

The Influence of School Climate on Student Learning Motivation at State Vocational High School 9 Padang

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ABSTRACT

This research is motivated by the author's observations at State Vocational High School 9 Padang. From the observations, it appears that there are still problems related to low student motivation, which is likely influenced by several factors, one of which is an unfavorable school climate. This study aims to analyze information related to "How is student motivation and school climate at State Vocational High School 9 Padang, are they high and conducive, and whether the school climate factor influences student motivation and to what extent." There are 6 indicators of learning motivation: desire and need for achievement, motivation and need to learn, hope and aspirations for the future, learning appreciation, interesting activities in learning, and conducive learning environment. School climate is outlined in 8 indicators: affiliation, support, student participation, trust, innovation, rules and norms, resource completeness, and environmental comfort. This is a quantitative study using a correlational method to examine the influence of school climate on learning motivation. The population consists of 872 students from class X and XI at State Vocational High School 9 Padang. The sample size was determined using the Slovin formula with a 5% error rate and Stratified Proportional Random Sampling technique, resulting in 200 students. The research instrument used was a questionnaire with a Likert scale model, and requirement tests consisted of normality, linearity, regression, hypothesis testing (t-test), and coefficient of determination. The results show that the school climate is "quite conducive" with a score of 105.5 and a 70% achievement level, while learning motivation is "quite high" with a score of 92.15 and a 73.7% achievement level. There is a significant influence between School Climate and Learning Motivation at State Vocational High School 9 Padang, with a 42.7% effect size, indicating that improving school climate can enhance student motivation.

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1. INTRODUCTION

Education is an activity that aims to develop human quality with the goals to be achieved. Law No. 20 of 2003 emphasizes that education can require students to grow with their own strength, they are able to face the reality and problems that exist around them as well as they have a strong religious foundation so that they are not easily influenced by negative things. In achieving the goals of national education, the government is trying to make improvements and reforms to the education system, in the form of curriculum reform, teacher professionalism, improved education management, and development of educational facilities and infrastructure. With this renewal is

expected to produce creative students and the quality of education in Indonesia can be improved, the education system should be able to realize a conducive learning atmosphere and learning process.

In learning activities there is interaction between individuals and other individuals such as students with teachers, teachers with teachers, students with administrative staff and students with students, therefore this activity becomes material to change the mentality, behavior, and personality of a person. In learning activities, motivation is needed which is useful as a driving force and direction so that students can be enthusiastic about learning well. Learning motivation is one of the most important things in the learning process because motivation is one of the aspects that encourage a person to learn, therefore with high motivation it will facilitate the learning process so that it will increase learning outcomes. According to Prananda & Hadiyanto (2019), motivation is needed in learning activities, learning without motivation allows a person to find it difficult to complete their learning activities. Motivation is a driving force within students that can foster enthusiasm to take part in learning well, the motivation given to these students will provide encouragement to form good student responses in learning so that students carry out their duties well, students will be motivated by the way the teacher provides learning, style and appearance as well as interesting methods and activities in the learning process (Sadirman, 2011). Motivation is the power of students obtained from teachers so that it can foster student encouragement and confidence in learning (Anwar, 2022).

The amount of student learning motivation can also be obtained from various aspects, one of which is the school climate. According to (Hadiyanto, 2016) in his book, school climate is an atmosphere or condition that arises due to the relationship between leaders and teachers, relationships between teachers, relationships between teachers and students, and relationships between students that characterize or characterize schools and affect learning activities and the achievement of predetermined educational goals. A positive school climate can produce good behavior, academic achievement and mental health for students, with a positive school climate can reduce student absenteeism, increase student learning motivation, reduce student aggression and violence rates, and reduce sexual harassment rates so that the realization of a positive school climate becomes an important target for school change (Thapa et al., 2012). Therefore, it is necessary to pay attention to the school climate to support learning activities.

Based on the author's observations at State Vocational High School 9 in Padang, several issues related to student learning motivation were found, which are suspected to be influenced by school climate factors, namely: 1. There is still a lack of self-awareness among students in the learning process. 2. There is still a lack of responsibility among students in learning activities. 3. There is still a lack of enthusiasm for learning among students. 4. There is still a lack of trust and cooperation among students in group assignments. 5. There are still not enough innovations made by teachers in learning activities. 6. There is still a lack of closeness among school members and awareness of maintaining the school environment. 7. Learning resources and supporting facilities in the school are still incomplete. 8. The physical environment of the school is still not comfortable.

2. METHOD, DATA, ANALYSIS

The type of research used is quantitative research with a correlational method that aims to test whether there is an influence between school climate on student learning motivation at SMKN 9 Padang. The population of this study were grade X and XI students at SMKN 9 Padang with a total of 872 students from two majors, namely culinary and hospitality.

Sampling using proportionate stratified random sampling technique with Slovin formula and 5% error rate, obtained a sample of 200 students. The research instrument used was a questionnaire with a Likert scale model. The distribution of questionnaires was given to students directly. Students are given time to fill out the questionnaire given and then collected after completing it. The data analysis technique used is scoring by subsuming it into the data recapitulation of each variable, and finding the average value (mean), mode, standard deviation. This research data was analyzed through several requirements tests, namely normality test, linearity test, regression test, hypothesis test (t test), and determination coefficient test. In the final stage, the results of data analysis were concluded by determining the ideal score with a percentage

achievement level of 0-100% with the interpretation of school climate from very conducive to very not conducive and learning motivation from very high to very low.

3. RESULT AND DISCUSSION

Result

The research results of the influence of school climate on student learning motivation at SMKN 9 Padang are categorized as quite high and quite conducive. The results of data processing and calculation obtained from the field state that there is an influence of school climate on student learning motivation at SMKN 9 Padang.

The following is a detailed explanation:

Table 1. Average Score of Learning Motivation Variable (Y)

Variable	Indicator	Average Score	Achievement Level Percentage	Category
Learning Motivation	The desires and ambition to succeed.	27,90	69,75%	Quite High
	The motivation and need to learn	15,38	76,88%	Quite High
	Hope and aspirations for the future	13,74	68,68%	Quite High
	Learning Appreciation	11,75	78,30%	Quite High
	Interesting activities in learning	12,27	81,77%	High
	A conducive learning environment	11,13	74,17%	Quite High
Total Average Score		92,15	73,72%	Quite High

Table 2. Average Score of Climate School Variable (X)

Variable	Indicator	Average Score	Achievement Level Percentage	Category
School Climate	Affiliation	10,26	68,4%	Quite Conducive
	Support	14,93	74,7%	Quite Conducive
	Student Participation	16,20	64,8%	Not Conducive
	Trust	14,90	74,5%	Quite Conducive
	Innovation	13,67	68,3%	Quite Conducive
	Rules and Norms	11,99	79,9%	Quite Conducive
	Resources Completeness	13,59	67,9%	Quite Conducive
	Environmental Comfort	9,53	63,5%	Not Conducive
Total Average Score		105,05	70,0%	Quite Conducive

Table 3. Summary of Result of Average Score of Research Variables

Variable	Average Score	Achievement Level Percentage	Category
Learning Motivation	92,15	73,72%	Quite High
School Climate	105,05	70,0%	Quite Conducive

The research results regarding the School Climate and Learning Motivation at SMKN 9 Padang conclude that the learning motivation is 'quite high' with a score of 92.15 and a level of achievement of 73.7%, while the school climate is 'quite conducive' with a score of 105.05 and a level of achievement of 70%.

The learning motivation indicators, which are divided into 6 aspects: The desires and ambition to succeed. The motivation and need to Learn, Hope and aspirations for the future, Learning Appreciation, Interesting Activities in Learning, and Conducive Learning Environment. The research results show that some indicators are in the "Quite High" category with achievement levels ranging from 68% to 78%, namely desire and need for achievement, drive and need to learn, future expectations and aspirations, learning appreciation, and conducive learning environment. The indicator of interesting activities in learning achieves 81.7% with a "High" category. The highest score is in the aspect of interesting activities in learning, and the lowest score is in the aspect of future expectations and aspirations with an achievement level of 68.8% in the quite high category.

The school climate indicators, which are divided into 8 aspects: Affiliation, Support, Student Participation, Trust, Innovation, Rules and Norms, Resource Completeness, and Environmental Comfort. The research results show that some indicators are in the "Quite Conducive" category with achievement levels ranging from 67% to 80%, namely affiliation, support, trust, innovation, rules and norms, and resource completeness. Other indicators are in the "Not Conducive" category with achievement levels of 63.5% and 64.8%, namely student participation and environmental comfort. The highest score is in the aspect of rules and norms with an achievement level of 79.9% in the quite conducive category, and the lowest score is in the aspect of environmental comfort with an achievement level of 63.5% in the not conducive category.

Discussion

Based on the research results related to learning motivation, specifically on the aspect of The desires and ambition to succeed, the item "If I have homework/assignments, I immediately work on them after school" scored 62.4% with a low interpretation. This is due to a lack of motivation and interest in the subject matter, which often becomes the root of the problem, leading to delayed completion of assignments. Additionally, poor time management and procrastination habits also significantly contribute to late submission of assignments. Schools can take several efforts, such as creating a more engaging and relevant learning atmosphere, to increase students' intrinsic motivation. Teachers can also provide additional academic support for students who struggle to understand the material, so assignments don't feel overwhelming. On the aspect of The motivation and need to Learn, the item "If I have homework/assignments that I don't understand, I just wait for answers from friends who have already completed them" scored 75.3% with a quite high interpretation. This could be due to a lack of understanding of the subject matter, making students feel unable to complete assignments independently. Low motivation to seek solutions and preferring shortcuts also contributes significantly. Efforts that can be made include improving the quality of learning in the classroom, so students have a better understanding of the material, and teachers can apply more interactive and engaging teaching methods, encouraging students to actively ask questions and discuss. According to Rikawati & Sitinjak (2020), steps that teachers can take include discussing each question that students don't understand and ensuring that students truly understand the material. This can be done with simple quizzes, oral reviews, or games to boost students' enthusiasm.

On the aspect of future expectations and aspirations, the low item "I continue to study diligently even when there are no exams" scored 64.1% with a low interpretation. This is due to a lack of awareness of the importance of continuous learning and deep understanding. Wahyuni & Desriyandri (2023) explain that students with high learning motivation will follow every learning process in school maximally because they think that their dreams or aspirations will be achieved or not started from now. Conversely, students with low learning motivation will be lazy or study half-heartedly. They tend to study only when forced or pressured without any willingness from within. On the aspect of learning appreciation, the item "I continue to strive and study diligently to achieve good grades and recognition from teachers" scored 75.5% with a quite high interpretation. This is due to a lack of intrinsic motivation or internal drive for students to achieve. Efforts that can be made focus on creating a more meaningful and empowering learning experience, applying inquiry-

based learning and discovery can encourage students to actively seek out and experience satisfaction when solving problems. According to Andesta (2018), appreciation is a basic need that encourages a person to express or value themselves. According to Novriana et al. (2022), rewards and recognition are based on the principle that rewards will convey motivation to students to increase and strengthen them in avoiding unwanted behaviors.

On the aspect of interesting activities in learning, the item "I feel embarrassed by the existence of an interesting and non-boring learning atmosphere" scored 76.6% with a quite high interpretation. This is due to the excessive workload and practice questions that can lead to feelings of pressure, overwhelm, and loss of interest in the subject matter. Efforts that can be made include reducing non-essential workload and focusing more on quality understanding through more directed and meaningful tasks. Variations in task types, such as collaborative projects, case studies, or presentations, can make learning more interesting and relevant. Research by Utami (2017) explains that teachers should innovate learning media, and the importance of developing attractive learning media will be one of the determining factors for the success of learning objectives. Through learning media, the teaching and learning process can be more engaging and enjoyable (joyful learning). On the aspect of a conducive learning environment, the item "I understand learning better when I study independently" scored 60.0% in the low category. Setiawan & Mudjiran (2022) explain that a conducive learning environment is a learning environment in school where interaction and learning take place. To ensure that student development is effective and efficient and that goals are achieved, this supportive learning environment must be built and maintained.

Based on the research results related to school climate, specifically on the aspect of affiliation, the item "There is a good and close relationship between teachers and students at school" scored 66.2% with a quite conducive category. The possible cause is that some teachers or students themselves are not able to communicate effectively, lack empathy, respect, and fairness. Efforts that can be made include open communication to share thoughts, teachers acting fairly and treating all students equally without favoritism, empathizing to understand each other, and supporting and appreciating each other. Interpersonal relationships can determine the success of the teaching and learning process in the classroom, as no matter how complete the facilities and infrastructure are, without good interpersonal relationships, the learning process will not run optimally (Hadiyanto, 2023). Ridwani's research (2025) also states that the affiliation between guidance counselors and students plays an important role in shaping students' morals. On the aspect of support, the item "Teachers provide motivation to students who experience learning difficulties" scored 66.6% with a quite conducive category. The possible cause is that students themselves are not actively expressing their opinions related to learning, and teachers are not paying attention to students' abilities and learning styles. Efforts that can be made include teachers providing motivation to students who struggle with learning and building confidence, increasing concern for students by paying attention and listening to them with good empathy. Research by Maulia (2023) also states that when a teacher is able to pay attention, listen with empathy, they can understand the perspective, feelings, and needs of students better, creating a supportive climate and building a positive relationship between teachers and students, which affects learning motivation.

On the aspect of student participation, the item "Students present in front of the class to present the results of group discussions" scored 64% with a not conducive category. The possible cause is a lack of confidence in students' abilities to present in front of the class, making them hesitant to present their group discussion results. Efforts that can be made include teachers increasing students' confidence by interacting with them, providing support, giving praise and appreciation, encouraging students to try new things, communicating, and socializing. Student engagement will also increase if students have good relationships with both teachers and their peers (Lailiyah & Burhani, 2014). The research conducted by Hapsari et al (2014) also explains that student participation in the learning process plays a very important role, because it is from here that teachers can give different attention to those who participate less. On the aspect of trust, the item "Students are honest with teachers in learning activities" scored 69.9% with a quite conducive category. The possible cause is an unsupportive classroom environment, lack of awareness of responsibility as students, lack of trust in teachers, anxiety about grades and poor learning outcomes, and shyness in asking questions due to fear of not being responded to well. Efforts that can be made include increasing students' self-awareness by fostering it within themselves and

teachers helping to create a more supportive environment for honesty and openness. Schools can also strive to create a positive school culture and develop counseling programs. (Gistituati & Hadiyanto, 2018) also explains that efforts made by the school principal should aim to foster mutual trust among teachers in order to maximize teaching in the classroom, and similarly, teachers should also strive to cultivate mutual trust between students and themselves during the learning activities in the classroom.

On the aspect of innovation, the item "Teachers use interesting learning media" scored 62.8%. The possible cause is a lack of understanding or skills among teachers in utilizing technology and available resources, as well as limited access to relevant and high-quality media. According to Sari et al. (2022), teachers play a role in increasing student activeness by providing learning media that can attract students' attention and increase learning activity. Teachers act as instructors, motivators, and facilitators in the classroom, guiding and supervising students in the learning process, and providing learning resources such as books to facilitate students' learning. On the aspect of rules and norms, the item "School members who do not comply with school regulations will be given sanctions" scored 75.5% with a quite conducive category. The cause is the awareness of school members, especially students, regarding the importance of complying with rules and norms at school, and the lack of consistency in enforcing rules, making school members feel that regulations are not important to follow. Efforts that can be made include increasing awareness of the importance of regulations, consistently enforcing rules, developing effective sanctions, and involving everyone in the rule-making process. This is in line with Mutiara & Sobandi (2018), who state that school rules must be clearly communicated and consistently enforced. Rules and norms at school must be obeyed and enforced by all school members to create a conducive school climate. Moreover, rules and norms should make students feel comfortable and not burdensome (Rahmawati, 2016).

On the aspect of resource completeness, the item "Teachers use learning media in every lesson" scored 60.3% with a not conducive category. This is due to some teachers' limitations in using learning support media and the lack of supporting tools for using learning media. Efforts that can be made include schools facilitating teachers and training them to use media effectively and creatively. Hadiyanto (2023) states that to support the learning process for optimal results, it must be supported by the completeness of learning tools. The completeness of resources will make the learning process more optimal and effective, creating a more conducive learning atmosphere. Lastly, on the aspect of environmental comfort, the item "Learning activities at school are far from noise" scored 62.3%, and the item "Air circulation in the classroom is good" scored 63.2%, both with a not conducive category. This is due to the school's location near noise sources like main roads, markets, or industrial areas, and some classrooms being hot and uncomfortable due to broken fans and lack of greenery. Schools can take efforts such as installing soundproofing in classrooms near noise sources, rearranging school layouts, making classrooms more pleasant, and coordinating with external parties to reduce noise levels around the school environment. Rahmidani (2020) explains that environmental comfort needs to be maintained and shaped so that every school member can carry out their activities safely and comfortably.

Dorongan & Batubara (2021) explained that school climate influences individual actions and group environments in schools through personal, social, and cultural factors. A good school environment leads to high-quality teacher learning outcomes, which in turn increases student motivation. In other words, a good school climate can enhance students' learning motivation. Based on the calculation results of the hypothesis test and coefficient of determination of the influence between school climate and student motivation at SMKN 9 Padang, it was concluded that there is a significant influence between school climate and student motivation at a 5% significance level, with a t-count value greater than the t-table value ($7.112 > 1.995$) and a significance value of $0.000 < 0.05$. The coefficient of determination showed that student motivation was influenced by school climate by 42.7%, while the remaining 57.3% was influenced by other factors not examined in this study. A good school climate can be seen in several aspects, including affiliation, support, student participation, trust, innovation, rules and norms, resource completeness, and environmental comfort.

This is also reinforced by similar research such as the study by Muhammad Apriyaldo (2020), which states that based on data analysis, there is a significant influence of school climate on student learning motivation at SMA Negeri 10 Tangerang Selatan, and the influence between

variable x (School Climate) and variable y (Student Learning Motivation) is positive. Hamidah (2020), based on the results of her research, concluded that there is a significant positive influence of school climate on student learning motivation at SMAN 1 Tirtayasa. This indicates that school climate has a significant influence on student motivation. The influence of school climate on student motivation suggests that one of the factors affecting students' motivation is the school climate itself. Based on the above description, it can be concluded that school climate has an influence on student motivation. The results of this study also show a significant relationship between school climate and student motivation. Therefore, it can be concluded that the better the school climate, the higher the student motivation, and vice versa. Both variables need to be improved to achieve the desired outcomes.

4. CONCLUSION

Based on the results of the above research, it can be concluded that the Relationship It can be concluded that the school climate is categorized as 'sufficiently conducive' with a score of 105.5 and an achievement level of 70%, while learning motivation is categorized as 'sufficiently high' with a score of 92.15 and an achievement level of 73.7%. There is a significant influence of the School Climate on Learning Motivation at SMKN 9 Padang of 42.7%, which means that to enhance students' learning motivation, efforts can be made by improving and increasing the school climate. The research results show that student motivation and school climate at SMKN 9 Padang are already quite high and conducive, but it is still necessary to maintain what is already good and improve it further. One of the efforts that can be made to enhance student motivation is by improving the school climate to be more conducive. The results of the research show that the motivation to learn among students and the school climate at SMKN 9 Padang are already quite high and conducive, but it still needs to be maintained and improved further for better outcomes.

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