The Influence of Learning Motivation, Ability of Teachers to Teach, Parental Attention and Learning Facilities in Understanding Material of Regulatory System in Senior High School

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Abstract. This study determines the effect of motivation to learn, the ability of teachers to teach, parental attention and learning facility on the understanding of the regulatory system materials of students of grade XI Senior High School. The study population were students of grade XI Senior High School all area of Gunungkidul, the respondent taken for this study were 272 students. The analysis of the was done by using descriptive analysis and multiple linear regression analysis with SPSS 20 for windows. The result of the study showed that the effect of learning motivation is 9.4%; the ability of teachers to teach is 9.5%; parental attention is 12.1% and learning facilities is 7.6% towards the understanding of the regulatory system materials and simultaneously affect at 20.3% on the understanding of the regulatory system material.

Keywords: motivation to learn, the ability of teachers to teach, parents’ attention, learning facilities, the understanding of regulatory system materials.

1. Introduction

Learning is an activity that involves information and the environment that interacts with each other and is designed by educators to support the learning process and lead to changes in behavior and achieving goals that have been determined in the form of cognitive, affective and psycho-motor. The success of the learning process is the achievement of learning objectives especially from the material that has been learned during the learning process. Understanding of the material can be interpreted as holding something in mind in the process of learning to understand mentally, meaning, philosophical, implications and applications so that students can understand a situation [1]. Relation to the biology of learning, understanding of the material by learners is important because the concept of one and the other are interrelated and to understand the material the students will be able to resolve issues related to the problems of daily life. Results are expected in biology learning is the optimal level of understanding of the material and high. However, between learners differ from one another in achieving understanding of the material understanding of the regulatory system material. Problems of learners appear due to many factors both internal and external factors.

Learning motivation is one of the factors that play a role in the learning process. Motivation has a strong role in determining the realization of a planned action. Motivation occurs as part of soul consciousness which is offset by the expectation of something that will be achieved. Motivation can come from outside or inside the learners themselves, the motivation of self comes from self-learners in
the form of a will to achieve the goals or achieve what learners need. The participation of students in the learning process certainly has motivation that will bring a success because of the motivation to learn relates to the desire to work well.

External factors that can influence the learning process include teacher's teaching ability, parental attention and learning facilities. This external factor has a role in influencing the presence or absence of learning difficulties and the success of a learning process. The ability of teachers to teach, the ability of teachers to understand the characteristics of learners and presenting the material is one way to improve the quality of learning as well as a determinant of the success of learners. The attitude of the teacher and the teacher's personality, the level of knowledge held by teachers and how teachers teach knowledge to the learners will determine learning outcomes to be achieved [2]. The attention of the parents, the characteristics of a good parent would encourage the learning activities of children, parents want children obtain a high learning outcomes at school but sometimes parents pay less attention to the needs and personality of the child so that it is not uncommon to be emotionally disturbed child and resulted in the emergence of learning difficulties. Parents who have little or no attention to the education of a child can cause the child has little or no success in learning [3]. These three, the teaching facilities were also a factor in learning activities such as learning spaces, completeness book, LCD, use of media, laboratories, the use of technology and so forth. The use of facilities in the learning at school and at home is very important to support learning activities. Good learning tool and complete required for teachers to develop teaching materials properly so that learners can receive and understand the lessons [4]. Therefore, this study aims to determine the effect of motivation to learn, the ability of teachers to teach, parental attention and learning facility on the understanding of the regulatory system material.

The rest of this paper is organized as follow: Section 2 describes the proposed research method. Section 3 presents the obtained results and following by discussion. Finally Section 4 concludes this work.

2. Proposed Research Method

The type of research in this study was a survey research (explanatory). The population in this study were students of grade XI of senior high schools in Gunungkidul, totaling 930 students. The research sample for schools was determined by simple random sampling technique. The sample size of students was determined using the Krejcie and Morgan tables with a significance level of 5%. Based on tables from Krejcie and Morgan with a significance level of 5% of the population of 930 students obtained 272 research samples of students.

The data collection method was done by using questionnaires and interview. In the questionnaire instrument the validity test was conducted using expert judgment techniques and field trials were then analyzed using Pearson Product Moment. The questionnaire instrument reliability test used the Alpha Cronbach formula (α) = 0.6 with the help of SPSS 20 for windows.

Data were analyzed by using descriptive quantitative research with regression through the help of Statistical Package for the Social Science (SPSS) 20 for windows. The analysis of quantitative descriptive was done to give an overview of the motivation to learn and parents’ attention the understanding of the regulatory system materials by the students in the learning based on the data obtained from the questionnaire completed by the students. Meanwhile, the data of interview was arranged structurally and systematically to make it more meaningful as the supporting data of the study. The data of interview was then analyzed to see the motivation of learners, teachers’ ability to teach, learning facilities, learning obstacles in the regulatory systems learning and the solutions given by the biology teachers.

3. Result and Discussion

The results of regression calculations based on the SPSS 20 for Windows program in the following Table 1:
Table 1. Regression Calculation Results

| Variables                        | Unstandardized Coefficients | Standardized Coefficients |
|---------------------------------|-----------------------------|---------------------------|
| (Constant)                      | 67.362                      | 9.397                     |
| Motivation to learn             | 0.744                       | 0.295                     |
| The ability of teachers to teach| 0.441                       | 0.273                     |
| Parents attention               | 1.492                       | 0.327                     |
| Learning facilities             | 0.497                       | 0.309                     |

Source: Data SPSS 20 for windows

Based on Table 1 above, the regression equation is obtained as following:

\[ Y = 67.362 + 0.744X_1 + 0.441X_2 + 1.492X_3 + 0.497X_4. \]

Partial test (t test) aims to determine whether the independent variable partially effect on the variable dependent. The result of partial test (t test) are summarized in the following Table 2:

Table 2. Partial t Test Results

| Variables                        | Coefficients | t value | t table |
|---------------------------------|--------------|---------|---------|
|                                  | Unstandardized B |         |         |
| Motivation to learn             | 0.744        | 5.297   | 2.254   |
| The ability of teachers to teach| 0.441        | 5.330   | 2.254   |
| Parents attention               | 1.492        | 6.088   | 2.254   |
| Learning facilities             | 0.497        | 4.717   | 2.254   |

Source: Data SPSS 20 for windows

The coefficient of determination (R square) for each independent variable on the dependent variable are summarized in the following Table 3:

Table 3. The Value of Coefficient of Determination Independent Variables

| Variables | Rated R | R Square | Adjusted R square |
|-----------|---------|----------|-------------------|
| X_1 \rightarrow Y | 0.307   | 0.094   | 0.091             |
| X_2 \rightarrow Y | 0.309   | 0.095   | 0.092             |
| X_3 \rightarrow Y | 0.347   | 0.121   | 0.117             |
| X_4 \rightarrow Y | 0.276   | 0.076   | 0.073             |
| X_1, X_2, X_3, X_4 \rightarrow Y | 0.450   | 0.203   | 0.191             |

Source: Data SPSS 20 for windows

Where:

- X_1: Motivation to learn
- X_2: Teachers’ ability
- X_3: Parental attention
- X_4: Learning facilities
- Y: Understanding of material

3.1 The effect of Learning Motivation on the Understanding Material of Regulatory System

Based on the results of the partial t test obtained the regression coefficient variable of learning motivation (X_1) is 0.744 positive (+) and the t value of 5.297 > t table 2.254. So it can be concluded that H_0 is rejected and H_1 is accepted which means that learning motivation (X_1) has a positive effect on understanding the regulatory system material (Y).

Based on Table 3 above, the coefficient of determination of the variable X_1 to Y is 0.094 meaning that the contribution of the influence of learning motivation to the understanding of the regulatory system material is 9.4% while the remaining 90.6% is explained by other factors outside the regression model.
analyzed. The low learning motivation of grade XI students in Gunungkidul based on data is due to several factors including low curiosity, low sense of need for learning, low expectations of students, low motivation from students, teachers unable to motivate students and learning environment conditions.

Motivation to learn the participants may arise due to the influence of experience and learning gained from interacting with the environment. The environment to learn which is friendly, harmonious, loving and supportive learning process will make learners are highly motivated to learn [5]. Teachers' attitudes and motivation to have a role in teaching and learning. Both processes have influence in creating a classroom environment and learning environment that will have an impact on the formation and behavior of learning outcomes in the form of understanding of the material [6]. This suggests that the motivation to learn is required of students in the learning process because it will encourage the emergence of behavior, affect what and how students learn to achieve the learning objectives [7]. Motivation to learn in self-learners will encourage students to improve their academic achievement. The higher the learner’s motivation to learn, the higher the possibility of success in achieving the goals of learning, otherwise when the learner’s motivation is low, then the likelihood of success in achieving the goal is getting smaller.

3.2 The Effect of Teachers Teaching Ability on the Understanding Materials of Regulation System

Based on the results of the partial $t$ test obtained the regression coefficient variable of teachers teaching ability ($X2$) is 0.441 positive (+) and the $t_{value}$ of 5.330 $> t_{table}$ 2.254. So it can be concluded that $H0$ is rejected and $H2$ is accepted which means that of teachers teaching ability ($X2$) has a positive effect on understanding the regulatory system material ($Y$).

Based on Table 3., the coefficient of determination of the variable $X2$ to $Y$ is 0.095 meaning that the contribution of the influence of teachers teaching ability to the understanding of the regulatory system material is 9.5% while the remaining 90.5% is explained by other factors outside the regression model analyzed. The low ability of teachers to teach in Gunungkidul based on data is due to several factors including the low ability to manage classes, low mastery of subject matter, low skills in conveying subject matter and providing feedback to students.

The subject matter of the regulatory systems biology is a matter of abstract and full concept so that the ability of teachers should be competent for the competence of teachers have a positive influence on the study of students [8]. These competencies include the ability to manage the classroom, mastering the material, delivery of materials, provide ratings and feedback will affect the achievement of learning objectives. The ability of teachers to manage classes means that teachers must be able to build and maintain a classroom environment so pleasant and conducive to the activities of learning to achieve the learning objectives [9]. The present of optimal learning conditions will be achieved if teachers organize learners and control in an atmosphere of fun and good relations between teachers and learners so that learners will be eager in learning to achieve the learning objectives [10]. The proper use of teaching methods and the teacher ability in teaching will affect the education of students and to improve the achievement of learning [11] [12] [13]. In addition, the provision of feedback in the learning process is very important. "Giving feedback as reinforcement providing encouragement and opportunities to strengthen students' understanding "[14]. A teacher can determine the extent of perception or understanding of learners is correct and if necessary a teacher can teach back material that has been delivered. The higher the teacher's ability to teach, the higher the learning success will be obtained by the learners. Instead, teachers who have low ability to teach, then it is possible for the success of the learners in learning to become low.

3.3 The Effect of Parental Attention on the Understanding Material of Regulatory System

Based on the results of the partial $t$ test obtained the regression coefficient variable of parental attention ($X3$) is 1.492 positive (+) and the $t_{value}$ of 6.088 $> t_{table}$ 2.254. So it can be concluded that $H0$ is rejected and $H3$ is accepted which means that of parental attention ($X3$) has a positive effect on understanding the regulatory system material ($Y$).
Based on Table 3 above, the coefficient of determination of the variable $X_3$ to $Y$ is 0.121 meaning that the contribution of the influence of parental attention to the understanding of the regulatory system material is 12.1% while the remaining 87.9% is explained by other factors outside the regression model analyzed. The low attention of parents in Gunungkidul based on data is due to several factors including the lack of attention to children's learning experiences in school and the low level of mentoring children in learning.

Perception of a learner regarding parental attention will affect the learning process and will encourage learners to gain maximum learning. Parental involvement in children's education will benefit parents because most parents can understand the language, behavior and habits of children better than his teacher and lets parents know the weaknesses of children in learning so that parents will help children prepare better to achieve the learning objectives. Parental involvement in any aspect always produces benefits for the child because the child plays the most important concern of all stakeholders in education [15].

Attention parents have an influence on the success of students in the learning process [7] [8] [16] [17] [18]. Emotional support from parents and the school is able to increase the confidence of the students and feel that school is more important than learning outcomes tend to be better [19]. The involvement of parents happen from time to time and then together build engagement process so that it will better understand and pleasant to improve the achievement of learning outcomes [20]. Parents need to have knowledge and skills about the importance of parental involvement in children's learning so that parents can provide guidance for the development of children to achieve optimal learning outcomes [21].

Parental involvement in their children's learning process will instill the child's understanding of the purpose of learning to be a growing awareness of learners perform learning activities in an effort to achieve the goal of learning and improving learning outcomes in schools. Great attention of parents in children's learning activity will affect the acquisition of high learning success. Conversely, a low attention of parents in children's learning activity will then make the success of learners become low.

### 3.4 The effect of Learning Facilities on the Understanding Material of Regulation System

Based on the results of the partial $t$ test obtained the regression coefficient variable of learning facilities ($X_4$) is 0.497 positive (+) and the $t_{value}$ of 4.717 > $t_{table}$ 2.254. So it can be concluded that $H_0$ is rejected and $H_4$ is accepted which means that of learning facilities ($X_4$) has a positive effect on understanding the regulatory system material ($Y$).

Based on Table 3 above, the coefficient of determination of the variable $X_4$ to $Y$ is 0.076 meaning that the contribution of the influence of learning facilities to the understanding of the regulatory system material is 7.6% while the remaining 92.4% is explained by other factors outside the regression model analyzed. The low level of learning facilities in Gunungkidul based on data is due to several factors including the low availability of teaching aids and in schools, limited study space, limited availability of library facilities and limited laboratory facilities.

Perception of a learner to the availability and utilization of school facilities will affect the learning process so that it will affect the learning outcomes of students [22] [23] [24]. School facilities have an influence, either directly or indirectly to the achievement of learning [25]. This shows that if school facilities are available as needed and utilized properly then the teacher will be an optimal learning process so that learners will be more active in learning, hereinafter will have an effect on learning outcomes.

Use of learning facilities in accordance with the need to stimulate learners to respond positively during the learning process so that ultimately will affect the understanding of the material and learning outcomes achieved. The selection of instructional media needs to be assessed conformity with the purpose of learning, learning materials and characteristics of learners and analyzed any media that is appropriate for achieving the learning objectives [26]. The incompleteness of laboratory lead teachers tend to use the lecture method which can lead to passivity of students in learning so that no impossible to cause trouble understanding the subject matter by learners [27].
will allow learners to receive lessons and master the material being taught so that students will work harder to achieve the learning objectives. Instead, the school facilities are not fully utilized by the teacher in the learning will make the learners gain less than the maximum learning success.

3.5 The Effect of Motivation, Ability of Teachers Teaching, Parental Attention and Learning Facilities on the Understanding Materials of Regulation System

Simultaneous test ($F_{test}$) aims to determine simultaneously the effect of motivation to learn, the ability of teachers to teach, parental attention and learning facility on the understanding of the material system of regulation by the students. The result of simultaneous test ($F_{test}$) are summarized in the following Table 4:

| Model       | Sum of Squares | Df | Mean Square | F    | Sig.  |
|-------------|----------------|----|-------------|------|-------|
| Regression  | 15012.825      | 4  | 3753.206    | 16.987| <.000b|
| residual    | 58991.239      | 267| 220 941     |       |       |
| Total       | 74004.064      | 271|             |       |       |

a. Dependent Variable: The understanding of material  
b. Predictors: (Constant), Learning facilities, Parental Attention, Learning Motivation, The ability of teacher to teach  

Based on Table 4 above that the obtained $F_{value}$ 16.987 > 2.405 ($F_{table}$) with the Sig. <0.05 means $H_0$ is rejected and $H_5$ is accepted. The independent variables have simultaneously effect on dependent variable. This result indicated that the motivation to learn, the ability of teachers to teach, parental attention and learning facilities have simultaneously effect on the understanding of material of regulatory system. Based on Table 3 above, the coefficient of determination of the variable $X_1$, $X_2$, $X_3$ and $X_4$ to $Y$ is 0.203 meaning that the contribution of the influence of motivation to learn, the ability of teachers to teach, parental attention and learning facilities have simultaneously effect on the understanding of material of regulatory system is 20.3% while the remaining 79.7% is explained by other factors outside the regression model analyzed.  

The different motivation of learners is a reflection of a number of influences [28]. Gagne in his book entitled Conditions of Learning stated that teachers in early learning to do something to attract the attention of learners which then can generate interest and motivation to learn the subject matter [29]. In addition to master the methods of teaching, the teacher's ability to teach can be seen from the ability to manage the classroom, mastery of materials, delivery of content, assessment and feedback. The urge parents have an important role in addition to teachers in influencing the level of academic motivation of learners [28]. Parents have the strength and ability to maintain and develop the child through positive engagement and learning processes and educational activities [29]. To support the success of children in school learning required cooperation between teachers and parents, the role of parents here have to be interested in watching children learn at home [30]. The involvement of child's parents were able to create an understanding of the purpose of the students in learning by providing strategies that can be used effectively learners to achieve the learning objectives, engage or homework help and supervise or check out [30].  

Apart from being required to encourage motivation of teachers and educate learners, teachers are also required to have the ability to use school facilities. The learning facilities can be seen from the completeness of props, learning media, availability and completeness of the study room, library and living room laboratories. The provision of school facilities are not enough to support the learning
activities required of teachers who are able to utilize these learning facilities so that learners are motivated to learn and gain maximum academic results [32]. The bad learning facilities, poor teaching techniques held by teachers and classrooms affect the density of the low academic results of students [33].

Based on the description above, it means that learning motivation, teacher's ability to teach, parental attention and learning facilities play a role in understanding the regulatory system material, among others. Educator factors can be seen from the teacher's ability to teach, the factors of learners can be seen from the motivation of learning and environmental factors can be seen from the learning facilities and parental attention.

4. Conclusion
This paper has presented a study to determine the effect of motivation to learn, the ability of teachers to teach, parental attention and learning facility on the understanding of the regulatory system material. From the results, it can be concluded that learning motivation has a positive effect on the understanding of the material of the regulation system of the eleventh grade students of Senior High School in Gunungkidul Regency, the influence of learning motivation 9.4%. Teachers' teaching ability has a positive effect on the understanding of the material of the regulation system of the eleventh grade students of Senior High School in Gunungkidul Regency, the influence of the teacher's teaching ability is 9.5%. Parents 'attention has a positive influence on the understanding of the material of the regulation system of the eleventh grade students of Senior High School in Gunungkidul Regency, the influence of parents' attention is 12.1%. Learning facilities have a positive effect on the understanding of the material of the regulation system of the eleventh grade students of Senior High School in Gunungkidul Regency, the effect of learning facilities is 7.6%. Learning motivation, teacher's ability to teach, parental attention and learning facilities simultaneously affect the understanding of the material of the regulation system of the eleventh grade students of Senior High School throughout Gunungkidul Regency, the simultaneous influence of 20.3%.

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