Student Learning Motivation in Biology Lessons at SMA Negeri 4 Pekanbaru

Sahira Askia Putri*, Riki Apriyandi Putra, L.N. Firdaus

Biology Education Study Program, Faculty of Teacher Training and Education, Riau University, Pekanbaru, 28293, Riau, Indonesia

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A B S T R A C T

Learning motivation is the drive that a person has to be able to carry out learning activities so that it is an important thing that every student must have because it is the key to success in determining the level of student learning success. The phenomenon of low student learning motivation is certainly an obstacle in the learning process. Based on observations made through interviews with guidance and counseling teachers, distribution of pre-research questionnaires to students and findings from other researchers show that at SMA Negeri 4 Pekanbaru the phenomenon of low student learning motivation is still found. This research aims to obtain an overview of students' learning motivation profiles in biology lessons at SMA Negeri 4 Pekanbaru. This research uses a descriptive research design with a quantitative approach and survey method (online). The sample for this research was students from SMA Negeri 4 Pekanbaru class X, XI and class Data analysis through calculating the mean student learning motivation in biology lessons in terms of six learning motivation indicators. Based on the researchers' findings, it can be concluded that students' learning motivation in biology lessons at SMA Negeri 4 Pekanbaru is classified as medium.

1. Introduction

Motivation is a psychological drive to take action in order to achieve set goals as reported by Syachtiyani (2021). According to Rasto (2019) Learning motivation plays a role in directing, organizing, and shaping perseverance in learning. Student learning motivation is an important aspect that every learner must possess because it is the key to success in determining the level of student learning success as reported by Hidayat (2022). According to Palittin (2019) Motivation also greatly influences students' learning outcomes. In order to achieve high

learning outcomes, every individual must have the drive to engage in learning activities. This is in line with research conducted by (Putri et al., 2021; Sinaga et al,. 2017; Devitriana et al., 2017; Sapitri et al., 2022) which state that learning motivation is closely related to learning outcomes in education. Education is one of the domains of life that plays an important role in maintaining human existence in this universe as reported by Mulyani (2020).

High motivation can be seen from an individual's perseverance in facing tasks given by teachers, having persistence in facing difficulties, and showing a high interest in learning (Sulfemi, 2019). Therefore, motivation is very important for learners; the level of student learning motivation determines the behavior of students in completing tasks given by teachers (Putri et al., 2021). Students with high learning motivation will also have good learning outcomes (Divayana et al., 2017; Pratama et al., 2019).

In achieving learning goals, motivation or drive is needed to engage in learning activities (Leobisa et al., 2022). Learning motivation is important because it plays a key role in someone's academic success (Rahman, 2021). When someone has high motivation to learn, they tend to be more focused, diligent, and determined in pursuing their educational goals. Learning motivation can also help someone overcome obstacles and challenges that may arise in the learning process. Learning without motivation will be very difficult to succeed. Therefore, learning motivation is the key to learning success.

According to Sardiman (2017), the role of motivation in learning is to foster enthusiasm, feel happy, and have the spirit to learn. Therefore, students with learning motivation will allocate more time to study, be more diligent, including completing tasks on time, and be persistent when facing difficulties in completing tasks. Learning motivation affects the learning process of students (Nuryasana, 2020). Learning motivation is also closely related to self-efficacy (Kusuma, 2021). The higher a student's learning motivation, the higher the self-efficacy they possess.

During schooling, low student learning motivation often remains a challenge. This is also experienced by students at SMA Negeri 4 Pekanbaru. Based on observations conducted by researchers, it was found that student learning motivation is still low. Researchers also interviewed the guidance counselor at SMA Negeri 4 Pekanbaru, Mrs. Fitri Rahmadani, S.Pd. She stated that there are still many students at SMA Negeri 4 Pekanbaru with low learning motivation. Researchers also conducted a survey using a questionnaire instrument to students to determine the level of student learning motivation at SMAN 4 Pekanbaru. The analysis of the questionnaire results showed that the level of student learning motivation at SMA Negeri 4 Pekanbaru is considered low. The phenomenon of low student learning motivation at SMAN 4 Pekanbaru was also found by Suryanti (2022), where the researcher found that some students at SMA Negeri 4 Pekanbaru have low interest and motivation in learning, which affects the learning process.

This research aims to provide a more in-depth profile of students' learning motivation in biology at SMA Negeri 4 Pekanbaru. This research is important because currently, it is not known how the overall profile of students' learning motivation in biology at SMA Negeri 4 Pekanbaru. With this research, it is hoped that the school and teachers can take the opportunity to improve the students' learning motivation and can be used as information to identify areas that are weaknesses for students during the learning process. If teachers already know the level of students' learning motivation, it is expected to serve as a reference in improving students' learning outcomes (Hikmah, 2023).

2.   Methodology

The research uses a descriptive research design with a quantitative approach and a survey method (online). This method is used to analyze and describe the level of students' learning motivation in biology at SMA Negeri 4 Pekanbaru. The population of this research is all students of SMA Negeri 4 Pekanbaru in grades X, XI, and XII who study biology and actively participate in learning, totaling 958 students as shown in Table 1. The sample size is determined using stratified random sampling technique, resulting in 30% of the population or 282 students.

Table 1. The Number of Samples of SMA Negeri 4 Pekanbaru Students Studying the Field of Biology Based on Class Level

Class	Total
X	125
XI	63
XII	94
Total	**282**

Data in this research are obtained through respondent questionnaires consisting of six learning motivation indicators with 48 positive and negative question items. In addition, an interview guide is used to obtain secondary data for accurate additional information from informants. The Likert scale with 4 criteria is used as a guide to answer questionnaire items as presented in Table 2. The distribution of questionnaires is done randomly (online) in the form of a google form.

Table 2. Interpretation of Student Learning Motivation Questionnaire Scores in Biology Learning at SMA Negeri 4 Pekanbaru

Answer Choices	Category			
	Favorable (+)		*Unfavorable* (-)	
	Score	Value	Score	Value
Very Agree	4	4	1	1
Agree	3	3	2	2
Disagree	2	2	3	3
Very Disagree	1	1	4	4

The data obtained from the research are then calculated, classified, and analyzed descriptively. To calculate the value of students' learning motivation in biology at

SMA Negeri 4 Pekanbaru, the researcher uses mean calculation. After obtaining the data, it is then converted into interval tables for classification and analyzed descriptively to determine the level of students' learning motivation in biology at SMA Negeri 4 Pekanbaru as stated in Table 3.

Table 3. Intervals and Categories of Student Learning Motivation

Criteria	Interval	Category
x ≥ M + SD	X ≥ 3	High
M – SD ≤ x < M + SD	2 ≤ X < 3	Medium
X < M - SD	X < 2	Low

Explanation:

x = Total average score of test values

M (Mean) = $\frac{1}{2}$(highest score + lowest score)

SD (Standar Deviasi) = $\frac{1}{6}$ $(highest\ score - lowest\ score)$

3.   Results and Discussion

The average student learning motivation at SMA Negeri 4 in Biology Learning is generally moderate ($2 \leq \overline{x} < 3$) with a value of 2.936 as seen in Figure 1.
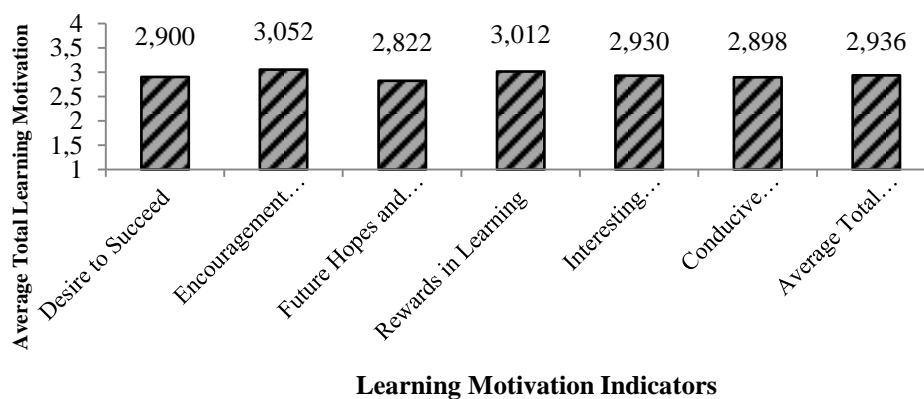

Learning Motivation Indicators

Figure 1. Comparison of Student Learning Motivation Indicators in Biology Learning at SMA Negeri 4 Pekanbaru

A detailed description of respondent learning motivation values on each indicator is as follows:

a. Desire for Success

The average learning motivation from the indicator of passion and desire for success of students in biology at SMA Negeri 4 Pekanbaru is classified as moderate (Table 4). The highest indicator is on the first item, related to completing biology tasks thoroughly. The lowest indicator is on the fourth item, regarding not postponing doing biology tasks given by teachers. Passion and desire for success in learning are key motivators for individuals. Strong passion

and desire for success can provide strong encouragement for someone to do something well. The average value of student learning motivation on the indicator of passion and desire for success at SMA Negeri 4 Pekanbaru can be seen in table 4.

Table 4. Success Desire and Willingness Indicators of Student Learning Motivation in Biology Lessons at SMA Negeri 4 Pekanbaru

Item Sub-Indicator	Sub-Indicator	Average	Category
1	Students complete biology assignments thoroughly	3,021	High
2	Students Work on Biology Assignments Given by the Teacher Independently	2,892	Medium
3	Students Read and Understand Biology Lesson Materials	2,910	Medium
4	Students do not postpone working on biology assignments given by the teacher	2,778	Medium
	Total Average	**2,900**	**Medium**

Passion and desire for success involve students' desire to always succeed in learning. Having passion and desire for success will make students strive diligently to learn without coercion from others (Rahiem, 2020). The research results indicate that the condition of students' passion and desire for success in biology learning at SMA Negeri 4 Pekanbaru is in the moderate category. This indicates that students already have a passion and desire for success within them but it is not yet optimal.

The sub-optimal ability of students to organize strategies for completing biology tasks certainly greatly influences the desire to succeed in an individual. This is in line with the opinion of Henning (2018) who stated that students' strategies in completing tasks with a desire to succeed in learning are interconnected and mutually influence each other. When students use effective strategies in completing tasks, they tend to have a high desire to succeed in learning.

Students' strategies in completing tasks involve how they organize, manage time, analyze problems, solve problems, and adapt to learning situations. When students can use these strategies well, they can improve the efficiency and effectiveness of their learning.

b. *Encouragement and Needs in Learning*

The average learning motivation from the indicator of drive and needs of students in biology at SMA Negeri 4 Pekanbaru is classified as high as shown in Table 5. The highest indicator is on the third item, related to studying diligently because they do not want to be a failure. The lowest indicator is on the second item, regarding asking the teacher about biology lessons that are not understood. Completing a task is not always motivated by achievement motives or a desire to succeed; the presence of drive and needs in learning is also part of an individual's motivation. Sometimes an individual completes a task well not because they want

to be like someone with high achievement motives, but because of the drive to avoid failure stemming from the fear of failure. The average value of student learning motivation on the drive and needs indicator in learning at SMA Negeri 4 Pekanbaru can be seen in Table 5.

Table 5. Encouragement and Needs of Student Learning Motivation in Biology Lessons at SMA Negeri 4 Pekanbaru

Item Sub-Indicator	Sub-Indicator	Average	Category
1	Students are diligent in studying biology	2,892	Medium
2	Students ask the teacher about biology lessons they do not understand	2,794	Medium
3	Students study diligently because they do not want to fail	3,415	High
4	Students are enthusiastic and not easily discouraged in completing biology assignments	3,106	High
	Total Average	**3,052**	High

The research results indicate that the condition of students' drive and needs in learning biology is in the high category. Students who have drive and needs in learning biology will be enthusiastic about the learning process. This is in line with Muhammad (2017) opinion that students who have a strong desire to succeed will have a strong drive to learn. With the presence of drive and needs in learning, the ability to connect and think critically will develop optimally (Lestari, 2017). Students are aware that achievement cannot be obtained instantly. Therefore, to achieve success, students must be diligent and diligent in learning biology.

This indicates that students feel happy and have a need for learning activities. Students also consider learning as a necessity rather than just an obligation (Septiani, 2019). Based on the research results, it is found that students' drive and needs for learning biology are high because students have a principle of not wanting to be a failure. In addition to not wanting to be a failure, students at SMA Negeri 4 Pekanbaru have a drive to learn because they consider learning as a necessity. This is also in line with Sumiati (2019) opinion that motivation comes from students' needs and goals.

c. *Hopes and Future Aspirations*

All sub-indicators of learning motivation from the hopes and future aspirations indicator in biology at SMA Negeri 4 Pekanbaru are classified as moderate as shown in Table 6. The highest indicator is on the fourth item, related to aspiring to be successful. The lowest indicator is on the second item, regarding students enjoying solving biology problems given by teachers. Hopes and beliefs in oneself are influenced by their feelings about the outcome of their actions. Therefore, the presence of hopes and aspirations for the future affects the level of motivation in an individual. For example, a student who wants to achieve the first rank in class will show good performance and will be rewarded by achieving the first rank. The average value of student learning motivation on the indicator of hopes and future

aspirations in biology learning at SMA Negeri 4 Pekanbaru can be seen in Table 6.

Table 6. Hopes and Future Aspirations of Student Learning Motivation in Biology Lessons at SMA Negeri 4 Pekanbaru

Item Sub-Indicator	Sub-Indicator	Average	Category
1	Students are determined to achieve satisfactory results in biology learning	2,915	Medium
2	Students are happy to solve biology problems given by the teacher	2,619	Medium
3	Students aspire to be class champions	2,759	Medium
4	Students aspire to be successful individuals	2,995	Medium
	AverageTotal	**2,822**	Medium

The research results indicate that the condition of hopes and future aspirations of students at SMA Negeri 4 Pekanbaru in biology learning is in the moderate category. This indicates that the condition of hopes and aspirations of students needs to be improved. According to the data obtained from the research, some students still have difficulty in working on problems given by teachers, thus lowering their hopes and aspirations for the future. This certainly needs to be overcome by the willingness from within the students themselves. Hopes and future aspirations are important aspects for students to have in a learning process. Aspirations are things that can make students more diligent in studying. Having hopes and aspirations to be realized in the future will make students more motivated and strive to do everything that can support their quality in learning, such as improving academic achievements, being diligent in completing tasks, and actively participating in the learning process (Rahiem, 2020).

The need for improvement in the hopes and aspirations indicator for students at SMA Negeri 4 Pekanbaru is considered quite important. This is because everyone must strive for their desires to succeed. To ensure that hopes and aspirations can be achieved, believing in one's abilities and being confident that they will be able to complete their tasks well is key. Students must believe that what they learn will be useful for them. This is also in line with Fatimah (2021) opinion that self-confidence is a positive attitude in individuals to develop positive assessments, both towards themselves and towards the environment or situations they face. Hopes and aspirations are self-motivation for success.

d. *Rewards in Learning*

The average learning motivation from the indicator of recognition in biology lessons at SMA Negeri 4 Pekanbaru is classified as high as stated in Table 7. The highest indicator is on the third item, related to students studying diligently because they expect rewards. The lowest indicator is on the first item, regarding students receiving recognition for good biology learning outcomes. Verbal statements or praises from teachers or peers can influence students' behavior or learning outcomes. Positive recognition is an effective way to increase students'

learning motivation, which will later have an impact on better learning outcomes. The average value of student learning motivation on the indicator of recognition in biology learning at SMA Negeri 4 Pekanbaru can be seen in Table 7.

Table 7. Awards in Learning from Student Learning Motivation in Biology Lessons at SMA Negeri 4 Pekanbaru

Item Sub-Indicator	Sub-Indicator	Average	Categoty
1	Students receive awards for good biology learning results	2,691	Medium
2	Students receive praise from the teacher when they can answer questions	2,982	Medium
3	Students study diligently not just for the sake of rewards	3,252	High
4	Students become more motivated to learn when they receive recognition/praise from the teacher	3,122	High
	Total Average	**3,012**	High

During the biology learning process, teachers are still lacking in giving recognition for students' behavior or learning outcomes. Verbal statements or other forms of recognition for good behavior or learning outcomes are the easiest and most effective way to increase students' learning motivation (Saptono, 2017). Statements like "good job," "well done," and others will not only please students but also contain meaning of interaction and personal experience between students and teachers, as well as being delivered concretely, making it a form of social recognition, especially if done in front of many people. This condition needs to be a concern for all parties involved in the biology learning process, especially for teachers as educators.

The results of the research show that recognition in learning falls into the high category, but there is a need for improvement in some sub-indicators. Biology teachers are required to be more creative in efforts to help students stay motivated in learning biology. Through these efforts, students are expected to maintain and improve their learning motivation, especially in the recognition indicator in learning. Recognition can increase students' learning motivation, thus directing students' attention to the subject matter.

e. Interesting Activities in Learning

All sub-indicators of learning motivation on the indicator of engaging activities in biology lessons at SMA Negeri 4 Pekanbaru are classified as moderate as stated in Table 8. The highest indicator is on the third item, related to students feeling bored when studying biology. The lowest indicator is on the fourth item, regarding teachers inviting students to play while learning to keep them enthusiastic about learning biology. Engaging activities in learning, whether through simulations or games, are processes that are very interesting for students. An engaging atmosphere makes the learning process more meaningful. Something meaningful will always be remembered, understood, and appreciated. Learning

activities such as discussions, brainstorming, community service, and so on. Therefore, engaging activities in learning are one of the factors in students' learning motivation. The average value of student learning motivation on the indicator of engaging activities in biology learning at SMA Negeri 4 Pekanbaru can be seen in Table 8.

Table 8. Interesting Activities of Student Learning Motivation in Biology Lessons at SMA Negeri 4 Pekanbaru

Item Sub-Indicator	Sub-Indicator	Average	Category
1	Students express their opinions in the process of learning biology	2,926	Medium
2	Students enjoy learning biology because it relates to daily activities	2,945	Medium
3	Students feel bored when studying biology	2,986	Medium
4	Teachers invite students to play while learning to keep students motivated in learning biology	2,865	Medium
	Total Average	**2,930**	Medium

This indicator is related to how teachers present it in an engaging manner. Engaging learning leads to a more meaningful learning process. Something meaningful will always be remembered, understood, and appreciated in the learning process. In biology lessons at SMA Negeri 4 Pekanbaru, it was found that teachers present biology material in an engaging manner.

f. Conducive Learning Environment

The average learning motivation from the indicator of a conducive learning environment in biology lessons at SMA Negeri 4 Pekanbaru falls into the moderate category as stated in Table 9. The highest indicator is on the third item, related to students' comfort while learning in class. The lowest indicator is on the first item, regarding students being noisy and entering the classroom during biology lessons. Generally, basic motivations that are personal emerge in individual actions after being shaped by the environment. Therefore, an individual's motive to do something, such as studying well, can be developed, improved, or changed through the atmosphere and environment where they learn. A conducive learning environment will enable students to receive appropriate assistance in overcoming difficulties or problems in learning. The average value of student learning motivation on the indicator of a conducive learning environment in biology learning at SMA Negeri 4 Pekanbaru can be seen in Table 9.

The atmosphere or environment in biology learning at SMA Negeri 4 Pekanbaru is already quite conducive. However, there is still a need for improvement to make the learning environment even more conducive to maximize the learning process. A conducive learning environment is one of the factors that drive student learning (Al Fath, 2017). Generally, basic personal desires emerge in individual actions after being shaped by the environment (Huruk, 2021).

Table 9. Conducive Learning Environment of Student Learning Motivation in Biology Lessons at SMA Negeri 4 Pekanbaru

Item Sub-Indicator	Sub-Indicator	Average	Category
1	Students are noisy and enter the class during biology lessons	2,748	Medium
2	Students feel sleepy during the biology learning process	2,945	Medium
3	Students feel comfortable learning in the classroom	3,030	High
4	Students feel disturbed by the atmosphere of the surrounding classroom	2,871	Medium
	Total Average	**2,898**	Medium

Therefore, an individual's desire to do something can be developed, improved, or changed through learning and practice influenced by the environment. A conducive environment can help students overcome difficulties or problems in learning. Both teachers and students must also maintain good communication so that the learning process runs smoothly and students can receive optimal learning (Megawati, 2017). When the learning environment is conducive, students' learning motivation tends to increase.

4. Conclusion

Based on the researcher's findings, it can be concluded that the level of student learning motivation in biology lessons at SMA Negeri 4 Pekanbaru is moderate. The moderate level of student learning motivation is still prevalent because there are students who are not yet able to manage their study time and complete assignments effectively. Many students also tend to work on assignments close to the submission deadline, resulting in low learning motivation. This phenomenon is regrettable considering that students' tasks are meant for learning. The low level of learning motivation needs to be a shared concern for schools, especially teachers, in enhancing learning motivation to achieve optimal learning goals. Based on the results of this research, schools can also take the opportunity to enhance their students' motivation and self-efficacy, and use it as information to identify areas of weakness for students during the learning process. Further research should be conducted to enhance students' learning motivation in biology lessons at SMA Negeri 4 Pekanbaru.

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