



Contents lists available at [Journal IICET](https://journal.iicet.org)  
**Jurnal EDUCATIO (Jurnal Pendidikan Indonesia)**  
ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)  
Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



# The influence of learning media, facilities, and learning interest on students motivation and economic learning outcome at senior high school

Mira Maharani<sup>\*</sup>, Gusnardi Gusnardi, Gimin Gimin  
Master of Economic Education, Universitas Riau, Indonesia

## Article Info

### Article history:

Received July 18<sup>th</sup>, 2023  
Revised Aug 25<sup>th</sup>, 2023  
Accepted Oct 29<sup>th</sup>, 2023

### Keyword:

Learning  
Media  
Facilities  
Interest  
Motivation  
Learning Outcomes

## ABSTRACT

The research employed a quantitative methodology to examine the correlation between the media utilized by teachers, the available facilities, and students' interest in learning with their motivation and learning results in the field of economics. The data collected in this study consist of both primary and secondary data. The study included a population of 423 individuals, consisting of 191 students from class X IPS at SMA Negeri 10 Pekanbaru, SMA Negeri 11 Pekanbaru, and SMA Negeri 6 Pekanbaru. The findings indicate that Learning Media and Facilities have a positive correlation with Learning Motivation. However, Learning Interest does not exhibit a positive correlation with Learning Motivation. Similarly, Learning Media and Facilities do not demonstrate a positive correlation with Learning Outcomes. On the other hand, Interest in Learning and Learning Motivation have a positive correlation with Learning Outcomes. Additionally, Learning Media has a positive correlation with student Learning Interest, whereas Facilities do not exhibit a positive correlation with student Learning Interest.



© 2023 The Authors. Published by IICET.  
This is an open access article under the CC BY-NC-SA license  
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

## Corresponding Author:

Maharani, M.,  
Universitas Riau, Indonesia  
Email: [miramaharani52@gmail.com](mailto:miramaharani52@gmail.com)

## Introduction

The achievement of a learning objective is determined from the achievement of student scores. Achievement of student scores is determined by the ability of students while participating in the learning process in class so that learning objectives will be achieved. Learning outcomes can be divided into 3 categories or elements, namely cognitive which is how the level of student understanding is, affective is the attitude or behavior of students while participating in the learning process and psychomotor is a skill that can be assessed through practical activities or practicum at school. Learning outcomes are obtained through several test activities or exams given to students. Such as tests, UTS quizzes, UAS, while for conducting national assessments it is carried out by carrying out the Computer Standard National Examination (UNBK).

Based on the national level UNBK achievement data quoted from <https://hasilun.pusmenjar.kemdikbud.go.id>. It can be seen that the results of studying Economics at the national level can be categorized as still low, of course, it can be seen from the achievements of the National High School Economics UNBK in 2019 because it only obtained achievements nationally, namely 52.93.

Meanwhile, through observation through interviews with Economics teachers, researchers found that there were students who had not reached the KKM in Economics lessons.

According to the observations made by the author, it can be seen that there are still students who get economic scores below the KKM, namely at SMA Negeri 10 Pekanbaru in class X IPS 1 there are 16.67% of students who get scores below the KKM, at SMA Negeri 11 Pekanbaru in class X IPS 3 there were 23.52% of students who scored below the KKM, while in SMA Negeri 6 Pekanbaru in class X IPS 2 there were 13.80% of students who scored below the KKM. The authors obtained these results through interviews with the Economics teacher at the school.

This study does not only discuss student learning outcomes in Economics, but also discusses student motivation in participating in the learning process, especially in Economics learning. Student motivation in learning depends on the conditions and willingness of students to take part in learning. Because if students have motivation towards learning, they are active and try to follow the learning process as well as possible. Related to this there are several obstacles in learning due to lack of student motivation in teaching and learning activities such as there are still students who are noisy, not focused and do not listen when the teacher conveys the subject matter and do not do assignments properly and are lazy to read textbooks.

Based on data from the Program for International Students Assessment (PISA), an organization organized by the OECD (Organisation for Economic Co-Operation and Development) in 2018, it shows that the level of reading ability in Indonesia is still relatively low compared to Malaysia and Thailand, this can be seen from Indonesia's reading ability with a score of 371 is lower than that of Malaysia with a score of 415 and Thailand with a score of 392. From the PISA explanation, it can be seen that students' learning motivation in Indonesia is still relatively low, especially in terms of reading literacy. Of course this can affect the learning process that takes place at school and can affect the results achieved by students later.

Meanwhile according to Purwanto in research conducted by Yasir, Suarman, and Gusnardi (2017) Learning outcomes consist of the words results and learning, so it can be concluded that learning outcomes are results obtained by students while participating in the learning process at school which is assessed or evaluated by the teacher according to the abilities or competencies of students during the learning process.

There needs to be student awareness to increase reading literacy so that he can gain more insight regarding the learning material provided by the teacher. Because one of the problems in student learning motivation is that there are still students who are lazy to study and read textbooks. This is of course a problem in the world of education because students are now more interested in playing cellphones than studying because they are less motivated to take lessons. This is the task for teachers, schools and parents to guide their children to follow the learning well by increasing their interest in learning. by carrying out innovative teaching and learning activities and making students smart and with character.

Competitive and innovative education can be created through increasing student motivation in teaching and learning activities that make students active and active in learning. In accordance with Sagala's opinion quoted by Ananda & Hayati (2020) which describes efforts to increase motivation in student learning such as using media, varied methods, choosing teaching materials that interest student learning, conveying learning goals or objectives, preparing competency tests or evaluations according to student abilities because in this case each student's ability to master learning materials are not the same, some are fast and some are slow, create an interesting learning atmosphere by inserting humor or an atmosphere of friendship so that the learning atmosphere is not tense, and create healthy competition between students.

With increased learning motivation, of course, it can improve student achievement, because with high learning motivation, students are more active and diligent in learning. According to opinion Wirda (2020) which states that a person will find it easier to understand and learn something if he is motivated or has an interest in what he is going to learn. This means that if students have an interest in one lesson, they are not lazy and it is easy to follow the learning process that they are interested in. Conversely, if students do not have an interest in one subject, they will be lazy and not focus on carrying out the learning process.

From this explanation it can be seen that students' interest in learning greatly influences the learning outcomes to be obtained. This of course requires the role of teachers, schools and parents to increase their children's learning interest so that the learning outcomes obtained also increase. Therefore it is necessary to repair or change learning media, facilities and also increase student motivation. To increase interest and learning outcomes it is necessary to increase the use of learning media, improve learning facilities and increase student motivation in learning. It is hoped that by doing this it can support an increase in interest and student learning outcomes. Of course, this is supported by several opinions in previous research such as research conducted by Berutu & Tambunan (2018) which states that students' interest in learning can influence students' enthusiasm

and desire to learn which will determine the results that will be obtained by students after participating in learning.

To increase the use of learning media, this can be done by making various teaching materials that can be combined using various applications to produce interesting learning media, such as examples of teaching materials by making interesting and interactive power points, you can also use Canva or give interactive quizzes using Quizizz, Wordwall, Live Worksheets and more. This shows that learning media is one of the factors that can improve learning to be more effective and efficient. Because the existence of learning media can facilitate the fulfillment of material quickly to students and shorten the time so that it can be used for other learning activities such as doing assignments or doing quizzes. This is supported by Hasan (2021:10) the opinion of which states that the media can facilitate and expedite teaching and learning activities so that they can run effectively and efficiently.

According to Suwarna, Gunawan dan Ritonga (2019) learning media has a function as a means of driving learning material, avoiding multiple interpretations, learning becomes more interesting, can carry out interactive learning, can save time and is fast in the process of adding material, learning becomes more active, can do learning online without being hindered by time and place, students become more enthusiastic about learning, increase teacher insight in terms of media use. Of course, the increase in the media used is also offset by the existence of adequate learning facilities.

If the learning facilities at home are adequate and complete, making students more diligent and active in learning will increase children's motivation in learning. In accordance with the opinion put forward by Nasution and Said (2019) who say facilities are tools that help children to facilitate learning activities such as books and stationery. If the facilities are incomplete, it will make students lazy to study so that it can hinder children from learning at home. Therefore, it is necessary to have the role of parents at home to facilitate their children with adequate equipment or equipment.

Equipment or supplies that need to be in the form of stationery, tools needed for learning such as props, pictures related to learning. Apart from that, it can also facilitate children with technology that will make it easier for students to learn such as cellphones/gadgets, laptops, computers, tablets or other facilities and can also provide a place to study that is clean, comfortable and cool so that children will be more diligent in learning so that their learning motivation will also increase.

The low motivation of student learning is sometimes caused by the difficulty of the teacher in choosing the right media to use in class, (Maulida, Gimin, and Kartikowati, 2019). To increase learning motivation, this can be done by creating interactive and interesting learning activities that prevent boredom and boredom while studying. In the learning process to generate student motivation can also make students active with various questions and rewards for students who can answer them so that students will follow the learning process enthusiastically and actively to find answers to the teacher's questions in the hope of getting a reward. The reward can be in the form of additional value or prizes prepared by the teacher. Learning motivation will arise with encouragement from oneself and can arise from encouragement that is around it such as encouragement from parents.

Learning motivation is very important to pay attention to in teaching and learning activities because students' learning motivation is more active in carrying out learning activities. Of course, this is in accordance with the opinion expressed by Attika Robbi, Gusnardi, and Sumarno (2020) who stated that learning motivation is an important factor to pay attention to when teaching and learning activities, because with learning motivation students will be active in learning so that they get good grades. Meanwhile, according to research conducted by Naziah, Caska, Syakdanur, Henny Indrawati (2020) which states that one of the internal factors that can improve learning outcomes is learning motivation. Based on this explanation, it is necessary to have an earlier theory that can support the theory in the hypothesis used. In previous research, here the author presents relevant previous research and previous research that is contrary to the theory that will be presented in this study.

Research that is relevant to this research is research conducted by Elpira & Ghufon (2015) which states that there is a positive relationship between the media used and the interests and grades obtained by students. Prihatin (2017) which states that there is a positive relationship between facilities, learning styles, and interests with the grades that students will get. Putri (2017) mentions that there is a positive relationship between learning media and learning outcomes obtained by students. Berutu & Tambunan (2018) say there is a positive relationship between interest and the value that will be obtained by students. Khaerunnisa, Sunarjan, and Atmaja (2018) said there was a positive relationship between media and students' learning interest in this study using power point media. Nurwidayanti & Mukminan (2018) states that the learning value of students using the media is higher than the learning value of students who do not use the media. Henry (2019) which states that there is a positive relationship between facilities and student motivation in learning on student grades. Sandiar, Narsiah, and Rosita

(2019) who said there was a positive relationship between the completeness of the facilities with students' interest in learning. Khairunisa, Aslindah, and Rahmadana (2020) which states that facilities can affect students' motivation in learning. Setyorini & Wulandari (2021) which stated that the media used by the teacher and the completeness of the facilities had a relationship with the grades obtained by students. Rista (2022) states that the existence of student interest in a lesson then he will be motivated in learning.

Meanwhile, for previous research that is contrary to the previous theory, namely Rahayu & Trisnawati (2021) with the results of the study that learning facilities have nothing to do with the grades students get, there is a link between students' motivation in learning and the scores students get, there is a link between facilities and students' motivation in learning. Meanwhile, according to the results of research developed by Mauliddiyah & Wulandari (2022) there is no positive relationship between the media used and the facilities with the grades obtained by students while learning outcomes are not influenced by students' motivation in learning.

Based on this explanation, it can be seen that the novelty of this research from previous research is to find and analyze how factors influence motivation such as media, facilities and interests which are the three independent variables and by adding one dependent variable again, namely student learning outcomes so that in this study it is not only looking at motivation but also seen from the side of the learning outcomes that students get during learning. From the various theories that have been explained and the conditions seen through observation activities through interviews with Economics teachers, researchers want to take a study with the title "Influence of Learning Media, Facilities and Learning Interest on Motivation and Economics Learning Outcomes of Students at SMA Negeri Tenayan Raya District".

### **Motivation to learn**

According to Walgito & Parnawi (2020) Motivation is an impulse that is internally or externally that leads a person to carry out an activity he likes. In accordance with the opinion expressed by Emda in the research Lestari, Gimin, and Mujiono (2022) motivation in learning is a sense of interest in the learning that is done so that he is encouraged to follow the learning process well and focus. This means that if students are motivated to participate in the learning process, they will continue to strive to carry out the learning properly and seriously. according to Wexley, Yukl, and Thahir (2014) motivation is an activity carried out by someone according to their hobbies.

### **Learning outcomes**

According to Cedefop, Pei Ling-lin and Wahono (2020) what is said by learning outcomes is a value given to students after carrying out teaching and learning activities at school, assessed based on their abilities which consist of aspects of cognitive, affective, and psychomotor assessment. Cognitive assessment of students' knowledge or understanding. Affective assessment of students' attitudes or behavior during the learning process. Meanwhile, psychomotor assessment of student skills obtained after carrying out practical activities or practicum.

### **Instructional Media**

According to Hasan (2021:10) what is said with learning media is a tool that can make it easier for teachers to convey subject matter quickly and practically so as to make the learning atmosphere not boring and interesting and of course effective and efficient in terms of time use. Meanwhile in opinion Kristanto (2016) what is said with learning media is a tool that can be used by teachers to create more effective teaching and learning activities and increase student interest so that learning objectives can be achieved. This means that by using varied and innovative learning media, teachers can make the learning atmosphere in the classroom interesting. Examples of media that can be used are PowerPoint, Wordwall, Quizizz, LiveWorksheet and many others.

### **Learning Facilities**

According to Nasution and Said (2019) what is said with learning facilities is a tool that helps in carrying out learning such as stationery, books, computers, cellphones, and many others. This means that with complete facilities it will make it easier for students to carry out learning activities which will make them more diligent and enthusiastic in learning. According to Mudhoffir dan Hidayana (2021) the function of learning facilities is to help and expedite children's learning activities so that they get the expected results and achieve the expected learning goals

### **Interest to learn**

According to Aiken and Nastiti (2021) Interest in learning is a feeling of liking a certain activity compared to other activities. Meanwhile, according to Susilo and Akrim (2021) expressing interest in learning is a student's interest in participating in the learning process. This means that if students are interested in one lesson, it will make them happy and interested in participating in the learning process. According to Sagala, Kartika, Husni,

dan Millah (2019) one of the successes of students in the learning process can be seen from students who are interested in participating in the teaching and learning process.

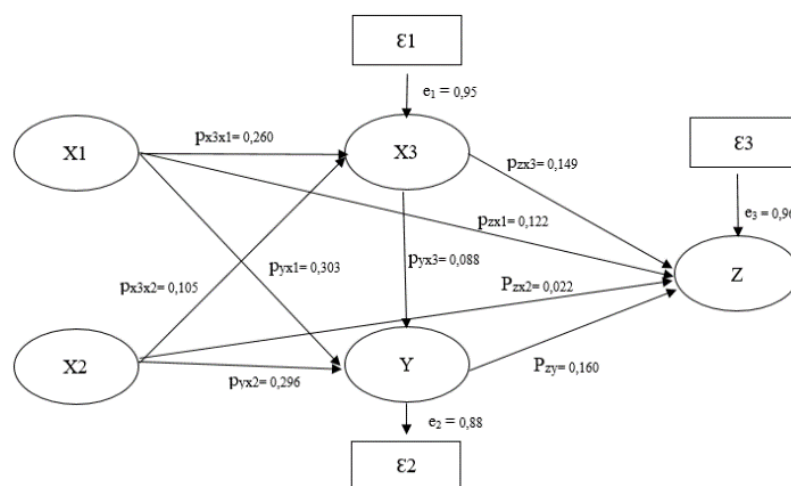
## Method

This study uses a quantitative approach. In the opinion of Sugiyono (2016: 23) quantitative research is a study conducted by collecting data obtained through distributing questionnaires to research samples or obtaining documentation data from related parties as outlined in an interval or ordinal research data.

This study took a population of class X IPS students at SMA Negeri Tenayan Raya District, where there were 3 schools namely SMA Negeri 10 Pekanbaru, SMA Negeri 11 Pekanbaru and SMA Negeri 6 Pekanbaru with a total population of 423 students. With the qualifications of SMA Negeri 10 Pekanbaru there are 3 classes X IPS with a total of 48 students, SMA Negeri 11 Pekanbaru 5 Class X IPS with a total of 80 students, while SMA Negeri 6 Pekanbaru 4 Class X IPS with a total of 63 students.

The sample in this study was determined using the random sampling technique by first determining the population of each school in each class, then looking for a sample of each school in each class X IPS. From the sample table of Isaac Micheal, it can be seen that in a population of 423, the sample to be studied is 191 students in class X IPS consisting of Pekanbaru 10 Public High School, Pekanbaru 11 Public High School and Pekanbaru 6 Public High School.

## Results and Discussions



**Figure 1.** Structure of Research Path Analysis Structure

Direct and Indirect Effects between Research Variables, (1) Direct Effect between variables X1, X2, X3, Y and Z: The direct effect of X1 on X3  $p_{x3x1} = 0.260$ , the direct effect of X2 on X3  $p_{x3x2} = 0.105$ , the direct effect of X1 on Y  $p_{yx1} = 0.303$ , the direct effect of X2 on Y  $p_{yx2} = 0.296$ , the direct effect of X3 on Y  $p_{yx3} = 0.088$ , The direct effect of X1 on Z  $p_{zx1} = 0.122$ , the direct effect of X2 on Z  $p_{zx2} = 0.022$ , the direct effect of X3 on Z  $p_{zx3} = 0.149$  and the direct effect of Y on Z  $p_{zy} = 0.160$ .

Indirect Effect of X1 on Z are the indirect effect of X1 on Z through X3 is  $(p_{x3x1})(p_{zx3}) = (0.260)(0.149) = 0.038$  and the indirect effect of X1 on Z through Y is  $(p_{yx1})(p_{zy}) = (0.303)(0.160) = 0.048$ . furthermore the indirect Effect of X2 on Z are the indirect effect of X2 on Z through X3 is  $(p_{x3x2})(p_{zx3}) = (0.105)(0.149) = 0.01$  and the indirect effect of X2 on Z through Y is  $(p_{yx2})(p_{zy}) = (0.296)(0.160) = 0.047$ .

### Effect of Learning Media on Learning Motivation

Based on the coefficient value with path analysis  $0.000 < 0.05$ , which means there is a positive relationship between learning media and learning motivation. According to opinion Ananda and Hayati (2020:166) there are 2 conditions that affect student motivation in learning such as desire, cognitive, condition, environment, and factors supporting the learning process and an interesting learning atmosphere through the media used in learning so that teaching and learning activities run in a conducive manner.

Table 1 shows presents a summary of the direct and indirect effects between research variables:

Table 1 <Direct and Indirect Effects of Research Variables>

Variable	Direct	Indirect		Total
		X3	Y	
X1 – X3	0,260	-	-	0,260
X2 – X3	0,105	-	-	0,105
X1 – Y	0,303	-	-	0,303
X2 – Y	0,296	-	-	0,296
X3 – Y	0,088	-	-	0,088
X1 – Z	0,122	0,038	0,048	0,208
X2 – Z	0,022	0,015	0,047	0,084
X3 – Z	0,149	-	-	0,149
Y – Z	0,160	-	-	0,160

Source: Researcher Processed Data 2023

### Effect of Learning Facilities on Learning Motivation

Based on the coefficient value through path analysis  $0.000 < 0.05$ , which means there is a positive relationship between facilities and student motivation in learning. According to opinion Rahmawati (2016) there are 2 factors that influence student motivation in learning, the first is internal factors such as the physical and psychological conditions of students, the second is external factors, namely environmental conditions that are around students such as the facilities in student homes.

### Effect of Learning Interest on Learning Motivation

Based on the coefficient value through path analysis  $0.198 > 0.05$  which means there is no positive relationship between learning interest and learning motivation. According to Rani (2020), stating interest has nothing to do with student motivation in participating in the learning process. This shows that interest in learning is not the only factor that can influence student motivation in learning. This statement is supported by Rahmawati (2016) which states that learning motivation is influenced by internal and internal student factors such as health factors, methods or learning methods that can foster student learning motivation.

### Effect of Learning Media on Learning Outcome

Based on the efficiency value with path analysis  $0.132 > 0.05$ , which means there is no positive relationship between learning media and student learning outcomes. In the opinion of research conducted by Mauliddiyah & Wulandari (2022) which states that learning media does not affect learning outcomes. This shows that the media is not the only factor that can influence student learning outcomes. This statement is supported by Ananda dan Hayati (2020) the opinion put forward by which states that factors that can influence student learning outcomes include student health, both physical and spiritual students, student environmental conditions such as family, school and community environments.

### Effect of Learning Facilities on Learning Outcome

Judging from the coefficient value through path analysis  $0.783 > 0.05$ , which means there is no positive relationship between facilities and student learning outcomes. In accordance with the opinion of Rahayu & Trisnawati (2021) that facilities do not affect the grades students will get because grades are determined by the student's abilities. This shows that facilities are not the only factor that can determine student learning outcomes. Of course there are other factors that can affect learning outcomes such as physical conditions and methods or ways of learning so that they can increase student interest so that learning outcomes increase.

### Effect of Learning Interest on Learning Outcome

Judging from the coefficient value of  $0.048 < 0.05$ , which means there is a positive relationship between interest in learning and student learning outcomes. In accordance with the opinion put forward by Nurdin quoted from Ananda dan Hayati (2020 : 79) which states that there are 2 conditions that can affect student motivation in learning activities, namely internal factors in the form of physical and spiritual conditions of students while external factors in the form of environmental conditions around students. This shows that if they have a high interest in a lesson, then they will try to follow the learning process well so that their learning outcomes will also increase.

### Effect of Learning Motivation on Learning Outcome

Based on the coefficient value through path analysis of  $0.047 < 0.05$ , which means there is a positive relationship between learning motivation and student learning outcomes. In accordance with the opinion put forward by Nurdin quoted from Ananda dan Hayati (2020:79) which states that there are 2 conditions that can affect student motivation in learning activities, namely internal factors in the form of physical and spiritual conditions of students while external factors in the form of environmental conditions around students. This shows that if students are motivated towards a lesson, they will try to be active and active in participating in the learning process so that it will improve learning outcomes. In contrast to students who do not have motivation in learning, they tend to be lazy so that their learning results are not optimal.

### Effect of Learning Media on Learning Interest

Based on the coefficient value obtained through path analysis  $0.000 > 0.05$  which means there is a positive relationship between learning media and students' learning interest. In accordance with research conducted by Elpira & Ghufon, (2015) which said that varied and innovative media made students enthusiastic and enthusiastic about learning and made students interested in learning, in this case he took the example of PowerPoint learning media. This shows that the more innovative and creative the media used by the teacher during the learning process, the more fun and active the students are in participating in the learning process.

### Effect of Learning Facilities on Learning Interest

Judging from the coefficient value obtained through the path analysis test  $0.152 > 0.05$ , which means there is no positive relationship between facilities and students' learning interest. In accordance with research conducted by Siskawati & Armiati (2023) that facilities do not affect student learning interest. This shows that learning facilities are not the only factor that can influence students' interest in learning. This statement is supported by Rahmawati (2016) the opinion of which states that students' learning interest is influenced by the physical condition of students both physically and spiritually as well as the methods and ways of learning carried out by the students themselves.

## Conclusions

Based on the results of the research that has been done, it can be concluded that learning media has a positive effect on learning motivation with a Sig value of  $0.000 < 0.05$ . Learning facilities have a positive effect on learning motivation with a Sig value of  $0.000 < 0.05$ . Interest in learning is not positively related to learning motivation with a value of Sig  $0.198 > 0.05$ . Learning Media does not have a positive relationship with Learning Outcomes with a Sig value of  $0.132 > 0.05$ . Learning facilities do not have a positive relationship with learning outcomes with a Sig value of  $0.783 > 0.05$ . Interest in learning is positively related to learning outcomes with a Sig value of  $0.048 < 0.05$ . Learning motivation is positively related to learning outcomes with a Sig value of  $0.047 < 0.05$ . Learning Media has a positive effect on Learning Interest with a Sig value of  $0.000 < 0.05$ . Learning facilities do not have a positive relationship with interest in learning with a value of Sig  $0.152 > 0.05$ .

## References

- Akrim. (2021). *Strategi Peningkatan Daya Minat Belajar Siswa Belajar PAI Menciptakan Karakter Siswa*. Yogyakarta : Pustaka Ilmu.
- Ananda, R., & Hayati, F. (2020). *Variabel Belajar: Kompilasi Konsep*. Medan : CV. Pusdikra MJ.
- Attika Robbi, A., Gusnardi, & Sumarno. (2020). *Analysis of the Effect of Learning Motivation on Learning Achievemen. Journal of Educational Sciences*, 4(1), 106–115.
- Berutu & Tambunan. (2018). Pengaruh Minat Dan Kebiasaan Belajar Terhadap Hasil Belajar Biologi Siswa SMA Se - Kota Stabat. *Jurnal Biolokus*, 1(2), 109-115.
- Elpira, N., & Ghufon, A. (2015). Pengaruh Penggunaan Media Powerpoint Terhadap Minat Dan Hasil Belajar IPA Siswa Kelas IV SD. *Jurnal Inovasi Teknologi Pendidikan*, 2(1), 94–104.
- Gunawan, & Ritonga, A. (2019). *Media Pembelajaran Berbasis Industri 4.0*. Depok : Rajawali Press.
- Hasan, Milawati, Darodjat, dkk. (2021). *Media Pembelajaran*. Klaten : Tahta Media Group.
- Hendra Anggryawan, I. (2019). Pengaruh Fasilitas Belajar Dan Motivasi Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi, *JUPE*, 7(3), 71–75.
- Hidayana, A. F. (2021). Pengaruh Kelengkapan Fasilitas Belajar Terhadap Hasil Belajar Matematika Siswa Kelas V MI Nurul Ulum Madiun, *Jurnal Paradigma*, 11 (1), 187-201.
- Hudaya, A. (2018). Pengaruh Gadget Terhadap Sikap Disiplin Dan Minat Belajar Peserta Didik. *Research and Development Journal of Education*, 4(2), 86–97.

- Kartika, S., Husni, H., & Millah, S. (2019). Pengaruh Kualitas Sarana dan Prasarana terhadap Minat Belajar Siswa dalam Pembelajaran Pendidikan Agama Islam, *Jurnal Penelitian Pendidikan Islam*, 7(1), 113-126.
- Khaerunnisa, F., Sunarjan, Y., & Atmaja, H. T. (2018). Pengaruh Penggunaan Media Power Point Terhadap Minat Belajar Sejarah Siswa Kelas X SMA Negeri 1 Bumiayu Tahun Ajaran 2017/2018, *Indonesian Journal of History Education*, 6(1), 31-41.
- Khairunisa, Aslindah & Rahmadana. (2019). Pengaruh Fasilitas Belajar Terhadap Motivasi Belajar Siswa Kelas V di SDN 001 Samarinda Utara. *Pendas Mahakam: Jurnal Pendidikan Dasar*, 4(2), 146-151.
- Kristanto, A. (2016). *Media Pembelajaran*. Jawa Timur : Bintang Surabaya.
- Lestari, S, Gimin & Mujiono. (2022). Pengembangan Media Pembelajaran Siklus Akuntansi Berbasis Multimedia Interaktif untuk Meningkatkan Motivasi Belajar Siswa di SMK Negeri 6 Pekanbaru, *Jurnal Pendidikan Tambusai*, 6(2), 12441-12452.
- Maulida, Gimin, & Kartikowati. (2019). Powerpoint and Wondershare Quiz Creator Interactive Multimedia Development to Improve Student Learning Motivation. *Journal of Educational Sciences*, 3(3), 390-400.
- Mauliddiyah, L., & Wulandari, S. S. (2022). Pengaruh Media Pembelajaran Daring, Fasilitas Belajar dan Motivasi Belajar terhadap Hasil Belajar Siswa Selama Pandemi Covid-19 di SMKN 1 Surabaya. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 2213-2227.
- Nastiti & Laili. (2021). *Buku Ajar Asesmen Minat Dan Bakat Teori Dan Aplikasinya*. Siduarjo : Umsida Press.
- Nurwidayanti, D & Mukminan, M. (2018). Pengaruh media pembelajaran terhadap hasil belajar ekonomi ditinjau dari gaya belajar siswa SMA Negeri. *Harmoni Sosial: Jurnal Pendidikan IPS*, 5(2), 105-114. <http://journal.uny.ac.id/index.php/hsjpi>
- Parnawi, A. (2020). *Psikologi Belajar*. Sleman : Deepublish.
- Prihatin, M. S. (2017). Pengaruh Fasilitas Belajar, Gaya Belajar dan Minat Belajar Terhadap Hasil Belajar Mata Pelajaran Ekonomi Siswa Kelas X IIS SMA Negeri 1 Seyegan, *Jurnal Pendidikan Ekonomi*, 6(5), 443-452.
- Putri, W. N. (2017). Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Bahasa Arab Siswa Madrasah Tsanawiyah. *LISANIA: Journal of Arabic Education and Literature*, 1(1), 1-16.
- Rahayu, D. S & Trisnawati, N. (2021). Pengaruh Lingkungan Keluarga Dan Fasilitas Belajar Terhadap Hasil Belajar Melalui Motivasi Belajar. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 2(2), 212-224. <https://doi.org/10.37478/jpm.v2i2.1035>.
- Rahmawati, R. (2016). Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Siswa Kelas X SMAN 1 Piyungan Pada Mata Pelajaran Ekonomi Tahun Ajaran 2015/2016, *Jurnal Pendidikan Dan Ekonomi*, 5(4), 326-336.
- Rani. (2020). Pengaruh Media Pembelajaran Classroom, Fasilitas Pembelajaran dan Minat Belajar Mahasiswa Terhadap Motivasi Belajar Daring Selama Pandemi Covid-19. *Ed-Humanistics*, 5(2), 703-714.
- Said, S. (2019). Pengaruh Fasilitas Belajar Di Rumah Terhadap Prestasi Belajar Mata Pelajaran IPS Terpadu Siswa Sekolah Menengah Pertama Negeri. *Jurnal PenKoMi : Kajian Pendidikan Dan Ekonomi*, 2(2), 33-38.
- Sandiar, L., Narsih, D., & Rosita, W. (2019). Peran Fasilitas Belajar Terhadap Minat Belajar Serta Pengaruhnya Pada Siswa SMA, *PENSA : Jurnal Pendidikan Dan Ilmu Sosial*, 1(2), 161-179.
- Sari, N, Sunarno, W & Sarwanto. (2018). Analisis Motivasi Belajar Siswa Dalam Pembelajaran Fisika Sekolah Menengah Atas, *Jurnal Pendidikan dan Kebudayaan*, 3(1), 17-32.
- Setyorini & Wulandari. (2021). Media Pembelajaran, Fasilitas Dan Lingkungan Belajar Terhadap Hasil Belajar Selama Pandemi Covid-19. *Jurnal PROFIT Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, 8(1), 19-29.
- Siskawati, Armiaati.(2023). Pengaruh Persepsi Siswa Tentang Model Pembelajaran Daring dan Fasilitas Belajar di Rumah Terhadap Minat Belajar Siswa Kelas XII IPS SMAN 4 Pariaman, *Jurnal Pendidikan Tambusai*, 7(2), 3539-3550.
- Sugiyono. (2016). *Statistika Untuk Penelitian*. Bandung : Alfabeta
- Thahir. (2014). *Psikologi Belajar (Buku Pengantar dalam Memahami Psikologi Belajar)*. Lampung : LP2M UIN Raden Intan.
- Wahono, B, Ling Lin, P & Yen Chang, C. (2020). Evidence of STEM enactment effectiveness in Asian student learning outcomes. *International Journal of STEM Education*, 7(1), 1-18.
- Wirda, Ulummudin, Widiputera, Listiawati & Fujianita. (2020). *Faktor-Faktor Determinasi Hasil Belajar Siswa*. Jakarta : Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan dan Kebudayaan.
- Yasir, M., Suarman & Gusnardi. (2017). Analisis Tingkat Kepuasan Siswa dan Motivasi Dalam Pembelajaran Kelompok (Cooperative Learning) dan Kaitannya Dengan Hasil Belajar Akuntansi di SMK Labor Binaan FKIP UNRI Pekanbaru. *Jurnal Pekbis*, 9(2), 77-90.