

OVERVIEW OF THE STUDENTS' LEARNING INTERESTS OF SMA PERTIWI 1 PADANG

^{*1}Fauzan Azima, ²Rezki Hariko, ³Gusni Dian Suri, ⁴Soeci Izzati Adlya

^{*1,2,3,4}Universitas Negeri Padang

Email: ^{*1}fauzan.brz0202@gmail.com, ²hariko.r@fip.unp.ac.id,

³gusnidians@fip.unp.ac.id, ⁴soeci.izzati@fip.unp.ac.id

Abstract

Currently, many students have low interest and satisfaction in learning, this will increase stress, and the psychological development of students, if continued, will make the quality of graduates and human resources decrease. The study aims to describe the learning interest in students reviewed from: 1) the affective aspect, 2) the cognition aspect. The research uses a descriptive quantitative method. The number of samples of 230 students of SMA Pertiwi 1 Padang was selected using *the stratified random sampling technique*. Data collection was carried out through the administration of the student learning interest scale which was compiled based on *the Likert scale model*. The data was processed using descriptive analysis. The results of the study showed that the learning interest of students of SMA Pertiwi 1 Padang: in general was in the high category ($=106.56$), from the aspect of affection (feeling) was in the high category and the aspect of cognition (mind) was in the high category. Based on these results, it can be concluded that Pertiwi 1 Padang High School students have a high interest in learning in the learning process. The implication of BK services in increasing students' interest in learning is by providing various services such as information services, individual counseling guidance services and group counseling guidance.

Keywords: Learning Interest, Students, High School

Abstrak

Saat ini banyak siswa yang memiliki minat dan kepuasan belajar yang rendah, hal ini akan meningkatkan stres, dan perkembangan psikologis siswa, jika berlanjut akan membuat kualitas lulusan dan sumber daya manusia menurun. Penelitian bertujuan untuk mendeskripsikan minat belajar pada siswa ditinjau dari: 1) aspek afeksi, 2) aspek kognisi. Penelitian menggunakan metode kuantitatif deskriptif. Jumlah sampel 230 orang siswa SMA Pertiwi 1 Padang yang dipilih dengan teknik *stratified random sampling*. Pengumpulan data dilakukan melalui pengadministrasian skala minat belajar siswa yang disusun berpedoman pada model skala likert. Data diolah menggunakan analisis deskriptif. Hasil penelitian menunjukkan bahwa minat belajar siswa SMA Pertiwi 1 Padang: secara umum berada pada kategori tinggi ($\bar{x} = 106,56$), dari aspek afeksi (perasaan) berada pada kategori tinggi dan aspek kognisi (pikiran) berada pada kategori tinggi. Berdasarkan hasil tersebut dapat disimpulkan bahwa siswa SMA Pertiwi 1 Padang mempunyai minat belajar yang tinggi dalam proses pembelajaran. Implikasi layanan BK dalam meningkatkan minat belajar pada siswa adalah dengan memberikan berbagai layanan seperti layanan informasi, layanan bimbingan konseling individual dan bimbingan konseling kelompok.

Kata kunci: Minat Belajar, Siswa, SMA

INTRODUCTION

Sarwono (2007) students are everyone who is officially registered to take lessons in the world of education. Ability in the field of education can be measured by the results of students' learning achievements at school. According to the results of PISA (*Programme International Student Assessment*) research in 2018, Indonesia obtained an average score of 371 points which categorized student learning achievement in Indonesia as classified as low (OECD, 2020). Student learning achievement in West Sumatra Province in 2022 has decreased compared to 2021. According to data from the West Sumatra Education Office, the number of students who graduated from higher education decreased from 10,500 students to 8,086 students. (Disdiksumbar, 2022).

This is in line with research conducted by Marti'in, (2019) where the results of the study stated that the low interest in learning of grade XI students of SMA Negeri 5 Pontianak is in the "High" category which means that students' interest in learning needs to be more active. Based on this data, the low achievement of Indonesian students will have an impact in the short term and also in the long term. Douglass (1967) said that "the impact in the short term is a decline in the quality of graduates and the effectiveness of students". If it happens continuously, the impact that occurs in the long term is a decrease in the quality of human resources. The high or low learning performance is caused by several factors, including the interest in learning of students, interest in learning is the main element in the success of students' learning. With an interest in learning, the teaching and learning process runs smoothly. Interest arises when an individual is interested in something, because it is in accordance with his needs or feels that something to be learned is felt to be meaningful to him and the student intends to learn it (Marti'in, 2019). Ritonga et al., (2025) low interest in learning also has implications for the learning climate in the classroom. Students who are not interested in learning tend to interfere with the course of lessons, create an uncondusive atmosphere, and affect the enthusiasm for learning of other students. This condition certainly has an impact on the overall low effectiveness of learning. As explained by Uno (2012), interest in learning is closely related to motivation, and both are important keys in forming positive learning behaviors.

A high interest in learning in students will encourage active participation, improve material understanding, and create a more effective and enjoyable learning atmosphere. Conversely, low interest in learning can cause students to become passive, less focused, and unmotivated in following learning, which ultimately negatively impacts the learning outcomes and academic development of students Ritonga et al., (2025). Schleicher (2015) said that learning interests play a role in supporting the success of students' scientific development. Indra (2017) students' interest in learning in participating in learning is something important in the smooth teaching and learning process. Interest in learning activities has several important roles, such as increasing concentration or attention, bringing joy or a feeling of happiness, strengthening students' ability to remember, giving birth to positive and constructive learning attitudes, and minimizing students' boredom

with lessons (Putra, 2023). The important role of interest in learning activities is one of the supporting factors in the success or failure of the goals of a learning to be achieved (Sadirman, 2015).

At this time, the phenomenon of declining student interest in learning is a crucial issue that many people face in the world of education, based on the results of research conducted by Hasanah et al., (2024) with the distribution of questionnaires at SMA Negeri 1 Ngronggot, data obtained from the analysis of student learning difficulties questionnaires with indicators of growing interest in learning were obtained results of 62.36% with weak criteria. In addition, research conducted by Daulay et al., (2023) at SMPS AlWashliyah 27 Amplas obtained data that there was a problem of declining interest in learning experienced by 10 students by looking at their declining learning outcomes and below the minimum completeness criteria (KKM).

Based on reality, the role of BK teachers is very important to overcome the problem of declining interest in learning in students. As a type of educator assigned to provide guidance and counseling services, counselors are expected to proactively help students develop their personalities and adjust to the environment (Agustina, 2019; Prayitno et al., 1997). Guidance and counseling is a science that seeks to facilitate individual growth and development. Guidance and counseling science further becomes the framework for the implementation of the guidance and counseling profession (Hariko, 2016). Counselors are responsible for planning and following up on guidance and counseling services for students who are their responsibility (Prayitno, 2017).

The role of BK teachers is to motivate students to learn by providing students with an understanding of the importance of learning and assignments, increasing the attribution possessed by students, developing learning goals and self-efficacy, providing information on effective learning methods for all students, namely how to memorize, read and take notes, help students organize subject matter and how to face exams by providing tips, how to increase metacognitive awareness and how to develop a learning schedule (Amani, 2018). Rahman (2015) in ideal conditions, guidance and counseling services in schools should be accessible to all students anytime and anywhere. For example, some of the topics discussed in guidance and counseling that have become the latest trends include how to deal with violence, trauma and crisis, organized care, welfare, social justice, technology, leadership and identity, personal growth, career and disorders in people who are considered healthy and have serious problems (Gladding, 2012). In addition, counseling services must be adaptable to the needs of the current generation of students who are more familiar with technology (Ifdil & Ardi, 2013). This means that BK teachers must be able to integrate information technology into their services, such as using online counseling applications, digital communication platforms, and technology-based student management systems (Ardi et al., 2013). Thus, guidance and counseling services can be carried out in a more flexible, efficient, and appropriate way to students' conditions (Zola et al., 2024). Counseling is the core of the implementation of guidance and counseling services in schools as a whole. The success of counseling is a guarantee for the success

of various types of guidance and counseling services (Hariko, 2018). Therefore, the importance of BK teachers in overcoming the problem of students' interest in learning so that they can live a good life. These problems can be overcome by helping students understand their abilities intellectually, academically, socially or careerally, directing students by developing their potential, and behaving well so that students can achieve their desired goals.

METHODS

This research is a quantitative research with a descriptive method. The research respondents were 230 students of SMA Pertiwi 1 Padang in the 2025/2026 school year which were obtained using *the Stratified Random Sampling* technique with the slovin formula. The type of data used in this study is interval data, namely data on learning interests in students at SMA Pertiwi 1 Padang. Data collection was carried out through the administration of the student learning interest scale which was compiled based on *the Likert* scale model. The collected data was processed using descriptive analysis.

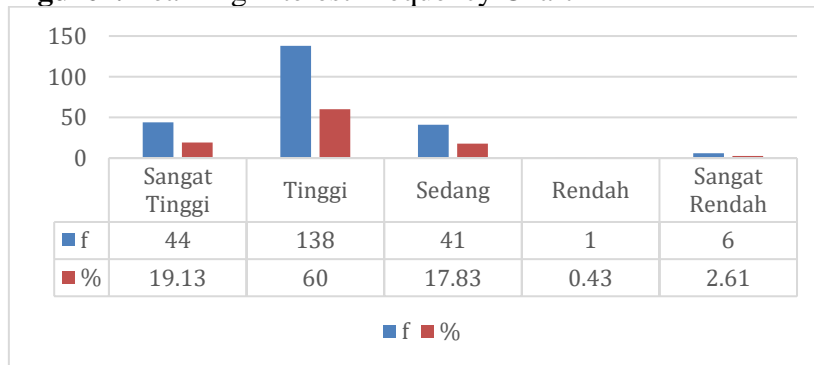
RESULTS AND DISCUSSION

Based on the data processing that has been carried out, the results of the processing of students' overall learning interests in the data processing criteria can be seen in the following table:

Table 1. Distribution of Frequency of Overall Learning Interest (n=230)

CATEGORY	INTERVAL		F	%
	Shoes	%		
VERY HIGH	≥119	>85	44	19,13
HEIGHT	97-118	69-84	138	60,0
MEDIUM	75-96	53-68	41	17,83
LOW	53-74	37-52	1	0,43
VERY LOW	≤52	<36	6	2,61
QUANTITY			230	100

Based on the table above, it is found that in general, the interest in learning in students at SMA 1 Pertiwi Padang is in the high category. This can be seen from a review of the data description revealed that as many as 44 students were in the high category with a percentage of 19.23%, then 138 students were in the high category with a percentage of 60%, then 41 students were in the medium category with a percentage of 17.83%, 1 student was in the low category with a percentage of 0.43% and 6 students were in the very low category with a percentage of 2.61%. This shows that most of the students of SMA Pertiwi 1 Padang have a good interest in learning, this is evidenced by the number of students who think that learning is important because it can add knowledge/insight, besides that there are also many students who think that learning helps to increase a positive attitude in me.

Figure1. Learning Interest Frequency Chart**Table 2.** Description of Student Learning Interest (n=230)**SHOES**

NO	ASPECTS OF LEARNING INTEREST	Ideal	Max	Min	Mean	% Mean	SD	Kat
1	Aspects of Affection	75	75	39	56,37	75,15	7,17	T
2	Aspects of Cognition	65	65	34	51,56	79,13	6,93	T
	Overall	140	140	48	106,56	76,11	16,21	T

In table 2. It can be explained that the learning interest of students of SMA Pertiwi 1 Padang is in the high category ($\bar{x} = 106.5$; 76.1%). In more detail, based on the measured aspects, affection (feelings) ($\bar{x} = 56.37$; 75%) is in the high category. This means that students are able to describe positive emotions, increase attention and desire to engage with the lesson in class. Then the aspect of cognition (mind) ($\bar{x} = 51.56$; 79%) is in the very high category. This shows that SMA 1 Pertiwi Padang students have a high interest in learning, this is evidenced by the students already having increased grades and knowledge, as well as understanding during the lesson process.

Interest in learning has a great influence on learning outcomes, because if the subject matter studied is not in accordance with their interests, then students will not study well because they are not interesting to them. Students will be lazy to learn and will not get satisfaction from the lesson. Subject matter that attracts students' interest is easier to learn so that it can improve learning outcomes (Aprijal et al., 2020). Afrilia (2024) explained that students who have a high interest in learning in the learning process can support the teaching and learning process to get better, as well as conversely if students have a high interest in learning, the quality of learning will decrease and will affect learning output. Aprijal et al., (2020) Interest is related to motivation, because interest is an impulse in a person or a factor that causes selective attention, which leads to the choice of a profitable, pleasant object or activity that over time will bring satisfaction. Therefore, the motivation, attention and pleasure in an activity are interrelated with factors that generate interest. If the factors that cause interest in an activity are low, it can cause the person's interest to be

low. Low interest can cause boredom of an activity. If this happens to the interest in learning, it will have an impact on the person's learning difficulties. In this case, students' interest in learning greatly affects student learning outcomes.

Based on the results of the research conducted, it can be concluded that on average, the interest in learning in students at SMA Pertiwi 1 Padang is in the high category. This means that students of SMA Pertiwi 1 Padang have a good interest in learning because, many students are interested in listening to the teacher's explanation of the lesson, giving opinions during discussions about the subject matter, besides that there are also students who are in the very high category, this shows that students feel learning at school, helping to increase a positive attitude in themselves, But behind it all, there are also students who are cool with their own thoughts when the teacher is explaining, tend to daydream when attending lessons, and think that learning in class is not effective in improving student understanding, this is evidenced by the existence of students who are in the medium, low and very low categories. The results of the study are in line with the results of the research conducted by Jannah (2023) where based on the results of the study, it is concluded that the learning interest of students at SMAN 1 Rawamerta for students in grades XI and XII is in the high category, where the results of the categorization show that 147 students are classified as high categorization or with a percentage of 96.7% and 5 students are classified as low categorization or with a percentage of 3.3%.

Another study was also conducted by Putri (2021) Based on the interest category, it is known that 42.86% of students are in the very high interest category, as many as 54.28% of students are in the high interest category, as many as 2.86% of students are in the medium interest category, and there are no students in the low and very low interest category. Therefore, it can be concluded that students' learning interest in learning is in the high category. Another study conducted by Achmad et al., (2022), based on research conducted by the total student learning interest in learning has a percentage of 66% categorized as strong, where students always answer questions given by teachers about learning and before learning starts they usually read books.

Interest in learning activities has several important roles, such as increasing concentration or attention, bringing joy or a feeling of happiness, strengthening students' ability to remember, giving birth to a positive and constructive learning attitude, and minimizing students' boredom with lessons. The important role of interest in learning activities is one of the supporting factors in the success or failure of the goals of a learning to be achieved (Sadirman, 2015). Slameto (2013) explained that interest in learning is a fixed tendency to pay attention to and remember several activities, activities that a person is interested in will be paid attention to continuously which is accompanied by a sense of pleasure. Students realize that lack of interest in learning has an effect on learning achievement. Meanwhile, interest in learning arises due to a strong will, a great sense of curiosity and high participation from within students to learn, as well as motivation from parents.

Hidi, et al. (2006) revealed that interest is considered a unique motivational variable as well as a psychological state that occurs during the interaction between objects of interest, and is characterized by increased attention, concentration, and affectiveness. Putri (2021) said that interest in learning is one of the aspects in students that can grow to motivate the students themselves when doing their desires in teaching and learning activities. Hansen (Fauziah et al., 2017) revealed that students' interest in learning greatly affects students' motivation, self-concept, and personality.

Slameto (2013) stated that students who are interested in learning are students who have a constant tendency to pay attention to and remember something they are learning continuously, have a sense of love and pleasure for something they are interested in, gain something of pride and satisfaction in something that is of interest, prefer things that are more of interest to them than others, manifested through participation in activities and activities. One of the internal factors that affect students' interest in learning, these internal factors include; The students' attention appears to be driven by curiosity. Therefore, this feeling needs to be stimulated so that students always pay attention to the subject matter given (Sugihartono, 2007). Meanwhile, external factors that affect learning interest are school factors and family factors: Teachers in the educational process, have the task of educating and teaching students so that they can become human beings who can carry out their life tasks in harmony with their nature as human beings. A teacher's main task is to make students know or do things in a formal way (Dwi Siswoyo, 2007).

Sudjana (2011) The aspect of affection is the readiness and willingness of a person to accept or process an object based on the assessment of that object, whether it means or not to him. That is why in relation to one's knowledge and feelings towards an object, affective attitudes can also be seen as a person's tendency to behave (predisposition). The results of learning attitudes appear in the form of willingness, interest, attention, changes in feelings and others. Meanwhile, according to Benyamin S. Blom and David Krathwol (Usman, 2002), "The affective aspect includes goals related to changes in attitudes, values, feelings and interests. Sudjana (2011) cognitive aspects are the main aspects in many educational curricula and become a benchmark for assessing child development. Cognitive, which comes from the Latin word *cognitio*, means recognition, which refers to the process of knowing as well as to knowledge itself. In other words, the cognitive aspect is an aspect related to reason or thought process, namely the ability and activity of the brain to develop rational abilities. In the cognitive aspect, it is divided into several more detailed aspects, namely: (1) knowledge; (2) *comprehension*; (3) application; (4) analysis; (5) synthesis; and (6) evaluation.

These findings indicate that students of SMA 1 Pertiwi Padang already have a good interest in student learning and have a deep interest and strong desire to be actively involved in the learning process, which encourages them to feel happy and satisfied in learning activities. Based on the results of the research, to increase students' interest in learning, it can be done through guidance and counseling services. Guidance and counseling are assistance services for students, both individually and in groups, so that

they are independent and can develop optimally, in personal, social, learning, and career guidance through various types of services and supporting activities based on applicable norms (Fradinata, 2023). Hariko (2024) counseling is a professional activity that involves a relationship between a counselor and an individual or group of individuals.

The role of counseling guidance teachers in schools includes being a counselor and consultant. As a counselor, namely a counseling guidance teacher, it is necessary to understand the growth and development of their students, as well as to master decision-making and problem-solving skills faced by students. The teacher of counseling guidance as a consultant whose goal is to solve students' problems (Mochamad, 2015). Counseling guidance teachers are very much needed to assist students to motivate their learning. Therefore, the role of counseling guidance teachers is needed to foster students' interest in learning. Counseling guidance services that can be provided such as information services, individual counseling guidance services and group counseling guidance, can help students in achieving optimal learning outcomes.

CONCLUSION

The results of the study show that in general, students of SMA Pertiwi 1 Padang have a high interest in learning, this is characterized by many students feeling that learning is important and learning helps to increase a positive attitude in them. In the aspect of affection (feeling), students' interest in learning is also in the high category. This means that students are able to describe positive emotions, increase attention and desire to engage with lessons in class and in the aspect of cognition (mind), students' interest in learning is in the very high category, this means that students already have increased grades and knowledge, as well as understanding during the lesson process. The role of parents is very important in the child's learning process. The motivation provided by parents has a big impact on children, so it can help foster children's interest in learning. BK teachers can provide various counseling services to increase students' interest in learning and BK teachers can make the results of this research a reference in creating Counseling Guidance programs to increase and maintain students' interest in learning.

REFERENCES

- Achmad, F. R., & Pramudiani, P. (2022). Minat belajar siswa pada pembelajaran Teknologi Informasi dan Komunikasi (TIK) kelas IV selama pembelajaran daring di Madrasah Ibtidaiyah. *Jurnal Cakrawala Pendas*, 8(4), 950-960.
- Afrilla, R., & Piawi, K. (2024). Faktor-Faktor yang dapat Membangun Minat Belajar Siswa di Era Industri 4.0. *Jedchem (Journal Education And Chemistry)*, 6(2), 62-65.
- Agustina, L., Daharnis, D., & Hariko, R. (2019). Peran konselor dalam meningkatkan disiplin siswa: tinjauan berdasarkan persepsi siswa. *JURKAM: Jurnal Konseling Andi Matappa*, 3(1), 15-22.
- Amani. (2018). Peran Guru Bimbingan dan Konseling dalam Memotivasi Belajar Siswa SMPN 15 Yogyakarta. *Jurnal Bimbingan Konseling dan Dakwah Islam*, 15(1), 20-34.

Anggyanna, R. (2018). Peran Guru Bimbingan Dan Konseling (Bk) Dalam Memotivasi Belajar Siswa Berprestasi Non Akademik Pada Siswa Jurusan Ips (Studi di SMA Negeri 6 Malang). In Central Library Of Maulana Malik Ibrahim. Universitas Islam Negeri Maulana Malik Ibrahim.

Aprijal, A., Alfian, A., & Syarifudin, S. (2020). Pengaruh Minat Belajar Siswa Terhadap Hasil Belajar Siswa di Madrasah Ibtidaiyah Darussalam Sungai Salak Kecamatan Tempuling. *Mitra PGMI: Jurnal Kependidikan MI*, 6(1), 76-91.

Ardi, Z., & Hariko, R. (2014). Gambaran Kegiatan Belajar Siswa Sumatera Barat. In Seminar Internasional Bimbingan dan Konseling (Vol. 1, pp. 1-9).

Ardi, Z., Yendi, F. M., & Ifdil, I. (2013). Konseling online: sebuah pendekatan teknologi dalam pelayanan konseling. *Jurnal Konseling dan Pendidikan*, 1(1), 1-5.

Daulay, N., Tarigan, N. H. B., Tanjung, A. J., Tanjung, A. F., Halimah, H., & Munte, R. F. (2023). Analisis Permasalahan Turunnya Minat Belajar Peserta Didik di SMPS Al-Washliyah 27 Amplas. *SAP (Susunan Artikel Pendidikan)*, 8(2), 218-226.

Dinas Pendidikan Propinsi Sumatera Barat. (2020). *Data Lulusan Perguruan Tinggi 2019-2020*. <https://disdik.sumbarprov.go.id>

Douglass, M, P. (1967). *Social Studies (From Theory To Practice In Elemnetary Education)* . Philadelphia-New York: J.B. Lippincott Company.

Dwi Siswoyo. Dkk, (2007), *Ilmu Pendidikan*, Yogyakarta: UNY Press.

Fauziah, A., Rosnaningsih, A., & Azhar, S. (2017). Hubungan Antara Motivasi Belajar dengan Minat Belajar Siswa Kelas IV SDN Poris Gaga 05 Kota Tangerang. *JURNAL JPSPD (Jurnal Pendidikan Sekolah Dasar)*, 4(1), 48–53.

Fradinata, S. A., & Sukma, D. (2023). Keterampilan Dasar Konselor Dalam Melakukan Konseling Individu. *Jurnal Ilmu Pendidikan dan Sosial*, 2(2)

Gladding, S. T. (2012). *Counseling: A Comprehensive Profession*. New York: Pearson Higher Ed.

Hariko, R., & Aritonang, N. (2017). Konseling Humanistik: Sebuah Tinjauan Filosofi. *Jurnal Konseling GUSJIGANG Vol*, 3(1).

Hariko, R. (2016). Ilmu bimbingan dan konseling, nilai dan kesejahteraan individu: Studi literatur. *Jurnal Konseling Dan Pendidikan*, 4(2), 118-123.

Hariko, R. (2017). Landasan Filosofis Keterampilan Komunikasi Konseling. *Jurnal Kajian Bimbingan Dan Konseling*, 2(1).

Hariko, R. (2018). Are high school students motivated to attend counseling. *COUNS-EDU: The International Journal of Counseling and Education*, 3(1), 14-21.

Hariko, R. (2024). Landasan filosofis keterampilan komunikasi konseling. *Jurnal Kajian Bimbingan dan Konseling*, 2(2), 11.

- Hasanah, M. U., Rahmawati, I., Budhiretnani, D. A., & Putri, F. K. (2024, February). Penerapan media index card match untuk meningkatkan minat dan hasil belajar siswa kelas X-5 di SMAN 1 Ngronggot. In *Prosiding Seminar Nasional Kesehatan, Sains dan Pembelajaran* (Vol. 3, No. 1)
- Hidi, S. & Renninger, K. A. (2006). The four-phase model of interest development. *Educational psychologist*, 41(2), 111-127.
- Ifdil, I., & Ardi, Z. (2013). Konseling online sebagai salah satu bentuk pelayanan e-konseling. *Jurnal Konseling dan Pendidikan*, 1(1), 15-22.
- Jannah, N. (2022). *Gambaran Minat Belajar Siswa Pada Mata Pelajaran Matematika di SMAN 1 Rawamerta* (Doctoral dissertation, UBP Karawang).
- Martin, I. (2019). Analisis Tentang Rendahnya Minat Belajar Peserta Didik Kelas Xi Sma Negeri 5 Pontianak.
- Mochamad, N. (2015). Pengembangan Profesi Bimbingan dan Konseling. *Jakarta: Erlangga*.
- OECD. (2020). *OECD/INFE 2020 International Survey of Adult Financial Literacy*
- Prayitno. (2017). *Konseling Profesional yang Berhasil*. Jakarta: PT. Rajagrafindo Persada.
- Putra. (2023). Pengaruh Penggunaan Model Pembelajaran Contextual Teaching and Learning terhadap Minat Belajar Siswa pada Mata Pelajaran Geografi Kelas XI SMA Al Huda Pekanbaru. *Skripsi*. Fakultas Tarbiyah Dan Keguruan. Universitas Islam Negeri Sultan Syarif Kasim Riau Pekanbaru.
- Rahman, A. (2015). Peranan guru bimbingan dan konseling terhadap pelaksanaan bimbingan belajar di smk negeri 1 loksado. *Jurnal mahasiswa BK An-nur: berbeda, bermakna, mulia*, 1(3).
- Ritonga, R., Tanjung, M. I. Y., Sitompul, S. H., Marbun, M., & Margolang, F. Z. (2025). Dampak Rendahnya Minat Belajar Siswa Terhadap Proses Pembelajaran di Sekolah Dasar. *Jurnal Intelek Insan Cendikia*, 2(6), 11237-11243.
- Sardiman, AM. (2015). *Interaksi dan Motivasi belajar Mengajar*. Jakarta: Rajawali.
- Sarwono. (2003). *Psikologi Remaja*. Jakarta: Raja Gravid Persada.
- Schleicher. (2015). *Education in Indonesia: Rising to the Challenge*, vol. 20, no. 15.
- Slameto. (2013.) *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sudjana, N. (2011). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Sugihartono, dkk, (2007). *Psikologi Pendidikan*. Yogyakarta: UNY Pers.
- Syah, M. (2012). *Psikologi Belajar*. Jakarta: Raja Grafindo Persada.

- Uno, Hamzah B. (2012). *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- Usman M.U. (2002) *Menjadi Guru Profesional*. Bandung: PT. Remaja Rosdakarya.
- Yusuf, A. M. (2014). *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan*. Jakarta: Prenada Media.
- Zola, N., Ifdil, I., Adlya, S. I., Fadli, R. P., Apri, I. Z., & Ardi, L. A. (2024). Pemanfaatan teknologi informasi dalam pelayanan konseling online di Kabupaten Solok Selatan. *Lentera Negeri*, 5(2), 76-81.