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To cite this article: A A Istri Agung Rai Sudiatmika *et al* 2019 *J. Phys.: Conf. Ser.* **1317** 012214

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The influence of peers, parents, and teachers in superior students learning problem

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Abstract. This study aimed to describe the influence of peers, parents, and teachers to the superior students learning problems. The research subjects were the superior student in SMPN 4 Singaraja who were selected using purposive sampling technique ($n = 7$ students). Data on the influence of peers, parents, and teachers on superior students learning problems were excavated for 60 days through questionnaires and interviews. The research data were analyzed descriptively qualitative following Bogman data analysis step which consists of 3 stages, namely: Description, Reduction, and Selection. Based on the research result, the average of superior student relationship with peers, the relationship of students with parents, and the relationship of students with the teachers, give positive influence to the problems of students' learning (students-peers 75.87%, students -parents 62.91%, students-teachers 74.60%).

1. Introduction

National Education System in Indonesia, according to Law no. 20 of 2003 aims to educate the lives of the nation and develop Indonesian people as a whole, namely people who believe and were devoted to God Almighty and noble character, possess knowledge and skills, physical and spiritual health, a strong personality, and social and national responsibility. Various efforts have been made by the government in order to realize the ideal educational order as stipulated in the law. This is evident from the improvements made to the national education curriculum. Facts in the field, the 2015 PISA (Program for International Student Assessment) study show that Indonesia is only ranked 69th out of 76 countries.

Legislation related to the national education system was made as an effort to improve the quality of national education. One effort to improve the quality of national education is to limit the number of students in one study group. Limitation of the number of students is done as an effort so that the needs of the educational facilities of students can be fulfilled. The ideal number of students based on the Ministry of Education and Culture Regulation No. 17 of 2017 for the junior high school level in one class is 20 to 32 students. The reality is based on observations made at SMPN 4 Singaraja, it is known that there are 37 to 41 students in one study group. The number of students who exceed the ideal limit causes the students' needs not to be fulfilled optimally.

The ability of students to understand lessons varies in level [1]. Every student, especially students with special needs, requires different attention. Students with special needs are students who show



different characteristics from their peers. Students with special needs refer to gifted special students and students born with physical or mental disabilities [2].

Special gifted students can be known by conducting an intelligence test. There are various types of intelligence measuring instruments that develop. The measuring instrument commonly used to measure student intelligence is the IQ Test (Intelligence Quotient) type WISC, which according to Santrock [3], can predict students' intelligence. Triconta is one of the psychological counseling and guidance institutions in Indonesia that uses WISC as the basis for conducting IQ tests. WISC (Wechsler Intelligence Scale for Children) is an IQ test introduced by David Wechsler for students aged 6-16 years [4]. There are two categories tested in this test, namely verbal and motoric abilities. According to Gregory [4] verbal and motoric abilities are the basis for a person to develop themselves.

There are 10 IQ level developed by Wechsler [5]. Among all levels that exist, students born with the potential for intelligent intellectuals and special talents or commonly called "superior" begin to become the public spotlight issue. According to Zubaidi [6] superior is a term for students who have intelligence levels (IQ) 120-139. These students are blessed with above normal intelligence which allows them to thrive beyond their peers [7]. Judging from the intellectual potential possessed, of course superior student achievement will be above other students of their age.

In fact, not all students born with this gift can develop their potential well. Gifted students are at high risk of experiencing learning problems [8]. Learning problems in this context lead to students' inability to display their academic potential. According to Oktaviani and Widayat [7] superior students have enormous intellectual potential so that they can understand learning material, but for certain reasons they cannot display their learning outcomes according to their potential. This can occur due to students' mental readiness to explore their talents. There are parties who think that students who have talent above average do not need to be guided because they have been able to study independently [9]. In fact, every student needs guidance to be able to develop well. Oktaviani and Widayat [7] revealed that gifted students need special attention and handling methods that are different from other students. If you do not get guidance, it is very likely that the student is depressed due to not being able to control his own mind and feel that he has no support. Students become unmotivated. Does not rule out the possibility of the student developing in a negative direction.

Unlike students who are born with disability, superior students are rarely found in Special Schools. Superior students are often found in public or private public schools. The existence of special schools for superior students is still not recorded with certainty in the number of statistical news issued by the Republic of Indonesia Statistics Agency [10]. This shows that superior students still have not received full attention even though Law Number 20 of 2003 concerning the National Education System, article 5 paragraph 4 states, "Citizens who have the potential for intelligence and special talents are entitled to special education". Based on the results of preliminary observations, it was found that there were 7 superior students attending SMPN 4 Singaraja.

Cases of superior students who cannot develop optimally are starting to appear in various education units. Research conducted by Song [9] shows that there are students with above average intelligence who have learning difficulties because of improper handling. Improper handling in teaching is caused by a lack of knowledge about learning problems in superior students. Learning problems can be caused by several things. Slameto [11] revealed that student learning success is influenced by internal factors and external factors. Rifa'i and anni [12] classify internal factors including physical conditions, psychological conditions, and social conditions. Social conditions that emphasize student relations with their social life.

Student relations with their social in the form of student relations with peers, students with parents, and students with teachers are important factors that influence student learning problems. This opinion is supported by various studies that reveal the influence of learning achievement caused by student relations with peers, students with parents, and students with teachers. Student relations can have a positive and negative influence on student learning problems. The positive relationship in question is a relationship that can motivate students in learning, while a negative relationship is a relationship that makes students unmotivated to learn.

Student relations with peer influence student achievement [13] [14] [15] [16]. This influence occurs because in everyday life students spend a lot of time with peers and tend to feel like being accepted and cared for by their peers so that he will try to mingle. Peer groups consist of people who have the same age, monosexual groups, or groups that have the same status [17]. Through relationships with peers, students can assess their status as equal, different, accepted, or rejected by the environment. This cannot be done by students in the family because parents or siblings of students have different ages and statuses [18].

The better (positive) interaction between students and their peers, the better the student's learning achievement, on the contrary, if the lower (negative) interaction between students and their peers, the lower the students' learning achievement [16]. In addition to peers, the relationship between students and parents gives an effect on the learning problems experienced by students [19] [20]. The positive relationship between students and parents is shown by providing student learning facilities, supervise student learning activities, asking about the student's activities and learning outcomes, give awards to student achievement, supervise students of learning time, as well as the parents' desire to get closer and know homeroom or teachers who teach their students [19].

Negative relationships between students and parents in the form of negative words, lack of attention, and lack of support from parents towards student achievement that impact on students' lack of motivation in learning. Lack of support from parents causes students to have self-concept and low self-confidence. Students to assume that their learning is not supported by parents so students will feel futile for learning. Students have no reason, purpose, or goal that they want to achieve. Bangun [19] which mentions parents who do not pay attention to student education or do not care about their student learning activities, resulting in students not being motivated in learning.

Student relations with the teacher become one of the important components that must also be considered because the teacher is the main mentor of students in learning at school. The teacher influences student learning outcomes [16] [21] [22]. The method of teaching the teacher, the character of the teacher and students, and the learning facilities used are factors that teachers must pay attention to in teaching [22]. If lessons are difficult and not fun, students will not be interested in learning. If the lesson was difficult, but it delivered in an interesting way, the motivation of students will arise. Interest makes students feel challenged to solve problems they encounter and lessons become effective. Therefore, the way the teacher presents the subject matter is very important.

Based on the description above, the researcher wants to examine how the influence of peers, parents, and teachers on superior student learning problems.

2. Methods

This research is a case study that is designed qualitatively descriptive. The subjects of this study were superior students at SMPN 4 Singaraja who were selected using purposive sampling technique ($n = 7$ students). Data on the influence of peers, parents, and teachers on superior student learning problems explored through questionnaires and interviews. The study lasted for 60 days located at SMPN 4 Singaraja and each subject house. The data obtained were analyzed descriptively qualitatively following the Bogdan data analysis stage, which consisted of 3 stages, namely: Description, Reduction and Selection.

In the description stage, the researcher described in detail the data obtained through interviews and questionnaires. In reduction, data summarized and recorded, selected key things, focused on the important things, and discarded what is not needed. At the Reduction stage, data obtained was focused and classified according to the research indicators. At the selection stage, the data obtained is arranged into a pattern and analyzed in depth to answer research problems. The results of this data selection are summarized into a conclusion.

3. Results and Discussion

Based on Table 1, it is known that the average relationship between superior students and peers, the relationship between students and parents, and the relationship between students and teachers, has a

positive influence on student learning problems (influence between student and peers 75.87%, student and parents 62.91%, student and teachers 74.60%).

Table 1. Superior Student Relationships with Peers, Parents, and Teachers

| Subject | Superior Student Relationships | | | | | | | | |
|----------------|--------------------------------|--------------|----------|--------|--------------|----------|---------|--------------|----------|
| | Peers | | | Parent | | | Teacher | | |
| | S | I (%) | C | S | I (%) | C | S | I (%) | C |
| A | 26 | 57.78 | M | 23 | 73.33 | P | 33 | 73.33 | P |
| B | 36 | 77.78 | P | 25 | 83.33 | VP | 33 | 73.33 | P |
| C | 32 | 71.11 | P | 16 | 53.33 | M | 29 | 64.44 | P |
| D | 32 | 77.78 | P | 17 | 59.33 | M | 36 | 80.00 | VP |
| E | 39 | 86.67 | VP | 28 | 93.33 | VP | 34 | 75.56 | P |
| F | 31 | 75.56 | P | 22 | 77.78 | P | 35 | 77.78 | P |
| G | 38 | 84.44 | VP | 21 | 73.33 | P | 35 | 77.78 | P |
| Average | | 75.87 | P | | 62.91 | P | | 74.60 | P |

Information:

S = Score, I = Index, C = Category, M = Medium P = Positive, VP = Very Positive

3.1. Relationship of students with peers

Student relations with peers have a higher index of student relations with parents and student relations with teachers. On average, superior students consider relationships with peers have a positive effect on their learning problems. Each superior student has peers who support the learning process. The results of this study are in line with various studies which reveal that peers really influence the patterns of student's learning behavior [3] [13] [14] [15] [16] [23]. This influence occurs because in everyday life students spend a lot of time with their peers [15]. Thus, the same perception will be created. In addition, students want to feel like they are accepted and noticed for by their peers so that they will try to mingle. It is very important for students to be in an environment that supports learning. Students who are in a positive learning environment will be affected and show similar attitude to their environment. Students see their peers and be motivated to learn.

If analyzed individually, 2 out of 7 (28.6%) superior students considered the relationship with peers have a very positive influence on the learning problems they experienced. Both students claimed to be more motivated in learning when they saw their peers who got higher grades. Each student claims to have peers who supports them in learning more than who doesn't support them. They have a study group to discuss learning materials and school assignments. They feel comforted to discuss because their peers give positive and open responses to their opinions.

4 out of 7 (57.1%) superior students consider relationships with peers have a positive effect on learning problems experienced. The four students have a peer group and spent a lot of time at school and outside school by gathering with their group. They often spend time learning and playing together. Students feel comfortable in their group because they have similar hobbies or idols. The four superior students and their peers reminded each other about the assignments and shared knowledge about the material they understood. They teach each other on a peer teaching method. This is a positive relationship between students and peer that can increase student achievement. This result is supported by Mujiastuti and Ilyasir's research [23] which combines learning activities, discussion, and peer tutors effectively to improve student achievement.

1 out of 7 (14.3%) superior students consider relationships with peers have a medium influence on their learning problems. Medium influence indicates that peer influences have a positive and negative impact on student learning problems that affected their learning achievement. This data are reinforced by the results of interviews which reveal that the student has peers who support and hinder them in learning. The student has peers who often helped him in learning so he was motivated to do his tasks. The student also has peers who often take him to play together. Felt 'uncomfortable' to refuse the

invitation of his peers to play because of reasons often helped, often met, or did not want to be hostile. The student admitted that he was often picked up by his peers at home to play out until late at night and he was reprimanded by his parents.

Spending a lot of time with peers has a positive and negative impact on student achievement. Positive impacts can be obtained if students are in a peership environment that supports them to study or work together. Negative impacts occur when students cannot control playing time until they forget learning time. The duration of playing too long with peers causes students to be tired and have difficulty managing time to study. Students' difficulties in managing learning time can cause learning problems for students because students do not have enough time to study. Bangun [19] explains that learning time affects student achievement. The more time students have for learning, the higher the students can get.

If students are in an environment that does not support learning, students will not be able to show maximum performance. This result is supported by Mujiastuti and Ilyasir's research [23] which reveals that students who have good friendships have better performance than students who do not have peers. Therefore, students' self-awareness in choosing relationships and the role of parents in controlling student interaction is needed.

3.2. Relationship of students with parents

The average relationship between student and parents has a positive effect on learning problems experienced by students. This result is in line with Bangun's [19] study, which states that the relationship between students and parents influences student achievement. A positive relationship indicates a parent's concern for student education, provision of learning facilities, supervision of learning activities, an appreciation of the value obtained, and the desire of parents to know the teacher who teaches their child.

When analyzed individually, 2 out of 7 (28.6%) superior students considered their relationship with parents to have a very positive influence on their achievement. This data is supported by the results of interviews that reveal that the motivation of parents makes students excited to learn. Their parents often ask about students' conditions and grades at school, supervise students in learning, provide learning facilities, and their relationships with teachers who teach them. Parents also reward students when students are able to achieve scores above the minimum grade criteria, and motivate students when students get less grades. Parental caring attitude towards student education is a positive relationship between students and parents that makes students feel cared for and get support in learning. This result is supported by the research of Situmorang and Latifah [20] which states that parental social support affects student achievement. Students feel embarrassed if they get a grade below the minimum criteria so they are motivated to improve their performance.

3 out of 7 (42.8%) superior students considered the relationship with parents had a positive effect on the learning problems experienced. Positive influences indicate that parents provide support for student achievement, but there are still aspects that are not noticed by parents. These superior students claimed that their parents asked their learning outcomes, provided learning facilities, and gave awards in the form of praise or motivation to the grades obtained by students. However, parents rarely ask about student activities at school, supervise students in learning, and ask about student relations with their teacher or peers. Their parents are busy at work. Parents do not know when tests at school are held so that they rarely tell their child to study. Parents do not put pressure or demands on students in learning. Parents also do not provide obligations and provide freedom for students to determine their goals. One of the students claimed to live apart from parents so that they were rarely monitored while studying.

Freedom given by parents can have a positive and negative influence on students. The positive impact arising from the freedom given by parents is the independence of students in learning and choosing their own decisions. The negative impact arising from the freedom given by parents is the non-fulfillment of the needs of superior students. Not only material needs, but attention in the learning process at home must also be considered. Oktaviani and Widayat [7] revealed that gifted students need

special attention and handling methods that are different from other students. If you do not get guidance, it is very likely that the student is depressed due to not being able to control his own mind and feel that he has no support. Does not rule out the possibility of students developing in a negative direction.

2 out of 7 (28.6%) superior students consider their relationship with parents to have a medium influence on their achievement. Medium influence indicates that superior students assume that their parents do not provide full support for their education. Parents rarely ask questions about student learning, supervise student learning, ask students' relationships with teachers who teach, and give credit for student achievement. This data are strengthened by the results of interviews which revealed that both students claimed their parents had divorced and they often argued with their parents. According to the two students, his parents often said negative words when arguing. The debate is caused by various factors, including student achievement. If students get lower grades, students will be ridiculed so they lose motivation to learn.

Negative wording, lack of attention, or lack of support from parents towards student achievement is a negative relationship that has an impact on students' lack of motivation in learning. This data is in line with Bangun's [19] study, which mentions parents who do not pay attention to their students' education or do not care about their student learning activities, resulting in students not being motivated in learning. Students to assume that their learning is not supported by parents so students will feel futile in learning. Students become lazy in learning so that student achievement does not develop or even decreases. Thus, a positive relationship between students and parents needs to be considered.

3.3. Relationship of students with teacher

The average relationship between students and parents categorized have a positive effect on learning problems experienced by superior students. These results are in line with various studies [16] [21] [22] which states there is an influence between the way teachers teach students' achievement. Aritonang [22] revealed that the main factors that determine student interest and motivation are teachers. The teacher is the main mentor of students in learning at school. A positive relationship between student and teacher motivated students in learning more. Students feel comfortable in learning that makes students able to improve their abilities.

When analyzed individually, 1 (14.3%) of students considered the relationship with the teacher have a very positive effect on the learning problems they experienced. According to the student, the teacher teaches clearly and easy to understand. The teachers are friendly in communicating with students. This data are reinforced by interviews that reveal that the student feels cared by one of his teachers. The teacher gives personal advice when students have difficulty concentrating on learning. The student claimed to be motivated by the advice given by his teacher so that he became more active in learning. This is a positive impact on the relationship between students and teachers which causes students motivated in learning. Students become active in the learning process in the classroom and feel embarrassed if they don't work on the task correctly. This result is supported by Mulyasih and Suryani's [24] research revealing that high motivation will make students become more active in the learning process.

6 out of 7 (85.7%) superior students consider the relationship with the teacher have a positive effect on their learning problems. Students claimed they are enjoying learning with the teacher. The teacher teaches clearly and easy to understand. These results are reinforced by interviews which revealed that 5 superior students have idol teachers who make them motivated to learn. Having an ideal teacher is a reflection that students feel that teachers can be role models in learning. This is a positive impact on the relationship between students and teachers which causes students to be motivated in learning. This result is supported by the opinion of Khumaero [16] describing teachers as model who are the center of attention in the classroom. The teacher should be able to maintain behavior so that students feel comfortable to learn, ask, or discuss with the teacher.

Even so, 1 student claimed to have experienced learning problems because he was not comfortable with one teacher who seemed unfriendly and less motivating in teaching. According to students, the teacher's voice volume while explain was too low so it's not clear. The teacher rarely gives appreciation or informs the results of the assignments given so that students do not know the score they have obtained. Learning media used by teachers is not diverse and only fixated on books so that learning becomes less fun for students.

A character that is less friendly, not motivating students, and a variety of learning facilities used should be the teacher's attention. Less friendly character causes students not comfort to discuss with the teacher. The results of the research by Handu and Agustina [25] prove that the higher the student's motivation, the higher the achievement that students might get. Teachers should be able to adjust the teaching methods used with students' needs. A good relationship between teacher and student will give a positive influence in the form of increasing superior student achievement.

4. Conclusions

Based on the results of the study and discussion, it was concluded that there was a positive influence of peers, parents, and teachers on learning problems experienced by superior student at SMPN 4 Singaraja in the academic year 2017/2018 (influence between student and peers 75.87%, student and parents 62.91%, student and teachers 74.60%).

Acknowledgments

Acknowledgments are addressed to: the school principal of SMPN 4 Singaraja who had given permission to conduct research, students, parents, and teacher involved in research as resource persons, superior students studied, and colleagues who have provided assistance so that research can run smoothly.

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