

## **EXAMINING HOW FAMILY ENVIRONMENT AND LEARNING INDEPENDENCE AFFECT STUDENT LEARNING MOTIVATION AT MI BABUSSALAM KRIAN SIDOARJO**

**Alfiatul Izzati Irawan<sup>1</sup>, Didit Darmawan<sup>2</sup>**

Universitas Sunan Giri Prodi Pendidikan Agama Islam, Surabaya, Indonesia

Email: [alfiatulizzati27@gmail.com](mailto:alfiatulizzati27@gmail.com)<sup>1</sup>, [dr.diditdarmawan@gmail.com](mailto:dr.diditdarmawan@gmail.com)<sup>2</sup>

**Abstract** – In learning activities, motivation can be interpreted as the force that drives student learning activities. This motivation becomes a driving factor within students that drives the learning process which ensures the continuity of learning activities and provides the direction needed so that the goals desired by students can be achieved. For this reason, this research focuses on the influence of the family environment and learning independence on students' learning motivation at MI Babussalam, Krian, Sidoarjo. With a total population of 650 students at MI Babussalam, this research used a sample of 90 students from class 6. Sampling was carried out randomly to ensure sample representativeness of the larger population. By using a quantitative research design, this research aims to measure and analyze the influence of these variables on student learning motivation. This research resulted in the finding that the family environment and learning independence significantly influence the learning motivation of students at MI Babussalam, Krian, Sidoarjo. A conducive family environment and the level of student learning independence can increase student learning motivation at MI Babussalam. These results provide a better understanding of the factors that need to be considered in increasing student learning motivation at the MI level.

**Keywords:** Learning Motivation; Family Environment; Learning Independence.

### **INTRODUCTION**

Education is the greatest investment for all individuals and society as a whole. Currently, education has become a basic need which is the main key to encouraging the development of superior, quality and characterful human resources (Mukhandis, 2013). Education is not only about mastering technical skills, but also about developing critical, creative and problem-solving abilities that are the key to success in various fields. Individuals who receive a good education have a greater opportunity to achieve career success, create positive change in the community, and improve the overall quality of life. Ethical values, leadership and social responsibility are taught through education, creating individuals who are not only intellectually intelligent, but also care about the surrounding environment (Rosita, 2018).

Learning is a process in which individuals increase their knowledge about various topics, concepts, and skills. According to Jenou et al. (2019), through learning students can understand and internalize new information provided in learning. Apart from knowledge, learning also involves developing skills. For example, reading, writing, arithmetic, critical thinking and other skills can be acquired and strengthened through the learning process. The learning process can also shape individual character and personality. While studying, students can develop social skills, leadership, and understand and manage their emotions. This forms the basis for individual development and has a positive impact on the progress of society and civilization.

Learning motivation is an internal force that encourages individuals to engage in learning activities and achieve their educational goals (Singh, 2011). This involves a number of psychological, emotional, and social factors that play a role in directing a person's learning behavior. Learning motivation plays a key role in determining how much individuals are involved in the learning process, the extent to which they maintain their efforts, and how they face learning obstacles or challenges (Purwanti et al., 2014). One of the main components of learning motivation is intrinsic and extrinsic encouragement. Intrinsic drives come from within the individual, driven by the desire for understanding, exploration, and personal achievement. Meanwhile, extrinsic encouragement comes from external factors, such as rewards, punishments, or social recognition. The psychological aspects of learning motivation include the individual's perception of the value of learning, belief in their ability to succeed, and expectations of the final outcome. Individuals who have high learning motivation tend to see learning as a necessity and have confidence that their efforts can lead to success. According to Hanin and Van Nieuwenhoven (2016), learning motivation is also strongly influenced by emotional factors. The sense of emotional involvement, interest, and satisfaction obtained from the learning process can strengthen motivation. Conversely, fear, anxiety, or uncertainty can be an obstacle to learning motivation. Social aspects also play a role in forming learning motivation. Interactions with peers, support from family, and responses from teachers can influence the extent to which individuals feel supported and recognized in their learning efforts (Yanti & Darmawan, 2016). Apart from that, individual goals in learning also play an important role. Goals that are specific, challenging, and relevant to personal needs tend to increase motivation.

Active participation from the community, parents and individuals themselves is the key to creating a motivating educational environment (Suciningrum & Rahayu, 2015). When all stakeholders, including society, parents, and individuals, are actively involved in the educational process, it creates strong support for student learning motivation. Parental involvement, for example, can increase students' learning motivation by providing necessary emotional and academic support. When parents support and motivate their children to learn, this can create a positive environment for the development of students' learning motivation. In addition, community involvement in providing support to the education system can also create additional opportunities and motivation for students. With support from the community, students can feel the importance of their learning efforts to achieve success not only for themselves but also for the community around them. Thus, strong collaboration between all stakeholders, as explained in the statement, can provide a major boost to student learning motivation (Arnasik et al., 2022). This emphasizes that education is not only the responsibility of the government or educational institutions, but involves joint contributions to create an environment that supports and motivates students to achieve their maximum potential (Wiliandani et al., 2016).

The family environment plays a key role in shaping children's character, values, and readiness to face life and education (Karmini, 2022). The family is an educational institution that has a major role in child development. Even though children experience school as a second environment after family, the role of parents remains very important and responsible for the success of their children's education. This is further strengthened by the increasingly widespread trend of learning involving technology, where parents play a central role in supporting and supervising the learning process at home. The important role of parents in children's education is not only limited to supervision, but also includes creating a conducive

learning atmosphere at home. Parents have the responsibility to monitor student learning activities, create a comfortable learning environment, and set rules that support student independence in the learning process at home. A conducive family environment will have a positive impact on student learning motivation (Zuhrotunnisak, 2018).

Modern educational theory emphasizes the important role of the environment in forming student character and achievement (Mardikaningsih, 2014). According to the theory of parental involvement in education, active parental participation can increase students' academic achievement and learning motivation. Therefore, parents are expected not only to be passive supporters in their children's education, but also to be partners who are actively involved in ensuring learning success. Education can be more effective and optimal when there is collaboration between educational institutions and parents (Purbiyanto & Rustiana, 2018). Parents' active involvement in supporting their children's development creates an environment that supports optimal growth and student success. The synergy between the efforts of educational institutions and parental support is crucial to motivate students to achieve maximum achievement and form quality individuals.

Learning independence as the main strength for students is closely related to their learning motivation (Andayani & Darmawan, 2004). Learning independence refers to a person's ability to manage and regulate learning independently, without relying too much on external help or supervision. When students have the ability to learn independently, this not only includes the ability to organize time and learning materials, but also includes a strong internal drive to achieve their academic goals. Learning motivation includes psychological and emotional factors that encourage students to learn and achieve success (Uno, 2019). When students feel they have control over their learning, they tend to feel more motivated to pursue academic goals and overcome learning challenges. Apart from that, independent learning can also create a sense of responsibility for the learning process. Students who feel they have control over their learning will naturally feel more responsible for their progress. By doing this, they feel they have a responsibility to achieve the targets they have set. Independent individuals will be more aware of their own learning process. They feel a responsibility to understand how they learn, what is effective, and how they can continue to improve their learning skills. The drive to achieve higher levels of achievement becomes stronger when students feel they have complete control over their educational journey. Thus, the statement that independent learning is the main strength for students is not only related to the technical aspects of independent learning, but also refers to the psychological and motivational dimensions of students. The close relationship between learning independence and learning motivation makes it a key element in achieving success in the educational process.

Student learning motivation is a central factor that influences the learning process and academic achievement. Two elements that play a crucial role in shaping learning motivation are the family environment and student learning independence. A supportive family environment creates a foundation for the development of student learning independence, while high learning independence can strengthen the positive impact of the family environment on learning motivation. By understanding the relationship between these elements, educators and parents can play an active role in creating optimal conditions to increase student learning motivation. This study will review the role of the family environment and student learning independence in the context of learning motivation. In the context of this study, an in-depth analysis will be carried out regarding the relationship

between family environment and learning independence on student learning motivation. The data collected from participants will provide insight into the extent of the influence of the family environment on the development of students' learning independence, as well as how the interaction of these two factors can shape students' learning motivation.

## **METHOD**

This research uses a quantitative research design. Quantitative designs can include collecting data through surveys or experiments to measure the extent to which certain variables, such as self-concept, social support, and achievement motivation, contribute to student learning outcomes at MI Babussalam, Krian, Sidoarjo. This research was aimed at students at MI Babussalam, Krian, Sidoarjo. The total student population at MI Babussalam is 630 students. For this research, a sample of 90 students from class VI was selected using random sampling techniques. This step is taken to ensure that the sample can be considered an adequate representation of the larger population. The use of the random method is also expected to provide more general results and can be applied to the entire population of MI Babussalam students.

This research consists of two independent variables, namely family environment and learning independence. One dependent variable is learning motivation. The following is an explanation of the variables in this research:

1. Marini and Hamida (2014) define the family environment (X1) as the first environment faced by an individual in his life and plays a key role in shaping children's values and thought patterns. Khafid (2007) states that family environmental indicators consist of four, namely family economic conditions, parental attention, home or family atmosphere, and relationships between family members.
2. Independence (X2) is the ability to take responsibility for one's own learning including planning the learning process to achieve results (Ranti et al., 2017). The constituent indicators are personal planning, learning initiative, use of resources, self-awareness, responsibility for results.
3. Student learning motivation (Y) is an internal drive that encourages someone to learn and achieve academic goals. According to Akmal et al. (2015), the indicators of this variable are interest in the subject matter, self-confidence, active participation, appreciation for learning outcomes, and a sense of responsibility for the learning process.

The research instrument that will be used is a structured questionnaire specifically designed to measure variables related to the family environment, learning independence and student learning motivation. The questionnaire will involve questions on a Likert scale to obtain data that can be processed statistically. The validity of the questionnaire will be tested through a validation process by a number of education and psychology experts. The reliability of the instrument will be tested using internal reliability tests, such as Cronbach's alpha coefficient, to ensure consistency and reliability of measurement.

The data collected in this research will undergo two stages of analysis, namely descriptive and inferential analysis. Descriptive analysis will involve presenting data through tables, graphs, as well as various descriptive statistics such as mean, median, and standard deviation. This step aims to provide a comprehensive picture regarding the distribution and characteristics of data regarding the family environment, learning independence, and student learning motivation. Next, inferential analysis will be carried out to determine the extent to which the family environment and level of learning independence influence students' learning

motivation. Statistical tests, such as regression analysis, will be used to identify causal relationships between these variables and measure how significant their influence is.

## RESULTS AND DISCUSSION

Data collection carried out at MI Babussalam Krian Sidoarjo resulted in responses from 90 students who responded positively to the questionnaire. The number of participants reached 90 students reflecting the high level of participation in this research. Students' willingness to participate actively provides an indication that they have an interest and desire to contribute to this research. This high level of participation can increase the validity and representativeness of research results, considering that the data obtained includes the views and experiences of the majority of the student population at MI Babussalam Krian Sidoarjo.

The validity test was carried out on two independent variables, namely family environment and learning independence. One dependent variable was student learning motivation. The SPSS output test results show that there is not a single statement item that is not used because the corrected item total correlation value is greater than 0.3. In addition, all research variables show a Cronbach's Alpha value of more than 0.6. The family environment variable has a Cronbach's Alpha value of 0.767. Meanwhile, for the learning independence variable, the Cronbach Alpha value reached 0.788 and for the student learning motivation variable it had a value of 0.721. This means that all variables are declared reliable as measurement tools because the Cronbach's Alpha value exceeds 0.6.

Table 1  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837 <sup>a</sup>	.700	.693	4.28025

The next step in this research involves a test using the coefficient of determination. The research findings show that there is a strong correlation between the variables under investigation. The correlation coefficient (R) reached 0.837, indicating a high level of relationship between family environment, learning independence, and student learning motivation at MI Babussalam Krian Sidoarjo. Furthermore, the R Square value reached 0.700, and the Adjusted R Square value was 0.693. These results inform that around 69.3% of the variation in increasing student learning motivation can be explained by the variables of the family environment and learning independence which are the focus of this research. The remaining 30.7% of the variation is influenced by other factors not included in the scope of this research.

Table 2  
t Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.766	2.453		5.205	.000
	X1	1.666	.481	.249	3.463	.001
	X2	4.123	.443	.668	9.310	.000

The resulting regression model,  $Y = 12.766 + 1.666X1 + 4.123X2$ , provides an overview of the relationship between the variables studied, namely family environment (X1),

learning independence (X2), and student learning motivation (Y). From this equation, it can be interpreted as follows:

1. Intercept (12.766) is the Y value when all independent variables (X1 and X2) have a value of zero. In other words, this is the predicted value of student learning motivation if the family environment and learning independence play no role or have zero influence. In this context, the initial learning motivation score is estimated to be around 12.766.
2. The coefficient for X1 (1.666) shows how much change is expected in student learning motivation for each unit change in the family environment. If the family environment increases by one unit, then student learning motivation is estimated to increase by 1,666 units, while maintaining the value of independent learning constant.
3. The coefficient for X2 (4.123) shows how much change is expected in student learning motivation for each unit change in the level of learning independence. If the level of learning independence increases by one unit, then student learning motivation is estimated to increase by 4.123 units, while maintaining the value of the family environment constant.

Apart from that, based on Table 2, there is a significance level that reaches a value of 0.001 for the family environment. The learning independence variable at MI Babussalam Krian Sidoarjo also shows a significant level of value, namely 0.000. With a significance of this magnitude, it can be concluded that the family environment and learning independence significantly play a role in shaping the learning motivation of MI Babussalam Krian Sidoarjo students. This is reinforced by the fact that the significant value for both is less than 0.05. When looking at the coefficient for each independent variable, it can be explained that learning independence has a greater value, namely 4.123, compared to the family environment coefficient of 1.666. This indicates that independent learning has a more dominant influence in shaping students' learning motivation compared to the family environment.

Table 2

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3715.268	2	1857.634	101.396	.000 <sup>b</sup>
	Residual	1593.887	87	18.321		
	Total	5309.156	89			

As can be seen in Table 3, the F test results show that the calculated F value reached 101.396, with a significant level of 0.000. Because this probability value is lower than 0.05, it means that the regression equation has high significance. These findings show that together, family environment variables and learning independence have a significant influence on student learning motivation at MI Babussalam Krian Sidoarjo. For this reason, factors such as the family environment and learning independence play an important role in influencing the learning motivation of MI Babussalam Krian Sidoarjo students simultaneously.

The family environment determines students' motivation to learn. This finding is in line with previous findings conducted by Whitaker et al. (2012); Nugrahini and Margunani (2015); Zuhrotunnisak (2018). Parental support, values, and involvement form the psychological and emotional basis that can motivate students to achieve academic success

and develop a passion for learning throughout their lives (Jahja, 2011). Students who grow up in this environment tend to have strong intrinsic motivation because they understand the value and purpose of their learning efforts. This can trigger students' motivation to study harder because they feel supported and appreciated in their learning efforts. In a good family environment, the positive values associated with education are often emphasized, and students are given a strong understanding of the importance of learning. Awareness of these values can generate intrinsic motivation, where students feel compelled to learn because they have a deep understanding of its relevance and benefits. Apart from that, social support and appreciation from the family environment can also help students overcome obstacles or difficulties in learning, strengthen self-confidence, and build self-confidence. All these elements together contribute to creating an environment that stimulates and supports ongoing learning motivation in students. The managerial implication of this understanding is that educational institutions and teachers need to communicate and collaborate with parents. Involve parents in family education programs that focus on creating a positive learning environment at home. Educational programs that involve parents, such as parent training in supporting any learning process at home that can be implemented. Close collaboration between educational institutions and families will help create a strong and sustainable educational foundation for students.

Learning independence influences learning motivation. These results validate research conducted by Garcia and Pintrich (1996); Fazey and Fazey (2001); Andayani and Darmawan (2004). Learning independence is not just an additional element in the educational process; on the contrary, it has a crucial role in forming and maintaining students' learning motivation. Educators not only act as transmitters of information, but also as facilitators of the development of independent learning. Students who have a high level of learning independence tend to have the ability to manage time, identify learning resources, and evaluate their own progress (Hutomo et al., 2012; Gunawan et al., 2016). This ability can strengthen learning motivation because students feel they have control over their own educational journey (Yusri et al., 2020). Research findings confirm that students' level of learning independence is directly correlated with their level of learning motivation. Encouraging independent learning from an early age and generating learning motivation can form students who are not only active in their academic achievements, but also have the ability to learn throughout life with high enthusiasm. A learning process that emphasizes developing learning independence teaches students to manage time, set goals, and search for learning resources independently. In addition, when students feel success from their own efforts, this can increase their learning motivation. High motivation will help them overcome obstacles and challenges in learning, thereby building an achievement-oriented mentality. Learning independence and motivation to learn from an early age are not just for academic success in education to equip students with skills and attitudes that support lifelong learning. This ability becomes increasingly important in the era of technological and information development, where the need to learn and adapt continuously is the key to success in various areas of life. Therefore, the role of educators lies not only in delivering teaching material, but also in active involvement in building student learning independence.

## **CONCLUSION**

Research findings showing the significant influence of the family environment and learning independence on students' learning motivation provide an important contribution both

theoretically and practically in the field of education. Theoretically, these findings enrich our understanding of the factors that influence students' learning motivation, especially in the context of the family environment and the level of learning independence. These contributions can pave the way for the development of new theories or the retesting of existing theories. Practically, these findings can provide valuable guidance for educational practitioners, teachers, and policy makers. Knowledge about the positive influence of the family environment and learning independence on students' learning motivation can be used to design more effective interventions or learning programs. Efforts to improve the quality of the family environment and encourage student learning independence can be integrated into learning strategies at school, thereby increasing learning motivation. Suggestions that can be given from these findings are as follows:

1. Designing a special program to develop student learning independence will provide added value. These programs may include training in study skills, time management, and developing students' internal motivation. In addition, providing a comfortable learning environment at home and at school can increase student comfort. Good facilities and resources will provide a positive boost to learning motivation.
2. Additionally develop teaching strategies that encourage students to take initiative in their learning at home and at school. Teaching strategies that focus on strengthening learning independence are not only an educational innovation, but a necessity for creating a dynamic and effective learning environment. Educators have a strategic role in forming students' mindsets that are proactive towards learning, and through the integration of teaching methods that promote independence, they can play a central role in forming sustainable learning motivation.
3. Encourage the use of applications or online platforms that facilitate students' independent learning and provide parents with information about their child's development.
4. Design extracurricular programs that involve the community and provide additional support to students to increase learning motivation.
5. Building effective communication channels can ensure that the latest and relevant information can be conveyed to parents, educators and the community.

## REFERENCES

- Akmal, D. K., D. Darmawan., & A. Wardani. (2015). *Manajemen Pendidikan*. IntiPresindo Pustaka, Bandung.
- Andayani, D. & D. Darmawan. (2004). *Pembelajaran dan Pengajaran*. IntiPresindo Pustaka, Bandung.
- Arnasik, S., Y. Hermawan., H. Suherti., Suhendra., & R. Gumilar. (2022). Pengaruh Kemandirian Belajar dan Lingkungan Keluarga terhadap Motivasi Belajar Pada Saat Pandemi Covid 19. *Jurnal Edukasi*, 10(2), 129-136.
- Fazey, D. M., & J. A. Fazey. (2001). The Potential for Autonomy in Learning: Perceptions of Competence, Motivation and Locus of Control in First-Year Undergraduate Students. *Studies in Higher Education*, 26(3), 345-361.
- Garcia, T., & P. R. Pintrich. (1996). The Effects of Autonomy on Motivation and Performance in the College Classroom. *Contemporary Educational Psychology*, 21(4), 477-486.
- Gunawan, A., R. Mardikaningsih & R. Yuliana. (2016). *Evaluasi Pembelajaran*. Revka Prima Media, Surabaya.



- Hanin, V., & C. Van Nieuwenhoven. (2016). The Influence of Motivational and Emotional Factors in Mathematical Learning in Secondary Education. *European Review of Applied Psychology*, 66(3), 127-138.
- Hutomo, S., D. Akhmal, D. Darmawan, & Y. Yuliana. (2012). *Dasar-Dasar Evaluasi Pendidikan*. Addar Press, Jakarta.
- Jahja, Y. (2011). *Psikologi Perkembangan*. Kencana.
- Jeno, L. M., V. Vandvik., S. Eliassen., & J. A. Grytnes. (2019). Testing The Novelty Effect of an M-Learning Tool on Internalization and Achievement: A Self-Determination Theory Approach. *Computers & Education*, 128, 398-413.
- Karmini, N. W. (2022). Digital Age: Character Forming Orientation In Early Childhood and Elementary School Education. *Journal of Positive School Psychology*, 6(9), 214-228.
- Khafid, M. (2007). Pengaruh Disiplin Belajar dan Lingkungan Keluarga Terhadap Hasil Belajar Ekonomi. *Dinamika Pendidikan*, 2(2), 185-204.
- Mardikaningsih, R. (2014). Faktor-Faktor yang Memengaruhi Prestasi Belajar Siswa. *Jurnal Ilmu Pendidikan*, 8(1), 13-24.
- Marini, C. K. & S. Hamidah. (2014). Pengaruh Self-Efficacy, Lingkungan Keluarga, dan Lingkungan Sekolah Terhadap Minat Berwirausaha Siswa SMK Jasa Boga. *Jurnal Pendidikan Vokasi*, 4(2), 195-207.
- Mukhadis, A. (2013). Sosok Manusia Indonesia Unggul dan Berkarakter dalam Bidang Teknologi Sebagai Tuntutan Hidup di Era Globalisasi. *Jurnal Pendidikan Karakter*, 4(2), 115-136.
- Nugrahini, R. W., & M. Margunani. (2015). The Effect of Family Environment and Internet Usage on Learning Motivation. *Dinamika Pendidikan*, 10(2), 166-175.
- Purbianto, R. & A. Rustiana. (2018). Pengaruh Disiplin Belajar, Lingkungan Keluarga, dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Economic Education Analysis Journal*, 7(1), 341– 361.
- Purwanti, S., T. Palambeta., D. Darmawan., S. Arifin. (2014). Hubungan Metode Pembelajaran dan Motivasi Belajar Siswa. *Jurnal Ilmu Pendidikan*, 8(1), 37-46.
- Ranti, M. G., I. Budiarti., & B. N. Trisna. (2017). Pengaruh Kemandirian Belajar (Self Regulated Learning) Terhadap Hasil Belajar Mahasiswa Pada Mata Kuliah Struktur Aljabar. *Math Didactic: Jurnal Pendidikan Matematika*, 3(1), 75-83.
- Rosita, L. (2018). Peran Pendidikan Berbasis Karakter dalam Pencapaian Tujuan Pembelajaran di Sekolah. *JIPSI-Jurnal Ilmu Politik dan Komunikasi UNIKOM*, 8, 1-26.
- Singh, K. (2011). Study of Achievement Motivation in Relation to Academic Achievement of Students. *International Journal of Educational Planning & Administration*, 1(2), 161-171.
- Suciningrum, N. P. & E. S. Rahayu. (2015). Pengaruh Status Sosial Ekonomi Orang Tua dan Motivasi Belajar Terhadap Minat Melanjutkan Studi ke Perguruan Tinggi Pada Kelas XI di SMA Pusaka 1 Jakarta. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)*, 3(1), 1-21.
- Uno, H. B. (2019). *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*. Bumi Aksara, Jakarta.
- Whitaker, D., C. Graham., S. G. Severtson., C. Debra Furr- Holden., & W. Latimer. (2012). Neighborhood & Family Effects on Learning Motivation Among Urban African American Middle School Youth. *Journal of Child and Family Studies*, 21, 131-138.
- Wiliandani, A. M., B. B. Wiyono., & A. Y. Sobri. (2016). Implementasi Pendidikan Karakter dalam Pembelajaran di Sekolah Dasar. *Jurnal Pendidikan Humaniora*, 4(3), 132-142.

- Yanti, Y., & D. Darmawan. (2016). Pengaruh Kompetensi Guru dan Lingkungan Belajar terhadap Hasil Belajar melalui Motivasi Belajar Sebagai Variabel Intervening. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(4), 269-286.
- Yusri, D., J. Dausat., A. Y. Adnin., & S. Sahrul. (2020). Analisis Kemandirian Belajar Siswa Selama Pembelajaran Daring: (Studi Tentang Model dan Penerapannya di Mts Swasta Zakiyun Najah Sei Rampah). *Jurnal Bilqolam Pendidikan Islam*, 1(2), 1-18.
- Zuhrotunnisak, Z. (2018). *Pengaruh Lingkungan Keluarga Terhadap Motivasi Belajar Pendidikan Agama Islam Siswa SMP Ma'arif NU Banyuputih Batang*. Skripsi. Universitas Wahid Hasyim Fakultas Agama Islam Semarang.



**This work is licensed under a**  
Creative Commons Attribution-ShareAlike 4.0 International License