

**STUDENT LEARNING ACHIEVEMENTS REVIEWED FROM LEARNING FACILITIES,
PEER ENVIRONMENT, MOTIVATION, AND DISCIPLINE
(Study at SMP Batik Surakarta)**

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Abstract : *The research aims to determine the influence of the following variables; facilities of the study, peer environment, motivation, and discipline toward student's achievement in SMP Batik Surakarta both simultaneously and partially. The researcher uses a descriptive quantitative method. The research populations are students in IXA and IXB (excellent class) of SMP Batik Surakarta, consisting of 61 students. The sampling technique uses census technique which covers 61 respondents. The researcher uses a questionnaire to collect the data. While data analyzing technique uses statistical analysis, multiple linear regression test, F test, T-test, and coefficient determination. The research finding shows that facilities of the study, peer environment, motivation, and discipline give significant influence toward students achievement 72,8%. In comparison, 27,2% is influenced by other variables such as learning interest, teacher's competence, etc.*

Keyword: *student's achievement, facilities of the study, motivation, and discipline.*

1. Introductions

Learning achievement has an exceptional standard that must be achieved as an indicator of student success. It can also be an overview of the success of the learning process. This form of student achievement is manifested in a report card. The question is whether all students have achieved this success so far. The answer is not all learners can do it yet. There are still many who have not completed the minimum criteria of each subject determined by the school. Students must perform a remedial to reach the minimum completion limit. Sometimes it is not enough once the students can directly complete it, some until several times can only pass the minimum completion criteria (KKM). This kind of thing almost happens in all schools including in SMP Batik Surakarta. The success of learning achievements is inseparable from how the learning process. In the learning process, learners must be influenced by various factors both from outside and within the learner.

External factors that affect the achievement of students are learning facilities. Learning facilities are directly related to the learning process such as buildings, tables, chairs and teaching media. For the quality of education that is being developed to be appropriately maintained, adequate learning facilities are needed to encourage learning achievements. In addition to good learning facilities must also be updated to generate a new spirit for the students. A study says that there is an influence of student learning facilities on learning achievement (Giantera, 2013). Besides, the results of another study conducted by Yonitasari (2014) showed that learning facilities positively affect the achievements of economic learning accounting students of grade XI IPS SMA Negeri 4 Magelang. From the description above, teaching facilities can be said to be a massive factor in the success of student achievement.

The environment also affects the success of student achievement. One of them is the friendly environment. Peers are considered peers whose age and maturity levels are the same. Their peers influence students' learning achievements as their daily peers. Students who often hang out with their diligent friends automatically will become diligent. On the contrary children who like to hang out with lazy children will unwittingly do the same. Research conducted by Saputra, et al. (2018) said that Peer Environment's positive influence on Learning Achievement. Also, Parmadani and Latifah (2017) in their research explained that there is an influence of peer environment on learning achievement. Indirectly, a student's learning outcomes depend on who he or she associates with.

Learning motivation and discipline are among the internal factors that also affect students' learning achievements. Motivation is considered as encouragement in students to do something. Motivation is indispensable in the learning process, because motivation encourages one's spirit to work and achieve maximum results. Without motivation, one will work casually, stupidly so that what is desired cannot be achieved according to his target. Saputra, et al (2018) said there is a positive influence of Learning Motivation on Learning Achievement. Learning motivation is fundamental to grow in students, because many of them study not because of needs but want to complete the report card book. A similar opinion was expressed by Kambuaya (2015) in the results of his research, namely the significant influence between motivation and student learning achievement.

Discipline is an attitude that shows compliance with the rules that apply in an institution. In this case discipline in the school environment, especially in terms of learning. When a student is disciplined listening to lessons, obeying the rules, they will quickly permeate what the teacher is saying. The more discipline is applied the faster the readings are captured. On the contrary, students who are not disciplined in the classroom will also greatly influence their lesson's catch. Thus discipline will create high learning willingness and mature emotional prowess to achieve learning targets.

In his research, Carlos (2015) said that there is a significant influence between discipline and student learning achievement. Discipline needs to be taught early because it is very influential in many ways, especially in learning. According to Ariananda (2014) in her research entitled The Influence of Student Discipline on Student Learning Achievement Cooling Technique Students showed a significant influence of discipline on student learning achievement. Based on the data above, the author is interested in putting together a proposal related to student learning achievements at SMP Batik Surakarta Year 2020/2021. SMP Batik Surakarta is one of the private schools in solo city which is located at Jalan Slamet Riyadi No. 447 Surakarta.

Concerning the problems outlined above, a hypothesis is needed to make research and problem solving more targeted. The hypotheses in this study are as follows:

H1 : Learning Facilities (X1), Peer Environment (X2), Learning Motivation (X3) and Learning Discipline (X4) Simultaneously have a significant impact on the Learning Achievement of Students of SMP Batik Surakarta.

H2 : Learning facilities (X1) have a significant impact on students' learning achievements of SMP Batik Surakarta.

H3 : Peer environment (X2) has a significant impact on students' learning achievements of SMP Batik Surakarta.

H4 : Motivation (X3) has a significant impact on students' learning achievements of SMP Batik Surakarta.

H5 : Discipline (X4) has a significant impact on the learning achievements of students of SMP Batik Surakarta

2. Literature Review

Learning Achievements

Slameto (2010: 2) said that Learning a process of effort made by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment.

According to Sugihartono (2007: 130) in teaching and learning activities, learning outcomes are intended to know how far students' behavior changes after following the learning process. The measurements performed by the teacher use the test as a measuring instrument. The measurement results are in the form of numbers or statements that reflect the mastery of the subject matter for students, better known as learning achievements. According to Arikunto (2006), measurement of learning, achievement can be done by various ways of providing tests that have a function that is to measure students' abilities and the success of teaching programs based on the score results of the tests that have been given

Learning Facilities

According to Popi Sopiadin (2010), facilities and infrastructure must be available to launch educational activities in schools. Facilities are all equipment, materials, and furniture directly used for

the educational process in schools, including buildings, study rooms (classes), learning media, tables and chairs. At the same time, infrastructure is a facility that indirectly supports the educational process, including the schoolyard, school park, and the road to the school.

Subroto in Arikunto (2012) explains "Facilities are everything that can facilitate and facilitate the implementation of a business. It can be both objects and money." Djamarah conveyed another opinion (2006: 46) "Facilities are everything that facilitates students in carrying out learning in the classroom to achieve goals in education."

Peer Environment

Nyoman and Olga in Rahayu (2017: 24) said that peer environment is a communication that is established between people who have the same age and maturity level. Meanwhile, according to Slavin in Arifayani (2015: 33), a peer environment interacts with people who have similarities in age and status.

Despite (2012: 230) says peers have six functions: controlling aggressive impulses, gaining emotional and social impulses and becoming more independent, improving social skills, developing reasoning skills, and learning to express feelings in more mature ways, strengthening moral adjustments and values, developing attitudes towards sexuality and gender role behavior.

Peer environmental indicators, according to Winaryo (2017: 39) consist of:

- 1) Social interactions conducted
- 2) Habits of peers
- 3) Desire to imitate (imitation)
- 4) Solidarity
- 5) Provide knowledge that cannot be provided by the family or offer new experiences
- 6) Peer encouragement or support.

Motivation

Uno (2013: 3) says that "Motivation is the motivation found in a person to try to make a better change in behavior in meeting his needs." Learning motivation is significant in the learning process because it can unwittingly influence active and passive students in following the classroom's learning process. This condition will affect the student's learning outcomes in the school. Suhana (2014: 24) says the motivational functions of learning are:

- 1) Motivation is a driving tool for learners' learning behavior.
- 2) Motivation is a tool to influence students' learning achievements.
- 3) Motivation is a tool to provide directors with the achievement of learning objectives.
- 4) Motivation is a tool to build a more meaningful learning system.

The motivation of learners can be distinguished into two kinds, namely; 1) Intrinsic Motivation. Intrinsic motivation is a thing and circumstance that comes from within the learner himself that can encourage him or her to do the act of learning. Included in the interesting motivation is the pleasant feeling of learning material. 2) Extrinsic Motivation. Extrinsic motivation is a thing and circumstance that comes from outside the student's individual who also encourages him to do learning activities. Praise and gifts, school rules/disciplines, examples of parents, teachers and so on are examples of 25 concrete extrinsic motivations that can encourage learners to learn.

Learning Discipline

According to Moenir (2010: 94) "Discipline is a form of obedience to the rules, both written and unwritten that have been established." Discipline encourages students to learn concretely in the practice of living at school or home. As stated by A. S. Moenir (2010: 95) that "Through high discipline, the implementation of a measure can achieve its purpose and can be perceived benefits by all parties." While learning is a process of change that is a change in behavior resulting from interaction with the environment in meeting the needs of his life.

The discipline of learning is a learner's obedience to a rule to understand and adjust to the demands of his environment. To measure the level of learning discipline, students are required indicators of learning discipline.

According to Moenir (2010: 96), indicators that can be used to measure the level of student learning discipline based on the provisions of time discipline and discipline of deeds, which can be concluded to be:

- 1) Adherence to school discipline
- 2) Adherence to learning activities in schools
- 3) Obedience in performing lesson tasks
- 4) Obedience to home learning activities

3. Research Methodology

This research uses survey research design. This research can be called descriptive quantitative research. This study's population is grade IX (Excellent Class) students of SMP Batik Surakarta, which amounts to 61 students. In this study the authors used all grade IX students (Featured) as many as 61 students as a research sample. The data collection techniques in this study are Observation, Interview, Questionnaire, Literature Study. After obtaining the data, the data is processed using multiple linear regression analysis tools that are processed using SPSS 21 application.

4. Result and Discussion

Multiple Linear Regression Test

Table 1
Multiple Linear Regression Test

| Variable | Unstandardized Coefficients |
|---------------------|-----------------------------|
| (Constant) | 5,205 |
| Learning Facilities | 0,162 |
| Peer Environment | 0,232 |
| Motivation | 0,261 |
| Learning Discipline | 0,174 |

Based on the results of the calculation of computer programs, SPSS version 21.00 obtained the equation of regression as follows:

$$Y = 5.205 + 0.162 X1 + 0.232 X2 + 0.261X3 + 0.174X4 + e$$

Based on the regression equation above, the interpretation of the coefficient of each variable is as follows:

- 1) a = Constant of 5,205 states that if the learning facility variable (X1), Peer Environment variable (X2), Learning Motivation variable (X3) and Discipline variable (X4) are considered constant, then the Learning Achievement in SMP Batik Surakarta is 5,205.
- 2) b1 = 0.162, learning facilities regression coefficient (X1) of 0.162 which means that if the Peer Environment variable (X2), Learning Motivation variable (X3) and Discipline variable (X4) is constant, then with the improvement of Learning Facilities resulting in learning achievement will increase.
- 3) b2 = 0.232, coefficient of Peer Environment regression (X2) of 0.232 which means that if the Learning Facility (X1), Learning Motivation (X3) and Discipline (X4) are constant, then with the improvement of peer environment resulting in SMP Batik Surakarta's learning achievement will increase by 0.232.
- 4) b3 = 0.26, coefficient of Learning Motivation regression (X3) of 0.232 which means that if the Learning Facility (X1), Peer Environment (X2) and Discipline (X4) are constant, then with the increase in Learning Motivation resulting in Learning Achievement at SMP Batik Surakarta will increase by 0.261.
- 5) b4 = 0.174, discipline regression coefficient (X4) of 0.174 which means that if the Learning Facility (X1), Peer Environment (X2) and Learning Motivation (X3) are constant, then with the improvement of Discipline (X4) resulting in Learning Achievement in SMP Batik Surakarta will increase by 0.174.

Hypothesis Test**F Test (Simultaneous)****Table 2**
Test F

| F_{score} | F_{table} | Sig. | Descriptions |
|--------------------------|--------------------------|-------------|---------------------|
| 37,507 | 2,537 | 0,000 | Simultaneous |

Based on the calculation result obtained by F-Score value of 37,507, the figure means F-Score is greater than F-table, so his decision to reject Ho. The four independent variables significantly affect the Learning Achievement of SMP Batik Surakarta simultaneously. This result proves the first hypothesis that states that "Alleged Learning Facilities (X1), Peer Environment (X2), Learning Motivation (X3) and Learning Discipline (X4) Simultaneously have a significant effect on the Learning Achievement of Students of SMP Batik Surakarta" is proven to be true.

Test t (Partial)**Table 3**
T-Test

| Variables | T_{score} | t_{table} | Sig. | Descriptions |
|---------------------|--------------------------|--------------------------|-------------|---------------------|
| Learning Facilities | 2,101 | 2,003 | 0,010 | Accepted |
| Peer Environment | 2,523 | 2,003 | 0,045 | Accepted |
| Motivation | 2,849 | 2,003 | 0,021 | Accepted |
| Learning Discipline | 2,445 | 2,003 | 0,042 | Accepted |

- Based on the calculation obtained from $t\text{-score} = 2,101 > t\text{-table} = 2,003$, then Ho was rejected so that there is a significant influence of learning facilities on learning achievements. These results prove that H2 stated that "Alleged Learning Facilities (X1) has a significant effect on the Learning Achievements of Students of SMP Batik Surakarta" proved the truth.
- Based on the calculation obtained from $t\text{-score} = 2,523 > t\text{-table} = 2,003$, then Ho was rejected so that there is a significant influence of peer environment on learning achievement. This result proves that H3 stated that "It is suspected that The Peer Environment (X2) has a significant effect on the Learning Achievement of Students of SMP Batik Surakarta" is proven to be true.
- Based on the calculation obtained from $t\text{-score} = 2,849 > t\text{-table} = 2,003$, then Ho was rejected so that there is a significant influence of learning motivation on learning achievements. This result proves that H4 stated that "Alleged Learning Motivation (X3) has a significant effect on the Learning Achievement of Students of SMP Batik Surakarta" proved the truth.
- Based on the calculation obtained from $t\text{-score} = 2,445 > t\text{-table} = 2,003$, then Ho was rejected so that there is a significant influence of Discipline on Learning Achievement. This result proves that H5 states that "Alleged Learning Discipline (X4) has a significant effect on the Learning Achievement of Students of SMP Batik Surakarta" is proven to be true.

Determination Coefficient Test (R²)**Table 4****Determination Coefficient Test (R²)**

| R | R² |
|----------|----------------------|
| 0,953 | 0,728 |

Based on the calculation result obtained the value of the coefficient of determination (R²) of 0.728, this means that independent variables in the model (learning facilities variables, peer environment variables, learning motivation variables and Discipline variables) explain the variations

in learning achievements of SMP Batik Surakarta by 72.8% and 27.2% explained by other factors or variables outside the model.

Discussion

1) **The influence of learning facilities, peer environment, motivation and discipline simultaneously on students' learning achievements at SMP Batik Surakarta.**

Based on the calculation result obtained by F-score value of 37,507, the figure means F-score is greater than F-table so his decision to reject H_0 . The four independent variables significantly affect the Learning Achievement of SMP Batik Surakarta simultaneously. This result proves the first hypothesis that states that "Alleged Learning Facilities (X1), Peer Environment (X2), Learning Motivation (X3) and Learning Discipline (X4) Simultaneously have a significant effect on the Learning Achievement of Students of SMP Batik Surakarta" is proven to be true.

2) **The partial influence of learning facilities on students' learning achievements at SMP Batik Surakarta.**

Based on the calculation obtained from $t\text{-score} = 2,101 > t\text{-table} = 2,003$, then H_0 was rejected so that there is a significant influence of learning facilities on learning achievements. Based on these results proves that H_2 stated that "Alleged Learning Facilities (X1) has a significant effect on the Learning Achievements of Students of SMP Batik Surakarta" proved the truth.

3) **The influence of peer environment partially on students' learning achievements at SMP Batik Surakarta.**

Based on the calculation obtained from $t\text{-score} = 2,523 > t\text{-table} = 2,003$, then H_0 was rejected so that there is a significant influence of peer environment on learning achievement. This result proves that H_3 stated that "It is suspected that The Peer Environment (X2) has a significant effect on the Learning Achievement of Students of SMP Batik Surakarta" is proven to be true.

4) **The partial influence of motivation on students' learning achievements at SMP Batik Surakarta.**

Based on the calculation obtained from $t\text{-score} = 2,849 > t\text{-table} = 2,003$, then H_0 was rejected so that there is a significant influence of learning motivation on learning achievements. This result proves that H_4 stated that "Alleged Learning Motivation (X3) has a significant effect on the Learning Achievement of Students of SMP Batik Surakarta" proved the truth.

5) **The influence of partial discipline on students' learning achievements at SMP Batik Surakarta.**

Based on the calculation obtained from $t\text{-score} = 2,445 > t\text{-table} = 2,003$, then H_0 was rejected so that there is a significant influence of Discipline on Learning Achievement. This result proves that H_5 states that "Alleged Learning Discipline (X4) has a significant effect on the Learning Achievement of Students of SMP Batik Surakarta" is proven to be true.

5. Conclusion

Based on the results of research and discussion, can be drawn some conclusions as follows:

- 1) F test results showed a simultaneous and significant influence of learning facilities, peer environment, motivation and discipline to positively and significantly affect students' learning achievements at SMP Batik Surakarta.
- 2) T test results show:
 - a. Learning facilities have a positive and significant impact on students' learning achievements at SMP Batik Surakarta.
 - b. Peer environment positively and significantly affects students' learning achievements at SMP Batik Surakarta.
 - c. c. motivation positively and significantly affects students' learning achievements at SMP Batik Surakarta.
 - d. Discipline has a positive and significant effect on students' learning achievements at SMP Batik Surakarta.

3) Multiple linear regression results:

- a. $a = 5,205$ states that if the learning facility variable (X1), Peer Environment variable (X2), Learning Motivation variable (X3) and Discipline variable (X4) are considered constant then the Learning Achievement in SMP Batik Surakarta is 5,205.
 - b. $b_1 = 0.162$, coefficient of regression of Learning Facilities (X1) of 0.162 which means that if the peer environment variable (X2), Learning Motivation variable (X3) and Discipline variable (X4) are constant, then with the improvement of Learning Facilities resulting in learning achievement will increase.
 - c. $b_2 = 0.232$, coefficient of Peer Environment regression (X2) of 0.232 which means that if the Learning Facility (X1), Learning Motivation (X3) and Discipline (X4) is constant, then with the improvement of peer environment resulting in learning achievement in SMP Batik Surakarta will increase by 0.232.
 - d. $b_3 = 0.26$, coefficient of Learning Motivation regression (X3) of 0.232 which means that if the Learning Facility (X1), Peer Environment (X2) and Discipline (X4) are constant, then with the increase in Learning Motivation resulting in Learning Achievement in SMP Batik Surakarta will increase by 0.261.
 - e. $b_4 = 0.174$, discipline regression coefficient (X4) of 0.174 which means that if the Learning Facility (X1), Peer Environment (X2) and Learning Motivation (X3) are constant, then with the improvement of Discipline (X4) resulting in Learning Achievement in SMP Batik Surakarta will increase by 0.174.
- 4) The coefficient of determination (R^2) of 0.728, this means that independent variables in the model (learning facility variables, peer environment variables, motivation variables and discipline variables) explain the variations in learning achievements of SMP Batik Surakarta students by 72.8% and 27.5% explained by other factors or variables outside the model.

Advice

The suggestions submitted in connection with this research are as follows:

- 1) It is expected to accompany and supervise respondents in choosing answers to focus on answering statements to be consistent.
- 2) It is expected to increase the number of samples of more than 61 respondents of research objects and increase the time used by research and increase researchers' number in this study.
- 3) It is expected that the school pays attention to learning facilities, participatory principals, student learning motivation by encouraging the form of awards in charters and discipline enforcement by imposing violating sanctions.

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