

# The Influence of Program Activities and Dormitory Nurture Service System Trough Students' Learning Motivations In Agam Regency

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## ABSTRACT

The researcher aims to examine how much the influence of activities program and service patterns of dormitory nurtures have on the learning motivation of students in Agam Regency. The type of research used in this research is quantitative research. The sample technique used was purposive sampling, taking samples from PP Modern Diniyyah Pasia and PP Mu'allimin Muhammadiyah Sawah Dangka as many as 100 people. Data was collected by giving questionnaires to the sample after testing the validity and reliability first. The data that has been collected will be processed using the SPSS application and analyzed using correlation and regression analysis. The results of this study it is known that the program activities( $X_1$ ) has a significant influence, the dormitory nurture service system ( $X_2$ ) also has a significant effect, the program of activities and dormitory nurture service system simultaneously affect the learning motivation of students. And the results of the  $R^2$  test from the influence of activity programs and service patterns of dormitory nurtures have an R

Square value of 0.320. This means that 32% of the learning motivation of students in Religious Districts is the influence of program activities and dormitory nurture services system.

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## 1. INTRODUCTION

Islamic boarding schools are one of the formal institutions of Islamic religious education in Indonesia. An Islamic boarding school consists of five elements, namely, kiai or teacher, students, mosque, hostel and book (Perawironegoro, 2019). Islamic boarding schools also have a peculiarity where students live together with their teachers so that in their daily activities they receive direct guidance from the teacher or kiai (Usman, 2013). By living together, a kinship relationship will emerge between the teacher and the students so that the educational and coaching process is carried out more optimally.

Based on a report from the ministry of religion in 2022, currently there are about 36,600 Islamic boarding schools throughout Indonesia. The large number of pesantren is inseparable from the high desire and hope of every parent so that their children can receive education at Islamic boarding schools. From the results of research conducted by (Susilawati et al., 2016), the reason parents send their children to Islamic boarding schools is to ask for their talents to be channeled so that their children become quality children and can make their parents happy. In Islamic boarding schools, students not only receive religious education and fields of study such as schools or madrasas, but students are also taught to be independent, disciplined and live simply (Susanto & Muzakki, 2016).

One of the differences between regular schools and Islamic boarding schools lies in the dormitories. The education system at Islamic boarding schools requires students to live in dormitories because education

at Islamic boarding schools lasts for 24 hours every day (Afifah, 2019). Dormitories are not only a place to live for students, but also a place to train students' independence and social interaction skills. Santri will have a lot of experience and will learn about the values of life (Yusfika et al., 2022)

Even though Islamic boarding schools provide good education, not all children want and are able to study at Islamic boarding schools. Many don't want to go to the pesantren because they are not free and bound, have to separate from their parents and have to do every activity on their own and are afraid of not being able to cope with the busy schedule of activities at the pesantren. In fact, some students enter Islamic boarding schools for different reasons so that it will lead to different learning motivations (Rohman, 2020). Most students will complete their education at Islamic boarding schools if they have strong intentions and motivation (Khotimah et al., 2020).

According to (Ananda & Hayati, 2020) motivation is the driving force that will move students to maximize their potential in achieving learning goals. Motivation is one of the factors that influence how a student can participate in all activities in the pesantren. The higher motivation of a student, the higher the possibility that the student's learning outcomes will be good (Rahmi, 2019). This is because the higher the motivation, the greater the desire and effort to get good learning outcomes.

Motivation in a person is divided into two, namely intrinsic and extrinsic motivation. (Rahman, 2021) states that intrinsic motivation comes from a strong drive and desire from within oneself. Meanwhile, extrinsic motivation comes from fun and interesting activities and a conducive environment. (Andriani & Rasto, 2019) states that learning motivation is reflected in the sacrifice, fortitude and tenacity of a student in the learning process.

Each student has a different level of motivation. Even though at the beginning of entering the pesantren a student has strong motivation, this motivation can disappear over time. One of the reasons is because the dormitory activities are dense and tend to be the same so that students feel bored and bored (Suparno et al., 2022). Not to mention the many learning loads and assignments that make students tired (Febriani et al., 2022). The absence of entertainment and a variety of activities makes the motivation and enthusiasm of the students decrease.

According to (Yuliani, 2013) there are several indications that a student's motivation has decreased. Among them; reduced attention and focus in the learning process, lack of fighting spirit, often sleeping while participating in activities, disturbing other people to carry out prohibited actions and violating the rules.

Another factor that causes the low motivation of students is the lack of social support from those around them. Every santri needs social support when they are bored or facing problems. Social support can be in the form of attention, comfort, appreciation or assistance (Tunggadewi & Indriana, 2017). (Nuratiqoh et al., 2018) said that every dormitory caretaker needs to take a personal approach to better understand the needs of each student. A personal approach will make students feel cared for so that good communication is established.

(Kharis, 2017) states that every student has feelings and desires to be cared for. They need a dormitory caretaker who can replace the role of their parents at home (Efendi & ., 2021). Every student needs a place to tell stories, convey complaints and ask for help to solve the problems they are facing. Every student needs to be served well like parents and children so that a good relationship is established between the students and the dormitory NURTUREs. The impact of students feel comfortable with the conditions of the dormitory.

Basically there are many factors that can affect motivation. Motivation can emerge and increase if the students feel comfortable with the dormitory conditions. A comfortable dormitory atmosphere will have a positive influence on students' motivation and learning achievement (Ilyas, 2017). A comfortable dormitory atmosphere can be built through a varied program of activities and good service from the dormitory caretaker. Based on this, a study was conducted to see the effect of the program activities and dormitory caretaker services on students' learning motivation.

## **2. METHOD, DATA, ANALYSIS**

The type of research used in this research is quantitative research. The population of this study were students from Islamic boarding schools in Agam Regency. The sample technique used was purposive sampling, by taking samples from PP Modern Diniyyah Pasia and PP Mu'allimin Muhammadiyah Sawah Dangka as many as 100 people. Data was collected by giving questionnaires to the sample after testing the validity and reliability first. The data that has been collected will be processed using the SPSS application and analyzed using correlation and regression analysis. Before the data is analyzed, a prerequisite test or

classic assumption test will be carried out which consists of normality, multicollinearity and heteroscedasticity tests.

### 3. RESULT AND DISCUSSION

#### Result

##### Normality test

The data normality test was carried out to find out whether the research data collected was normally distributed or not. The normality test was carried out to find out if the population group data were normally distributed or not. To test the normality of the data, the *Kolmogorov-Smirnov test* was used by comparing the significance value with an  $\alpha$  value of 0.05. If the significance value is  $<0.05$ , the data is not normally distributed. If the significance value is  $> 0.05$ , the data is normally distributed. The results of the data normality test from the variables  $X_1$ ,  $X_2$  and  $Y$ , can be seen in the table below:

**Table 1: Test Normality of the One-Sample Kolmogorov-Smirnov Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	10.60016869
Most Extreme Differences	Absolute	.084
	Positive	.084
	Negative	-.047
Test Statistic		.084
Asymp. Sig. (2-tailed)		.076 <sup>c</sup>

Based on the table 1 above, it can be seen that the significance value of each variable in the *Kolmogorov-Smirnov test results* is greater than the *alpha value* of 0.05. Obtained a significance value of the Program activities variable ( $X_1$ ), dormitory nurture services system ( $X_2$ ) and Learning Motivation ( $Y$ ) of 0.076, it can be concluded that the data is normally distributed because the significance results are greater than the  $\alpha$  value of 0.05

##### Multicollinearity Test

Multicollinearity is a condition where there is a strong correlation between the independent variables ( $X$ ) included in the formation of a linear regression model. Multicollinearity is a condition where there is a strong correlation between the independent variables ( $X$ ) included in the formation of a linear regression model.

Symptoms of multicollinearity can be detected by looking at the *tolerance value and variance inflation factor* (VIF). The value commonly used to indicate the presence of multicollinearity is a tolerance value of  $<0.10$  or the same as  $VIF >10$ .

**Table 2: Test Multicollinearity**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	27.198	9.572		2.841	.005		
	Program	.603	.097	.519	6.200	.000	1.000	1.000
	Layanan	.387	.147	.221	2.642	.010	1.000	1.000
a. Dependent Variable: Motivasi								

From the table 2 above, the VIF value and tolerance value of 1,000 are obtained, so it can be concluded that the program variable ( $X_1$ ) and the dormitory nurture services system ( $X_2$ ) indicate that there are no symptoms of multicollinearity

**Heteroscedasticity Test**

This assumption test aims to determine whether in a regression model there is an unequal variance of the residuals between one observation and another. The basis for making decisions for the heteroscedasticity test is as follows:

- a. If score significance or sig. (2-tailed) more greater than the value of 0.05 so said that no there is problem heteroscedasticity.
- b. If score significance or sig. (2-tailed) is smaller than the value of 0.05, it is said that there is a heteroscedasticity problem.

Results test heteroscedasticity in study this could seen on tabel following this.

**Table 3: Test Heteroscedasticity**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.796	5.838		.308	.759
	Program	.058	.059	.098	.976	.331
	Layanan	.060	.089	.067	.666	.507
a. Dependent Variable: RES2						

Based on the table 3 above, it can be seen that the significance values of the two variables X<sub>1</sub> and X<sub>2</sub> are 0.976 and 0.666. With this it can be concluded that the data does not experience heteroscedasticity.

**Data analysis**

**Program Activities Regression Equation (X<sub>1</sub>) on Motivation (Y)**

Based on data analysis using SPSS, the following results are obtained:

**Table 4: Equation Regression (X<sub>1</sub>) against (Y)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.199	6.031		7.826	.000
	Program	.605	.100	.521	6.043	.000
a. Dependent Variable: Motivasi						

Table 4 shows the results of the analysis it can be made equality regression as following :

$$\hat{Y} = a + b_1X_1$$

$$\hat{Y} = 47,199 + 0,605X_1$$

The regression equation has the meaning:

- 1) Constant = 47.199  
If the program activitiesvariable own value 0, then motivation study students will worth 47.199
- 2) Coefficient X<sub>1</sub> = 0.605  
The value of 0.605 stated that , if program activities variable ride by 1 point , then will happen increase score motivation study Students of 0.605.

**Regression Equation of Dormitory Nurture Services System (X<sub>2</sub>) on Motivation (Y)**

Based on data analysis using SPSS, the following results are obtained:

**Table 5:** Equation Regression (X<sub>2</sub>) against (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.466	9.050		6.902	.000
	Layanan	.395	.172	.226	2.295	.024

a. Dependent Variable: Motivasi

Table 5 shows the results of the analysis it can be made equality regression as following :

$$\hat{Y} = a + b_2X_2$$

$$\hat{Y} = 62,466 + 0,395X_2$$

The regression equation has the meaning:

1) Constant = 62.466`

If the variable dormitory nurture services system own value 0, then motivation study students will worth 62,466

2) Coefficient X<sub>1</sub> = 0.395

The value of 0.395 stated that , if variable dormitory nurture services system ride by 1 point , then will happen increase score motivation study Students of 0.395.

**Program Activities Regression Equation (X<sub>1</sub>) and Dormitory Nurture Services System (X<sub>2</sub>) against Motivation Study (Y)**

Based on data analysis using SPSS, the following results are obtained:

**Table 6:** Equation Regression (X<sub>1</sub>) and (X<sub>2</sub>) against (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.198	9.572		2.841	.005
	Program	.603	.097	.519	6.200	.000
	Layanan	.387	.147	.221	2.642	.010

a. Dependent Variable: Motivasi

Then the regression equation is  $\hat{Y} = 27,198 + 0,097X_1 + 0,147X_2$

The regression equation has the meaning :

1) Constant = 27.198

If the variable program activities and dormitory nurture services system own value 0, then learning motivation will be worth 27.198

2) Coefficient X<sub>1</sub> = 0.097

The value of 0.097 stated that , if program activities variables ride by 1 point , and other variables are worth fixed , then will happen learning motivation of 0.097.

3) Coefficient X<sub>2</sub> = 0.147

The value of 0.147 states that, if dormitory nurture services system increases by 1 point, and other variables are worth fixed, there will be an increase in learning motivation of 0.147.

**Analysis of the Influence of Programs Activities (X<sub>1</sub>) on Students Learning Motivation (Y)**

Analysis of the effect of  $X_1$  on  $Y$  can be seen based on the value of  $t$ . Based on the data analysis using SPSS according to the table, the calculated  $t$  value is obtained of 6,200. Score  $t_{table}$  with level  $\alpha = 0.05$ ,  $df_{n-k} = 98$  is 1.661. Score  $t_{count} > t_{table} = 6.200 > 1.661$ . With this could concluded that there is influence significant between program activities to Students Learning Motivation.

**Analysis of the Influence of Dormitory Nurture Services System ( $X_2$ ) on Students Learning Motivation ( $Y$ )**

Analysis of the effect of  $X_2$  on  $Y$  can be seen based on the value of  $t$ . Based on the data analysis using SPSS according to the table, the calculated  $t$  value is obtained of 2.642. Score  $t_{table}$  with level  $\alpha = 0.05$ ,  $df_{n-k} = 98$  is 1.661. Score  $t_{count} > t_{table} = 2.642 > 1.661$ . With this could concluded that there is influence significant among dormitory nurture services system to students learning motivation.

**Analysis of the Influence of Program Activities ( $X_1$ ) and Dormitory Nurture Services System ( $X_2$ ) against Students Learning Motivation ( $Y$ )**

**Table 7: F test**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5242.916	2	2621.458	22.859	.000 <sup>b</sup>
	Residual	11123.994	97	114.680		
	Total	16366.910	99			

a. Dependent Variable: Motivasi  
b. Predictors: (Constant), Layanan, Program

Table 7 above shows the analysis of the effect of  $X_1$  and  $X_2$  on  $Y$ . which can be seen based on the value of  $F$ . Based on data analysis using SPSS according to the table, the calculated  $F$  value is obtained of 22,859. Score  $F_{table}$  with level  $\alpha = 0.05$ ,  $df_{nk-1} = 97$  is 3.939. Score  $F_{count} > F_{table} = 22.859 > 3.939$ . With this could concluded that there is influence significant between program activities and dormitory nurture services system in a manner together to students learning motivation.

**Percentage Analysis of Program Activities ( $X_1$ ) on Learning Motivation Study ( $Y$ )**

Large percentage of influence  $X_1$  against  $Y$  can seen through score coefficient determination /  $R^2$ . Based on Data analysis using SPSS obtained data as following :

**Table 8: Value Determination Effect of  $X_1$  on  $Y$**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.521 <sup>a</sup>	.271	.264	11.03067

a. Predictors: (Constant), Program

Table 8 above shows the results of the SPSS data analysis, the value of  $R^2$  was obtained of 0.271 which means big influence of program activities to Students Learning Motivation is 27.1%.

**Percentage Analysis of dormitory nurture services system ( $X_2$ ) on Students Learning Motivation ( $Y$ )**

Large percentage of influence  $X_2$  against  $Y$  can seen through score coefficient determination /  $R^2$ . Based on Data analysis using SPSS obtained data as following :

**Table 9: Value determination Effect of  $X_2$  on  $Y$**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.226 <sup>a</sup>	.051	.041	12.58945
a. Predictors: (Constant), Layanan				

Table 9 above shows the results of the SPSS data analysis, the value of  $R^2$  was obtained of 0.051 which means big influence dormitory nurture services system to students learning motivation is 5.1%.

**Percentage Analysis of Program activities ( $X_1$ ) and dormitory nurture services system ( $X_2$ ) against Learning Students Motivation ( $Y$ )**

Large percentage of influence  $X_2$  against  $Y$  can seen through score coefficient determination /  $R^2$ . Based on Data analysis using SPSS obtained data as following :

**Table 10:** Value Determination The effect of  $X_1$  and  $X_2$  on  $Y$

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.566 <sup>a</sup>	.320	.306	10.70889
a. Predictors: (Constant), Layanan, Program				

Table 10 above shows the results of the SPSS data analysis, the value of  $R^2$  was obtained of 0.320 which means big influence of Program activities( $X_1$ ) and Dormitory Nurture Services System ( $X_2$ ) against Students Learning Motivation ( $Y$ ) is 32%.

**Discussion**

Based on the results of the tests that have been done, it can be seen that partially, the independent variables affect the dependent variable. The influence given by the two independent variables is positive which can be interpreted that the better the program of activities and dormitory nurture services system, the higher the learning motivation of the students. The following describes a discussion of each variable that has been tested :

1. Influence of Program Activities To Learning Motivation  
From calculations t test can is known that value Sig.0 ,000 with score  $t_{count}$  of 6,200 dan score  $t_{table}$  of 1.661. Based on testing on found acquisition Score  $t_{count} > t_{table} = 6.200 > 1.661$ . Then  $H_1$  is accepted and with this could concluded that there is influence significant between program activities to motivation study Students.
2. Influence of Dormitory Nurture Services System Against Learning Motivation  
From the calculation of the t test it can be seen that the value of Sig.0.005 with a calculated  $t_{value}$  of 2.642. and  $t_{table}$  value of 1.661. Based on the test above, it was found that the value of  $t_{count} > t_{table} = 2.642. > 1,661$ . Then  $H_2$  is accepted and with this it can be concluded that there is a significant influence between the dormitory nurture services system on students learning motivation.
3. Influence of Program Activites and Dormitory Nurture Services System To Students Learning Motivation  
From calculations f test can is known that value Sig.0,000 with score  $f_{count}$  of 22,859.. and score  $f_{table}$  of 3.939. Based on testing on found score  $F_{count} > F_{table} = 22.859 > 3.939$ . With this could concluded that there is influence significant between program activities and dormitory nurture services system in a manner together to learning students motivation.

#### 4. CONCLUSION

Based on the results of the analysis and discussion about the influence program activities and dormitory nurture services system through students' learning motivations in agam regency the could concluded that :

- 1) Results testing hypothesis of program activities variables (  $X_1$  ) respectively partial influential significant to students learning motivation (Y). With R square value of 0.217 and concluded influence of program activities to students learning motivation by 27.1%
- 2) Results testing the hypothesis of the variable dormitory nurture services system (  $X_2$  ) separately partial influential significant to students learning motivation (Y). With R square values are 0.51 and concluded there is influence pattern service nanny dormitory to motivation study Students by 5.1%.
- 3) Results testing the hypothesis of the program activities variable (  $X_1$  ) and dormitory nurture services system in a manner simultaneous influential significant to students learning motivation in the district Religion. Results testing program activities variable (  $X_1$  ) and dormitory nurture services system (  $X_2$  ) obtain the R Square value is 0.320 from the influence of the program activities and dormitory nurture services system to students learning motivation. It means students learning motivation influenced by program activities and dormitory nurture services system by 32%.
- 4) Students learning motivation increased due to the influence of program activities and dormitory nurture services system only by 32% then concluded 68% based on other factors outside of the program activities and dormitory nurture services system.

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