

CONTRIBUTION TO LEARNING HABITS AND LEARNING INTERESTS ISLAMIC EDUCATION LEARNING RESULTS FOR CLASS VII STUDENTS SMP MUHAMMADIYAH 49 MEDAN

Rusydi Ananda¹ Muhammad Rifai² Waladun Shaleh³

^{1,2}Lecturer of PAI FITK UINSU

³PAI FITK UINSU Masters Students

Abstract

The research aims to determine: (1) the positive and significant contribution of students' learning habits to the learning outcomes of Islamic Religious Education, (2) the positive and significant contribution of students' interest in learning outcomes of Islamic Religious Education, and (3) positive and significant contributions between study habits and student interest in learning outcomes of Islamic Religious Education. The results of the research are: (1) there is a positive and significant contribution of study habits to the learning outcomes of Islamic Religious Education students of SMP Muhammadiyah 49 Medan. This means that the higher and more positive the study habits, the higher and more positive the student learning outcomes by providing an effective contribution of 9.90%, (2) there is a positive and significant contribution between interest in learning and the learning outcomes of Islamic Religious Education students of SMP Muhammadiyah 49 Medan. This means that the higher and more positive the interest in learning, the higher and more positive the learning outcomes by providing an effective contribution of 20.00%, and (3) there is a positive and significant contribution together between study habits and interest in learning with learning outcomes of Religious Education. Islamic students of SMP Muhammadiyah 49 Medan. This means that the higher and more positive the study habits and interest in learning, the higher and more positive the learning outcomes by providing an effective contribution of 30.20%.

Keywords: Learning Habits And Learning Interests

Introduction

Education is the most important part in living life. Without education, human life will be uncertain and meaningless. Education has a high role in advancing the character of the nation's children. Therefore, with a good education, it will give birth to qualified and qualified human beings or human resources. This will make the path to shape humans into fully human beings and will affect the quality of human resources themselves.

To achieve good learning outcomes, of course, there are many factors that influence whether or not student learning outcomes increase, because in education there are not a few students who experience failure in learning. This certainly greatly affects the quality of human natural resources.

Many things affect student learning outcomes, ranging from family background, school conditions or context, as well as student motivation and

interest. While the factors that influence learning outcomes according to Suryabrata (2010: 233) are psychological, non-social, and social factors. The same thing was revealed by Slameto (2010: 54) that there are two groups of factors that influence learning outcomes, namely internal and external factors. Internal factors are factors from within, such as physical factors, psychological factors, fatigue factors. Furthermore, external factors are family factors, school factors, community factors.

This study examines the factors that influence learning outcomes in the study of study habits and interest in learning. Student learning habits are a factor that must be considered by teachers so that the achievement of student learning outcomes can be achieved optimally. For a teacher, giving birth to a positive attitude is a very important thing to do for all subjects, including the subject of Islamic Religious Education. Because with this positive attitude will appear love or liking for certain subjects. And automatically a sense of love or love for certain subjects will cause excitement for students to learn them.

This means that his study habits related to the subjects he enjoys will also increase. For example, students will learn even though there is no teacher in the class, they will repeat or study material that has been or has not been studied even though no one has instructed it, make a summary, underline material that is considered important, prepare learning equipment that will be used the next day, and so forth.

The results also show the influence of study habits on learning outcomes including: (1) Siagian's research (2016) shows that there is a positive influence of study habits on mathematics learning achievement. (2) Berutu and Tambunan's research (2018) shows that study habits have an effect on student physics learning outcomes. with a correlation coefficient of 0.529. (3) Hidayat's research (2015) shows study habits have a significant influence on learning achievement in economics subjects in class IX students at MAN Bangkalan. and (4) Rusmiyati's research (2017) research results show that study habits have a positive effect on mathematics learning achievement for X grade students of SMA Negeri 1 Rongkop in the 2013/2014 school year. Several research findings have implications for teachers to observe students' learning habits in order to improve learning outcomes. The limitation of this study is that the research is limited to a limited class scope, which is only one class so that it cannot be generalized unless the characteristics of the students are the same,

Another factor studied in this study that affects learning outcomes is interest in learning. Interest in learning in students must be fostered continuously so that it will increase in students. However, along with increasingly rapid technological advances, it can have a negative impact on students' interest in learning.

Many factors can reduce interest in learning in students, such as the many types of entertainment, games, and TV shows that can distract students from textbooks. In addition, there are many entertainment places that spend time

learning, such as online games, play stations and so on. Therefore, teachers and parents should limit students' playing time and provide strict supervision so that students are able to learn optimally.

Interest in learning has a very important role. If a student does not have great interest and attention to the object he is studying, it is difficult to expect the student to be diligent and get good results from his study. Conversely, if you study with great interest and attention to the object being studied, the results obtained are better. This is in line with Safari's (2005:111) explanation that interest in learning is a choice of pleasure in doing activities and can arouse a person's passion to fulfill his willingness to learn.

Interest in learning that is internalized in students will provide support for the learning activities they do. Interest in learning is a strength in students in doing something without depending on others, of course it has a meaningful meaning for a student in planning, managing and completing their learning activities. The learning interest of each student is different from one another, this is influenced from within and from outside the student.

Each student's interest in learning is different from one another. This is influenced from within and from outside the students themselves. Students who have a high interest in learning will more easily understand the teaching material of Islamic Religious Education and practice it, because they have a high interest. The indicators can be seen from the enthusiasm of students in independent learning and finding new information in Islamic Religious Education lessons.

Students with high learning interest will be creative in solving their own problems in learning. This is certainly different for students who have low interest in learning. His desire and willingness to solve problems related to exercises in Islamic Religious Education subjects is not optimal.

Students who have a high interest in learning do not have sufficient knowledge just by reading from textbooks, but far more than that, students who have a high interest will look for other learning resources, for example looking for learning resources in libraries or other sources such as on the internet.

Students who have a high interest in learning will more easily understand the teaching material, because they have a high interest. The indicators can be seen from the enthusiasm of students in independent learning and finding new information in learning. This is in line with the explanation of Djamarah and Zain (2002:133) explaining that interest has a great influence on learning activities. Students who are interested in a lesson will study it seriously, because there is an attraction for him. Students easily memorize lessons that interest them. The learning process will run smoothly if it is accompanied by interest.

Therefore, it can be predicted that if students' interest in learning is high, it can be expected that these students will be able to achieve better results than their friends who have low interest in learning. Thus, a learner's interest in learning has meaning for efforts to increase learning abilities as well as within the framework of achieving the learning outcomes he obtains.

The results also show the influence of interest in learning on learning outcomes including: (1) Nitalia's research (2015) shows that there is a significant influence between interest in learning mathematics achievement as evidenced by t_{count} located in the rejection area of H_0 because the price $t_{count} > t_{table}$ is $2.21 > 1.99$ at a significance level of 5%, (2) research by Wilda, Salwah and Ekawati (2016) shows that there is a significant influence between interest in learning on learning outcomes in mathematics for the variable interest in learning price with $t = 0.157$ and probability value = 0.007. Therefore, the probability value is $0.007 < 0.05$, and (3) Budiwibowo's research (2016) shows that there is a significant relationship between student learning interest in social studies subjects and student learning outcomes. Several research findings have implications for teachers to pay attention to interest in learning in order to improve learning outcomes. The limitation of this study is that the research is limited to a limited class scope, which is only one class so that it cannot be generalized unless the characteristics of the students are the same.

Research Methods

The research was conducted at SMP Muhammadiyah 49 Medan. This type of research is quantitative with a correlational method. The population in the study were all students of class VIII, totaling 72 people, while the sample amounted to 72 students who were determined using total sampling. The data collection technique for the variables of learning habits and interest in learning was a questionnaire and the learning outcome variable was a test that had been tested for validity and reliability. The data analysis technique used simple correlation analysis and multiple correlation with a significant level $\alpha = 0.05$.

Research Result and Discussion

1. Contribution of Study Habits to Learning Outcomes of Islamic Religious Education.

Based on the tendency test of study habits variable data conducted by students of SMP Muhammadiyah 49 Medan, it shows the high category with a score range of 78 of 18.05% and the medium category with a score range of 60 to 77 of 1.39% and the less category of 80.56% . .

Thus, the tendency in the study habits of students of SMP Muhammadiyah 49 Medan is less category. This fact is a fact that must be considered and followed up by teachers and parents of SMP Muhammadiyah 49 Medan students to develop good study habits for students on an ongoing basis so that students' study habits can be improved in the future.

Furthermore, if we pay attention to the indicators of forming learning habits in aspects: (1) learning methods, (2) scheduling and implementation, (3) reading and taking notes, (4) repeating lesson materials, (5) study time, and (6) carry out a task. then in the aspect of carrying out learning activities and student learning time still looks weak. This fact shows that the weak study habits

according to respondents are dominated by factors carrying out learning activities and study time.

In fact, this gives a signal to teachers and parents of SMP Muhammadiyah 49 Medan students to provide guidance to students, especially in providing guidance on discipline in carrying out learning activities and learning time which is done by always motivating students.

It is hoped that through the provision of continuous motivation to students of SMP Muhammadiyah 49 Medan, students' learning habits can be developed, in this case the internalized learning habits of a student will provide support for the learning activities they do.

This is in line with the explanation of Alfred and Julian (2008:40) that habit is something that is done in the same way and repeated over a long period of time so that people do it automatically even when they don't really want to do it. The same thing was expressed by Arifin (2012: 3) who said that habits are student behaviors that are carried out regularly from time to time in the context of implementing their learning.

The study habits of students at SMP Muhammadiyah 49 Medan as a strength in the individual in doing something without depending on others certainly have significant meaning for a student in planning, managing and completing their learning activities. It can be predicted that if the level of study habits of a student is high, then it can be expected that the student will be able to achieve better results than his colleagues.

The findings of this study indicate that there is a positive and significant contribution between study habits and learning outcomes of Islamic Religious Education students at SMP Muhammadiyah 49 Medan with a correlation number of 0.354. Study habits also make a significant and effective contribution to the learning outcomes of Islamic Religious Education students at SMP Muhammadiyah 49 Medan with a figure of 9.90%.

This shows the category of contribution between study habits and learning outcomes of Islamic Religious Education students at SMP Muhammadiyah 49 Medan in the medium category. The effective contribution given by the variable interest in learning to the learning outcomes of Islamic Religious Education students at SMP Muhammadiyah 49 Medan is 9.90%. This data makes it an opportunity for teachers and parents to always improve the study habits of students of SMP Muhammadiyah 49 Medan.

The findings of this study support the results of previous research conducted including: (1) Siagian's research (2016) which shows that there is an influence of student interest on students' mathematics learning achievement, there is an influence of student learning habits on student mathematics learning achievement, there is an interaction effect of student interests and habits. student learning on students' mathematics learning achievement. Based on the results of further tests, it is known that students' interest in learning and study habits jointly affect students' learning achievement in mathematics. In other words,

high student interest and student study habits will also increase student mathematics learning achievement, (2) research by Santi and Sarkim (2017) shows that there is a significant correlation between study habits and physics learning achievement with a significant level of 0.05. The correlation coefficient between study habits and learning achievement in the city of Tanjungpinang and the city of Metro are 0.151 and 0.119, respectively. While the overall correlation coefficient is 0.150, (3) research by Agustyaningrum and Suryantini (2018) shows that there is a significant relationship between study habits and self-confidence together with the mathematics learning outcomes of eighth grade students of SMP N 27 Batam with a large relationship of 0.6 which belongs to the category of strong relationship, and (4) Sarwiyatin research (2017) Judging from the level of significance of the one-sided correlation coefficient of the output (measured from probability) for the learning habit variable of 0.008 which means the probability is smaller ($<$) than 0.05, then The correlation between study habits (X2) and learning outcomes (Y) in the subject of geography for class X students of SMA Negeri 1 Ponggok, Blitar Regency is significant. The conclusion that can be drawn from the analysis is that hypothesis 2 is accepted significantly, that study habits have a significant correlation with the geography learning outcomes of students in class X SMA Negeri 1 Ponggok, Blitar Regency.

2. Contribution of Interest in Learning to Learning Outcomes of Islamic Religious Education.

Based on the trend test of the variable data on student interest in SMP Muhammadiyah 49 Medan, it shows the high, medium, poor and low categories as follows: the high category with a score range of 75 is 16.67% and the medium category with a score range of 58 to 74 is 58.33 %, while the less category with a score range of 40 to 57 is 25.00%. Based on the trend of the data, it indicates that the tendency of students' interest in learning at SMP Muhammadiyah 49 Medan is in the moderate category.

Furthermore, if we pay attention to the indicators of forming interest in learning, namely aspects: (1) attention in learning, (2) willingness includes willingness to do assignments and attendance in learning, (3) pleasure includes pleasure in following lessons and feeling the benefits of lessons, and (4) desire is the desire to master the teaching material, then in the aspect of willingness to do the task and enjoy the benefits of learning. Although the overall trend of interest in learning is high, there is a fairly high percentage in the medium category, namely 58.33%. This fact shows that there are still weaknesses in the respondents' interest in learning, mainly dominated by the willingness to do the task and the pleasure of feeling the benefits of the lesson.

In fact, this gives a signal to teachers and parents to develop student interest in learning at SMP Muhammadiyah 49 Medan intensively and sustainably by scheduling continuous interest in learning. This is important to note because it is through good learning interest as one of the factors to improve

learning outcomes of Al-Qur'an Hadith students of SMP Muhammadiyah 49 Medan.

This is in line with Winkel's (2009: 188) explanation that interest is defined as the tendency of the subject to settle down to feel interested in a particular field of study or subject and feel happy to learn the material. Likewise, Sabri's (2005:88) explanation of interest is the tendency to always pay attention and remember something continuously, this interest is closely related to feelings of pleasure, because it can be said that interest occurs because of a happy attitude towards something, people are interested in something means that they are happy. his attitude is happy about something".

Based on the trend test of variable data on learning outcomes of Islamic Religious Education students at SMP Muhammadiyah 49 Medan, it shows the high, medium, poor and low categories as follows: the high category with a score range of 88 is 45.83%, the medium category with a score range of 68 to 87 is 54.17%, while the less and low categories do not exist. Based on the trend of the data, it indicates that the majority of students of SMP Muhammadiyah 49 Medan have a tendency for Islamic Religious Education learning outcomes to be in the moderate category.

The findings of the study showed that the students' interest in learning at SMP Muhammadiyah 49 Medan showed a positive and significant contribution to learning outcomes with a correlation magnitude of 0.473. Furthermore, the effective contribution to the learning outcomes of Islamic Religious Education students of SMP Muhammadiyah 49 Medan is 20.00%.

This shows that the contribution category between interest in learning and student learning outcomes at SMP Muhammadiyah 49 Medan is in the medium category. The significant and effective contribution given by the variable interest in learning to learning outcomes is 20.00%. This data makes it an opportunity for teachers and parents to always increase student interest in learning at SMP Muhammadiyah 49 Medan.

The findings of this study support the results of previous research conducted, including: (1) the research of Daradjaad and Fitriyati (2016) showed the results of the t-test value of t-count interest in learning of 20.665 with a significance probability value of $0.000 < 0.05$, so in this study it shows that there are significant influence between interest in learning with student achievement. Furthermore, the value (b1) / regression coefficient $X_1 = 2.550$ this shows that if interest in learning increases one unit based on the measurements made in the questionnaire of interest in learning, then learning achievement increases by 2.550 assuming other variables do not change or are constant, (2) research Trisnowali (2017) showed that inferential analysis of the variables of achievement motivation, interest in learning mathematics and attitudes to learning mathematics together significantly affected the mathematics learning outcomes of class X students at SMA Negeri 2 Watampone, with the regression equation $Y = -39.937 + 0.625 X_1 + 0.737 X_2 + 0.685 X_3$. The coefficient of

determination $r^2 = 0.702$. From the results of the research above, it can be concluded that there is an influence of achievement motivation, interest in learning mathematics and attitudes to learning mathematics on mathematics learning outcomes for class X students of SMA Negeri 2 Watampone, and (3) Putri's research (2015) shows that there is a significant positive effect between interest on learning outcomes. In this case interest has a significance value of $t = 0.034 < 0.05$, so it can be concluded that there is a significant positive effect of the interest variable on learning outcomes. Based on the results of multiple linear regression analysis, a constant value of 2.749 was obtained while the value for the variable of interest in learning was 0.014, and the motivation variable was -0.004. So that when included in the original regression function as a whole, the following equation is obtained. $Y = 2.749 + 0.014X_1 + (-0.004)X_2 + e$. The regression equation can be interpreted as an increase in student interest by one unit, student learning outcomes will increase by 0.014 assuming other variables have a fixed value and an increase in student motivation by one unit, student learning outcomes will decrease by -0.004 assuming other variables have a fixed value.

3. Contribution of Study Habits and Interests in Studying Together on Learning Outcomes of Islamic Religious Education.

Based on the data collected and the results of statistical analysis of the results of joint statistical testing between study habits and interest in learning variables on learning outcomes, it shows that there is a positive and significant contribution of study habits and interest in learning together to student learning outcomes at SMP Muhammadiyah 49 Medan. .

This data creates an opportunity for teachers to activate better study habits and interest in learning so that there is an increase in learning outcomes for Islamic Religious Education students at SMP Muhammadiyah 49 Medan. Students' study habits and good learning interest in students of SMP Muhammadiyah 49 Medan are expected to achieve maximum learning outcomes.

Learning Islamic Religious Education as one of the subjects given to students has a fairly broad scope and has different characteristics from other subjects, because the teaching materials in Islamic Religious Education subjects are related to religious teachings which are not only required to master cognitively. but more than that as a religious teaching it is practiced in everyday life.

The achievement of high student learning outcomes of SMP Muhammadiyah 49 Medan cannot be done in a routine learning process. Students must be placed as learning subjects, not as learning objects. As learning subjects, it means that students are actively involved in the learning process, where students are given the widest possible space and time to carry out their study habits. For example, students actively discuss, study independently,

summarize lessons, seek information, conduct investigations, and carry out evidences.

This will have an impact on the learning outcomes of Islamic Religious Education that will be obtained. Conversely, if students are positioned as learning objects, it means that students are not actively involved in the learning process, where they only listen a lot to what the teacher says. Therefore, such conditions will lead to low learning outcomes of Islamic Religious Education students at SMP Muhammadiyah 49 Medan.

If we look more closely at the effective contribution of the two variables, namely the study habits and interest in learning to the learning outcomes of SMP Muhammadiyah 49 Medan students, the larger contribution is interest in learning, which is 20.00%, while the study habits variable is 9.90%. This is because learning outcomes are determined by a high interest in learning to carry out the tasks and functions inherent in students.

Study habits and interest in learning together show a positive and significant relationship with student learning outcomes at SMP Muhammadiyah 49 Medan with a correlation magnitude of 0.549 and a significant and effective contribution given by study habits and interest in learning together to learning outcomes is 30, 20%. This means that there are more factors that can support learning outcomes that are not studied in this study.

Conclusions and Recommendations

Based on the data description, hypothesis analysis and discussion, the conclusions of the study are:

1. There is a positive and significant contribution of study habits to the learning outcomes of Islamic Religious Education students of SMP Muhammadiyah 49 Medan. This means that the higher and positive study habits, the higher and positive student learning outcomes by providing an effective contribution of 9.90%.

This means that the variation that occurs in the variable study habits of 9.90% can be predicted in improving the learning outcomes of Islamic Religious Education students of SMP Muhammadiyah 49 Medan. Furthermore, there is the linearity and significance of the regression of the study habits of the students of SMP Muhammadiyah 49 Medan to the learning outcomes variables as evidenced by the existence of the regression line equation = $71.60 + 0.23X_1$ which means that there is a significant increase in one score of student learning habits of SMP Muhammadiyah 49 Medan. will increase every 0.23 scores on learning outcomes so that the results can be accounted for.

2. There is a positive and significant contribution between interest in learning and learning outcomes of Islamic Religious Education students at SMP Muhammadiyah 49 Medan. This means that the higher and positive the interest in learning, the higher and positive the learning

outcomes of Islamic Religious Education by providing an effective contribution of 20.00%.

This can be interpreted that the variation that occurs in the variable interest in learning by 20.00% can be predicted in improving the learning outcomes of Islamic Religious Education students at SMP Muhammadiyah 49 Medan. Furthermore, there is a linearity and regression significance of students' interest in learning at SMP Muhammadiyah 49 Medan on learning outcomes as evidenced by the regression line equation = $68.96 + 0.28X_2$, which means that there is a significant increase in one score of interest in learning which will increase every 0.28 scores on learning outcomes so that Islamic Religious Education learning outcomes can be accounted for.

3. There is a positive and significant contribution jointly between study habits and interest in learning with the learning outcomes of Islamic Religious Education students of SMP Muhammadiyah 49 Medan. This means that the higher and positive the study habits and interest in learning, the higher and positive the learning outcomes of Islamic Religious Education by providing an effective contribution of 30.20%. This means that 30.20% of the variation that occurs in learning outcomes can be predicted by the two independent variables. In other words, study habits and interest in learning together can significantly improve learning outcomes of Islamic Religious Education students at SMP Muhammadiyah 49 Medan with a linearity line = $138.80 + 0.18X_1 + 0.25X_2$.

The suggestions that can be submitted are: (1) To teachers to be able to motivate students to apply good study habits and increase students' interest in learning to apply various learning methods and media because through this it is hoped that in turn it can improve student learning outcomes, (2) Parents should be able to intensely apply students' study habits through learning discipline and facilitate students to study at home because through this it is hoped that in turn it can improve student learning outcomes, and (3) To other researchers that this research needs to be followed up, especially with regard to different variables that contribute to learning outcomes.

Literature

- Agustyaningrum, Nina dan Suryantini, Silfia. Agustyaningrum. *Hubungan Kebiasaan Belajar Dan Kepercayaan Diri Dengan Hasil Belajar Matematika Siswa Kelas VIII SMP N 27 Batam*, Jurnal Ilmiah Pendidikan Matematika Volume 1 Nomor 2, 2018.
- Alfred, John dan James Julian M. *Mengoptimalkan Kemampuan Berfikir, Bersikap, Berbicara, Bertindak, Dan Berkarakter*. Yogyakarta: Pustaka Baca, 2008.

- Ananda, Rusydi dan Fitri Hayati. *Variabel Belajar. Kompilasi Konsep*. Medan: Pusdikra, 2020.
- Arikunto, Suharsimi. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2002.
- Aunurrahman. *Belajar dan Pembelajaran*. Bandung: Alfabeta, 2012.
- Berutu, Muhammad Hasyim Ansyari dan Tambunan, Muhammad Iqbal H. *Pengaruh Minat Dan Kebiasaan Belajar Terhadap Hasil Belajar Biologi Siswa SMA Se-Kota Stabat*. Jurnal: Biolokus Voll: 1 No. 2 Juli – Desember 2018.
- Budiwibowo, Satrijo. *Hubungan Minat Belajar Siswa Dengan Hasil Belajar IPS Di SMP Negeri 14 Kota Madiun*. Jurnal: Gulawentah, Jurnal Studi Sosial Volume 1 Nomor 1 Juli 2016
- Darajaad, Raafiud dan Fitriyati, Diah. *Pengaruh Minat Belajar Dan Jam Belajar Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Ekonomi Di Siswa Kelas XI IPS 3 SMA Negeri 1 Kesamben Kabupaten Jombang*. Jurnal Pendidikan Ekonomi (JUPE). Volume 4 No 3 Edisi Yudisium 2016.
- Dimiyati dan Moedjiono. *Belajar dan Pembelajaran*, Jakarta: Rineka Cipta, 2006.
- Djamarah, Syaiful Bahri dan Zain, Awan. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta, 2002.
- Hidayat, Mutik. *Pengaruh Kebiasaan Belajar, Lingkungan Belajar, Dan Dukungan Orang Tua Terhadap Prestasi Belajar Mata Pelajaran Ekonomi Pada Siswa Kelas IX IPS Di MAN Bangkalan*. Jurnal Ekonomi Pendidikan dan Kewirausahaan Vol. 3. No. 1, Tahun 2015
- Hurlock, Elizabeth .B. *Perkembangan Anak*. Jakarta: Erlangga, 1990.
- Nitalia, Siti Ropika. *Pengaruh Gaya Belajar Dan Minat Belajar Siswa Terhadap Prestasi Belajar Matematika*. Jurnal: Akademis dan Gagasan matematika Edisi Ke Dua Tahun 2015
- Putri, Dinar Tiara Nadip dan Isnai, Gatot. *Pengaruh Minat Dan Motivasi Terhadap Hasil Belajar Pada Mata Pelajaran Pengantar Administrasi Perkantoran*. Jurnal Pendidikan Bisnis dan Manajemen, Volume 1, Nomor 2, September 2015.
- Rusmiyati, Febti. *Pengaruh Kemandirian Dan Kebiasaan Belajar Terhadap Prestasi Belajar Matematika Siswa Kelas X SMA Negeri 1 Rongkop*. Jurnal: Union Pendidikan Matematik, Vol 5 No 1, Maret 2017.
- Santi, Maris Stella Vena dan Sarkim Tarsisius. *Kebiasaan Belajar, Prestasi Belajar Dalam Bidang Kinematika, dan Korelasi Antara Kebiasaan Belajar dengan Prestasi Belajar pada Siswa SMA Kelas XI Jurusan IPA di Kota Tanjungpinang dan Kota Metro*. Prosiding SNFA (Seminar Nasional Fisika dan Aplikasinya) 2017.
- Siagian, Roida Eva Flora. *Pengaruh Minat Dan Kebiasaan Belajar Siswa Terhadap Prestasi Belajar Matematika* Jurnal Formatif 2(2), 2016.

- Sirait, *Erlando Doni*. *Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika*, Jurnal: *Formatif* 6(1): 35-43, 2016
- Siregar, Eveline dan Nara, Hartini. *Teori Belajar Dan Pembelajaran*. Bogor: Ghalia Indonesia, 2010.
- Sagala, Syaiful. *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta, 2012.
- Sardiman, AM *Interaksi Dan Motivasi Belajar Mengajar*. Jakarta: Rajagrafindo Persada, 2011.
- Sarwiyatin, Lucia Fransisca Endang Sri. *Pengaruh Sikap Belajar Dan Kebiasaan Belajar Terhadap Hasil Belajar Geografi Peserta Didik SMA Negeri 1 Ponggok Kecamatan Ponggok Kabupaten Blitar*. Jurnal: *Likhitaprajna* Volume 19, Nomor 1, 2017.
- Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta, 2010.
- Sudjana, Nana. *Cara Belajar Aktif Dalam Proses Belajar Mengajar*. Bandung: Sinar Baru Algensindo, 2009.
- Trisnowali, Andi. *Pengaruh Motivasi Berprestasi, Minat Belajar Matematika, Dan Sikap Belajar Matematika Terhadap Hasil Belajar Matematika Pada Siswa SMAN 2 Watampone*. Jurnal: *MaPan Jurnal Matematika dan Pembelajaran* Volume 5, No 2, Desember 2017.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang *Sistem Pendidikan Nasional*.
- Vygotsky, L.S. *Mind In Society: The Development Of Higher Psychological Processes*. Cambridge, Ma : Havard University Press, 1978.
- Wilda, Salwah dan Ekawati, Shindy. *Pengaruh Kreativitas Dan Minat Belajar Terhadap Hasil Belajar Matematika Siswa*. Jurnal: *Pedagogy* Volume 2 Nomor 1, 2016.
- Winkel, W.S. *Psikologi Pengajaran*. Jakarta: Gramedia, 2009.