PPSDP International Journal of Education
Volume 4 (2) 2025, 662-676
E-ISSN 2829-5196, P-ISSN 2830-3229

The Influence of Learning Management and Achievement Motivation on Students' Learning Achievement

Bernadeta Melda[1], Meilia Rosani[1], Sri Wahyu Indrawati[1]
[1]Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: meldanapitupulu14@gmail.com

Article History: Received on 24 May 2025, Revised on 14 July 2025
Published on 29 July 2025

Abstract: This study investigates the effects of learning management and achievement motivation on student learning achievement in State Elementary Schools in Sako District, Palembang, Indonesia. A quantitative approach with an ex-post facto design was employed. Data were collected via questionnaires from 160 teachers across State Elementary Schools in Sako District. Descriptive statistics and multiple regression analysis were used to examine the relationships between variables. The findings indicate that (1) learning management significantly influences student learning achievement, (2) achievement motivation significantly affects student learning achievement, and (3) both learning management and achievement motivation collectively have a significant impact on student learning achievement. This study provides empirical evidence on the combined influence of learning management and achievement motivation on student outcomes in the context of Indonesian elementary education, a less explored area in existing literature. The results suggest that enhancing teachers' learning management strategies and fostering achievement motivation can improve student performance. School administrators and policymakers should consider targeted training programs for teachers to optimize these factors. This study contributes to educational research by validating the importance of instructional and motivational factors in student achievement, offering insights for educators and stakeholders in similar socio-cultural contexts.

Keywords: Achievement Motivation, Learning Management, Students' Learning Achievement

A. Introduction

Education that can develop human resources requires a system that views quality as one of the main objectives. One benchmark for achieving quality learning is student achievement. According to a survey by the United Nations Educational, Scientific, and Cultural Organization, Indonesia's education quality ranks 10th out of 14 developing

countries in the Asia Pacific. Teacher quality ranks 14th out of 14. The state of education in Indonesia is very concerning, as factors include the low quality of facilities and infrastructure, teacher quality, and student achievement (Baidah et. al., 2024). One of the causes of the low quality of education in Indonesia is low academic achievement (Widodo, 2015). Academic achievement is one characteristic that can describe the level of student success in school. The quality of learning is closely related to academic achievement, which cannot be separated from student learning outcomes. Student learning outcomes are an indicator that shows students are making efforts in their studies to achieve optimal results. Student learning outcomes are inseparable from various influencing factors, such as learning management carried out by teachers and student learning motivation.

Psychologically, each individual, in this case students, basically has different psychological conditions that also influence their learning outcomes, such as intelligence, attention, interest, motivation, and reasoning power of students (Rusman, 2014). Every learning process always produces learning outcomes. The problem faced is to what level achievement (results) of learning is achieved. This indicates that what can be the focus of teachers in improving student learning outcomes is the ability to manage learning so that it can achieve the expected level of learning outcomes.

Therefore, learning management is one of the variables that can improve student learning outcomes, that learning management is an activity of projecting actions that will be carried out in a learning, namely by coordinating learning components so that the direction of activities (objectives), content of activities (materials), how to deliver activities (methods and techniques), and how to measure them (evaluation) become clear and systematic (Sudjana, 2014). Learning that is not managed well will hinder the course of the learning process which of course has an impact on student learning outcomes. Thus, learning management is an action that must be carried out by teachers in the learning process in order to help facilitate the learning process as expected.

In addition to the role of learning management, an internal factor that improves student achievement is achievement motivation. Students who do something diligently and are motivated by strong achievement can produce good achievements. This means that the intensity of student motivation greatly determines their achievement in learning. Student learning outcomes are largely determined by their learning motivation because motivation is the driving force that can move students to carry out learning activities intensively. Therefore, learning motivation greatly determines the level of achievement or learning outcomes of students. This is as stated by Hanafiah and Suhana (2016) that learning motivation is a strength, driving force, or tool that builds a strong willingness and desire in students to learn actively, creatively, effectively, innovatively, and enjoyably in order to change behavior, both in cognitive, affective, and psychomotor

aspects. This indicates that the drive and willingness to learn are the strengths possessed by students to achieve results that meet the expectations of teachers and students themselves. Motivation is a dominant factor that can encourage someone to carry out desired activities.

In the learning process, the need for achievement drives and directs actions, supports behavior, and selects individual actions that are oriented towards these needs. According to Dimyati and Mudijono (2016), weak motivation or the absence of motivation will weaken the learning activities carried out so that the quality of learning achievement will be low. In learning activities, motivation can be said to be the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities, and which provides direction to learning activities so that the goals desired by students can be achieved (Sardiman, 2017). Therefore, the motivation to achieve in students' needs to be continuously strengthened so that students can have a strong desire to learn and ultimately achieve good learning achievement.

B. Methods

This research was conducted in Public Elementary Schools in Sako District, Palembang, from October 2024 to January 2025. The research was conducted using quantitative methods to research certain populations and samples (Sugiyono, 2017). All teachers who were part of the research population were 269 people from 9 schools. Purposive sampling was used in sampling, 160 were selected from 9 schools. The data collection technique in this study used a questionnaire that had been tested for the validity of the question items and documentation related to the research variables. The data analysis technique in this study used simple correlation and multiple regression data analysis techniques with the help of the SPSS For Windows Version 26.00 program: (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis test.

C. Results and Discussion

Results

Description of Learning Management Statistics for Public Elementary Schools in Sako District, Palembang

The description of the learning management variable data in Public Elementary Schools in Sako District, Palembang consists of descriptive statistics, frequency distribution, and percentage categories for each respondent's answer. Each item consisting of 20 questions includes indicators of achievement motivation variables consisting of 1) Teacher leadership; 2) School environment; 3) Curriculum; 4) Classroom teaching and

management. The results of the descriptive analysis of learning management variables in Public Elementary Schools in Sako District, Palembang state that achievement motivation with a very good category is 12 or 6.46%, a good category is 47 or 30.85%, a fairly good category is 35 or 21.62%, a less category is 61 or 38.37%, and a very less category is 5 or 2.70%. The results of the analysis indicate that achievement motivation is included in the good category. The percentage of learning management variable categories in Public Elementary Schools in Sako District, Palembang can also be seen in the following figure.

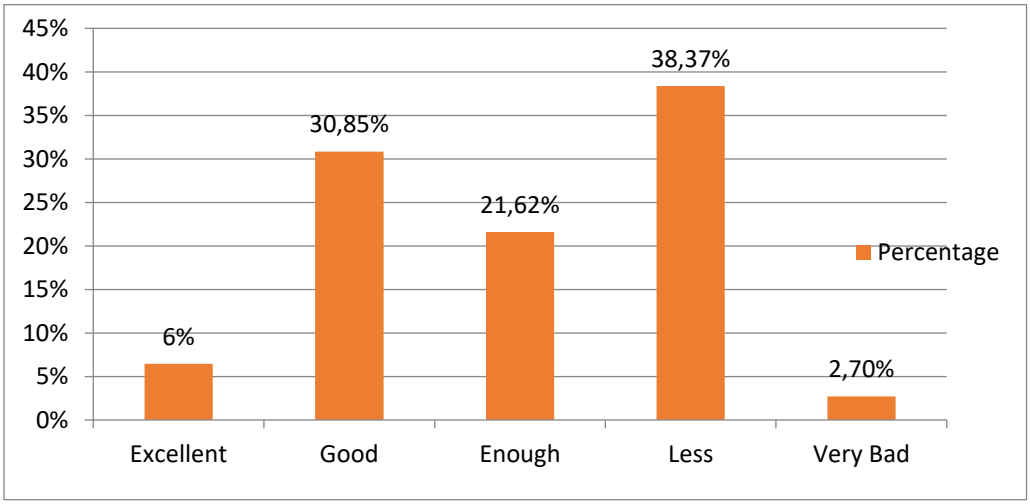

Figure 1. Learning Management Categories for Public Elementary Schools in Sako District, Palembang

Statistics Description of Achievement Motivation of Public Elementary Schools in Sako District, Palembang

The achievement motivation variable in Public Elementary Schools in Sako District, Palembang is described in 20 question items consisting of indicators: 1) Having personal responsibility; 2) Setting values to be achieved or setting superior standards; 3) Trying to work creatively, namely being persistent and actively looking for creative ways to complete tasks; 4) Trying to achieve ideals; 5) Anticipating to avoid failure; 6) Carrying out activities as well as possible. Descriptive statistics of the data can be stated that achievement motivation with a very good category is 10 or 6.48%, the good category is 50 or 32.44%, the fairly good category is 44 or 26.49%, the less category is 43 or 25.95%, and the very less category is 13 or 8.64%. The results of the analysis indicate that achievement motivation in Public Elementary Schools in Sako District, Palembang is in the good category. The percentage of achievement motivation categories in Public Elementary Schools in Sako District, Palembang can be seen in the following table.

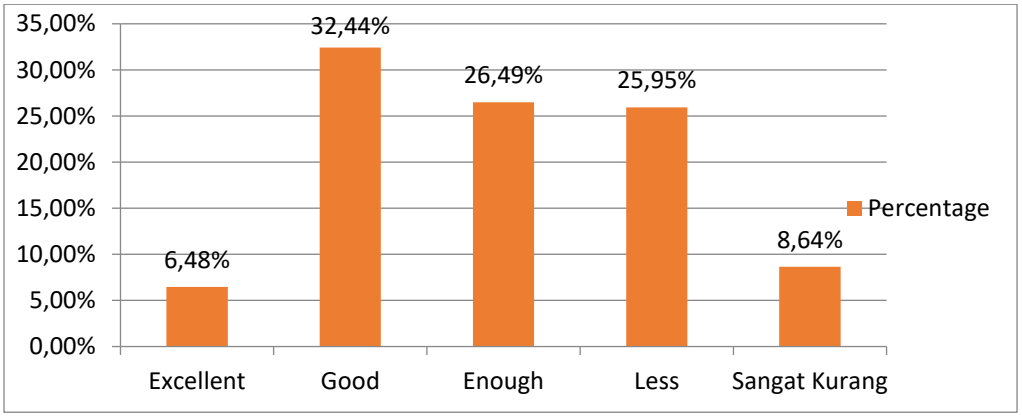

Figure 2. Categories of Achievement Motivation Variables in Public Elementary Schools in Sako District, Palembang

Description of Statistics on Learning Achievement of Elementary School Students in Sako District, Palembang

The student achievement variable consists of 20 question items containing indicators 1) Cognitive; 2) Affective; 3) Psychomotor. The results of the descriptive analysis of the student achievement variable of Public Elementary Schools in Sako District, Palembang, show that student achievement in the very good category is 11 or 5.94%, the good category is 53 or 34.05%, the fairly good category is 40 or 27.02%, the less category is 45 or 32.43%, and the very less category is 1 or 0.54%. The results of the analysis indicate that student achievement is in the good category. The percentage of the student achievement variable category of Public Elementary Schools in Sako District, Palembang can be seen in the following figure.

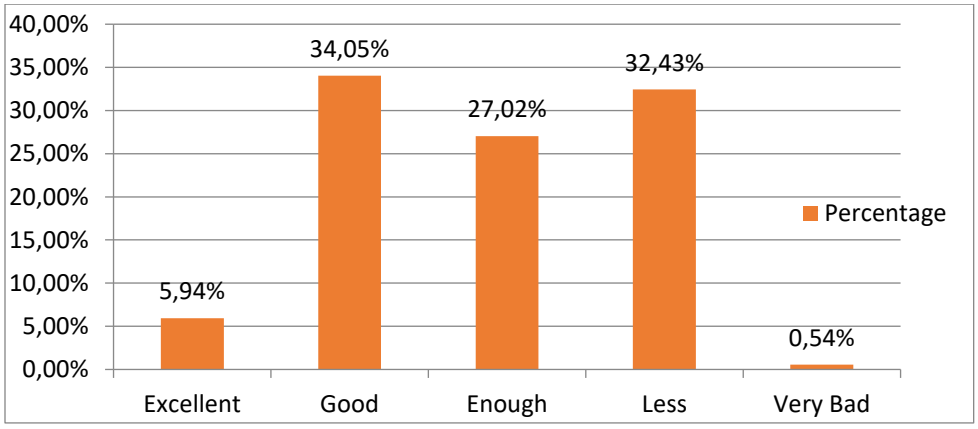

Figure 3. Student Achievement Variable Categories

State Elementary Schools in Sako District, Palembang

Normality Test

The normality test in this study used the Kolmogorov-Smirnov test using SPSS 26.00. The results of the normality test analysis in this study can be seen in the following table.

Table 1. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		160
Normal Parameters[a,b]	*Mean*	.0000000
	Std. Deviation	6.24688602
Most Extreme Differences	*Absolute*	.117
	Positive	.108
	Negative	-.117
Test Statistic		.117
Asymp. Sig. (2-tailed)		.120[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

From the table above, it can be stated that the One-Sample Kolmogorov-Smirnov Test obtained a sig value (2-tailed) for all variables greater than 0.05. Thus, it can be stated that all data is normally distributed.

Linearity Test

To state whether the regression line in this study is linear or not, it is tested using the calculated F coefficient value for linearity or the calculated F for Deviation from linearity. When using calculated F: Reject H0 if calculated F < F table or Sig > (0.05) in other cases H0 is accepted, or said to be linear. The results are as follows.

Table 2. Linearity Test

ANOVA Table

			Sum of Squares	*Df*	*Mean Square*	*F*	*Sig.*
Student learning achievement * Learning management	*Between Groups*	*(Combined)*	1261.091	15	84.073	2.396	.004
		Linearity	814.533	1	814.533	23.213	.000
		Deviation from Linearity	446.558	14	31.897	.909	.551
	Within Groups		5087.940	156	35.089		
	Total		6349.031	157			

From the test results above, it can be stated that the Deviation from linearity value obtained is 0.551> 0.05, meaning that the regression line in this study is linear.

Multicollinearity Test

A multicollinearity test indicates a perfect or definite linear relationship between some or all of the independent variables in a given model. This multicollinearity results in an uncertain regression coefficient and an infinite standard error. The purpose of a multicollinearity test is to determine whether a correlation exists between the independent variables in a regression model. Multicollinearity testing can be done by examining the tolerance value or variance inflation factor (VIF). A tolerance value >0.1 or a VIF value less than 10 indicates no multicollinearity.

Table 3. Multicollinearity Test Results

Coefficients						
		Correlations			*Collinearity Statistics*	
Model		*Zero-order*	*Partial*	*Part*	*Tolerance*	*VIF*
1	(Constant)					
	Work Discipline	.941	.403	.133	.088	11.352
	Learning Management	.944	.451	.153	.088	11.352

From the table above, it can be seen that the Tolerance value for both independent variables is more than 0.1 and the VIF is less than 10. So, it can be concluded that there is no multicollinearity problem in the regression.

Hypothesis Testing

After the data has been declared to meet the requirements for testing, hypothesis testing is then conducted using t-tests and F-tests to determine simultaneous and partial effects.

Table 4. Hypothesis Testing the Effect of Learning Management on the Learning Achievement of Public Elementary School Students in Sako District, Palembang

Coefficients					
	Unstandardized Coefficients		***Standardized Coefficients***		
Model	B	Std. Error	Beta	***T***	***Sig.***
1 (Constant)	62.052	8.736		7.103	.000
Learning Management	.467	.154	.275	3.024	.003
a. Dependent Variable: Student learning achievement					

Based on the simple regression test above, the calculated t value is 3.024 > from the t table

value of 1.654 where the calculated t value is greater than the t table then Ho1 is rejected, so there is a significant influence between learning management on the learning achievement of elementary school students in Sako District, Palembang. The correlation coefficient value between learning management on the learning achievement of elementary school students in Sako District, Palembang can be seen in the following table.

The Influence of Achievement Motivation on the Learning Achievement of Elementary School Students in Sako District, Palembang

The results of hypothesis test 2 can be presented in the following table.

Table 5. Hypothesis Test of the Influence of Achievement Motivation on the Learning Achievement of Elementary School Students in Sako District, Palembang

	Coefficients				
	Unstandardized Coefficients		*Standardized Coefficients*		
Model	B	Std. Error	Beta	***T***	***Sig.***
1 (Constant)	62.052	8.736		7.103	.000
Achievement Motivation	.635	.107	.539	5.937	.000

a. Dependent Variable: Student learning achievement

Based on the significance test of the achievement motivation variable on the learning achievement of elementary school students in Sako District, Palembang, the calculated t value was 5.937 ≥ the t table value of 1.654, where the calculated t value was greater than the t table, so Ho2 was rejected, so there was a significant influence between achievement motivation on the learning achievement of elementary school students in Sako District, Palembang.

The Joint Influence of Learning Management and Achievement Motivation on the Learning Achievement of Elementary School Students in Sako District, Palembang

Based on the results of the multiple regression test, the constant value of the regression equation (a) is 62.052 and the coefficient value of the independent variable (b1) is 0.467 and the value (b2) is 0.825, so the following regression equation is obtained.

$Y = a + b_1X_1 + b_2X_2$

$Y = 62{,}052 + 0.467X_1 + 0.653X_2$

This means that student learning achievement has increased positively through teacher achievement motivation and work motivation. To determine the validity of the

hypothesis testing, a simultaneous F-test was conducted to determine the effect of learning management and achievement motivation on student achievement. The testing criteria are as follows.

a. If the probability value (significant) < 0.05, then Ho_3 rejected
b. If the probability value (significant) > 0.05, then Ho_3 accepted

Then for the F test, the testing criteria are as follows.

H_{a4} accepted if $F_{calculate} > F_{table}$
H_{04} accepted if $F_{calculate} \leq F_{table.}$

The research hypothesis is as follows.

H_{a3} : There is a significant joint influence of learning management and achievement motivation on the learning achievement of elementary school students in Sako District, Palembang.

H_{o3} : There is no significant influence of learning management and achievement motivation on the learning achievement of elementary school students in Sako District, Palembang.

The results of the multiple regression analysis can be seen in the following table.

Table 6. Results of Multiple Regression Analysis

ANOVA[a]

Model		*Sum of Squares*	*Df*	*Mean Square*	*F*	*Sig.*
1	Regression	1453.260	2	726.630	18.418	.000[b]
	Residual	7180.340	155	39.452		
	Total	8633.600	157			

a. Dependent Variable: Student learning achievement
b. Predictors: (Constant), Learning management, Student Learning Achievement

From the Anova test above, the calculated F was 18.418 with a significance level of 0.000 <α probability value of 0.05 while the F table corresponds to a significance level of 0.05 (2.157) of 3.05 so that the calculated F> F table (18.418> 3.05) so that Ho3 is rejected, meaning that there is a significant influence simultaneously between learning management and achievement motivation on the learning achievement of elementary school students in Sako District, Palembang. To find out how much influence the independent variable has on the dependent variable simultaneously, it can be seen in the following model summary table.

Table 7. Termination Coefficient

Model Summary				
Model	***R***	***R Square***	***Adjusted R Square***	***Std. Error of the Estimate***
1	.410[a]	.168	.159	6.281
a. Predictors: (Constant), Variable X2, X1				

Based on the table, the R square value of 0.168 can be obtained. Thus, the determination coefficient is 16.8% so it can be concluded that the influence of learning management and achievement motivation on the learning achievement of elementary school students in Sako District, Palembang together is 16.8% and the remaining 93.2% is influenced by other factors not examined in this study.

Discussion

Results of Descriptive Statistical Tests of Research Variables

Based on the analysis above, it can be stated that the results of the descriptive statistical analysis indicate that learning management is included in the good category. Furthermore, the results of the descriptive statistical analysis of motivation indicate that achievement motivation in Public Elementary Schools in Sako District, Palembang is in the good category. The results of the descriptive statistical analysis of student learning achievement also show that student learning achievement is in the good category. The results of the descriptive statistical analysis above indicate that good learning management is the foundation for the growth of student achievement motivation through fulfilling psychological needs, clarifying learning goals, and providing appropriate feedback, which ultimately improves student learning achievement, in accordance with the research evidence and theory above. This is supported by Sardiman's (2017) opinion that a person's achievement is greatly influenced by motivation. Learning will be optimal if there is motivation, and also the opinion of Hamalik (2015) who states that the function of motivation is to encourage the emergence of behavior or an action. Without motivation, there will be no action such as learning. Therefore, based on the results of the correlation analysis for hypothesis testing, it was found that the hypothesis tested in this study was empirically accepted. Meanwhile, according to Makki & Aflahah (Hae et al., 2021), learning motivation greatly determines the level of achievement of children's learning outcomes. Motivation is a change in energy within a person characterized by the emergence of affect (feelings) and reactions to achieve goals (Harahap et al., 2021). This is supported by research by Sarwono et al.

(2018), which states that achievement motivation has a positive relationship with student learning achievement.

The relationship between learning management and learning achievement is supported by the opinion of Ningsih et al. (2024) who stated that a teacher must be able to manage the learning process optimally and create a pleasant teaching atmosphere in the classroom so that students can be involved and actively participate in learning actively, not passively, so that high learning achievement is achieved from students. This is very important to do because the learning process must be able to produce an increase in student learning achievement.

The Influence of Learning Management on the Learning Achievement of Elementary School Students in Sako District, Palembang

Based on a simple regression test of learning management on the learning achievement of elementary school students in Sako District, Palembang, the calculated t value is 5.937 ≥ the t table value of 1.654 where the calculated t value is greater than the t table, then Ho1 and Ha1 are accepted, so there is a significant influence between learning management on the learning achievement of elementary school students in Sako District, Palembang. Based on the results of the statistical test, the R value or correlation coefficient value is 0.371. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table, the R Square value or determination coefficient is 0.103 which can be interpreted that the learning management variable has an influence of 10.3%. The results of the analysis above state that there is a strong correlation and influence between learning management on student learning achievement.

The results of this study indicate that effective learning management by teachers can contribute to student learning outcomes, although the impact is not significant. A professional teacher in their field will be able to manage learning effectively without being instructed by the principal. The teacher's ability to manage learning is expected to stimulate student learning motivation, which ultimately improves their learning outcomes. This study has proven the influence of learning management on student learning outcomes by 10.8%. These results support the findings of Suwanda (2018) through his research, which showed that learning management has a positive and significant impact on student learning achievement. Although Suwanda's research does not directly affect student learning outcomes, learning management ultimately leads to improved student learning achievement. These results are in line with the opinion of Arafa & Supriyanto (2021) that teacher teaching strategies have a very important role in improving student learning achievement in an effort to produce quality students who are

knowledgeable, intelligent, insightful, and have noble character, and are able to improve student learning achievement.

The Influence of Achievement Motivation on the Learning Achievement of Elementary School Students in Sako District, Palembang

Based on the simple regression test, the calculated t value is 3.024 > from the t table value of 1.654 where the calculated t value is greater than the t table, then Ho2 and Ha2 are accepted, so there is a significant influence between Achievement Motivation on the learning achievement of Elementary School students in Sako District, Palembang. Based on the results of the statistical test, the R value or correlation coefficient value is 0.370. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table, the R Square value or determination coefficient is 0.141 which can be interpreted that the achievement motivation variable has an influence of 14.1% on student learning achievement. Motivation is a dominant factor that can encourage someone to carry out desired activities. In the learning process, the need for achievement drives and directs actions, supports behavior and selects individual actions that are oriented towards needs. According to Dimyati and Mudijono (2016), weak motivation or the absence of motivation will weaken the learning activities carried out so that the quality of learning achievement will be low. The results of this study are in line with research by Wulandari et al (2021) which states that there is a significant influence of achievement motivation on students' mathematics learning outcomes with a contribution of 10.1%.

Research by Fitriyah et al. (2024) found that achievement motivation influences student achievement. Students with high achievement motivation tend to be actively involved in all learning activities, thereby improving the quality of their learning.

The Influence of Learning Management and Achievement Motivation on the Learning Achievement of Elementary School Students in Sako District, Palembang

From the Anova test above, the calculated F is 18.418 with a significance level of 0.000 <α probability value of 0.05 while the F table corresponds to a significance level of 0.05 (2.157) of 3.05 so that the calculated F> F table (18.418> 3.05) so that Ho3 and Ha3 are accepted, meaning that there is a significant influence together between learning management and achievement motivation on the learning achievement of elementary school students in Sako District, Palembang. Based on the R square value of 0.168. Thus, the coefficient of determination is 16.8% so that it can be concluded that the influence of learning management and achievement motivation on the learning achievement of elementary school students in Sako District, Palembang together is 16.8% and the remaining 93.2% is influenced by other factors not examined in this study. The results of

the analysis above state that student learning achievement is an indicator that indicates that students have an effort in their learning to achieve optimal results. The learning outcomes achieved by students are inseparable from various factors that influence them, including learning management carried out by teachers and student learning motivation. According to Munadi (Rusman, 2017), psychologically, each individual, in this case students, basically has different psychological conditions that also influence their learning outcomes, such as intelligence, attention, interest, motivation, and reasoning power of students. Furthermore, it is said that instrumental factors whose existence and use are designed according to the expected learning outcomes, such as curriculum, facilities and infrastructure, and teachers who are external factors that influence student learning outcomes.

The results of the analysis above are also supported by the results of research from Aliyas et al (2019) which shows that partially, learning management has a positive and significant effect on student learning outcomes by 10.8% and 89.2% is determined by other factors, as well as learning motivation has a positive and significant effect on student learning outcomes by 14.2% and 85.8% is determined by other factors. However, learning management and learning motivation together have a positive effect on student learning outcomes by 14.9%, but not significantly.

D. Conclusion

Based on data analysis and hypothesis testing, the following conclusions can be drawn:

1. There is a significant influence of learning management on the learning achievement of elementary school students in Sako District, Palembang. Based on a simple regression test, the calculated t value is 5.937 ≥ the t table value is 1.654, where the calculated t value is greater than the t table, so Ho1 and Ha1 are accepted, so there is a significant influence between learning management on the learning achievement of elementary school students in Sako District, Palembang;
2. There is a significant influence of achievement motivation on the learning achievement of elementary school students in Sako District, Palembang. Based on a simple regression test, the calculated t value is 3.024 > from the t table value of 1.654, where the calculated t value is greater than the t table, so Ho2 and Ha2 are accepted, so there is a significant influence between achievement motivation on the learning achievement of elementary school students in Sako District, Palembang; and
3. There is a significant influence together between learning management and achievement motivation on the learning achievement of elementary school students in Sako District, Palembang based on a simple regression test, the calculated t value

is 3.024 > from the t table value of 1.654 where the calculated t value is greater than the t table, then Ho3 and Ha3 are accepted, so there is a significant influence between achievement motivation on the learning achievement of elementary school students in Sako District, Palembang.

E. Acknowledgement

We thank to all friends in Universitas PGRI Palembang, SouthSumatra, Indonesia, who help us in this Project.

References

Aliyas, R., Ismail, M. I., & Maulana, A. (2019). The Influence of Learning Management and Learning Motivation on Student Learning Outcomes. *El-Idare: Journal of Islamic Education Management*, *5*(1), 46-60. https://doi.org/10.19109/elidare.v5i1.3496

Arafa, I., & Supriyanto, S. (2021). Teacher strategies in managing learning to improve student learning achievement. *Inspirasi Manajemen Pendidikan*, 1-9. https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/40747

Arikunto, S. (2017). Research Procedures, A Practical Approach. Jakarta: Rineka Cipta.

Baidah B., Mislaini, M., & Hijaya, D. (2024). Factors Influencing the Low Quality of Education in Indonesia. *ALFIHRIS: Jurnal Inspirasi Pendidikan,* 3(1), 45–55. https://doi.org/10.59246/alfihris.v3i1.1142

Dimyati., & Mudijono. (2016). *Learning and Teaching*. Rineka Cipta.

Fitriyah, E. I., Masnawati, E., & Darmawan, D. (2024). The Influence of Mental Health, Study Habits and Achievement Motivation on Student Achievement at MTsN 4 Surabaya City. *Jurnal Kependidikan*, *12*(2), 307-320. https://doi.org/10.24090/jk.v12i2.11026

Hae, Y., Tantu, Y. R., & Widiastuti. (2021). Application of Visual Learning Media in Building Elementary School Students' Learning Motivation. *Edukatif: Jurnal Ilmu Pendidikan,* 3(4). https://edukatif.org/edukatif/article/view/522

Hamalik, O. (2016). *Teaching and Learning Process*. Bumi Aksara

Harahap, H. S., Hrp, N. A., Nasution, I. B., & Harahap, A. (2021). The Relationship between Achievement Motivation, Interest and People's Attention to Student Independence. Edukatif: Jurnal Ilmu Pendidikan, 3(4). https://doi.org/10.31004/edukatif.v3i4.463

Hanafiah, N dan Suhana, C. (2016). *Learning Strategy Concept*. Refika Aditama.

Ningsih, I. W., Ulfah, U., Mayasari, A., & Arifudin, O. (2024). Islamic Religious Education Learning Management in Improving Student Learning Achievement in Elementary Schools. *Jurnal Tahsinia*, *5*(1), 23-37. https://jurnal.rakeyansantang.ac.id/index.php/ths/article/view/203

Sardiman, A.M. (*2017*). *Interaction and Motivation in Teaching and Learning*. Rajawali Pers

Sarwono, S., Martias, M., & Fernandez, D. (2018). The Relationship between Learning Motivation and the Learning Outcomes of Class XI Students in the Ignition System Subject of Light Vehicle Engineering and Motorcycle Engineering at Muhammadiyah 1 Padang Vocational School. *Automotive Engineering Education Journals*, 7(1). https://www.neliti.com/id/publications/375449/hubungan-motivasi-belajar-terhadap-hasil-belajar-siswa-kelas-xi-pada-mata-pelaja

Sudjana, N. (2014). *Assessment of the Results of the Teaching and Learning Process*. Bandung: Remaja Rosdakarya.

Sugiyono. (2017). *Educational Research Methods Quantitative, Qualitative, and R&D Approaches*. Bandung: Alfabeta.

Wulandari, W., Azmi, S., Kurniati, N., & Hikmah, N. (2021). The Influence of Achievement Motivation and Students' Perceptions of Teachers' Teaching Methods on Students' Mathematics Learning Outcomes. *Griya Journal of Mathematics Education and Application*, *1*(3), 455-466. https://doi.org/10.29303/griya.v1i3.86