Journal of Asian Multicultural Research for Educational Study
ISSN: 2708-9703
Vol. 6 No. 1, 2025 (page 030-039)
DOI: http://doi.org/10.47616/jamres.v6i1.613

The Effect of Teacher Pedagogic Competence, Intensity of Parental Guidance, and Parents' Socio-Economic Status on Learning Outcomes Through Students' Learning Motivation

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Received: April 15, 2025 Revised: May 26, 2025 Accepted: June 10, 2025

Abstract

This research aims to determine and analyze the influence of teacher pedagogical competence, intensity of parental guidance, and parents' socio-economic status on learning outcomes through student learning motivation at SMP Negeri 1 Atinggola in social studies subjects. This research uses a quantitative approach. The sample in this study was students at SMP Negeri 1 Atinggola for the 2024/2025 academic year, totaling 108 students. Samples were taken using the stratified proportional random sampling method. The research results show that several independent variables have a significant effect on learning outcomes, both directly and indirectly through learning motivation as a mediating variable. Directly, learning motivation has been proven to have a positive and significant influence on student learning outcomes. Likewise, the intensity of parental guidance and socio-economic status have a significant and positive direct influence on learning outcomes. Meanwhile, teacher pedagogical competence actually has a negative but significant direct influence on learning outcomes, which shows the potential for indirect influence through learning motivation. In the indirect route, teacher pedagogical competence and the intensity of parental guidance have a positive and significant effect on student learning outcomes through increasing learning motivation. However, socio-economic status did not show a significant indirect effect through learning motivation. These findings confirm that learning motivation plays an important role as a mediator in the relationship between teacher competence and parental guidance and student learning outcomes. Therefore, efforts to improve student learning outcomes can be focused on strengthening learning motivation through improving the quality of teaching and parental involvement..

Keywords Learning Outcomes, Teacher Pedagogical Competence, Intensity of Parental Guidance, Parents' Socioeconomic Status, Learning Motivation.

Introduction

Improved learning outcomes are an indicator that students are experiencing positive academic development and are better prepared to face academic challenges and daily life. High learning outcomes in every subject are the hope of all parties, including students, parents, educators, and educational institutions. Therefore, learning outcomes are not only a measure of individual success, but also one of the main factors in assessing the effectiveness of the education system as a whole. However, in practice, student learning outcomes are not always optimal as expected. As the results of initial observations conducted by researchers, the final grades for social studies at SMP Negeri 1 Atinggola showed that although all classes had achieved the Minimum Completion Criteria (KKM) standard of 75, there was a significant variation in average scores between classes. The data is presented in Table 1 below:

Table 1. Average Final Grades of Students of SMP Negeri 1 Atinggola Academic Year 2024/2025

No	Kelas	KKM	Nilai Akhir
1.	VII A	75	80,78
2.	VII B	75	80,57
3.	VII C	75	78,85
4.	VIII A	75	80,5
5.	VIII B	75	78,38
6.	VIII C	75	78,13
7.	IX A	75	80,17
8.	IX B	75	79,24
9.	IX C	75	81,63

Source: Social Sciences Subject Teacher at SMP Negeri 1 Atinggola

The phenomenon that occurs not only shows minimal achievement numerically, but also reveals fundamental differences in the learning process. This condition is further exacerbated by the fact that classes VII, VIII and are taught by the same teacher, so that the teacher is required to manage classes with diverse characteristics and learning needs simultaneously. The use of uniform teaching methods in both classes is likely not to be able to fully accommodate these differences, thus impacting variations in learning motivation among students.

Thus, although the achievement of the average value of social studies lessons at SMP Negeri 1 Atinggola has nominally met the KKM, the differences that occur indicate the need for serious attention to the factors that influence learning motivation. Improving teacher competence, optimizing the intensity of parental guidance, and efforts to adjust support for students from less advantageous economic backgrounds are important steps to ensure that student learning outcomes are not only reflected in average values that meet standards, but also reflect the quality of learning that is even and in-depth.

According to (Wibowo & Marzuki, 2015) In addition to teacher competence, student learning motivation also plays an important role in achieving learning outcomes. Motivation is a condition that drives students to be able to achieve the goals of their motives. This is in line with the conclusion of Nurdyansyah & Fitriyani (2018) in concluding that learning outcomes are influenced by several factors that can basically be grouped into two parts, namely factors originating from within the student (internal factors) and factors originating from outside the student (external factors). Factors originating from the student (internal factors) include: interest, motivation, learning methods, maturity and readiness, and so on. While factors originating from outside the student (external factors) include: teachers, school environment, community environment, and so on (Wibowo & Marzuki, 2015).

In addition, parental attention and guidance are also important factors in student learning success. Ayu (2017), mentions that external factors that influence learning achievement include: natural environment, socio-cultural environment, curriculum, programs, facilities and infrastructure, and teachers. While internal factors include: psychological conditions (interests, intelligence, talent, motivation, cognitive abilities) and physiology (physical condition and condition of the five senses). This parental attention is very important for children in their learning activities. Khafid (2007) argues that in a family environment, parental attention in children's learning greatly influences the child's learning achievement. (Safitri & Nurhayati, 2018) Therefore, starting from the empirical phenomena and problems above which are strengthened by previous research, the researcher is interested in conducting research on "The

Influence of Teacher Pedagogical Competence, Intensity of Parental Guidance, and Parental Socioeconomic Status on Learning Outcomes Through Student Learning Motivation at SMP Negeri 1 Atinggola in Social Studies Subjects".

Methods

This research was conducted at SMP Negeri 1 Atinggola located at Jln. Trans Sulawesi, Kotajin, Atinggola District, North Gorontalo Regency. The time of this research was conducted from February 2025 to April 2025. This research uses a quantitative approach. The sample in this study were students of SMP Negeri 1 Atinggola in the 2024/2025 Academic Year totaling 108 students. The sample was taken using the stratified proportional random sampling method. The analysis used was path analysis using the SmartPLS program.

Results and Discussion

SEM-PLS Model Evaluation Analysis

SEM-PLS Model Analysis is carried out through 2 analyzes, namely Measurement model analysis (outer model) and Structural model analysis (inner model). Data analysis and processing in this study used the Smart PLS 3.0 application.

Outer Model

At this stage, the researcher conducted an Outer Model analysis to test the internal validity and reliability of the research model. The Outer Model is used to specify the relationship between latent variables and their indicators. The following are the results obtained from SmartPLS 3:

Convergent Validity

Tested to ensure that indicators in a construct are highly correlated and have adequate loading scores. The following are the results of the Convergent Validity test:

Table 2. Convergent Validity Results

Latent Variables	Indicator	Loading Factor	Information
Teacher Pedagogical Competence (X1)	X1.1	0.775	Valid (> 0.6)
	X1.2	0.698	Valid (> 0.6)
	X1.3	0.692	Valid (> 0.6)
	X1.4	0.709	Valid (> 0.6)
	X1.5	0.733	Valid (> 0.6)
	X1.6	0.694	Valid (> 0.6)
Intensity of Parental Guidance (X2)	X2.1	0.832	Valid (> 0.6)
	X2.2	0.875	Valid (> 0.6)
	X2.3	0.865	Valid (> 0.6)
	X2.4	0.996	Valid (> 0.6)
	X2.5	0.966	Valid (> 0.6)
Socioeconomic Status (X3)	X3.1	0.778	Valid (> 0.6)
	X3.2	0.994	Valid (> 0.6)
	X3.3	0.830	Valid (> 0.6)
	X3.4	0.767	Valid (> 0.6)
	X3.5	0.735	Valid (> 0.6)
Motivation to Learn (Z)	Z.1	0.954	Valid (> 0.6)
	Z.2	0.956	Valid (> 0.6)

	Z.3	0.959	Valid (> 0.6)
	Z.4	0.958	Valid (> 0.6)
Learning Outcome (Y)	Y.1	0.959	Valid (> 0.6)
	Y.2	0.954	Valid (> 0.6)
	Y.3	0.950	Valid (> 0.6)
	Y.4	0.960	Valid (> 0.6)

Source: Excel, Processed (2025)

Based on the results of the outer loading analysis in the table above from all indicators against each latent variable, it can be concluded that all indicators in this research model have very good convergent validity, because the factor loading value is above the minimum threshold of 0.60. This shows that each indicator is able to explain the construction of its variables strongly and consistently. In addition, Redundancy is also a measurement to determine the construct validity test which is a measure of the quality of the structural model in each dependent variable block obtained in the algorithm iteration process in testing the measurement model. The following are the AVE score results:

Table 3. Results of Average Variance Extracted (AVE)

Variable	(AVE)	Information
Teacher Pedagogical Competence (X1)	0.515	Valid (AVE > 0.5)
Parental Guidance Intensity (X2)	0.827	Valid (AVE > 0.5)
Socioeconomic Status (X3)	0.683	Valid (AVE > 0.5)
Learning Motivation (Z)	0.915	Valid (AVE > 0.5)
Learning Outcomes (Y)	0.914	Valid (AVE > 0.5)

Source: Excel, Processed (2025)

Based on the table above, the Average Variance Extracted (AVE) value exceeds the criteria of 0.5. Therefore, it can be concluded that all latent variables meet the Convergent Validity criteria because all loading factor values are > 0.6 and AVE values are > 0.5

Discriminant Validity

Tested using Cross Loading to ensure that each indicator has a higher correlation with the latent variable that should be measured compared to other latent variables. The following are the results of the discriminant validity test:

Table 4. Average Variance Extracted (AVE) Results

	HB	**IBO**	**KPG**	**MB**	**SSE**
HB1	0.959	0.845	0.411	0.737	0.882
HB2	0.954	0.873	0.394	0.717	0.896
HB3	0.950	0.846	0.399	0.750	0.869
HB4	0.960	0.858	0.416	0.726	0.891
IBO1	0.754	0.832	0.093	0.461	0.778
IBO2	0.765	0.875	0.242	0.580	0.709
IBO3	0.801	0.865	0.323	0.593	0.830
IBO4	0.893	0.996	0.258	0.631	0.887
IBO5	0.846	0.966	0.202	0.579	0.840
KPG1	0.381	0.249	0.775	0.685	0.269

KPG2	0.281	0.193	0.698	0.562	0.217
KPG3	0.268	0.114	0.692	0.578	0.127
KPG4	0.347	0.173	0.709	0.589	0.237
KPG5	0.278	0.161	0.733	0.560	0.197
KPG6	0.248	0.168	0.694	0.535	0.197
MB1	0.734	0.603	0.765	0.954	0.595
MB2	0.738	0.612	0.784	0.956	0.580
MB3	0.708	0.571	0.826	0.959	0.574
MB4	0.752	0.619	0.761	0.958	0.596
SSE1	0.754	0.832	0.093	0.461	0.778
SSE2	0.918	0.881	0.287	0.609	0.994
SSE3	0.801	0.865	0.323	0.593	0.830
SSE4	0.662	0.553	0.172	0.376	0.767
SSE5	0.650	0.476	0.318	0.453	0.735

Source: SmartPLS, Processed (2025)

Based on the table above, it can be concluded that each indicator has a higher correlation with the latent variable that should be measured compared to other latent variables. This can be seen from the loading factor value of each indicator which is greater on the appropriate latent variable.

Reliability

Was tested using Cronbach's Alpha and Composite Reliability. Here are the test results:

Table 5. Results of Reliability Test

	Cronbach's Alpha	**rho_A**	**Composite Reliability**	**Average Variance Extracted (AVE)**
HB	0.969	0.969	0.977	0.914
IBO	0.946	0.952	0.960	0.827
KPG	0.811	0.816	0.864	0.515
MB	0.969	0.969	0.977	0.915
SSE	0.880	0.900	0.914	0.683

Source: SmartPLS, Processed (2025)

Based on the results of the instrument reliability test shown in the table above, it can be concluded that all constructs in this study have met the criteria for good reliability. Reliability was tested using two main measures, namely Cronbach's Alpha and Composite Reliability (CR), and reinforced with the Average Variance Extracted (AVE) value to test convergent validity.

Inner Model

Inner Model Analysis is conducted to predict causal relationships between latent variables being tested. The following are the results of the Determination Coefficient (R^2) test:

Table 6. Results of Determination Coefficient

Variable	**R Square**	**R Square Adjusted**
HB	0.934	0.931
MB	0.863	0.859

Source: SmartPLS, Processed (2025)

The R Square value on the Learning Outcome (HB) variable of 0.934 indicates that 93.4% of the variation in student learning outcomes can be explained by the constructs that influence it in this model, namely Parental Guidance Intensity (X2), Teacher Pedagogical Competence (X1), Socioeconomic Status (X3), and Learning Motivation (Z). The remaining 6.6% is influenced by other factors outside the model. Meanwhile, the Adjusted R Square value of 0.931 indicates an adjustment to the number of predictors in the model and strengthens the validity of the predictions for the general population. This value is included in the very strong category, as stated by Chin (1998) who stated that an R Square value of 0.67 is considered strong, 0.33 moderate, and 0.19 weak. The R Square value for the Learning Motivation (MB) variable is 0.863, which means that 86.3% of the variation in students' learning motivation can be explained by independent constructs such as Parental Guidance Intensity (X2), Teacher Pedagogical Competence (X1), and Socioeconomic Status (X3). This value is also categorized as strong, indicating that the prediction of the learning motivation construct in this model is very good. The Adjusted R Square value of 0.859 provides reinforcement for the accuracy of this estimate at the population level.

Results of Direct Effects Hypothesis Testing

Table 7. Results of the Direct Effect Hypothesis Test

	Original Sample (O)	**Sample Mean (M)**	**Standard Deviation (STDEV)**	**T Statistics (|O/STDEV|)**	**P Values**
Teacher Pedagogical Competence -> Learning Outcomes	-0.139	-0.136	0.057	2.430	0.015
Teacher Pedagogical Competence -> Learning Motivation	0.705	0.710	0.034	20.627	0.000
Parental Guidance Intensity -> Learning Outcomes	0.158	0.158	0.058	2.727	0.007
Parental Guidance Intensity -> Learning Motivation	0.439	0.437	0.076	5.787	0.000
Socioeconomic Status -> Learning Outcomes	0.555	0.561	0.050	11.126	0.000
Socioeconomic Status -> Learning Motivation	0.016	0.013	0.079	0.198	0.843
Learning Motivation -> Learning Outcomes	0.440	0.435	0.076	5.791	0.000

Source: SmartPLS, Processed (2025)

Teachers' pedagogical competence has a significant positive effect on students' learning motivation (p = 0.000), but has a significant negative effect on learning outcomes (p = 0.015). This shows that although teachers have good pedagogical competence, it has not directly improved students' learning outcomes, but can indirectly affect learning outcomes through increased learning motivation. The intensity of parental guidance has a significant positive effect on learning motivation (p = 0.000) and student learning outcomes (p = 0.007). This indicates that parental involvement in assisting children to study at home has a direct and

indirect impact on students' academic achievement. Parents' socioeconomic status has a significant positive effect on learning outcomes (p = 0.000), but does not have a significant effect on students' learning motivation (p = 0.843). This means that a better economic background can improve learning outcomes, but does not always encourage students' enthusiasm or desire to learn. Learning motivation has a significant positive effect on learning outcomes (p = 0.000), indicating that students who have high learning motivation tend to achieve better learning outcomes.

Results of Indirect Effects Hypothesis Testing

Table 8. Results of Indirect Effect Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Parental Guidance Intensity -> Learning Motivation -> Learning Outcomes	0.193	0.190	0.047	4.142	0.000
Teacher Pedagogical Competence -> Learning Motivation -> Learning Outcomes	0.311	0.309	0.057	5.440	0.000
Socioeconomic Status -> Learning Motivation -> Learning Outcomes	0.007	0.005	0.035	0.199	0.842

Source: SmartPLS, Processed (2025)

Teacher Pedagogical Competence has a significant effect on student learning outcomes through learning motivation, or Ho is rejected and Ha is accepted. This is indicated by a probability value of 0.000, an influence coefficient of 0.311, and a T-statistic of 5.440, indicating a significant and positive indirect effect. The intensity of Parental Guidance has a significant effect on student learning outcomes through learning motivation, or Ho is rejected and Ha is accepted. The probability value of 0.000 and the influence coefficient of 0.193, with a T-statistic of 4.142, indicates a significant and positive indirect effect. Socioeconomic Status does not have a significant effect on student learning outcomes through learning motivation, or Ho is accepted and Ha is rejected. This can be seen from the probability value of 0.842, the influence coefficient of 0.007, and the T-statistic of only 0.199, indicating an insignificant effect, although the direction of the effect is positive.

Discussion

Simultaneously, the direct influence of the research results shows that the variables of Teacher Pedagogical Competence (X1), Parental Guidance Intensity (X2), and Parental Socioeconomic Status (X3) together have a significant influence on student learning outcomes (Y). This is indicated by the results of statistical tests that produce a significance value of less than 0.05, which means that the three independent variables collectively make a real contribution to the variation in student learning outcomes. Although there are differences in the direction and magnitude of the influence of each variable individually where Teacher Pedagogical Competence actually has a negative effect on learning outcomes, while the other two variables show a positive effect, but simultaneously all three are proven to have a strong relationship to student academic achievement.

This influence reflects that student learning outcomes are not determined by a single factor, but are the result of complex interactions between various aspects of education and the student's environment. Teacher competence that is theoretically high but not balanced with adaptive teaching practices can reduce the effectiveness of learning. Meanwhile, parental guidance, although limited in quality, still provides encouragement for children to learn, and a higher socio-economic background of the family also provides access and supporting facilities that have a positive impact on student achievement. Therefore, in this context, it can be concluded that improving student learning outcomes will be more optimal if these three aspects are improved simultaneously, namely by encouraging teachers to apply learning strategies that are more participatory and relevant to student needs, empowering parents in providing guidance that is not only technical but also emotional, and paying attention to social interventions for families with economic limitations so that the gap in access to education can be minimized.

Several previous studies support these results. (Dewi & Darmawan, 2025) concluded that teacher pedagogical competence will only have a positive impact on learning outcomes if teachers are able to adjust their learning approaches to student characteristics and the social conditions of the school environment. Sugiarto et al. (2019) found that in schools with limited resources, student learning outcomes are not solely influenced by teacher competence, but also by factors of learning support at home and students' internal motivation formed by their social environment. In line with that, Sholihah et al., (2025) explained that in secondary education environments in rural areas, teachers tend to use conventional methods due to limited media and time. As a result, even though administratively pedagogical competence is high, student learning outcomes do not necessarily increase, especially if students tend to be passive.

That the working capacity of human memory is limited. When students access too much irrelevant information from gadgets (such as games, social media, or entertainment videos), the cognitive load increases, so that the brain has difficulty processing important information from learning activities. As a result, even though parents have guided, if children continue to be exposed to content from gadgets, their focus and academic processing capacity will decrease, so that learning outcomes remain suboptimal (Saepudin et al., 2021). The employment status and income of parents greatly affect the learning outcomes of students in junior high school. Students whose parents have middle to upper incomes show a higher tendency to achieve good academic grades, especially because they have access to learning support facilities such as additional courses and technological tools Sirwanti et al. (2019).

Meanwhile, for the indirect effect, the results of this study indicate that both teacher pedagogical competence and the intensity of parental guidance have a significant indirect effect on student learning outcomes through learning motivation as a mediating variable. This finding confirms that learning outcomes are not only influenced by external factors such as teacher competence and the role of parents directly, but are more constructed through students' internal processes, namely learning motivation. Self-Determination Theory (SDT) developed by Deci & Ryan (1985) emphasizes that students' intrinsic motivation is formed through the fulfillment of three basic psychological needs, namely competence, autonomy, and relationships. In the context of education, teachers' pedagogical competence plays an important role in fostering feelings of capability and self-confidence in students, which then encourages their learning motivation. Meanwhile, the intensity of parental guidance that is supportive and not oppressive provides space for students to feel in control of their learning process, thereby strengthening their autonomy. When these basic needs are met, students tend to have higher learning motivation, which ultimately has a positive impact on improving learning outcomes indirectly. (Deci & Ryan, 2000).

Conclusion

Teacher Pedagogical Competence (X1) does not directly improve student learning outcomes significantly and even shows a negative influence in the direct path. However, through student learning motivation (Z), the influence of teacher pedagogical competence becomes positive and significant. This means that teachers who are able to inspire, motivate, and create a pleasant learning atmosphere are able to increase students' internal motivation, which then has an impact on improving their learning outcomes. The Intensity of Parental Guidance (X2) also contributes significantly to student learning outcomes indirectly through learning motivation. Although the form of parental guidance at SMP Negeri 1 Atinggola still tends to be passive supervision and is not optimal in the form of verbal motivation, their attention and emotional involvement have been sufficient to build students' enthusiasm for learning. This shows that emotional and social support from parents, although simple, can still strengthen students' learning motivation and have a positive impact on their academic achievement. These results indicate that learning motivation is a very important mediating variable in linking external factors (such as teacher competence and parental guidance) with student learning outcomes. Thus, efforts to improve student learning outcomes will be more effective if directed at fostering learning motivation, both through inspiring learning strategies from teachers and active and attentive support from parents.

Suggestion

For teachers, it is expected to improve the quality of their pedagogical competence, not only in terms of planning and delivering materials, but also in terms of building emotional closeness and actively motivating students. Teachers need to create learning that is fun, relevant, and triggers students' curiosity so that their intrinsic motivation increases. Training or workshops on developing learning strategies that motivate students are highly recommended. For parents, it is expected to be more active in guiding and encouraging children to learn at home, not only in the form of learning supervision, but also through constructive communication and providing verbal motivation. Activities such as having light discussions about lessons, asking about children's learning difficulties, and giving appreciation for their efforts are very important to strengthen learning motivation. For schools, it is necessary to strengthen collaboration between teachers and parents through partnership programs, such as regular meetings that focus on the development of student motivation and learning outcomes. In addition, schools can hold programs to improve student learning motivation, such as motivational seminars, inspirational classes, or consistent character building. For the Regional Government, especially the Education Office, Based on the findings of this study, it is recommended that the government further improve the quality of education through continuous teacher pedagogical competency training, strengthen the role of parents in accompanying children's learning process through family education programs, and provide special attention to students from families with low socioeconomic status through adequate educational assistance and learning facilities. For Further Researchers, This research can be further developed by involving other variables that also affect learning outcomes, such as the learning environment, student psychological factors, or learning styles. Researchers are also advised to use mixed methods to explore more deeply the perceptions of students, teachers, and parents qualitatively, so as to obtain a more complete picture of the factors that affect learning outcomes.

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