
Tapping Into Self-Efficacy And Learning Facilities For Enhanced Academic Achievement: A Case Study Of Mi Nu Brebek Waru Students

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Abstract

This study seeks to quantitatively examine how self-efficacy and learning facilities influence student learning outcomes at MI NU Brebek Waru. The study encompasses all 323 students enrolled at MI NU Brebek Waru, constituting the study population. Through rigorous analysis, the research aims to elucidate the extent to which self-efficacy and the availability of learning facilities impact students' academic achievements within this educational context. To maintain the representativeness of the population, this study selected a sample from a group of Class VI students totalling 45 students. Data analysis was conducted using regression techniques to determine the extent to which self-efficacy and learning facilities can predict student learning outcomes. The findings from this study can provide a positive and significant contribution to self-efficacy and learning facilities to student learning outcomes. By understanding the extent to which self-efficacy and learning facilities influence learning outcomes, it is hoped that this study can provide valuable recommendations for schools, teachers and parents in improving learning conditions and students' academic performance

Keywords

Learning Outcomes; Self-efficacy; Learning Facilities; Education; Students.

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1. INTRODUCTION

Education in Indonesia plays an important role in its development. This is a conscious effort to change behavior towards maturity. The closeness between education and learning becomes the focus, with benchmarks for success that can be measured through grades. Student success in the learning process reflects optimal mastery of material or concepts (Maesaroh, 2013). Education seeks to acquire knowledge to develop the character and abilities of students (Firmansyah & Darmawan, 2023; Masnawati & Masfufah, 2023). According to the view of Krath et al. (2021), understanding the concept of education as a change in behavior that is realized through learning and value evaluation plays a central role in achieving educational goals. Education is not just transferring facts or information, but also involves a learning process that produces real changes in student behavior. Learning, whether through classroom teaching, practical experience, or interaction with the surrounding environment, helps students to understand new concepts and apply them in everyday life (Lembong et al., 2015; Darmawan et al., 2021).



Grade evaluation is also an important factor in understanding the extent to which students have achieved learning objectives. The evaluation process provides students' understanding and helps teachers to adapt teaching methods to individual needs (Mardikaingsih, 2014; Putra & Darmawan, 2024). For this reason, understanding the concept of education as changing behavior through learning and evaluating values ensures that education is not just a collection of information, but also a journey of character formation, skill improvement, and development of student potential (Garcia, 2016; Brackett et al., 2019; Al Mursyidi & Darmawan, 2023). With this approach, education can achieve its goal of forming individuals who are ready to face life's challenges (Mardikaningsih, 2015).

Educational success is known from obtaining optimal learning outcomes in accordance with the existing value benchmarks at school (Andayani et al., 2014). Learning outcomes are the output of the learning process which must be fulfilled at all costs (Cahyaningruh et al., 2019). In this case it can meet their learning needs. According to Wahyuningsih (2020), learning outcomes are a measure of student performance in absorbing and applying the knowledge and skills taught in the learning process. This process does not only focus on achieving academic grades, but also on understanding concepts, applying skills, and developing critical thinking abilities. Learning outcomes as the output of the learning process are the main indicators for assessing the effectiveness of teaching methods and learning strategies implemented by educators (Cant & Cooper, 2010; Darmanto et al., 2014; Purwanti et al., 2014; Masnawati & Darmawan, 2022). Achieving optimal learning outcomes reflects students' understanding of the subject matter, their ability to connect these concepts with everyday life, as well as their critical and analytical thinking skills (Syarifah, 2017). Educational success is not only measured by achieving high academic scores, but also from students' ability to apply their knowledge in various contexts and situations (Indrawati & Wibowo 2019). Because, these abilities can contribute to achieving successful learning outcomes (Gneezy et al., 2019; Darmawan & Mardikaningsih, 2022). Students who successfully master the subject matter generally have a solid foundation in exploring new ideas and producing creative solutions. However, according to Baskerville and Dulipovici (2006); Masnawati et al. (2022), their success reflects a deep understanding of learning concepts, providing a solid foundation for further intellectual exploration. With a strong foundation, students are able to build analytical and critical skills, as well as apply their knowledge to new situational contexts (Mardikaningsih & Hariani, 2016). These abilities not only advance students' personal understanding, but also stimulate innovation and creative thinking

needed to face complex challenges in the real world (Saraswati et al., 2014). By ensuring students can be actively involved in the learning process according to their style and needs, educational success can be achieved (Herwina, 2021).

Student self-efficacy has a very significant influence on their learning outcomes (Sutrisno & Yusri, 2021). Student self-efficacy is a motivational factor, forms a positive attitude towards learning, and influences the level of resistance to obstacles (Oktaverina & Nashori, 2015; Ya'lu & Darmawan, 2024). Based on the opinion of Ames and Archer (1988); Mudzakkir and Darmawan (2024) that when students believe in their ability to succeed, strong motivation and encouragement will be created to achieve learning goals. Students who have high self-efficacy tend to be more independent in self-regulation, use effective learning strategies, and are active in class participation (Darmawan, 2007; Akmal et al., 2015; Kurniawati & Arief, 2016; Nengseh & Darmawan, 2024). Apart from that, self-efficacy also influences the emotional aspects of student learning (Jendra & Sugiyo, 2020). High self-efficacy really helps students feel more confident and reduces their anxiety. When students have high confidence that they can succeed, they tend to feel more comfortable and confident in facing lessons or exams. This can reduce anxiety levels because students believe that they are able to overcome difficulties. Apart from that, a high level of self-efficacy can also increase students' self-confidence to learn and achieve their academic goals. Therefore, building self-efficacy is important in creating a positive learning environment and supporting student growth. Self-efficacy is not only about an individual's belief in their abilities, but also about the influence of the social environment in shaping students' self-perception (Wulandari, 2013). Ermannudin (2021); Maharani and Darmawan (2024) stated that the close relationship between self-efficacy and learning outcomes shows the importance of understanding and supporting students' psychological development to achieve optimal academic achievement.

Complete learning facilities are one of the factors for students to obtain good learning outcomes (Anggryawan, 2019). Learning facilities are components that come from learning facilities such as infrastructure and buildings where teaching and learning activities take place (Inayah, 2013). Complete learning facilities really help students to learn better (Ndirangu & Udoto, 2011). Good learning facilities create an environment that supports students' learning interests, which in turn influences their learning outcomes. Adequate facilities can motivate students to be actively involved in learning and foster deep interest in the subject matter (Safitri & Darmawan, 2023). High interest in learning often contributes to achieving better learning outcomes,

because students tend to be more focused, persistent, and have intrinsic motivation to achieve academic success (Ummat & Retnowati, 2022; Haqiqi & Darmawan, 2023). Therefore, investing in good learning facilities can have a significant positive impact on the quality of education and student academic achievement (Yulianto & Darmawan, 2024). This not only applies at school, but also at home. When students have textbooks, online learning resources, and technological devices such as computers or tablets, they can learn in a more enjoyable and efficient way (Kurniawan et al., 2022; Masnawati et al., 2022; Evendi & Masfufah, 2023). This kind of learning method can reduce boredom when studying (Noviyanti & Darmawan, 2023). A comfortable study space at home, such as a good desk and chair, also helps students to focus and understand lessons better. Parents and families can also help by providing support and being involved in the learning process. Access to libraries, both physical and digital, is also important so that students can obtain additional information. With complete learning facilities, students can learn according to their style and become more independent in the learning process (Keshavers& Hulus, 2019; Irawan & Darmawan, 2023). All of this helps improve student understanding and academic success. Students will easily carry out the learning process at home if the facilities provided are complete. This is different from students whose facilities at home are not optimal, so these students will have difficulty in the learning process at home.

Education plays an important role in shaping individuals and the progress of a nation. To achieve good learning outcomes, there are influencing factors, namely student self-efficacy and learning facilities in the learning environment. If students feel confident in their abilities and have adequate learning facilities, their learning outcomes tend to be better. This research aims to understand and analyze the positive influence of self-efficacy and the availability of learning facilities on student learning outcomes. In this way, ways can be found to improve the quality of learning and academic achievement.

2. METHODS

This research is quantitative in nature, with the main objective being to measure the extent of the influence of self-efficacy and learning facilities on the learning outcomes of MI NU Brebek Waru students. The population of this study were students at MI NU Brebek Waru with a total of 323 students. The sample used was a group of Class VI students, totaling 45 students. Research variables are divided into two main categories, namely independent variables which include self-efficacy and learning facilities, and dependent variables which are learning outcomes. The following is an explanation of the variables in the context of this research:

1. Self-efficacy (X.1) is an individual's assessment of their self-confidence in their ability to carry out their duties so as to obtain results as expected (Lodjo, 2013). According to Rahmi et al. (2017), indicators of self-efficacy are as follows: belief in one's abilities, perseverance, and viewing difficulties as challenges.

2. Learning facilities, as defined by Fazariyah and Dewi (2022), encompass the instructional materials employed by teachers during the teaching and learning activities, as well as the resources utilized by students to engage with the subject matter being taught. These facilities, as outlined by Yugiswara et al. (2019), include various components such as physical space, informational media, access to books, and other educational tools.

3. Student learning outcomes (Y) refer to the educational attainments of students, encompassing their comprehension of concepts, ability to apply knowledge, and skill enhancement across affective, cognitive, and conative domains, as delineated by Wahyudi et al. (2018).

The research utilized a questionnaire as the primary data collection tool to gather insights into students' perspectives on how self-efficacy and learning facilities impact their academic achievements. The questionnaire consisted of structured inquiries concerning the variables under investigation. Data gathering involved distributing these questionnaires to a selected sample of students from MI NU Brebek Waru.

The data gathered in this study will be subjected to statistical analysis, predominantly through regression analysis. The primary objective of this analytical approach is to ascertain and elucidate the degree of influence exerted by self-efficacy and learning facilities on student learning outcomes. Regression analysis is anticipated to offer a comprehensive and quantifiable depiction of the interrelationships among the variables under investigation

3. FINDINGS AND DISCUSSION

This research was conducted by distributing questionnaires to 45 class VI students at MI NU Brebek Waru. All students gave satisfactory responses to the questionnaires given. This satisfaction is reflected in the one hundred percent return of questionnaires that have been distributed to students, showing full participation from all class VI. The questionnaire results reflect the full diversity of students, providing an accurate picture of their perceptions of the research subjects. In responding to the questionnaire, students showed high enthusiasm and engagement,

adding to the validity of the research results.

The validity test entails assessing corrected item values surpassing a threshold of 0.3. This examination was conducted on two predictor variables—self-efficacy and learning facilities—as well as one outcome variable, namely student learning outcomes. In the validity testing process, all statements in the questionnaire were accepted with a corrected total item correlation value exceeding the threshold of 0.3. This means that these results show that all questions in the questionnaire have an adequate correlation with the variables being measured.

The next test was carried out by measuring reliability using Cronbach's alpha, which has a minimum value of 0.6 to be considered acceptable. In the self-efficacy variable, the test results show a Cronbach's alpha value of 0.877, while in the learning facilities variable, this value reaches 0.876. For the learning outcome variable, the reliability reached 0.918. These results affirm that the three variables under investigation exhibit a considerable level of reliability, as evidenced by significant Cronbach's alpha values. This validation reinforces the dependability of all variables examined in this research.

Table 1. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.889	3.239		-.274	.785
	X1	.473	.132	.370	3.575	.001
	X2	.390	.071	.564	5.459	.000

The results of this research produce a regression model which can be represented by the equation $Y = -0.889 + 0.437X1 + 0.390X2$. Based on the results of the regression equation, it can be explained that Y is a student learning outcome variable, while X1 and X2 represent self-efficacy and learning facilities. Thus, it can be

interpreted that if these two variables have a value of zero, then the predicted value of student learning outcomes will be around -0.889. Although these numbers may have no practical interpretation in the context of learning outcomes, they reflect the starting point in the regression model. Therefore, further interpretation of this model needs to be carried out by paying attention to the contribution of self-efficacy and learning facilities to student learning outcomes, as indicated by the coefficients of each variable in the regression equation.

Moreover, as depicted in Table 1, self-efficacy demonstrates a notable significance level of 0.001, while the learning facilities variable at MI NU Brebek Waru Sidoarjo also exhibits a significant value of 0.000. These significant findings suggest that both self-efficacy and learning facilities play pivotal roles in shaping the learning outcomes of students at MI NU Brebek Waru Sidoarjo. This implication arises from the significance level obtained being <0.05 . Upon closer examination of each independent variable coefficient, it becomes apparent that self-efficacy holds a higher value at 0.437, compared to the learning facilities coefficient value of 0.390. This discrepancy indicates that self-efficacy exerts a more pronounced influence on shaping student learning outcomes in comparison to learning facilities.

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	437.74	2	218.87	41.879	.000 ^b
	Residual	219.50	4	5.226		
	Total	657.24	4			
		4	4			

In Table 2, the results of the F test reveal that the calculated F-value reaches 41.879, with a significance level of 0.000. Given a probability value lower than 0.05, it can be inferred that the regression equation exhibits a high level of significance. Specifically, this analysis indicates that the two variables—self-efficacy and learning facilities—significantly impact student learning outcomes at MI NU Brebek Waru Sidoarjo. Consequently, it can be deduced that factors such as self-efficacy and

learning facilities collectively play a crucial role in influencing the learning outcomes of students at MI NU Brebek Waru Sidoarjo.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.816 ^a	.666	.650	2.286

The subsequent phase of the analysis involves employing the coefficient of determination. The findings of this study reveal a robust correlation among the observed variables, namely self-efficacy (X.1) and learning facilities (X.2), on student learning outcomes (Y). The obtained R value stands at 0.816. Additionally, the R Square value is 0.666. These outcomes suggest that approximately 66.6% of the variance in student learning outcomes can be elucidated by variables such as self-efficacy and learning facilities at MI NU Brebek Waru Sidoarjo. The remaining 33.4% is influenced by other factors beyond the scope of this research.

Self-efficacy has a very important role in shaping the learning outcomes of MI NU Brebek Waru students, and the results of this research confirm that self-efficacy has a positive and significant effect on academic achievement. These results are in line with research conducted by Rambod et al. (2018); Rorimpandey and Midun (2021); Sutrisno and Yusri (2021). Students who have a high level of self-efficacy tend to have the belief that they are able to overcome every task or challenge they face, even though it is a difficult task (Laksmi et al., 2018).

Self-efficacy, or a student's belief in their ability to overcome challenges and achieve goals, creates a strong foundation on which to build achievement. When students have a high level of self-efficacy, they tend to bring positive feelings to the learning process. The belief that their hard work and perseverance will produce satisfactory results provides a strong motivational boost. These positive feelings help

students face assignments or exams with confidence, which can ultimately improve performance (Darmawan, 2024).

Belief in high self-efficacy also has an impact on the development of students' internal motivation (Suhardita, 2011). Students with high self-efficacy have a strong internal drive to learn and achieve their academic goals. This encourages students to face greater challenges and achieve higher goals. On the other hand, students with low self-efficacy tend to face obstacles in the form of doubt and anxiety. They feel unable to complete the assignments given, even assignments that other students consider easy. This negative thinking can harm students' motivation, limit their aspirations, and create an attitude that does not support the learning process.

This research provides strong evidence that learning facilities have a significant influence on the learning outcomes of MI NU Brebek Waru students. These results are in line with research conducted by Anggryawan (2019); Hariyanto et al. (2021); Handrayani et al. (2023). Learning facilities that involve the physical environment, resources and learning facilities play an important role in forming conditions that support and improve the quality of learning in achieving student learning success (Wuisang et al., 2022; Ismaya et al., 2023; Umroh & Darmawan, 2024).

A good physical environment, such as a comfortable and organized classroom, can create positive environmental conditions that motivate students (Akomolafe & Adesua, 2015; HD & Darmawan, 2023). Adequate learning resources, such as textbooks, technological tools, and reference materials, provide the necessary support for understanding concepts (Milligan et al., 2019; Masnawati & Darmawan, 2023). Learning tools, such as interactive whiteboards or labs, can increase student engagement and facilitate practical learning. With complete learning facilities, students can maximize their potential and achieve better learning outcomes. It can be explained that quality learning facilities are a key element in creating an effective learning environment and ensuring positive progress in education (Munir & Waty, 2023; Imanuddin & Darmawan, 2024). An adequate physical environment,

comfortable classrooms and equipped with learning technology, create an environment that is conducive to a successful, effective learning process (Rizal & Darmawan, 2024).

Complete learning facilities also enable teachers to create innovative learning experiences, by utilizing various tools and technology that can motivate students and this creates satisfaction for teachers because they can provide the best for their students (Fachruddin et al., 2023; Kholid & Darmawan, 2023; Mubarok et al., 2023). Apart from that, good learning facilities also have an important role in creating a sense of security and comfort for students (Kusumaningrum, 2017; Harisuddin, 2019). A safe and comfortable learning environment can provide a positive atmosphere that supports students' mental and emotional well-being (Fitriyah & Darmawan, 2024). When students feel safe, they tend to concentrate more easily and engage in the learning process. This can also influence students' attitudes towards learning, making them more open to receiving information and exploring new concepts. Adequate learning facilities also have a positive impact on student involvement in the learning process. Lea et al. (2003); Latif and Darmawan (2024) also argue that students tend to be more enthusiastic and active when surrounded by an adequate learning environment. This can create more dynamic interactions between students and learning materials, increase information retention, and ultimately have a positive impact on their learning outcomes (Rafiuddin & Darmawan, 2023)

4. CONCLUSION

This research found that self-efficacy and learning facilities contributed positively and significantly to improving the learning outcomes of MI NU Brebek Waru students. Self-efficacy, as an indicator of psychological well-being, is the main driver of learning motivation with an impact on active participation, more effective use of learning strategies, and resilience to failure. Good learning facilities also make a positive contribution by creating a comfortable learning environment and supporting the development of students' skills and knowledge. The suggestions given

by researchers are based on the research results, namely:

1. Help students set realistic and measurable goals. By having clear goals, students can see their progress and feel a sense of success which can increase self-efficacy.

2. Maximizing learning facilities both at school and at home is really needed by students to improve learning outcomes. It is best for parents and teachers to frequently motivate students, especially regarding the future, so that students have a high desire to learn.

Invite parents to be actively involved in their children's education process. Disseminate the findings of this research to parents and encourage them to provide positive support in building children's self-efficacy at home.

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