

Interest in Learning, Self-Efficacy, and Learning Outcomes of Religion-Based School Mathematics: A Quantitative Study

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Abstract

This research is a quantitative study using a correlational design that aims to determine the effect of self-efficacy and interest in learning on mathematics learning outcomes. Data were obtained using self-efficacy and interest in learning instruments in the form of a questionnaire consisting of 23 statements, 3 dimensions and 7 indicators. The population of this study were 2 schools in Yogyakarta and Banyumas where 100 people were taken as a sample from each school. The statistical test used is the regression test. Based on the tests that have been carried out, it shows that self-efficacy and interest in learning have a significant influence on learning outcomes in mathematics. The conclusion of this study is that self-efficacy and interest in learning have a significant effect on mathematics learning outcomes by 91% and the effect of other variables is 9%.

Introduction

One of the researches in the field of mathematics is mathematics education, which is currently not only limited to discussing the cognitive aspects of students, but also developing research in the affective field of students (Risnanosanti, 2016). The development of this research study is based on a person's success in learning that is not necessarily only determined by cognitive aspects, but there is also an affective aspect there. although usually what is reported and seen by most parents is the learning outcomes reported in report cards and national exam results. Parents and teachers often complain about the low interest of students in learning along with low student learning outcomes (Suryanto, 2008).

Interest in the learning process is very important for students because if students are not interested in lessons at school, especially mathematics, it will be difficult for students to follow the learning process. According to Slameto (2015, p. 180) in his book states that the purpose of learning interest is as "a form of a person's activity that causes the person to carry out a series of mental and physical activities in order to obtain behavior change as a result of individual experiences in environmental interactions that involve cognitive, affective, and psychological. In addition, the role of interest in learning is very important for students and has a great influence on student learning outcomes. According to Gie (Asih., & Imami., 2021) the role of interest in learning is (1) interest in paying attention together, (2) interest can create focus, (3) interest can ward off outside distractions, (4) interest can strengthen internal memory learning process, (5) interest can arouse enthusiasm and enthusiasm of students. Therefore, with an interest in learning students will get good learning outcomes.

Learning outcomes are terms used to prove the level achieved by students after making certain efforts. According to Howard Kingsley (Nana Sudjana, 2005: 85) divides 3 kinds of learning outcomes: 1) Skills and habits; 2) Knowledge and understanding; and 3) Attitudes and ideals. Meanwhile, according to Hamdan & Khader (Ricardo, & Meilani, 2017) argue that learning outcomes are the basis for measuring and reporting student achievement, and the key to developing other, more effective learning designs that adjust what students will learn and how they are assessed. Therefore, learning outcomes can be concluded as educational goals that are embodied in the learning process so that students can know, understand, and apply the knowledge they receive. With the learning outcomes, it can be seen how self-efficacy in students.

One of the skills in learning that students must have in the 21st century is self-efficacy. Self efficacy or self-efficacy is one of the personal elements that can improve mathematics learning outcomes. As said by Safiqo (2020) that self-efficacy is included in the affective aspect which is important because it can affect learning objectives and learning outcomes. Risnanosanti's research (2016) resulted that students' self-efficacy towards mathematics was mostly in the very good category. Self-efficacy refers to the perception and belief that an individual has skills and can mobilize himself effectively to achieve a certain goal (Capron Puozzo & Audrin, 2021). Self-efficacy also helps in determining how far a person exerts effort in their activities, how long they will survive facing the obstacles they face, and how resilient they will be in facing situations that are not suitable for themselves (Zubaidah et al., 2021). Therefore, self-efficacy can be defined as belief in one's own talent and capacity to complete the tasks one has. This self-confidence is implemented through action in planning, implementing, and completing tasks according to the goals to be achieved.

The reality on the ground shows that students are often unsure of their own ability to solve the math problems they face (Nuraini, Riadi, & Subanti, 2021). This has an impact on students who are less able to show their academic achievements optimally based on the talents that students have. When faced with difficult math problems, students with low self-efficacy become discouraged and tend not to solve the problems presented. Meanwhile, students with high self-efficacy when faced with challenging math problems, students will be enthusiastic and feel compelled to solve them (Fitri, 2017). Research (Williams, T, 2010) shows that students who have high self-efficacy and relate to their abilities will influence the desire to continue learning and practicing even though they feel difficult. In line with Fitri (2017), Sunaryo (2017) said that students with high self-efficacy categories will give more effort to complete these challenges. In other words, how much the individual's level of self-efficacy influences how much effort will be contributed in solving a problem.

Important indicators that affect self-efficacy, namely personal experience, social persuasion, physiological state, and previous experience (Yurt, 2014). Mathematics subjects have been accepted by students since they were in elementary school. The experiences that students get during the process of learning mathematics will have an impact on students' views of mathematics, there are those who think that mathematics is easy, ordinary, and think that mathematics is difficult to understand. Student confidence in mathematics is formed when students feel comfortable and happy when learning mathematics. Psychological factors also have a role in building confidence in Mathematics. The more mature a student will also change his mindset and actions.

Research conducted by Fitriani and Pujiastuti (2021) resulted in a significant influence between self-efficacy and mathematics learning outcomes. self-efficacy is also perfectly and positively correlated with mathematics learning outcomes by contributing as much as 65.3%. Research conducted by (Sari et al., 2021; Özcan & Kültür, 2021) also states that self-efficacy has a positive effect on learning outcomes. In line with Fitriani and Pujiastuti (2021) and Sari, et al (2021), in research conducted Maulida, et al (2018) have the result that there is a relationship between the two.

Self efficacy is one of the affective aspects of learning objectives in schools. So far, in the results of student learning evaluations contained in student learning outcomes reports or definite report cards what is seen is the cognitive aspect, how much students get grades for certain subjects. The subject of mathematics that often pays attention to is how many points students get in report cards. In fact, there are other factors that contribute to determining the final grades of students' learning, namely affective factors. Therefore, there is a need for research on the relationship between self-efficacy and learning outcomes so that the analysis of learning outcomes is not only seen from cognitive factors, but also from affective factors.

Based on the description of the research conducted by previous researchers, this research is interested in seeing how the influence of self-efficacy and interest on learning outcomes in a religion-based school in terms of grade levels, namely class X students and class XI students.

Methods

This study uses a quantitative method using a correlational design. Quantitative research methods are ways to produce knowledge, acquire knowledge, and solve problems systematically (Nasehudin & Gozali, 2012). The step in collecting this data begins with searching for instruments first, research instruments in the form of self-efficacy, learning outcomes and interest in learning then the instrument is validated by the lecturer. After that, the researcher created a Google form to collect respondent data with the subjects being grades X and XI in religion-based schools. Then, the researchers distributed questionnaires in the 2021/2022 academic year in two schools, namely School A and School B, at the same time taken through cluster random sampling. School A in Banyumas is a destination city in the area itself and its surroundings, while School B is in Yogyakarta. After the respondents filled out the questionnaire, the researcher exported the respondent's data into Microsoft Excel to make it easier to process.

The research sample was taken from 2 schools, namely School A and School B. At School A in Banyumas, 4 classes were taken, with 2 classes for class X and 2 classes for class XI. Meanwhile, School B in Yogyakarta was taken 5 classes with details of 3 classes for class X and 2 classes for class XI. The total samples taken from School A and School B were 200 samples with details of 100 respondents coming from School A and 100 respondents from School B.

Table 1. Respondents

Class	Gender	School A	School B	Total
XI	Male	12	12	24
	Female	38	38	76
X	Male	22	17	39
	Female	28	33	61
Total		100	100	200

The instrument used in the study was a questionnaire or self-efficacy questionnaire consisting of 23 statements, 3 dimensions and 7 indicators. The questionnaire is a set of written questions to be answered by respondents (Rukajat, 2018). Question indicators used to measure self-efficacy, namely level, strength, and generality. Statements are grouped into two, namely positive items and negative items. The statement used is a closed statement where the answer for each item has been provided with 5 alternative answers using the answer choices Always, Often, Rarely, Sometimes, and Rarely. Of the 23 statements, 8 were negative and 15 were positive. The value scale used is from 1 to 5. The following are indicators of student self-efficacy assessment:

Table 2. Self Efficacy Question Items

Dimensions	Indicator	Item	
		Favorable	Unfavorable
Level	Confidence in being able to solve math problems/tasks with different levels of difficulty		1, 2, 3, 4, 5
	Confidence in the chosen strategy and steps to solve math problems/assignments	6, 7, 8	
	Confidence is able in the process of learning mathematics	9, 10, 11	
Strength	Tenacity in completing the questions or assignments given	12, 13, 14,	
	Confidence and commitment to achieve good academic targets	15, 16, 17, 18, 19	
Generality	Confidence can survive in various situations	22	20, 21
	Confidence can improve performance when getting results that are not optimal		23

The more often it is done in answering positive items, the higher the score obtained. The score for SL (Always) is 5, SR (Often) is 4, KK (Sometimes) is 3, JR (Rarely) is 2, and TP (Never) is 1. Meanwhile, for negative items the opposite applies. The more often it is done, the score will be smaller.

The data collected is in the form of a collection of numbers. Correlational design is used to determine the relationship that occurs between two variables. The first variable is self-efficacy (X1), interest in learning (X2), and learning outcomes (X3). After all respondent data is obtained and tabulated, the steps taken are the normality test, linearity test, and regression test. In the first step, do a normality test where the researcher looks at the significance value where the data is normal or not. then followed by a linearity test to find out whether the two or more variables tested have a linear relationship or not significantly. the last step is to do a regression test, in this regression test the researcher aims to see the partial effect between the variables so that a picture of the relationship between variables can be made.

Result

Research analyzes the relationship between self-efficacy, interest in learning, and learning outcomes in mathematics. In this study, several tests were used, namely the normality test, linearity test, linear regression test, and correlation test.

Next, the first prerequisite test will be carried out, namely to find out whether the results of the data are normally or not normally distributed, then Kolmogorov-Smirnov is used. The test results are as follows.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Self Efficacy	Mathematics learning outcome	Interest to learn
N		100	100	100
Normal Parameters ^{a,b}	Mean	70.50	77.79	2.23
	Std. Deviation	11.269	8.398	.749
Most Extreme Differences	Absolute	.072	.124	.288
	Positive	.072	.095	.287
	Negative	-.037	-.124	-.142
Test Statistic		.720	1.238	1.485
Asymp. Sig. (2-tailed)		.677 ^{c,d}	.093 ^c	.068 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

The normality test was carried out on the variables of self efficacy, interest in learning and learning outcomes at school A and school B. The test results showed that the variables self efficacy, interest in learning and learning outcomes were normally distributed. This is based on the results of the Kolmogorov-Smirnov test where the variables of self-efficacy, interest in learning and learning outcomes in mathematics have a p value of more than = 0.05 ($p < 0.05$) as a condition for the normality test.

The linearity test is one of the data prerequisites tests. Based on sig. linearity is 1,000 > 0.05. it can be concluded that there is a significant linear relationship between self-efficacy variables and learning interest on mathematics learning outcomes.

Table 4. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual * Unstandardized Predicted Value	Between Groups	(Combined)	466.010	56	8.322	2.093	.007
		Linearity	.000	1	.000	.000	1.000
		Deviation from Linearity	466.010	55	8.473	2.131	.006
	Within Groups		171.000	43	3.977		
	Total		637.010	99			

Referring to Table 4, the output results of the correlation test between the X1 self-efficacy variable and the X2 Interest to Learn variable, in Figure 4, seen from the person correlation at 0.452, you can see Table 6 which shows a coefficient value of 0.4 to <0.6, which means that the relationship is quite large or strong enough.

Table 5. Correlation Test

Correlations

		Interest to Learn	Self Efficacy
Interest to Learn	Pearson Correlation	1	.452 ^{**}
	Sig. (2-tailed)		.000
	N	100	100
Self Efficacy	Pearson Correlation	.452 ^{**}	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6. Guidelines for Interpreting Correlation Coefficients



Coefficient Intervals	Relationship Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Strong enough
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Source: Sugiyono (2013:250)

The results regarding the partial effect of the independent variable x1 on the dependent variable y can be seen in Figure 3. It can be stated that it has a significant effect because of sig. $0.000 < 0.05$ with a large effect of 0.970. then you can look for the coefficient of determination by multiplying it by 100% to get a result of 94.09%.

Meanwhile, the partial effect of the x2 variable on mathematics learning outcomes. The partial effect of the x2 variable on learning outcomes can be seen from the coefficients in table 7. It can be stated that it has no significant effect because sig. $0.261 > 0.05$ with a large effect of -0.039. then you can look for the coefficient of determination by multiplying it by 100% to get a result of 0.15%.

Table 7. Regression Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.856	1.635		17.036	.000
	Self Efficacy	.723	.026	.970	28.226	.000
	Interest to Learn	-.528	.466	-.039	-1.132	.261

a. Dependent Variable: Mathematics Learning Outcome

Based on table 8, it can be seen that the total partial effect of the self-efficacy variable on learning outcomes is 0.9579.

Table 8.

Variable	Interpretation of Path Analysis	Calculation	Great Influence
Self efficacy	Direct influence	0.970^2	0,9409
	Indirect influence	$0.970 \times -0.039 \times 0.452$	-0.0170
Total Influence			0.9239

Based on table 9 it can be seen that the partial effect of the interest variable on learning outcomes is -0.0170.

Table 9. The partial effect of interest on mathematics learning outcomes

Variable	Interpretation of Path Analysis	Calculation	Great Influence
Interest to learn	Direct influence	-0.039^2	0.00152
	Indirect influence	$0.970 \times -0.039 \times 0.452$	- 0.0170
Total Influence			-0.01548

The simultaneous effect of self-efficacy and interest in learning on the variable learning outcomes in mathematics can be seen from Figure 10 0.909 or 91% and the effect of other variables can be seen from Table 6 of 0.09158 or 9%.

Table 10. Summary models

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.953 ^a	.909	.907	2.563

a. Predictors: (Constant), interest to learn, Self Efficacy

Table 11. Total influence of variables

Variable	Path coefficient	Direct influence	Indirect influence		Sub-Total
			X1	X2	
Self efficacy	0.970	0,9409	-	0.0170	0.9239
Interest to learn	0.039	0,00152	0.0170	-	-0.01548
Total Influence					0.90842
The influence of other variables					0.09158

Table 11 shows some of the influences between variables, namely self-efficacy with interest to learn has a moderate or quite strong relationship, Self-efficacy with mathematics learning outcomes has an effect of 0.940, then interest in learning mathematics on mathematics learning outcomes does not have an effect of -0.039, and finally self-efficacy and interest in learning on mathematics learning outcomes of 0.908.

Discussion

Self-efficacy towards mathematics is an internal factor for students to achieve good mathematics learning outcomes (Siregar, 2019). In line with Hasmatang (2018) states that self-efficacy can encourage individuals to plan their learning activities so that they can learn optimally. This can be seen from the results of the regression test which shows that self-efficacy has a fairly strong influence on learning outcomes. Self-efficacy influences learning independence, this can be shown by students with high self-efficacy increasing their ability to organize the actions needed to complete the tasks they face confidently and without the help of others. (Asmiati, 2020).

The first hypothesis tested between self-efficacy variables and mathematics learning outcomes obtained a positive relationship. This is evidenced by the partial effect of the independent variable X1 on the dependent variable y. It can be seen in Figure 3 that it can be stated that it has a significant effect with a large effect of 0.970 or 94%. This research is also in line with previous research conducted by Fitriani and Pujiastuti (2021) which stated that self-efficacy has a positive and significant effect on learning outcomes of 65.3%. Learning outcomes are also influenced by self-efficacy of 60.5% and the rest are influenced by other variables (Sihaloho, 2018). Self-efficacy also has a positive effect and contributes 61.8% to students' mathematics learning outcomes (Pratiwi et al, 2021).

The second hypothesis between learning interest and mathematics learning outcomes is obtained that there is no relationship between variables. This is evidenced by the partial effect between the variable interest in learning (X2) and the results of learning mathematics in that there is no significant effect with a large effect of -0.039 or 0.15%. this is not in line with previous research (Prastika, 2020; Nugroho, Muhajang, & Budiana, 2020; Marthin, Duling, & Wiyogo, 2020) which states that there is a positive and significant influence between learning interest and learning outcomes. This research is different because the interest measured only contains two aspects, namely interest in mathematics and interest in work related to mathematics.

The third hypothesis is the relationship between self-efficacy and interest in learning on mathematics learning outcomes has a significant relationship with the effect of the results of 91% and the influence of other variables by 9%.



Based on the description above, it can be seen that the first hypothesis is accepted so that self-efficacy has an influence on mathematics learning outcomes. Furthermore, the second hypothesis is rejected because $\text{sig} > 0.05$, then it shows no effect. Then the third hypothesis is accepted so that self-efficacy and interest in learning mathematics have an influence on learning outcomes in mathematics.

Conclusion

Based on the results of the research and discussion that has been carried out by the research above, it can be concluded that self-efficacy has a significant influence on mathematics learning outcomes, where self-efficacy has an effect of 0.970 or 94%. Furthermore, interest in learning does not have a significant effect on learning outcomes in mathematics. Then self-efficacy and interest in learning have a significant influence on mathematics learning outcomes by 91% and the influence of other variables by 9%. All of this shows that high self-efficacy is needed to achieve maximum learning outcomes. In addition, self-efficacy is also supported by interest in learning, which the higher the interest, the stronger the relationship.

Declarations

Author contribution statement

Specifies the exact contributions of each author in a narrative form.

Funding statement

The funding agency should be written out in full and include the grant number, which can be included in brackets. The funding agency needs to be listing in the "Organization Name." If there is only one funding agency, the Organization Name [grant number xxxxxx] supported this research. If there are multiple agencies or grant numbers, then it should be formatted as such: This research was supported by the Organization Name [grant numbers xxxxxx]; the Organization Name [grant number xxxxxx]; and the Organization Name [grant number xxxxxx]. If there is no funding information, they should state: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. If an organization providing not monetary support (maybe they provided facilities, survey samples, etc.), please mention that that organization supported the research.

Data availability statement

Data availability statements provide a statement about where data supporting the results reported in a published article can be found - including, where applicable, hyperlinks to publicly archived datasets analyzed or generated during the study.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper. Alternatively, The authors declare the following financial interests/personal relationships, which may be considered as potential competing interests.

Additional information

Additional information in a narrative form.

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