

## The Influence of Association on Changes in Student Learning Behavior at SMA Negeri 6 Pekanbaru

Vonny Claudia<sup>1</sup> Gimin<sup>2</sup> Supentri<sup>3</sup>

Pancasila and Civic Education Study Program, Department of Social Sciences Education, Faculty of Teacher Training and Education, Universitas Riau, Pekanbaru City, Riau Province, Indonesia<sup>1,2,3</sup>

Email: [vonny.claudia1050@student.unri.ac.id](mailto:vonny.claudia1050@student.unri.ac.id)<sup>1</sup> [gimin@lecturer.unri.ac.id](mailto:gimin@lecturer.unri.ac.id)<sup>2</sup> [supentri@lecturer.unri.ac.id](mailto:supentri@lecturer.unri.ac.id)<sup>3</sup>

### Abstract

This research was written against the backdrop of the existence of a phenomenon of changes in student learning behavior caused by the association of students at SMA Negeri 6 Pekanbaru. Changes in learning behavior such as students skipping study, unplugging, smoking, not paying attention to the teacher while studying and others. Based on this phenomenon, the authors are interested in conducting research with the aim of finding out whether there is social influence on changes in student learning behavior at SMA Negeri 6 Pekanbaru. The location of this research was conducted at SMA Negeri 6 Pekanbaru. The research method used is quantitative with data collection techniques, namely questionnaires (questionnaire), observation, interviews and documentation. Based on the results of statistical calculations,  $T_{count} (12.782) > T_{table} (2.012)$  means that  $H_a$  is accepted. Based on the results of the linear regression equation, the equation is  $Y = -3.895 + 1.138X$ , meaning that if association ( $X$ ) increases by 1, then changes in learning behavior ( $Y$ ) increase by 1.138. So it can be concluded from the results of the T test that there is an influence of variable  $X$  on variable  $Y$ , meaning that  $H_a$  is accepted, namely: there is an influence on changes in student learning behavior at SMA Negeri 6 Pekanbaru.

**Keywords:** Influence, Association, Changes in Student Learning Behavior



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

### INTRODUCTION

Every citizen has the right to education which the government must uphold in order to achieve national education goals. The aim of national education is to form students to become human beings who believe in and fear God Almighty, have noble character, are healthy in knowledge, capable, creative, independent, and become democratic and responsible citizens, as required by law. Number 20 of 2003 Article 3. Imanuddin (2020) states that education is a non-stop process that continues continuously in order to develop long-lasting qualities that are anchored in the nation's cultural values and aim to create a future human figure.

Teaching and learning activities (KBM) are interactions between teachers and students that produce a reciprocal relationship where each influences and is affected by each other. With the interaction between teachers and students, it will create a social interaction that will affect student learning behavior. The existence of each person is influenced by the interactions that occur around him, both the physical environment, the psychological environment, and the social environment where interpersonal relationships take place. The result of the interaction with the environment creates individuals who have complex growth and development. Every interaction that occurs between individuals will affect a person's behavior and attitude.

In the learning environment, student association will certainly influence student learning behavior at school. Association certainly has a positive or negative impact. In this case, it is hoped that the interactions and associations carried out by students in Indonesia will have a positive impact on student learning behavior so that it will create proud learning achievements.

This learning behavior is marked by a change in behavior in a person, whether it leads to something better or even to something that is not good (Nana Syaodih Sukmadinata: 2003). Intercourse carried out by students certainly can not be separated from the supervision of parents. The influence of the environment, easily accessible mass media, and the bad influence of peers will have a negative impact on a student, thus creating promiscuity. There are many cases of teenagers nowadays that we often encounter, including underage smoking, brawls, alcohol consumption, and others. According to research conducted in September 2022 by the Indonesia Institute for Social Development (IISD) and the Muhammadiyah Student Association (IPM), as many as 27.7% of Indonesian students in junior and senior high schools have smoked. Even among them, 10.67% are classified as active smokers.

Based on the above data, it can be seen that the high incidence of smoking as a form of promiscuity will damage the quality of students in Indonesia. In fact, it is very clear that smoking is prohibited for someone under age. Even in the school environment, if students are caught smoking they will be subject to sanctions. So we as adults should supervise every interaction and association of our children both inside and outside the home. In line with the vision and mission of Pekanbaru 6 Public High School, the educational institution, in this case Pekanbaru 6 Public High School, provides a platform and means to foster certain habits and directed association. Based on the results of preliminary observations and interviews with one of the Pancasila and Citizenship Education (PKn) teachers at Pekanbaru 6 Public High School, in recent years students' learning habits have changed even more since the Covid-19 pandemic. Learning Loss after the occurrence of covid -19 will certainly affect the quality of human resources in the future. The personality of the student is significantly weakened. He said that the attitude and personality of students today is far from good. Lots of teachers complain about the personality and attitude of today's students.

In the learning process, almost 80% of students in the class are considered to be very distracted when studying. Many students break the school rules and don't want to follow them. Within a week, the Pekanbaru 6 Public High School Disciplinary Team received records of 5-10 violation cases committed by students. Examples of cases include being caught smoking in the school toilet during class time, students who dare to fight the teacher, withdraw, do not enter class but play in the canteen, date in class and others. This is of course contrary to the values, norms and rules of the school. He deeply regretted the change in student behavior. According to him, ethics and moral values are very important things that teachers instill in students in order to achieve learning goals. Individual moral values, according to Sulistyorini in Cici Yolanda (2019, p. 185), are norms that must be lived by humans in their personal lives, such as discipline, honesty, respect and appreciation, humility, and caution in making decisions. . Schools and parents should supervise every association and behavior of their children so they don't fall into promiscuity which can harm themselves and those around them.

Based on phenomena that do not occur according to ideal conditions, the researcher is interested in conducting research with the title: "The Effect of Association on Changes in Student Learning Behavior at SMA Negeri 6 Pekanbaru". This is due to see whether or not there is influence from association on changes in student learning behavior at SMA Negeri 6 Pekanbaru. The researcher chose this location as a place of research because the phenomena that have occurred in this school are in accordance with the formulation of the problem that the researcher is studying. In addition, the researcher is also an alumni of the school and also the researcher has taught class XI students in PLP activities for more than 3 months, so the researcher understands how the learning behavior of students at the school when studying so that the data and facts obtained are more accurate.

**RESEARCH METHODS**

This research was conducted using a quantitative method which was carried out at SMA Negeri 6 Pekanbaru, held from January to March 2023. The population in the study were all students of class XI SMA Negeri 6 Pekanbaru, totaling 323 people. Sampling in this study using random sampling technique. The sample in this study uses the theory of Suharsimi Arikunto (2010: 112) if the subject is more than 100, then the sample is taken as much as 10% -15% or 20% -25% or more. Because the population is more than 100, the authors took a sample of 15% with a total sample of 49 respondents. The data collection instrument used was a questionnaire which had 34 questions. In data processing, data analysis techniques use SPSS with the Simple Liner Regression formula to determine whether variable X affects variable Y.

**RESEARCH RESULTS AND DISCUSSION**

The purpose of the research that was stated in the previous chapter was to see whether there was an influence of association on changes in student learning behavior at SMA Negeri 6 Pekanbaru. The researcher used a questionnaire and document collection technique to conduct the research, and the data from the research are presented in this chapter. A total of 48 samples of class XI students at SMA Negeri 6 Pekanbaru were used as respondents in this study and were asked to fill out a questionnaire. Researchers also collect supporting information about research variables through documentation. The following is a presentation of the results of the respondents' answers:

**Table 1. Recapitulation of Variable X**

Statement Number	SS		S		TS		STS	
	F	%	F	%	F	%	F	%
Statement 1	5	10%	23	47%	7	14%	14	29%
Statement 2	3	6%	18	37%	22	45%	6	12%
Statement 3	11	22%	23	47%	11	22%	4	8%
Statement 4	12	24%	23	47%	10	20%	4	8%
Statement 5	14	29%	22	45%	6	12%	7	14%
<b>Total</b>	45	91%	109	223%	56	113%	35	71%
<b>Average</b>	9	18%	21,8	45%	11,2	23%	7	14%

Based on Table 1, data is obtained that 18% of respondents answered Strongly Agree (SS), 45% of respondents answered Agree (S), 23% of respondents answered Disagree (TS) and 14% of respondents strongly disagreed (SST). Based on the benchmarks presented by Arikunto (2010), the results obtained in the data recapitulation above are (SS + S) (18% + 45% = 63%). It can be concluded that association has a "good" effect on changes in student learning behavior at SMA Negeri 6 Pekanbaru. In the recapitulation table, among the five indicators, it was found that statement 3 (Friendliness) and 4 (Group Size) had the lowest percentage.

Familiarity and group size can be one of the reasons students interact with their peers. Interaction among a small group of children is usually more effective, harmonious, concentrated and influential. Collaboration occurs when working with peers to solve a problem better and more effectively. The emergence of behaviors that encourage the development of friendship is also encouraged by that familiarity. This is where behavior emerges that will affect a person's character. When students are able to choose which social environment is good for them, then the changes that will occur are in a positive direction. Conversely, if students only follow and are influenced by things that are not good by their friends, then the child will also form a bad attitude.

Therefore, it takes the role of teachers and parents to always monitor and assist students in socializing both at school and outside of school. Because at this time there are so many young

people who have forgotten manners and politeness in accordance with religious values and the noble values of Indonesian culture. One of them is by saving students from promiscuity and the negative effects of this association. Furthermore, according to Muhibbin Syah (2005) there are 5 indicators that affect changes in learning behavior. To find out whether the students of SMA Negeri 6 Pekanbaru carry out these indicators, a table is presented based on the respondents' answers via a questionnaire and the results are presented as follows:

**Table 2. Variable Y summary**

Statement Number	SS		S		TS		STS	
	F	%	F	%	F	%	F	%
Statement 1	11	22%	22	45%	8	16%	8	16%
Statement 2	12	35%	17	35%	8	16%	7	14%
Statement 3	15	31%	17	35%	12	24%	5	10%
Statement 4	6	12%	26	53%	15	31%	2	4%
Statement 5	6	12%	24	49%	17	35%	2	4%
Statement 6	7	14%	19	39%	19	39%	4	8%
Statement 7	19	39%	15	31%	9	18%	6	12%
Statement 8	7	14%	19	39%	15	31%	8	16%
Statement 9	23	47%	10	20%	7	14%	9	18%
<b>Total</b>	106	226%	169	346%	110	224%	51	102%
<b>Average</b>	11,78	25%	18,78	38%	12,22	25%	5,667	11%

Based on the table above, the data obtained is that 25% of respondents answered Strongly Agree, 38% of respondents answered Agree, 25% of respondents answered Disagree, and 11% of respondents answered Strongly Disagree. Based on the benchmarks presented by Arikunto (2010), the results obtained in the data recapitulation above are (SS + S) (25% + 38% = 63%). Thus it can be concluded that changes in student learning behavior at SMA Negeri 6 Pekanbaru are "good". In the recapitulation table, among the nine indicators, it was found that statement 4 (associative thinking and memory) and 5 (rational thinking) had the lowest percentage.

Associative thinking is thinking through associations between other ideas. Building relationships between stimuli and responses is known as associative thinking. The degree of understanding or knowledge obtained from learning outcomes has a big influence on how well students can make the right associations. Because it is an important component of associative thinking, memory is an embodiment of learning. As a result, students who have gone through the learning process will have more information in their memory and are better able to relate it to the environment or stimuli they encounter.

The embodiment of learning behavior, especially in problem solving, is rational and critical thinking. Concepts and basic understanding are usually used by students who think logically to answer questions. To engage in rational thinking, students must apply logic (common sense) to analyze, distinguish cause and effect, make inferences, and even imagine unfavorable future outcomes so that in associating students can choose which is good and which is bad.

### **Data Analysis Requirements Testing**

#### **Normality Test**

The normality test is used to determine whether data or population variables are normally distributed or not. One Sample Kolmogorov-Smirnov with a significance level of 0.05 was used in the normality test of this study. If the significance is greater than 0.05 or 5%, the data is said to be normally distributed.

**Table 3. Normality Test**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residual
N		49
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	5,92880107
Most Extreme Differences	Absolute	,077
	Positive	,077
	Negative	-,074
Test Statistic		,077
Asymp. Sig. (2-tailed)		<b>,200<sup>c,d</sup></b>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Processed Data 2023

Based on table 3, the results of the data normality test with IBM SPSS based on the Komogrov-Smirnov test are  $0.200 > 0.05$ . So, it can be seen that at a significance level of 0.05 the variables of Association and Learning Behavior Change are normally distributed. All variables thus have a statistically normal distribution and can be used in research.

### Linearity Test

Linearity test is used to determine the form of a linear relationship or not between the independent variable Association (X) and the dependent variable Learning Behavior Change (Y). With the help of SPSS, the linearity test in this study is Linearity Deviation. See the following table for more clarity:

**Table 4. Linearity Test**

<b>ANOVA Table</b>							
			Sum of Squares	Df	Mean Square	F	Sig.
Behavior Change * Association	Between Groups	(Combined)	6882,286	28	245,796	7,340	,000
		Linearity	5864,767	1	5864,767	175,142	,000
		<b>Deviation from Linearity</b>	1017,518	27	37,686	1,125	<b>,398</b>
	Within Groups		669,714	20	33,486		
	Total		7552,000	48			

Source: Processed Data 2023

Based on table 4 above, the results of linearity testing with IBM SPSS are shown. It is known that the significance value is 0.398 from the SPSS output with the results of the Linearity Deviation Test above. Statistically, the relationship between the two groups of socialization data (Variable X) to Changes in Learning Behavior (Variable Y) has a relationship and can be said to be linear because the results have a significant value of more than 0.05.

### Hypothesis Testing

Hypothesis testing aims to determine whether the research hypothesis is accepted or rejected. By using IBM SPSS 23 and Simple Linear Regression analysis test, hypothesis testing will be carried out after the normality test and linearity test. H<sub>0</sub> is approved if the significant value is greater than 0.05. H<sub>a</sub> is accepted if the significant value is less than 0.05. The researcher developed the following hypothesis criteria:

- a.  $t_{count} \geq t_{table}$ , then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, meaning that there is an influence of variable X on variable Y.



b.  $t_{count} \leq t_{table}$ , then  $H_0$  is accepted and  $H_a$  is rejected, meaning that there is no effect of variable X on variable Y.

**Table 5. Simple Linear Regression Analysis Test Results**

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>-3,895</b>	4,062		-,959	,343
	Association	<b>1,138</b>	,089	,881	<b>12,782</b>	<b>,000</b>

a. Dependent Variable: Behavior Change

Source: Processed Data 2023

Table 5. The Simple Linear Regression Coefficient Test above shows the direction of social influence is positive and it is known that the simple regression equation is:  $Y = a + bX$ ,  $Y = -3.895 + 1.138X$ . The results of the equation above can be translated as a constant -3.895 which indicates the consistency value of the social variable is -3.895 and the X regression coefficient is 1.138 which indicates an increase in the social variable value of 1% will result in an increase in changes in learning behavior of 1.138. The coefficient is positive, meaning that association (X) has a positive effect on changes in learning behavior (Y). From the table above, Tcount is obtained, which is equal to 12.782, so to get the Ttable value, namely by:  $T_{table} = t(\alpha/2; n-k-1) = t(0.025; 47) = 2.012$ . Based on the data processing above, it is known that the Tcount value is  $12.782 > T_{table} 2.012$  so that it can be concluded that in testing this hypothesis  $H_0$  is rejected and  $H_a$  is accepted which means that the Association variable (X) has an influence on the Learning Behavior Change Variable (Y).

### Determination Coefficient Test

To find out how much the independent variable contributes to the dependent variable, a test for the Coefficient of Determination is carried out.

**Table 6. Determinant Coefficient Test Result**

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,881 <sup>a</sup>	,777	,772	5,992

a. Predictors: (Constant), Association  
b. Dependent Variable: Behavior Change

Source: Processed Data 2023

It can be seen from table 6 above that the R value shown in the Summary table is 0.881 is positive. This shows that there is a strong influence between social variables on changes in student learning behavior. The withdrawal of power is based on interpretation using the table below:

**Table 7. Coefficient Interpretation**

<b>Coefficient Intervals</b>	<b>Relationship Level</b>
0,000-0,199	Very low
0,200-0,399	Low
0,400-0,599	Currently
0,600-0,799	Strong
0,800-1,000	Very strong

Source: Sugiyono (2015)

The magnitude of the relationship value (R) is defined as equal to 0.881 based on the calculation results above. The coefficient of determination (R Square) calculated from this

output is 0.777 which is expressed as the following percentage:  $R^2 = (0.881)^2 \times 100\% = 0.777 \times 100\% = 77.7\%$ . Based on the calculation results above, variable X has an influence of 77.7% on variable Y, while other factors have an effect of 22.3% on the rest.

## **Discussion**

Based on the results of the analysis of the data obtained, the answer to the problem formulation of this study is that it is true that there is social influence on changes in student learning behavior at SMA Negeri 6 Pekanbaru. This is shown from the results of statistical calculations obtained  $T_{count} (12.782) > T_{table} (2.012)$  which means  $H_a$  is accepted  $H_0$  is rejected. Based on the results of the linear regression equation, the equation is  $Y = -3.895 + 1.138X$  meaning that if association (X) has increased by 1, then changes in learning behavior (Y) have increased by 1.138. The coefficient is positive, meaning that there is a positive relationship between the social variable (X) and the learning behavior change variable (Y), the better the association, the greater the change in learning behavior. Based on the SPSS results, the determinant coefficient (R Square) is 77.7%, meaning that the X variable has an influence of 77.7% on the Y variable while the rest is influenced by other factors. Thus it can be concluded that association greatly influences changes in learning behavior, where by engaging in student association it is proven that there is a change in learning behavior.

From the research data, it can be seen that the dominant answer of respondents to variable X is Agree with a percentage of 45%. This shows that the association sufficiently influences students in changing the learning behavior of students of SMA Negeri 6 Pekanbaru. The creation of children's behavior throughout adolescence will be much easier to influence at this time because of a number of characteristics that influence peer association, including similarity in age, circumstance, familiarity, group size, and cognitive aptitude. Peer relationships are also influenced by the child's personality, immediate home environment, and needs that are in proportion to their own. They feel challenged to explore themselves in making friends so that it will shape student character which will affect changes in student learning behavior. The better the social environment of students, the better the direction of changes in student learning behavior.

Based on the respondents' answers to variable Y, the dominant answer is Agree with a percentage of 38%. This shows that changes in student learning behavior are influenced by social factors. As expected, positive peer association will make the learning behavior of SMA Negeri 6 Pekanbaru students better. (Nurmaya, 2022) claims that behavior change is a process that people go through based on what they have learned and that can occur due to internal or external influences. Changes in learning behavior which is independent learning behavior. One part of personality that is very important for humans is independence, namely the attitude of not depending on the judgment of others so that they can stand on their own feet. This means that it is hoped that the association will have a positive impact on students and will make students more independent in learning.

Based on previous research, the topic of discussion was almost the same, namely research conducted by Agung Setiono (2019) whose results stated that association was influenced by sympathetic factors (interested in the behavior of friends) being the highest reason for students to interact or socialize with friends so that a significant influence between social interactions to changes in learning behavior at low levels. However, based on the results of the study, the authors stated that social factors greatly influence changes in student learning behavior at SMA Negeri 6 Pekanbaru.

## **CONCLUSION**

It can be concluded that association has an effect on changes in student behavior at SMA Negeri 6 Pekanbaru based on the findings and the formulation of the problem of this study whether there is social influence on changes in student behavior at SMA Negeri 6 Pekanbaru. That association has a significant effect on changes in student learning behavior at SMA Negeri 6 Pekanbaru.  $T_{count} = 12.782$  determined using the results of linearity test calculations, with a probability level of 0.000. The distribution of the data studied is linear ( $H_0$  is rejected,  $H_a$  is approved) because the probability is  $0.000 < 0.05$ . The linear regression equation is  $Y = -3.895 + 1.138X$ , this is based on the results of the analysis. This shows that every time variable  $X$  (association) increases by one unit, then the increase in variable  $Y$  (change in learning behavior) is 1.138.

The problem that the researcher raised in the previous chapter was resolved with data collected through a questionnaire and then evaluated, which showed that there was a relationship between the two variables, namely based on the data it can be concluded that the hypothesis  $H_a$  namely "There is an Influence of Association on Changes in Student Learning Behavior at SMA Negeri 6 Pekanbaru can accepted, automatically  $H_0$  is rejected. In other words, the better the association of students, the better the effect on changes in student learning behavior.

The authors thank the supervisors I and II and all parties who have helped the author complete this research. In addition, the author would like to apologize for the shortcomings in this study. The author expects suggestions from readers in an effort to improve this research.

## **BIBLIOGRAPHY**

- Abdulah Idi. (2011). *Sosiologi Pendidikan*, Jakarta: Rajawali Press.
- Abu Ahmadi. (2004). *Psikologi Belajar*, Jakarta : Rineka Cipta. hal. 104-105
- Afnil, Guza. *Undang-Undang SISDIKNAS: UU RI 20 Tahun 2003, dan Undang- Undang Guru dan Dosen: UU RI Nomor 14 Tahun 2009*, Jakarta: Asa Mandiri
- Andrian, A., & Andriyana, A. (2021). Pengembangan Pusat Kajian Pancasila Dan Kewarganegaraan Politeknik Negeri Media Kreatif Sebagai Media Pembelajaran Online. *Algoritma: Jurnal Ilmu Komputer Dan Informatika*, 5(1).
- Arikunto, Suharsimi. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Conny R. Semiawan. 2009. *Kreativitas dan Keberbakatan*, Jakarta : PT. Indeks
- Dimiyati dan Mudjiono. 2006. *Belajar dan Pembelajaran*, Jakarta : Rineka Cipta hlm.3. 8B.
- Endang Saryanti. 2011. *Kajian Empiris Atas Perilaku Belajar. Efikasi Diri dan Kecerdasan Emosional yang Berpengaruh Pada Stress Kuliah Pada Mahasiswa Akuntansi Perguruan Tinggi Swasta di Surakarta*. *Jurnal Ekonomi Bisnis dan Perbankan*. Vol 19 no. 18. ISSN: 2252- 7885.
- Febrianto, N. (2023). *Temuan IPM dan IISD Sebut Ada Pelajar Indonesia Mulai Merokok Sejak PAUD*. *VOI*. Diakses pada 25 Maret 2023, dari Universitas Riau.
- Imanuddin, Nikmat, dan Rizki Herdiyanti. "Model Pembelajaran Cooperative Script Sebagai Upaya Meningkatkan Hasil Belajar Geografi Materi Bumi Sebagai Ruang Kehidupan." *Menarik: Jurnal Pendidikan Inovatif* 2.1 (2020): 189-205.
- Kurniasih, N. (2012). *Pengaruh Pola Pergaulan Siswa Terhadap Prestasi Belajar Siswa (Penelitian terhadap prestasi Bidang Studi Aqidah Akhlak Ssiwa Kelas VII di Madrasah Tsanawiyah (MTs) Negeri Jalaksana Kabupaten Kuningan*. Institut Agama Islam Negeri (IAIN) Syekh Nurjati Cirebon.
- Mohammad Ali dan Mohammad Asrori. 2014. *Psikologi Remaja*, Jakarta: Bumi Aksara. h. 87.



- Muhaimin, N, A. (2022). Pengaruh Lingkungan Pergaulan Terhadap Tingkah Laku Pada Siswa Kelas X Jurusan Teknik Komputer Jaringan SMK Muhammadiyah 3 Makasar. Universitas Muhammadiyah Makasar.
- Nana Syaodih Sukmadinata. 2003. Landasan Psikologi Proses Pendidikan. Bandung : Remaja Rosdakarya
- Nurmaya, G, A. L., Irsan, I., Sufinuran, S., & Fauziah, R. (2022). Analisis Perkembangan Perilaku Sosio-Emosional Siswa dalam Pelaksanaan Pembelajaran Secara Daring (Online) di Sekolah Dasar. Jurnal Basicedu, Vol. 6(1), 943–953.
- Rona Dewi, P., & Abdullah, K. (2022). Perubahan Perilaku Belajar Dan Psikologis Siswa Saat Pembelajaran Daring Selama Masa Pandemi Covid-19. Jurnal Cakrawala Pendas, 8(4), 986–1001. <http://dx.doi.org/10.31949/jcp.v8i2.2755>
- Sanjaya, Wina. 2014. Media Komunikasi Pembelajaran, Jakarta : Kencana Prenada Media Group.
- Santrock, J. W. 2002. Adolescence: Perkembangan Remaja (edisi keenam), Jakarta: Erlangga
- Setiono, A. (2019). Pengaruh Pergaulan Terhadap Perilaku Belajar Siswa Di MI Muhammadiyah Tinggarjaya Kecamatan Jatilawang Kabupaten Banyumas. Institut Agama Islam Negeri Purwokerto.
- Slameto. 1990. Belajar dan Pembelajaran, Jakarta : Rineka Cipta
- Sudjana, Nana. 2012. Dasar-dasar Proses Belajar Mengajar, Bandung: PT Sinar Baru Algensindo.
- Sugiyono. 2010. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D, Bandung: Alfabeta.
- Sugiyono. 2019. Metode Penelitian Kuantitatif, Kualitatif, dan R&D, Bandung : Alfabeta.
- Suryosubroto. 2002. Proses Belajar Mengajar di Sekolah, Jakarta : Rineka Cipta, hlm. 22.
- Syah, Muhibbin. 2010. Psikologi Pendidikan (dengan pendekan baru). Ed Revisi, Bandung: PT Remaja Rosdakarya.
- Tohirin. 2015. Bimbingan dan konseling di sekolah dan madrasah (berbasis intelegensi), Jakarta: Rajawali Press.
- Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Pasal 3 Tentang Sistem Pendidikan Nasional.
- Yolanda, C. (2019). Pergeseran Nilai-nilai Moral Masyarakat dan Implikasinya Terhadap Moralitas Remaja di Kecamatan IV Nagari Bayang Utara Kabupaten Pesisir Selatan. Jurnal Pendidikan Kewarganegaraan, Vol. 2(3).