The essence of learning outcomes is a change in student behavior, including the cognitive, affective, and psychomotor domains.

The Indonesian education system refers to Bloom's theory to classify learning outcomes into three domains: cognitive, affective and psychomotor. According to Sudjana (2011), the cognitive domain is a domain related to the intellectual or knowledge of students, the affective domain is related to attitudes, and the psychomotor domain is related to the skills or abilities of students in acting.

Self-Confidence

According to Septiani and Purawanto (2020), self-confidence is an attitude that becomes the foundation of a person's ability to develop the abilities possessed by himself to be able to achieve the desired goals. According to Alkadri et al. (2021), self-confidence is the ability possessed by students to understand the potential that exists within themselves so that they can show that potential to others. Meanwhile, Sri Indah Yulia Dewi et al. (2021) explain that self-confidence is a person's confidence in everything that is faced by himself by doing something. In contrast, self-confidence arises from a person's awareness to do something about his decisions. The indicators of self-confidence expressed by Septiani and Purwanto (2020) include believing in one's abilities,

daring to express opinions, acting independently in making decisions, and having a positive self-concept.

Learning Motivation

According to Uno (2016), motivation is an encouragement due to stimuli from within and outside of a person who makes changes to certain behaviors or activities that are better than before. According to Dimiyati and Mudjiono (2015), motivation is an impulse that moves and directs a person to carry out activities. According to Makki and Aflahah (2020), learning is an activity that is carried out intentionally or unintentionally by someone so that there is a change in himself. Learning motivation can be divided into two kinds, expressed by Sardiman (2011), namely intrinsic motivation that comes from within and extrinsic motivation that comes from outside a person, such as learning because they want a gift and want to get the best value. According to Lestari and Yudhanegara (2018), the indicators of learning motivation include encouragement and learning needs, attention and interest in the tasks given, diligence in facing tasks and being tenacious in facing difficulties, and having a desire and desire to succeed.

Peer Environment

According to Anggraeni et al. (2020), a peer environment consists of a group of people with social similarities that can influence a person's behavior. Khairinal et al. (2020) revealed that the peer environment is an environment in which intensive interaction with the same age can have a positive or negative influence on a person. Meanwhile, according to Tambunan & Hutasuhut (2018), it is explained that the peer environment is an environment where regular interactions occur with people who have the same maturity level and provide a positive or negative influence on these interactions. The peer environment indicators revealed by Aprilianto (2019) are the intensity of peer interaction, the role of peers, and the actions of peers.

METHOD

The type of this research is quantitative research. The research method is used a correlational approach. Data collection techniques for independent variables using a questionnaire and for the dependent variable using documentation techniques for data collection. The affordable population in this study were students of SMKN 44 Jakarta, SMKN 21 Jakarta, and SMKN 31 Jakarta, totaling 140 students with a sampling technique of proportional random sampling so that the sample amounted to 104 students. The data analysis technique used multiple linear regression analysis, requirements analysis test, and hypothesis testing consisting of t-test and F-test.

RESULTS AND DISCUSSION

Research result

The results of this study note that there are no students who get a score below the KKM. Student learning outcomes are obtained from the average daily test scores of class XI financial accounting institutions at SMKN 44 Jakarta and SMKN 21 Jakarta. SMKN 31 Jakarta in the even semester of 2022-2023 with detailed data, namely the highest score of 95 while the lowest score of 80 with the average score is 86.60, the standard deviation is 3.996, and the variance score is 15.971.

On the self-confidence variable, data were obtained through a questionnaire given to students measured using four indicators, namely believing in their abilities, daring to express opinions, acting independently in making decisions, and having a positive self-concept (Lauster, 2015;

Septiani & Purwanto, 2020; Sri Indah Yulia Dewi et al., 2021). The data processing results showed that students had a high level of self-confidence were 63 students with a percentage of 60.58%. Forty-one students have a medium self-confidence level, making up 39.42% of the student body. However, there are no students who have a low level of self-confidence. In addition, based on the average calculation of the self-confidence indicator score, it is known that confidence in one's abilities has the highest percentage of 31.42% and the indicator of acting independently in making decisions has the lowest percentage of 18.73%.

In the variable of learning motivation, data were obtained through questionnaires given to students by measuring using four indicators of encouragement and need in learning, diligence in facing tasks, tenacious in facing difficulties, and interest in learning (Lestari & Yudhanegara, 2018; Sardiman, 2011; Uno, 2016). The data processing results show that as many as 56 students have a high learning motivation, with a percentage of 53.85%. Students who have a medium level of learning motivation are 48 students, with a percentage of 46.15%, and there are no students with a low level of learning motivation. In addition, based on the average calculation of the learning motivation indicator score, it is known that the highest percentage is on the diligent indicator in facing the task at 29.54%, and the highest percentage is on the tenacious indicator of facing difficulties at 23.13%.

On the peer environment variable, data were obtained through a questionnaire given to students by measuring using three indicators, namely peer social interaction, the role of peers, and peer support in learning (Anggraeni et al., 2020; Aprilianto, 2019; Arista, 2018). Data processing results show that 54.81% or as many as 57 students have a high peer environment or can be said to have a good peer environment. 44,23% or as many as 46 students have a medium level of peer environment, and as many as one student has a low level of peer environment with a percentage of 0.96%. In addition, based on the average calculation of the peer environment indicator score, it is known that the role of peers, with a percentage of 42.23%, is the indicator with the highest percentage, and peer support in learning, with a percentage of 24.97% is the indicator with the lowest percentage.

Based on the description of the data above, it can see that the results of multiple linear regression tests are as follows:

Table 1. Multiple Linear Regression Test Results
Coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|---------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 62.625 | 2.603 | | 24.060 | .000 |
| | Self-confidence | .283 | .065 | .544 | 4.339 | .000 |
| | Learning Motivation | .020 | .062 | .040 | .318 | .751 |
| | Peer Environment | .130 | .056 | .194 | 2.339 | .021 |

a. Dependent Variable: Learning Outcomes

Source: Data obtained by researchers (2022)

From the results of multiple linear regression, multiple regression equations can be obtained, as below:

$$Y = 62.625 + 0.283X_1 + 0.020X_2 + 0.130X_3$$

The multiple regression equation above shows that the value of the constant (α) of 62.625

indicates that if the independent variable has a value of 0, then the dependent variable, namely learning outcomes, has a value of 62.625. The coefficient value of X1 is 0.283, which means that if the value of the self-confidence variable increases by one point, learning outcomes will increase to 0.283 if it is assumed that X2 and X3 have a fixed value. The X2 coefficient value is 0.020, which shows that every increase in the learning motivation variable is one point, then learning outcomes will increase by 0.020 if it is assumed that X1 and X3 have a fixed value. While the X3 coefficient value of 0.130 indicates that if there is an increase of one point in the peer environment variable, then learning outcomes will increase by 0.130 if it is assumed that X1 and X2 have a fixed value.

The results of the first requirement test, namely the normality test using the Kolmogorov Smirnov (KS) test with a significance level of 5%, show that the significant value in the output of the One-Sample Kolmogorov-Smirnov Test is $0.118 > 0.05$ which can be concluded that the data used in this study are distributed normally. The results of the Kolmogorov-Smirnov normality test can be seen in the following table:

Table 2. Kolmogorov Smirnov. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|--------------------------------|------------------------|-------------------------|
| N | | 104 |
| Normal Parameters ^b | Mean | .0000000 |
| | Std. Deviation | 2.89328344 |
| Most Extreme Differences | Absolute | .079 |
| | Positive | .079 |
| | Negative | -.052 |
| | Test Statistic | .079 |
| | Asymp. Sig. (2-tailed) | .118 ^c |

a. Test distribution is Normal.

b. Calculated from data.

b. Lilliefors Significance Correction.

Source: Data obtained by researchers (2022)

The next analysis requirement test is a linearity test by looking at the output results in the Annova Table section Deviation From Linearity with a significance of 0.05. The results of the linearity test can be seen in the following table:

Table 3. Kolmogorov Smirnov. Normality Test Results

| Variable | F-hitung | F-Table | Sig | Keterangan |
|----------|----------|---------|-------|------------|
| X1 - Y | 1,137 | 4,20 | 0,323 | Linear |
| X2 - Y | 0,980 | 4,16 | 0,511 | Linear |
| X3 - Y | 1,588 | 4,30 | 0,071 | Linear |

Source: Data obtained by researchers (2022)

The linearity test results show that the independent variable in this study has a linear relationship to the dependent variable, which is learning outcomes. There is a linear relationship between variables if the significance value is > 0.05 or if it is assessed at the F value. It is said to be linear if $F \text{ count} < F \text{ table}$. On the other hand, if the significance is < 0.05 and the $F \text{ count} > F \text{ table}$, the relationship between the variables is not linear. Meanwhile, the classical assumption test results include 1) Multicollinearity test shows that the VIF value in the three independent variables

is < 10.00 with details of Variable X1 of 3.003, Variable X2 of 3.028, and Variable X3 of 1.314. While the tolerance value for Variable X1 is 0.333, Variable X2 is 0.330, and Variable X3 is 0.761, which indicates that the tolerance value is < 0.10 . In this study, there is no multicollinearity. 2) The results of the Heteroscedasticity test seen in the Scatterplot graph show that the points spread irregularly and do not form a pattern such as wavy, spreading and then narrowing. So in this study, there was no heteroscedasticity.

Hypothesis Testing

First Hypothesis Testing

Partially what can be seen in the confidence output from the t-test results show that the tcount is 9.029 while the t table is 1.984. Then $t_{count} > t_{table}$ is $9.029 > 1.984$, and the significance value is $0.000 < 0.05$. From the results of these data, self-confidence positively and significantly influences student learning outcomes.

Second Hypothesis Testing

Partially what can be seen in the output of learning motivation from the t-test results show that the t count is 7.057 while the t table is 1.984. Then $t_{count} > t_{table}$ is $7.057 > 1.984$, and the significance value is $0.000 < 0.05$. From the results of these data, learning motivation positively and significantly influences student learning outcomes.

Third Hypothesis Testing

Partially what can be seen in the confidence output from the t-test results show that the t count is 5.292 while the t table is 1.984. Then $t_{count} > t_{table}$ is $5.292 > 1.984$, and the significance value is $0.000 < 0.05$. From the results of these data, the peer environment positively and significantly influences student learning outcomes.

Fourth Hypothesis Testing

The results of the simultaneous regression coefficient test or the F test show that the F count is 30.264 and the F table is 2.70. Then it can obtain an $F_{count} > F_{table}$ equal to $30.264 > 2.70$ and a significance value of $0.000 < 0.05$. Based on these data, self-confidence, learning motivation, and peer environment positively and significantly influence student learning outcomes. In addition, the magnitude of the influence of self-confidence (X1), learning motivation (X2), and peer environment (X3) is 47.6% which means that there are still many other factors that affect student learning outcomes by 52.4%, which are not studied. In this research.

DISCUSSION

The Effect of Confidence on Student Learning Outcomes

The results of this study can be seen in the value of the partial significance test or t-test of self-confidence on student learning outcomes, namely T count of 9.029 and T table of 1.984 so that $T_{count} > T_{table}$ of $9.029 > 1.984$, which can be concluded that there is a positive and significant influence between self-confidence on learning outcomes student. While the self-confidence coefficient value in the multiple linear regression test is 0.283, which means that every time there is an increase of one point from the self-confidence variable, learning outcomes will increase by 0.283.

This research is in line with the research conducted by Septiani & Purwanto (2020), which

obtained an r count of 0.731 and an r table of 0.2869 from the results of the Pearson product-moment correlation test which aims to determine a relationship between the independent variable and dependent variable. Then r count $>$ r table, which is $0.731 > 0.2869$. So it can say that self-confidence has a positive relationship with learning outcomes, with the level of self-confidence contributing to student learning outcomes by 53.4% and 46.6% influenced by other factors. In addition, the self-confidence coefficient value from the regression equation is 1.35, which shows that with every one-point increase in self-confidence, learning outcomes will increase by 1.35.

Indriawati's research (2018) revealed that self-confidence influences learning outcomes, as evidenced by the results of the partial regression coefficient test or t -test, which obtained a t -count value of $1.957 >$ t table 1.659 with a significance level of 0.05. Then the research conducted by Rahmadhani et al. (2018) obtained a significance value of $0.000 < 0.05$, so it can conclude that self-confidence has a significant effect on student learning outcomes. In addition, the coefficient value of the multiple linear regression test shows a value of 0.411, which is positive so that with high self-confidence, it will improve student learning outcomes.

The Effect of Learning Motivation on Student Learning Outcomes

The results of this study obtained the coefficient of learning motivation in the multiple linear regression test of 0.020, which means that every time there is an increase of one point in the variable of learning motivation, learning outcomes will increase by 0.020. In addition, the results of the t -test show that learning motivation has a positive and significant influence on student learning outcomes, as evidenced by t count $7.057 >$ t table 1.984 and a significance value of $0.000 < 0.05$.

This study is in line with research conducted by Purbiyanto & Rustiana (2018), which obtained the coefficient value of the multiple linear regression test of 0.213, which means that for every one-point increase in learning motivation, learning outcomes will increase by 0.213. In addition, based on the t -test calculation results, it obtained a t count of 3.774 with a significance value of $0.000 < 0.05$, so it can be concluded that there is a positive and significant influence on learning motivation on learning outcomes.

In line with the research conducted by Indrianti (2018), a significance value of $0.000 < 0.05$ was obtained and a t count value of $8.013 >$ t table 2.003, which can be concluded that learning motivation influences student learning outcomes. In addition, the research of Khairinal et al. (2020) revealed that there is an effect of learning motivation on student learning outcomes as evidenced by the calculation of the partial regression coefficient test or t -test with a t count of $3.726 >$ t table of 1.666 and a significance value of $0.000 < 0.05$. It is also proven by the coefficient value of the multiple linear regression test of 0.400, which has a positive value. If students' learning motivation increases, the learning outcomes obtained will also increase.

The Influence of Peer Environment on Student Learning Outcomes

The results of this study note that there is a positive and significant influence of peer environment on student learning outcomes as evidenced by the results of the t -test calculation, namely t count of $5.292 >$ t table of 1.984 and at a significance value of $0.000 < 0.05$. In addition, the coefficient value of the peer environment in the multiple linear regression test is 0.130, which means that for each addition of one to the peer environment variable, student learning outcomes will increase by 0.130.

This research is in line with research conducted by Arista (2018), which shows that there is a positive and significant influence of the peer environment on student learning outcomes. It is

evidenced by the tcount value of 3.250 and a significance value of $0.002 < 0.05$. In addition, the Pearson correlation value of the peer environment is 0.459, which shows that the influence of the peer environment on student learning outcomes is 45.9%.

In line with Aprilianto's research (2019), t count $2.907 > t$ table 1.9849 with a significance value of $0.000 < 0.05$, which can be concluded that the peer environment has a positive and significant influence on learning achievement. Furthermore, in research conducted by Asmara et al. (2021), in his research, the results of the t-test obtained with t count $7.4074 > t$ table 2.00758, which can be concluded that there is an influence between peer environment variables on student achievement. In addition, the coefficient of determination value is 51.84% which shows that the peer environment affects learning achievement by 51.84%, and other factors influence the rest by 48.16%.

The Influence of Self-Confidence, Learning Motivation, and Peer Environment on Student Learning Outcomes

This study's results indicate a positive and significant influence between self-confidence, learning motivation, and peer environment on student learning outcomes as evidenced by the results of the F test, namely F count of $30.264 > F$ table of 2.70. In addition, it is known that 47.6% influence self-confidence, learning motivation, and peer environment on student learning outcomes. The remaining 52.4% is influenced by other factors that affect student learning outcomes not examined in this study.

CONCLUSION

Based on the problem's background, student learning outcomes in Indonesia and Jakarta still need to be higher. During the Covid-19 pandemic, it makes students experience difficulties in learning, self-confidence, learning motivation, and the peer environment influences the acquisition of student learning outcomes. By going through the testing phase and calculating the sample used by as many as 104 students, one can conclude that: 1) there is a positive and significant influence between self-confidence and student learning outcomes. 2) Learning motivation has a positive influence on student learning outcomes. 3) The peer environment positively and significantly influences student learning outcomes. 4) Self-confidence, learning motivation, and peer environment positively and significantly influence student learning outcomes.

Based on the results of this study, the authors provide several suggestions, including 1) the lowest percentage of indicators on the self-confidence variable is acting independently in making decisions, so in that case, students need to increase self-confidence in students and get guidance from teachers about the importance of being confident on the decisions that have been taken by himself and can know what consequences are obtained so that students can be sure of their stance in making decisions. 2) The lowest percentage of indicators on the learning motivation variable is tenacious in facing difficulties, so in this case, students are expected to study persistently and actively so that in facing difficulties in learning, students can deal with them with their efforts and abilities and do not see or copy the work of their friends. 3) The lowest percentage of indicators in the peer environment variable is peer support in learning, so in this case, students are expected to be able to discuss and ask their peers if there is a material that has not been understood and can invite students who do not understand the subject matter to study together and make learning fun.

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