

Analysis of Factors Influencing Student Learning Achievement Kerjo State Senior High School

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ABSTRACT

The method used in the research is quantitative descriptive method. The population is the students of the 12th grade of SMA N Kerjo consisting of 274 students. The sampling technique used in the research is purposive sampling technique, using 88 samples of respondents. The data collection used questionnaire. The research used classical assumption analysis, multiple linear regression test, goodness of fit test (form F), hypothesis test (form T), and coefficient of determination using SPSS version 26. The results of the research show that (1) Social Media brought significant impact to the learning achievement, (2) Parental Attention gave out significant impact to the learning achievement, (3) Friendship Environment didn't bring any impact to the students' learning achievement, (4) Learning Motivation brought significant impact to the learning achievement. The variables of Social Media, parental attention, friendship environment, and learning motivation affected to the students' learning achievement at 61.3%, while 38.7% were affected by other variables which weren't researched, such as independence, discipline, learning style, learning interest, students' activeness, teaching method, teacher's competence, learning facilities, etc. The research suggests that SMA Kerjo keep and improve the guidance in using Social Media, Parental Attention, Friendship Environment, and Learning Motivation so that it will also improve students' learning achievement to become better.

Keywords: Learning Achievement, Social Media, Parental Attention, Friendship Environment, Motivation

ABSTRAK

Metode yang digunakan dalam penelitian adalah metode deskriptif kuantitatif. Populasinya adalah siswa kelas 12 SMA N Kerjo yang terdiri dari 274 siswa. Teknik pengambilan sampel yang digunakan dalam penelitian adalah teknik *purposive sampling*, menggunakan 88 sampel responden. Pengumpulan data menggunakan kuesioner. Penelitian menggunakan analisis asumsi klasik, uji regresi linier berganda, uji kebaikan kesesuaian (formulir F), uji hipotesis (formulir T), dan koefisien penentuan menggunakan SPSS versi 26. Hasil penelitian menunjukkan bahwa (1) Media Sosial membawa dampak yang signifikan terhadap prestasi belajar, (2) Perhatian Orang Tua memberikan dampak yang signifikan terhadap prestasi belajar, (3) Lingkungan *Friendship* tidak membawa dampak apa pun pada prestasi belajar siswa, (4) Motivasi Belajar membawa dampak yang signifikan terhadap prestasi belajar. Variabel Media Sosial, perhatian orang tua, lingkungan persahabatan, dan motivasi belajar mempengaruhi prestasi belajar siswa sebesar 61,3%, sedangkan 38,7% dipengaruhi oleh variabel lain yang tidak diteliti, seperti kemandirian, disiplin, gaya belajar, minat belajar, keaktifan siswa, metode pengajaran, kompetensi guru, fasilitas belajar, dll. Penelitian tersebut menunjukkan agar SMA Kerjo menjaga dan meningkatkan bimbingan dalam menggunakan Media Sosial, Perhatian Orang Tua, Lingkungan Persahabatan, dan

Motivasi Belajar sehingga juga akan meningkatkan prestasi belajar siswa untuk menjadi lebih baik.

Kata Kunci: Prestasi Belajar, Media Sosial, Perhatian Orang Tua, Lingkungan Persahabatan, Motivasi

INTRODUCTION

Humans as dynamic creatures always want changes for the better, better changes can be done through learning activities. Learning activities are activities carried out by a person either as an individual or as part of a group. Changes that occur through learning activities are never limited by age, place or time, so that learning activities never stop. As stated in Law No. 20 of 2003 Article 3 concerning the National Education System that: National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

One of the quality indicators that can be seen is from learning achievement which is assessed based on cognitive aspects. In education, students' success will be assessed through learning outcome tests. Some are able to achieve high learning achievement, but there are also students whose learning achievement is low. Good learning achievement is the hope of every student (Astuty: 2020). Learning achievement is a benchmark for success in the teaching and learning process, always used to find out how much students understand the material that has been taught. Learning achievement is the result achieved by students during the teaching and learning process within a certain period of time. The results of the measurement of this learning are manifested in the form of numbers, letters, symbols, or sentences that state the success of the student (Hadisti and Rahmat, 2022). So, learning achievement can be said to be the result obtained from learning activities in schools that are cognitive in nature and are usually determined through measurement and assessment. Measurement of learning achievement can be seen from the value of daily tests (UH), mid-semester tests (UTS), or final semester tests (UAS).

Learning achievement is influenced by internal factors or factors originating from within the individual including physical and spiritual conditions, independence, perception and attitude, motivation, and interests, while external factors or factors originating from outside the individual include parental attention, friend environment, home atmosphere and facilities, school atmosphere and facilities, teacher teaching methods, and community conditions including social media.

Pambudi stated that in the modern world, human dependence on technology is very visible, the development of mathematics learning has been very widespread in various types of sophistication or artificial intelligence that has been created, including the development of facilities and infrastructure in daily activities, such as electronic media in the form of computers, laptops, OHP, LCD, cellphones and so on, this is the result of advances in science and technology that have been utilized to help

in life. Another influence of advances in science and technology is the emergence of social media. Social media is an online media that includes blogs, social networks (Facebook, YouTube, Instagram, Line, Twitter and others), wikis, forums, and virtual worlds that are very useful and beneficial in the modern era like today (Parinata, 2021).

According to Khoiriyah, what is happening now is that many students are using social media for their learning needs, but if we look further, this social media can have a positive and negative influence on the learning achievements of students at school (Syifa et al., 2023). At present, there is a lot of news about the misuse of social media, the impact of using social media among students is not only negative but there is also a positive impact, namely students who excel after using social media (Hadisti and Rahmat, 2022).

Yani & Siwi also stated that the positive impacts of using social media for students include expanding friendship networks, increasing students' insight into news or news that is currently being discussed in the fields of education, culture, and others. As a means to discuss learning. In addition to having a positive impact on students, if there is no supervision from certain parties, students are free to access anything on social media. The following are the negative impacts of using social media for students, namely reduced study time, because playing social media for too long will reduce the study time quota, students become lazy to do assignments because they often access social media such as chatting. So that more time is wasted on things that are less useful (Hadisti and Rahmat, 2022)

Arifin stated that Facebook affects learning achievement because the time that should be used for learning is instead used to play in cyberspace which can result in a decrease in learning achievement. Anisa and Ernawati stated that various applications presented by social media can be used for learning through various information, data and issues contained therein. So that social media can have a positive influence on student learning outcomes (Hadisti and Rahmat, 2022). From the opinions above, social media can have a positive and significant effect on student learning outcomes, but it can also affect the learning process, where students should be able to absorb the learning material given by the teacher optimally, but are disturbed by their activities accessing social media.

Parental attention is one of the factors that can support student learning achievement. This is related to the support, direction and guidance of students in learning activities at home. Dimiyati stated that "among the factors that come from the family, the most likely to influence children's learning achievement at school is the level of parental attention. Attention is a psychic focus, one of the psychological aspects that is focused on an object that comes from within and outside the individual. With attention, it can be used to predict human behavior or actions in everyday life. Parents play a role in shaping the character and thought patterns and personality of children. Therefore, the family is the place where children first become acquainted with values and norms. (Muzakki, 2021)

Carolita's (2017) research on parental attention has a positive and significant effect on learning achievement. Parental attention is a concentration of psychic

activity supported by the physical strength of the father and mother of the student who care for and finance and are responsible for educating their children which will affect the student's learning achievement. The parental attention factor plays an important role in determining the success of education. Knowledge from parents about the importance of attention to their children will determine the success of the child's learning, parents who provide basic education for students ultimately form the student's personality. Awareness of the importance of education will encourage students to learn better in the right way so that in the end it will be able to improve the student's learning achievement itself.

Qomariyah stated that parental attention is the main and closest environment to children which is important. Children need parental attention and help to direct their lives and achieve their learning achievements. Parental attention is also important for children's learning progress (Rahmawati and Wirdati, 2021).

Zindiari stated that parents who always supervise and accompany their children while studying, for example parents who always direct and provide study guidance to their children, will encourage their children to be active in studying. The form of attention shown when children are at home is one of the factors that will affect children's learning achievements at school. Schools make every effort to communicate the learning outcomes of each student to their parents. Parental attention is considered important because it is one of the factors that influences the success or achievement of a student (Rahmawati and Wirdati, 2021).

One of the external factors that influences learning achievement is the peer environment. Humans are social beings, which means they have the need, ability, and habits to communicate and interact with other humans. Peers, especially in schools, have a huge impact on students. A less supportive peer environment is characterized by students who only follow their friends when they are going to study and when doing assignments. Interactions that occur in the peer environment can have both positive and negative impacts. Positive impacts will improve learning achievement, and vice versa (Astuty, 2020).

From adolescence to adulthood, the peer environment has a lot of influence, especially when at school because of the large amount of time spent together, which affects academic achievement. Student delinquency at school is one of the factors resulting from choosing the wrong peer group, such as bullying, brawls, fighting that causes injury, not participating in learning activities and preferring to go to the canteen, and talking while the teaching and learning process is taking place. Therefore, a positive peer environment is needed by students so that it can provide a positive influence on skills, behavior, personality, and academic achievement (Laela Sa'baniati Syahra and Suyatmini, 2023).

Good friends will have a good influence on students, and vice versa, bad friends will definitely have a bad influence too. Likewise in learning, so if students are friends or hang out with diligent students, the students will be carried away to be diligent, and vice versa if students hang out with lazy friends, of course this will result in the students also becoming lazy which of course will affect student achievement. (Khairinal, Farida Kohar and Dina Fitmilina, 2020)

Factors that influence learning achievement are not only social media, parental attention or friends' environment. One of the factors that influences learning outcomes is learning motivation, high learning motivation can make students have the drive to achieve optimal learning outcomes. Motivation is very necessary in the learning process, because someone who does not have motivation in learning, will not be able to carry out learning activities (Khairinal, Kohar and Fitmilina, 2020).

Motivation is a condition to provide encouragement in doing something to achieve an expected goal (Moslimah, 2023). According to Heriyati (2017) learning motivation is the attitude of students to gain knowledge, understanding, skills after participating in learning activities based on conscious or unconscious tendencies. Based on the definition above, it can be concluded that the driving force (which causes student behavior) to achieve learning goals is learning motivation (Wulansari and Manoy, 2020)

In reality, in schools today it is still not in accordance with expectations. students have not completed the assignments or homework given by the teacher, students are lazy during the learning process, students have difficulty concentrating when studying, students are busy disturbing their desk mates, students ignore the learning achievements they have achieved, students have minimal understanding of learning materials, and lack of concentration on the material taught by the teacher. This shows that students do not get enough guidance, parental attention and motivation or encouragement which can cause students to try and work hard in learning. Every student gets good grades or learning achievements is a source of pride. Students who get good learning achievements will always try to maintain and improve the learning achievements they have obtained. In the learning process, motivation is very necessary, because someone who does not have motivation in learning.

Students of SMA Negeri Kerjo, Karanganyar Regency are also not free from the problems mentioned above. Social media that is increasingly numerous and easily accessible but is not utilized for learning purposes, lack of attention from parents in learning, less supportive peer environment and low level of learning motivation. Making it something that needs to be considered in the teaching and learning process, so that learning achievement is more optimal.

RESEARCH METHODS

This research is a type of quantitative descriptive research, namely research conducted by calculating using statistical analysis tools such as formulas, tools and analysis models (calculation results) which then explain the meaning of the numbers and conclude. This research is a type of causal research with a regression approach aimed at determining the effect of independent variables, namely social media (X1), parental attention (X2), friend environment (X3) and learning motivation (X4) on the dependent variable, namely learning achievement (Y). This research was conducted at SMA Negeri Kerjo located in Sumberejo Village, Kerjo District, Karanganyar Regency. The research time was carried out in the 2024/2025 Academic Year, namely

in December 2024 to March 2025. Because in this month the availability of supporting resource data needed to conduct research has been obtained.

The population in this study was all grade XII students Kerjo State High School Academic Year 2024/2025 consisting of 8 classes with a total population of 274 students. The sample taken in this study was based on a quota, namely considering that class XII consists of 8 classes, then each class is taken by 11 students who have an academic ranking of the top eleven so that the sample taken in this study is 32% of the population, namely $274 \times 32\% = 88$ respondents. Determination of the sample in this study using the Purposive Sampling technique, namely a data collection technique with certain considerations (Sugiyono, 2019: 218). The data in this study were processed using multiple linear regression analysis tools with the help of SPSS software. The form of the regression equation can be expressed as follows:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + e$$

Information :

Y = Learning Achievement

α = constant

$\beta_1, \beta_2, \beta_3$ = coefficient of magnitude of regression/influence

X1, = MediaSocial

X2, =Attention parents

X3 = Friend environment

X4 = Motivation to learn

e = error

RESULTS AND DISCUSSION

Multiple Linear Regression

Table 1. Multiple Linear Regression Results

Variables	Regression coefficient	t statistics	Sig. T
Constants	5,797		
Pedagogical Competence	0.188	3.274	0.002
Infrastructure	0.268	5.298	0.000
Motivation	0.048	0.802	0.425
Job satisfaction	0.189	3.159	0.002
R square	0.613		
F statistics	35,465		
Sig. F	0,000		

Source: Processed primary data, 2024

Based on the table above, it can be seen that the regression equation formed is:

$$Y = 5.797 + 0.188 X_1 + 0.268 X_2 + 0.048 X_3 + 0.189 X_4 + e$$

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

- a) $a = 5.797$ indicates that there are always variables of teacher competence (X_1), parental attention (X_2), learning motivation (X_3) and learning facilities (X_4), so learning achievement has a constant value of 5.797.
- b) $b_1 = 0.188$, the social media regression coefficient (X_1) is 0.188, which means that if the variables of parental attention (X_2), friend environment (X_3) and motivation (X_4) are constant, then with the increase in the use of social media, learning achievement will increase with a ratio of 1: 0.188.
- c) $b_2 = 0.268$, the regression coefficient of parental attention (X_2) is 0.268, which means that if social media (X_1), friend environment (X_3) and learning motivation (X_4) are constant, then with the increase in parental attention, learning achievement will have a comparative value of 1: 0.268.
- d) $b_3 = 0.048$, the regression coefficient of the friend environment (X_3) is 0.048, which means that if social media (X_1), parental attention (X_2) and learning motivation (X_4) are constant, then with an increase in the friend environment, learning achievement will increase with a ratio of 1: 0.048.
- e) $b_4 = 0.189$, the regression coefficient of learning motivation (X_4) is 0.189, which means that if social media (X_1), parental attention (X_2) and friend environment (X_3) are constant, then with an increase in learning motivation (X_4) learning achievement will increase with a ratio of 1: 0.189.

Hypothesis Testing

F Test

The results of the data analysis that have been obtained, it can be seen that the F count value is 35.485 because $F_{\text{count}} > F_{\text{table}}$ ($35.485 > 2.48$) and the significance of $0.000 < 0.05$ then H_0 is rejected. It can be concluded that H_a is accepted, meaning that there is an influence between social media, parental attention, friend environment and learning motivation simultaneously and significantly on learning achievement.

T-Test

- a) Because $t_{\text{count}} > t_{\text{table}}$, namely $3.274 > 1.989$ and the significance value (p -value) < 0.05 , namely $0.002 < 0.05$, then H_0 is rejected and H_a is accepted, meaning that social media has a significant effect on learning achievement.
- b) Because $t_{\text{count}} > t_{\text{table}}$, namely $5.298 > 1.989$ and the significance value (p -value) < 0.05 , namely $0.000 < 0.05$, then H_0 is rejected and H_a is accepted, meaning that parental attention has a significant effect on learning achievement.
- c) $t_{\text{count}} < t_{\text{table}}$, namely $0.802 < 1.989$ and the significance value (p -value) > 0.05 , namely $0.425 > 0.05$, then H_0 is accepted and H_a is rejected, meaning that the peer environment does not influence learning achievement.

d) $t \text{ count} > t \text{ table}$, namely $3.159 > 1.989$ and the significance value ($p\text{-value}$) < 0.05 , namely $0.002 < 0.05$, then H_0 is rejected and H_a is accepted, meaning that learning motivation has a significant effect on learning achievement.

Coefficient of Determination Test (R^2)

Based on the calculation results, the adjusted R square value is 0.613. This means that the variables of social media, parental attention, friend environment and learning motivation contribute to learning achievement by 61.3% while the remaining 38.7% is influenced by other factors not proposed in this study.

Discussion

1. The influence of social media on the learning achievement of students at Kerjo State High School.

Based on the results of the SPSS calculation, the calculated $t > t \text{ table}$ is $3.274 > 2.026$ and the significance value ($p\text{-value}$) < 0.05 is ($0.002 < 0.05$). This means that the use of social media has a significant effect on the learning achievement of students at SMA Negeri Kerjo, Karanganyar Regency. This study is in line with previous research conducted by Shania Hadisti and Tasnim Rahmat (2022), which states that the use of social media has a significant influence on student learning achievement.

The use of social media has an influence on children's learning achievement if children are able to manage their time in using/accessing social media so that they do not forget the time. Students are able to increase their interest in learning through social media because they communicate with other students through social media. Students are able to control themselves in using social media by not accessing things that are not useful and more importantly, students are interested in using social media as a learning medium to increase knowledge, solve lesson problems and support learning at school.

Currently, many teachers also teach by utilizing social media in learning. Teachers create models, learning content, give assignments in learning strategies through social media that are tailored to students. Because they feel more effective and easily accessible, students are used to learning independently by utilizing social media, especially when they experience difficulties in class or the teacher's explanation is not understood.

2. The influence of parental attention on the learning achievement of students at Kerjo State High School.

Based on the calculation results obtained $t \text{ count} > t \text{ table}$, namely $5.298 > 1.989$ and the significance value ($p\text{-value}$) < 0.05 , namely $0.000 < 0.05$. This means that parental attention has a significant effect on the learning achievement of SMA Negeri Kerjo students. This study is in line with previous studies conducted by Muhammad Taufiq (2017) and English: Fidia Rahmawati (2021) and in his research, he found that there was a positive influence of parental attention on student achievement.

Parental attention has an influence on the learning activities of SMA Negeri Kerjo students. Although both parents of students work in factories, migrate, are employees, migrant workers, farmers, traders and others, they can still accompany or supervise their children to study. Parents provide motivation and facilitate children's learning so that they study diligently and go to school diligently. Parents of students also pay attention to learning outcomes at school. Give praise if you get good grades and give advice if you get bad grades. And no less important parents of students always pay attention to their children's health so that learning is not disturbed.

3. The influence of peer environment on the learning achievement of students at Kerjo State High School.

Based on the calculation results obtained $t_{count} < t_{table}$ is $0.802 < 1.989$ and the significance value (p -value) > 0.05 is $0.425 > 0.05$. This means that the friend environment does not affect learning achievement. These results prove that having close friends does not necessarily increase learning achievement. This study is not in line with previous studies conducted by Aulia Widi Astuty and Abdullah Taman (2020); Laela Sa'baniati Syahra and Suyatmini (2023) which shows that the peer environment has a significant influence on student learning achievement.

During the COVID-19 pandemic, everyone experienced difficult times. School children were required to undergo distance learning (PJJ) which felt different compared to studying with their friends directly at school. Students are accustomed to studying at home with their own adequate learning facilities including a study room, their own study desk, their own cellphone and internet connection so that having close friends does not always affect their learning achievement. This is because SMA Negeri Kerjo students allow learning to use cellphones, laptops and internet networks to facilitate their learning, without being influenced by friends in learning, so if they experience learning difficulties they prefer to ask via social media, YouTube and others rather than asking close friends.

Furthermore, it is possible that students, even though they have a close peer environment at school, are less invited to exchange opinions about lessons in class. Sometimes their peer environment also does not always support students in carrying out school activities and cannot even work together in completing school assignments.

4. The influence of learning motivation on learning achievement of students at Kerjo State Senior High School.

Based on the calculation results obtained $t_{count} > t_{table}$, namely $3.159 > 1.989$ and the significance value (p -value) < 0.05 , namely $0.002 < 0.05$. This means that learning motivation has a significant effect on learning achievement. These results prove that the higher the learning motivation, the learning achievement will increase significantly. This study is in line with previous research conducted by Novenia Hizkia Wulansari and Janet Trineke Manoy

(2020); Sutaya (2020); Arrixavier and Wulanyani (2020). The results of their research show that learning motivation has a significant effect on student learning achievement.

As teachers at SMA Negeri Kerjo, we always try to increase students' motivation to learn and stay enthusiastic about learning and keep trying to achieve success. By using various efforts including giving awards to exemplary students who graduate, trying to get the state university they dream of, so as to raise the spirit to move forward. Giving rewards in the form of grades, praise and prizes to students who excel so as to encourage other students to be more active in learning; creating a pleasant learning atmosphere, namely by using varied learning methods and involving all students so that students are more enthusiastic in learning; providing input to students during the learning process with positive words so that they are motivated to achieve more.

5. Social media, parental attention, peer environment and learning motivation contribute to student learning achievement in Kerjo State High School by 61.3% while the remaining 38.7% is influenced by other factors, outside the variables studied, for example independence, discipline, learning style, learning interest, student activity, teacher teaching methods, teacher competence, learning facilities, curriculum and others.

CONCLUSION AND SUGGESTIONS

Based on the results of hypothesis testing and discussion that have been done, it can be concluded that social media, parental attention and learning motivation have a significant effect on the learning achievement of students at SMA Negeri Kerjo. However, the peer environment does not affect the learning achievement of students at SMA Negeri Kerjo. Social media, parental attention, peer environment and learning motivation contribute to the learning achievement of students at SMA Negeri Kerjo by 61.3% while the remaining 38.7% is influenced by other factors, outside the variables studied.

Based on the conclusions above, in this study the author provides useful suggestions, namely, it is hoped that...Schools should improve overall guidance and supervision of students in the use of social media so that it can be used as a learning resource, so that students' abilities in using social media are good and continue to be directed to support achieving learning achievements. Parents are expected to pay more attention their child's learning activities. Even though both parents of students work in various professions, they can still accompany or supervise their children to study.

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