

## The Influence of School Well-Being and Learning Motivation on the Social Studies Learning Achievement of Eighth Grade Students at SMPN 2 Ponorogo

Yusuf Hidayat<sup>1</sup>, Siti Zazak Soraya<sup>2</sup>

<sup>1,2</sup>Kiai Ageng Muhammad Besari State Islamic University of Ponorogo

| ARTICLE INFO                                                                                                                                       | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Keywords:</b><br/> School well-being, learning motivation, social studies learning achievement.</p>                                          | <p>Social studies (IPS) learning achievement is an important indicator of the success of the learning process; however, students' performance has not yet reached an optimal level. This study aims to examine the influence of school well-being and learning motivation on the social studies achievement of eighth-grade students at SMPN 2 Ponorogo. This research employed a quantitative approach with an ex post facto design. The population consisted of 311 students, with a sample of 172 students selected using random sampling techniques. Data were collected through questionnaires and report card documentation, and then analyzed using simple regression and multiple linear regression. The results of the study indicate that: (1) school well-being has a positive effect on social studies achievement, contributing 5.1% (sig &lt; 0.05); (2) learning motivation has a positive effect, contributing 4.6% (sig &lt; 0.05); and (3) simultaneously, both variables contribute 8.7% (sig &lt; 0.05). The level of school well-being tends to fall into the moderate category, with the dominant factor being "being" (self-actualization) at 52.3%, while the lowest factor is health, which is predominantly in the moderate category at 64.0%. Learning motivation also tends to be in the moderate category, with the dominant indicator being intrinsic motivation to accomplish things at 55.8%; however, a high level of amotivation was found at 54.7%. Thus, improving school well-being and learning motivation contributes to enhancing students' social studies achievement.</p> |
| <p><b><i>Corresponding Author:</i></b><br/> Yusuf Hidayat<br/> Email: <a href="mailto:yusufhidayat415@gmail.com">yusufhidayat415@gmail.com</a></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## INTRODUCTION

Academic achievement is a primary indicator used to evaluate the success of the educational process in schools. In Social Studies education, academic achievement reflects not only students' mastery of cognitive aspects but also their ability to understand social

phenomena and develop social attitudes relevant to everyday life (Iskak, 2015). However, students' academic achievement often falls short of expected standards.

Based on data obtained from SMPN 2 Ponorogo, approximately 73% of eighth-grade students have not yet met the Minimum Mastery Criterion (Kriteria Ketuntasan Minimal/KKM) in Social Studies. This condition indicates a gap between educational expectations and the actual learning outcomes achieved in school. Academic achievement is influenced by various factors originating both from within the students themselves and from their learning environment. Therefore, it is necessary to examine the factors that influence students' academic achievement.

One factor presumed to affect academic achievement is school well-being. According to Chasanah (2023), the fulfillment of students' well-being within the school context plays a highly positive role in improving academic achievement. Consistent with this view, the study conducted by Kaya and Erdem (2021) revealed that social well-being and subjective well-being exhibit the strongest effect sizes on academic achievement, following cognitive well-being. School well-being refers to students' subjective evaluations of their school and their sense of well-being within the school environment in relation to the fulfillment of individual needs. It consists of four dimensions: having (school conditions), loving (social relationships), being (self-fulfillment), and health (physical and psychological health) (Chasanah, 2023). Students who feel safe, comfortable, and socially connected at school tend to be better prepared to engage in the learning process. This finding is supported by Govorora et al., as cited in Zainal Abidin (Abidin et al., 2022), who stated that well-being is positively associated with student engagement in learning, teacher support, peer support, social acceptance, self-confidence, and scholastic competence.

In addition, learning motivation is another important factor influencing academic achievement (Karo, 2024). Uno, as cited in Erna (2022), defines learning motivation as the internal and external drives that encourage students to engage in learning behaviors. Karo (2024) further emphasizes that motivation is essential for improving academic achievement because it functions as a driving force that influences students' learning outcomes. This assertion is supported by the findings of Rosit (2021), which indicate that learning motivation contributes positively to academic achievement. Students with high levels of motivation tend to be more active, persistent, and goal-oriented in their learning activities. Conversely, low motivation may result in a lack of enthusiasm and suboptimal academic performance.

This study aims to: (1) examine the effect of school well-being on Social Studies

achievement; (2) investigate the effect of learning motivation on Social Studies achievement; and (3) analyze the simultaneous effect of school well-being and learning motivation on the Social Studies achievement of eighth-grade students at SMPN 2 Ponorogo.

This study is expected to contribute both theoretically and practically. Theoretically, it may enrich educational research, particularly regarding psychological and environmental factors that influence academic achievement. Practically, the findings are expected to serve as a reference for schools and teachers in improving the quality of learning through the enhancement of school well-being and students' learning motivation.

### RESEARCH METHOD

This study employed a quantitative approach using an ex post facto research design, which aims to investigate causal relationships among variables without directly manipulating or administering treatments to the research subjects. The study was conducted at SMPN 2 Ponorogo and involved eighth-grade students in the 2025/2026 academic year.

The population consisted of 311 students distributed across ten classes. From this population, a sample of 172 students was selected using a probability sampling technique through the simple random sampling method, ensuring that each member of the population had an equal opportunity to be chosen as a research participant (Yanti et al., 2024).

**Table 1.** Population of VIII SMPN 2 Students at SMPN 2 Ponorogo

| No           | Class  | Total      |
|--------------|--------|------------|
| 1.           | VIII A | 25         |
| 2.           | VIII B | 25         |
| 3.           | VIII C | 32         |
| 4.           | VIII D | 32         |
| 5.           | VIII E | 32         |
| 6.           | VIII F | 33         |
| 7.           | VIII G | 33         |
| 8.           | VIII H | 33         |
| 9.           | VIII I | 33         |
| 10.          | VIII J | 33         |
| <b>Total</b> |        | <b>311</b> |

The study involved two independent variables and one dependent variable. School well-being was designated as the first independent variable ( $X_1$ ), learning motivation as the second independent variable ( $X_2$ ), and Social Studies academic achievement as the dependent variable ( $Y$ ). School well-being was measured based on four primary dimensions: having, loving, being, and health (Rasyid, 2020). Meanwhile, learning motivation was assessed using

the Academic Motivation Scale (AMS), which encompasses dimensions of intrinsic motivation (Intrinsic Motivation to Know, Intrinsic Motivation to Accomplish Things, and Intrinsic Motivation to Experience Stimulation), extrinsic motivation (External Regulation, Introjected Regulation, and Identified Regulation), and amotivation (Marvianto, 2018). Social Studies academic achievement was measured using students' report card grades from the first semester.

Data were collected through questionnaires to measure school well-being and learning motivation, while documentation techniques were employed to obtain students' Social Studies achievement data. The research instruments utilized a Likert scale developed based on the indicators of each variable. Prior to data collection, the instruments were subjected to validity and reliability testing. Validity was assessed using the Pearson Product-Moment correlation coefficient, with items considered valid when the calculated correlation coefficient (r-value) exceeded the critical value in the correlation table (Sahir, 2022). Reliability was examined using Cronbach's Alpha coefficient, with instruments deemed reliable when the alpha coefficient exceeded 0.60 (Hamdi & Bahrudin, 2014). The results indicated that all instrument items were valid and reliable; therefore, they were considered suitable for use in this study.

**Table 2.** Likert Scale

| <b>Response Category</b> | <b>Positive Scale Score</b> | <b>Negative Scale Score</b> |
|--------------------------|-----------------------------|-----------------------------|
| Strongly Agree           | 4                           | 1                           |
| Agree                    | 3                           | 2                           |
| Disagree                 | 2                           | 3                           |
| Strongly Disagree        | 1                           | 4                           |

Data analysis was conducted through several stages, including prerequisite testing and hypothesis testing. The prerequisite tests consisted of a normality test using the Kolmogorov–Smirnov method, a linearity test, a heteroscedasticity test, and an autocorrelation test to ensure that the data met the assumptions required for regression analysis (Machali, 2021).

Subsequently, hypothesis testing was performed using simple linear regression analysis to examine the effect of each independent variable on the dependent variable, and multiple linear regression analysis to assess the simultaneous effects of both independent variables on the dependent variable (Veronica et al., 2022). In addition, t-tests were employed to determine the partial effects of the independent variables, while F-tests were used to evaluate their simultaneous effects. The coefficient of determination ( $R^2$ ) was also calculated to

determine the extent to which the independent variables contributed to the variance in the dependent variable (Machali, 2021).

## RESULT

### The Influence of School Well-Being on Social Studies Academic Achievement

School well-being is one of the important factors that supports students' learning processes within the educational environment. Based on the data obtained, the level of school well-being exhibited variations that reflected the quality of school facilities, students' comfort, and the supportiveness of the learning environment. This finding indicates that the higher the level of school well-being, the more conducive the school atmosphere becomes in supporting students' learning activities.

**Table 3.** Distribution of School Well-Being Variable Data

| Dimension | Low         | Moderate       | High          | Mean | Category | Total |
|-----------|-------------|----------------|---------------|------|----------|-------|
| Having    | 1<br>(0.6%) | 105<br>(61.0%) | 66<br>(38.4%) | 3.01 | High     | 172   |
| Loving    | 2<br>(1.2%) | 75<br>(43.6%)  | 95<br>(55.2%) | 3.13 | High     | 172   |
| Being     | 0<br>(0%)   | 82<br>(47.7%)  | 90<br>(52.3%) | 3.18 | High     | 172   |
| Health    | 3<br>(1.7%) | 110<br>(64.0%) | 59<br>(34.3%) | 2.94 | Moderate | 172   |

Based on the data distribution, students' school well-being was classified as being at a moderate level. The most dominant dimension was being (self-fulfillment), with a percentage of 52.3%, indicating that students had opportunities to develop themselves, participate in school activities, and express their abilities within the school environment. In contrast, the health dimension exhibited the lowest level, with 64.0% of students falling within the moderate category, suggesting that greater attention should be given to students' physical and mental health.

The results of the simple linear regression analysis revealed a significance value of 0.000, which was lower than 0.05 ( $p < 0.05$ ). Therefore, it can be concluded that school well-being has a significant effect on Social Studies academic achievement. The coefficient of determination ( $R^2$ ) was 0.051, indicating that school well-being accounted for 5.1% of the variance in Social Studies academic achievement. These findings suggest that the higher the

level of school well-being perceived by students, the higher their academic achievement tends to be. School well-being reflects a learning environment that is safe, comfortable, and characterized by positive social support, thereby enhancing students' focus and engagement in the learning process.

From a theoretical perspective, these findings are consistent with the concept of school well-being, which posits that the fulfillment of students' psychological and social needs contributes to improved academic outcomes. A supportive school environment not only facilitates cognitive learning but also strengthens students' emotional well-being, enabling them to be more receptive to instructional materials and learning experiences.

### **The Influence of Learning Motivation on Social Studies Academic Achievement**

Learning motivation is an important factor in determining the success of the learning process. Based on the data analysis, students' learning motivation exhibited varying levels, reflecting the influence of both internal and external factors. Accordingly, a high level of learning motivation can encourage students to become more active, persistent, and enthusiastic in their efforts to achieve academic success.

Based on the data distribution, students' learning motivation tended to fall within the moderate category. The dominant dimension was Intrinsic Motivation to Accomplish Things, accounting for 55.8%, indicating that students possessed an internal drive to achieve success in their learning. However, a relatively high level of amotivation was also identified, with a percentage of 54.7%, suggesting that some students lacked sufficient motivation to engage in learning activities. These findings indicate that although learning motivation was generally at a moderate level, there remained a group of students who did not have clear learning goals or direction. This condition may be attributed to a lack of perceived value in learning activities or low self-confidence regarding their academic abilities.

The results of the analysis revealed a significance value of 0.000, which was lower than 0.05 ( $p < 0.05$ ), indicating that learning motivation has a significant influence on Social Studies academic achievement. The coefficient of determination ( $R^2$ ) was 0.046, indicating that learning motivation accounted for 4.6% of the variance in Social Studies academic achievement. This finding suggests that learning motivation is an important internal factor contributing to students' academic success. Students with higher levels of motivation tend to be more active, persistent, and driven to achieve optimal learning outcomes.

From a theoretical perspective, these findings are consistent with Self-Determination

Theory, which posits that intrinsic motivation plays a crucial role in enhancing students' engagement and academic performance. The higher the level of students' intrinsic motivation, the greater their likelihood of achieving optimal academic outcomes.

**Tabel 4.** Distribution of Learning Motivation Variable Data

| <b>Dimension</b>                                      | <b>Low</b>    | <b>Moderate</b> | <b>High</b>   | <b>Mean</b> | <b>Category</b> | <b>Total</b> |
|-------------------------------------------------------|---------------|-----------------|---------------|-------------|-----------------|--------------|
| <i>Intrinsic Motivation to Know</i>                   | 1<br>(0,6%)   | 92<br>(53,5%)   | 79<br>(45,9%) | 3,12        | High            | 172          |
| <i>Intrinsic Motivation to Accomplish Things</i>      | 3<br>(1,7%)   | 73<br>(42,4%)   | 96<br>(55,8%) | 3,28        | Very High       | 172          |
| <i>Intrinsic Motivation to Experience Stimulation</i> | 4<br>(2,3%)   | 99<br>(57,6%)   | 69<br>(40,1%) | 3,14        | High            | 172          |
| <i>External Regulation</i>                            | 20<br>(11,6%) | 146<br>(84,9%)  | 6<br>(3,5%)   | 2,47        | Moderate        | 172          |
| <i>Introjected Regulation</i>                         | 15<br>(8,7%)  | 142<br>(82,6%)  | 15<br>(8,7%)  | 2,68        | Moderate        | 172          |
| <i>Identified Regulation</i>                          | 1<br>(0,6%)   | 94<br>(54,7%)   | 77<br>(44,8%) | 3,11        | High            | 172          |
| <i>Amotivation</i>                                    | 4<br>(2,3%)   | 74<br>(43,0%)   | 94<br>(54,7%) | 3,26        | Very High       | 172          |

### **The Influence of School Well-Being and Learning Motivation on Social Studies Academic Achievement**

The results of the multiple linear regression analysis revealed a significance value of 0.000, which was lower than 0.05 ( $p < 0.05$ ), and an F-statistic that exceeded the critical F-value. These findings indicate that school well-being and learning motivation simultaneously have a significant influence on Social Studies academic achievement. The coefficient of determination ( $R^2$ ) was 0.087, indicating that the two variables jointly accounted for 8.7% of the variance in Social Studies academic achievement. Although the magnitude of their contribution was relatively modest, both variables play an important role in supporting

students' academic success.

From a conceptual perspective, school well-being and learning motivation are interrelated factors that influence academic achievement. A positive level of school well-being creates an environment that fosters learning motivation, while high learning motivation encourages students to make optimal use of the learning environment in achieving academic success. Therefore, efforts to improve academic achievement should not be limited to academic interventions alone but should also include strategies aimed at enhancing students' well-being and learning motivation simultaneously.

## **DISCUSSION**

### **The Influence of School Well-Being on Social Studies Academic Achievement**

The results of the analysis revealed that school well-being has a positive and significant influence on Social Studies academic achievement. This finding indicates that higher levels of school well-being are associated with higher levels of students' academic achievement. Theoretically, a safe and supportive school environment enhances students' readiness to learn. This finding is consistent with Chasanah (2023), who argued that the fulfillment of students' well-being plays a positive role in improving academic performance and achievement. Students who feel safe and supported are more likely to maintain concentration and engagement during the learning process.

In practice, school well-being contributes to students' sense of comfort and reduces learning-related stress, thereby fostering more positive psychological conditions. Such conditions support students' ability to concentrate and comprehend instructional materials effectively. This argument is supported by Marrone et al. (2024), who identified well-being as an important factor in both academic success and students' overall development.

Nevertheless, school well-being was not found to be the dominant factor influencing academic achievement in this study, as its contribution was relatively modest. Among the dimensions of school well-being, self-fulfillment (being) and social relationships (loving) appeared to play a more substantial role than school conditions (having) and health (health) (Rasyid, 2020). This finding suggests that psychological and social factors may exert a stronger influence on students' academic achievement than physical or health-related aspects of the school environment.

These findings are in line with Kartono's perspective, as cited in Chasanah (2023), which emphasizes that academic achievement is influenced by both internal and external

factors, including students' psychological conditions. Therefore, although its contribution may be limited, school well-being remains an important foundation for creating a supportive learning environment that facilitates students' academic success.

### **The Influence of Learning Motivation on Social Studies Academic Achievement**

The findings of this study indicate that learning motivation has a positive and significant influence on Social Studies academic achievement. This result suggests that students with higher levels of learning motivation tend to achieve better academic outcomes. Learning motivation represents an important internal factor that determines the intensity and persistence of students' learning efforts. This finding is consistent with Mestiana's view that motivation is a crucial determinant of academic achievement.

Students with strong learning motivation tend to be more active, persistent, and resilient when encountering learning difficulties. In the learning process, motivated students are more likely to seek a deeper understanding of instructional materials and demonstrate greater learning autonomy. This finding is consistent with Victor Vroom's Expectancy Theory, as cited in Frangki (2024), which explains that learning effort is influenced by individuals' expectations of success and the value they assign to the expected outcomes. The present findings are also supported by Rosit (2021), who reported a positive relationship between learning motivation and academic achievement.

Despite its significant influence, the contribution of learning motivation to academic achievement was relatively small. Students' motivation was primarily driven by intrinsic factors, such as the desire to succeed and curiosity. However, the presence of amotivation among some students indicates that not all students possess consistent motivation to engage in learning activities.

This finding suggests that academic achievement is determined by multiple factors, making learning motivation only one of several contributing influences. Nevertheless, motivation remains an essential factor that should be continuously fostered and strengthened. This conclusion is consistent with the findings of Thertina (2023), who reported that learning motivation positively influences academic achievement. Therefore, enhancing students' learning motivation may contribute to a better understanding of Social Studies content and improved academic performance.

### **The Influence of School Well-Being and Learning Motivation on Social Studies Academic Achievement**

The results of the multiple regression analysis demonstrated that school well-being and

learning motivation simultaneously have a significant influence on Social Studies academic achievement. This finding indicates that academic achievement is shaped by the interaction between external and internal factors. School well-being provides a conducive learning environment, whereas learning motivation encourages students to utilize that environment effectively to achieve their academic goals.

Students with high levels of motivation may not achieve optimal learning outcomes when they are placed in an unsupportive learning environment. Conversely, a positive learning environment alone may not lead to optimal academic achievement if students lack sufficient motivation. This finding is consistent with the concept of school well-being proposed by Konu et al. (2003), which emphasizes the importance of students' experiences within the school environment.

Although both variables significantly influenced academic achievement, their combined contribution was relatively modest. School well-being demonstrated a slightly greater influence than learning motivation. This finding suggests that other factors not examined in this study may play a more dominant role in determining students' academic achievement. In line with this perspective, Noble and McGrath (2015) argued that students' well-being is closely related to the fulfillment of basic needs that affect psychological and physiological balance. Therefore, both school well-being and learning motivation remain important factors that should not be overlooked.

Accordingly, schools should continue to promote students' well-being and learning motivation through various supportive programs and interventions. Such efforts can help create an optimal learning environment and contribute to improved Social Studies academic achievement among students.

## CONCLUSION

Based on the findings of this study, it can be concluded that school well-being and learning motivation have positive and significant influences on the Social Studies academic achievement of eighth-grade students at SMPN 2 Ponorogo, both individually and simultaneously. School well-being contributed 5.1% to students' academic achievement, while learning motivation contributed 4.6%. When considered together, both variables accounted for 8.7% of the variance in Social Studies academic achievement.

The findings indicate that aspects of school well-being, particularly the dimension of self-fulfillment (being), as well as students' intrinsic motivation, are dominant factors

supporting academic achievement. Nevertheless, relatively high levels of amotivation and suboptimal student health conditions were also identified, highlighting important areas that require attention in efforts to improve the quality of the learning process.

The results suggest that academic achievement is influenced not only by academic factors but also by the school environment and students' psychological conditions. Therefore, schools should strive to create a learning environment that better supports students' well-being while implementing instructional strategies that foster and enhance learning motivation. Such efforts may contribute to improving students' academic achievement and promoting more effective learning outcomes.

## REFERENCES

- Abidin, Z., Abidin, F. A., Siergar, J. R., Joeffiani, P., & Purwono, R. U. (2022). *Well-Being Konsep, Penelitian , dan Penerapannya di Indonesia*. Bandung: PT Remaja Rosdakarya Offset.
- Chasanah, U. (2023). *Maksimalkan Prestasi Akademik dengan School Wellbeing dan Self Efficacy*. Indramayu: CV. Adani Abimata.
- Erna. (2022). *Permainan Dalam Pembelajaran Sebagai Motivasi Belajar di Era New Normal*. Lombok Tengah: Pusat Pengembangan Pendidikan dan Penelitian Indonesia.
- Frangki, B. (2024). *Pengaruh Motivasi dan Lingkungan Belajar Terhadap Prestasi Siswa*. Lombok Tengah: Pusat Pengembangan Pendidikan dan Penelitian Indonesia.
- Hamdi, A. S., & Bahrudin, E. (2014). *Metode Penelitian Kuantitatif Aplikasi Dalam Pendidikan*. Yogyakarta: Deepublish. <https://www.scribd.com/document/365601732/Metode-Penelitian-Kuantitatif-Aplikasi-Dalam-Pendidikan>
- Iskak, M. (2015). *Pengaruh Sikap Belajar dan Motivasi Belajar Siswa Terhadap Prestasi Belajar Ilmu Pengetahuan Sosial/ IPS*. Ponorogo: BuatBuku.com.
- Karo, M. B. (2024). *Motivasi Belajar*. Surabaya: PT Kanisius.
- Kaya, M., & Erdem, C. (2021). Students' Well-Being and Academic Achievement: A Meta-Analysis Study. *Child Indicators Research*, 14(5), 1743–1767. <https://doi.org/10.1007/s12187-021-09821-4>
- Machali, I. (2021). *Metode Penelitian Kuantitatif; Panduan Praktis Merencanakan, Melaksanakan dan Analisis Dalam Penelitaian Kuantitatif*. Yogyakarta: Fakultas Tarbiyah dan Ilmu Keguruan UIN Sunan Kalijaga.

- Marrone, R., Lam, B., Barthakur, A., Brinkman, S., Dawson, S., & Gabriel, F. (2024). The Relationship between Wellbeing and Academic Achievement: A Comprehensive Cross-Sectional Analysis of System Wide Data From 2016-2019. *Journal of Learning Analytics*, 11(3), 123–141. <https://doi.org/10.18608/jla.2024.8357>
- Marvianto, R. D. (2018). Adaptasi Academic Motivation Scale (AMS) versi Bahasa Indonesia. *Gadjah Mada Journal of Psychology*. <https://doi.org/10.1080/09695940701876128>
- Noble, T., & McGrath, H. (2015). *The PROSPER School Pathways for Student Wellbeing: Policy and Practices*. New York: Springer.
- Rasyid, A. (2020). Konsep dan Urgensi Penerapan School Well-Being Pada Dunia Pendidikan. *Jurnal Basicedu*, 5, 376–382. <https://doi.org/10.31004/basicedu.v5i1.705>
- Rosit, M. (2021). Pengaruh Status Sosial Ekonomi Orang Tua, Motivasi Belajar Dan Lingkungan Belajar terhadap Hasil Belajar Mata Pelajaran IPS Siswa Mts. Raden Fatah Tahun Pelajaran 2019/2020. *Jurnal Penelitian dan Pendidikan IPS*, 15(1), 33–37. <https://doi.org/DOI:%2520https://doi.org/10.21067/jppi.v15i1.5501>
- Sahir, S. H. (2022). *Metodologi Penelitian*. Yogyakarta: KBM Indonesia.
- Thertina, E. (2023). Pengaruh Kecerdasan Emosional dan Motivasi Belajar Siswa terhadap Prestasi Belajar IPS. *SAP (Susunan Artikel Pendidikan)*, 8(2), 342. <https://doi.org/10.30998/sap.v8i2.21596>
- Veronica, A., Ernawati, Rasdiana, & Abas, M. (2022). *Metodologi Penelitian Kuantitatif*. Padang: PT. Global Eksekutif Teknologi.