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Emotional Quotient Relations, Economic Level, Interests and Learning Styles on Student Achievement Grade Point Average (GPA) at Muhammadiyah University Banten

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Abstract

This study aims to determine the relationship between emotional quotient, economic level, interests and learning styles with the level of achievement of the cumulative grade point average (GPA) of students at the University of Muhammadiyah Banten. This type of research uses a cross sectional design. The results of this study were 68% of the respondents who got a 2.00-2.75 GPA, 28% who got a 2.76-3.50 GPA and 4% of the total respondents who got a 3.51-4.00 GPA. . Meanwhile, respondents who had type E personality (Empitizing) were 48%, who had type S personality (Systemising) were 48% and type B (Balance) were 4%. The learning style of students who fall into the Accommodator category is 4%, assimilator is 48% and divergent is 48%. The results of bivariate analysis calculations show that the largest percentage is found in student respondents with a divergent learning style with a GPA of 2.00-2.75 of 80.6% and the lowest percentage is found in students with a GPA of 3.51-4.00 with a learning style that is same, that is, divergent. While student allowances that fall into the category of large allowances are as much as 80%, moderate allowances are as much as 71.8% and small economic allowances are as much as 57.7%. The results of the bivariate analysis showed that the largest percentage was found in respondents with a GPA of 2.00-2.75 with a large allowance of 80% and the lowest percentage was found in respondents with a GPA of 3.51-4.00 with a small allowance of 7.7. Interest in student computer science education as much as 34.7% of students are interested in computer science, as much as 20% are hesitant, and as much as 45.3% are not interested in computer science. The results of bivariate analysis show that the largest percentage is found in respondents who are not interested in computer science with a GPA of 2.00-2.75 at 84.6% and the smallest percentage is in respondents who are interested in computer science with a GPA of 3.51-4 .00 of 5.9%.

Keywords: Emotional Maturity, Economic Level, Learning Style, Grade Point Average (GPA)

Introduction

Students are a group of individuals in society who obtain their status through

the college where they study. Entering the early stages of college, a student is certainly required to be able to adapt to the campus environment, class

environment, and friends. Emotionally, undergraduate students usually feel uncomfortable with new friends or happy with new friends.

This transition is a tough time for students, where they will be required to study more independently. In other words, students are required to be active in the teaching and learning process through existing facilities and infrastructure, such as libraries, journals, and the internet. In addition, the assignments given at the University require students to look for other literature and develop their mindset in completing the assignment. So that through independent learning students will achieve academic success which is marked by the Grade Point Average (GPA) and the Grade Point Average (GPA).

Grade Point Average (GPA) is the success rate of students completing the study load according to the study plan taken. Intellectual intelligence is often measured by the value of the grade point average, the score of a good grade point average or frequent class champions is a measure of one's success. The benchmark is not wrong but not one hundred percent justifiable. This is in accordance with Djamarah's opinion that the achievement of learning outcomes is influenced by various factors, both from within the student (internal factors) and factors from outside the student (external factors), one of which is study habits (Djamarah, 2011).

Student achievement or academic achievement is defined as learning outcomes obtained from learning activities that are determined through measurement and assessment and are cognitive (Putriku, 2018). (Suryabrata, 2008) defines academic achievement as the final learning outcome in the form of symbols or numbers. According to (Yuzarion, 2017), the government's

efforts to improve the quality of education, especially in learning achievement, emphasize more on handling external factors such as increasing the welfare of educators, developing educational facilities and infrastructure only. While there are two things that affect learning achievement according to Bandura in cognitive theory, namely factors that come from outside and from outside students (Yuzarion, 2017).

There are other factors that cause a person to be successful, namely emotional intelligence. Daniel Goleman (2005) in his research shows that intelligence contributes only 20 percent to the success of a person's life. The remaining 80 percent depend on emotional intelligence, social intelligence and spiritual intelligence. Even in terms of work success, intellectual intelligence contributes only four percent.

Intellectual intelligence and emotional intelligence are needed in the student learning process. Intellectual intelligence cannot function properly without participating in the emotional appreciation of the subjects delivered at tertiary institutions. The balance between intellectual intelligence and emotional intelligence is one of the keys to student learning success in tertiary institutions. Education in tertiary institutions does not only need to develop rational intelligence, namely a model of understanding that students usually understand, but also needs to develop students' emotional intelligence.

The results of research conducted by (Sari et al, 2014) found that the environment of parents such as motivation, work, economic conditions and parents' education will influence learning success. Parents' motivation in the form of encouragement and reminders for their children to study every day will influence their children to remain

enthusiastic in learning. Parents' work will also affect the success of a child's learning. This is because the parents' work is related to the income they earn to meet the living needs of their parents and their children/dependents.

This is in accordance with research conducted (Imiliyah et al, 2014) if socioeconomic status has a positive and significant effect on learning achievement. In addition, according to (Barr, 2015), family socio-economic status is one of the strongest predictors that affect academic achievement which will also affect educational attainment.

Based on the problems above, the researchers conducted a study to determine the relationship between emotional quotient, economic level, interests and learning styles with the level of achievement of the cumulative grade point average (GPA) of students at the University of Muhammadiyah Banten.

Method

This type of research uses a cross-sectional design, which is a study to study the dynamics of the correlation between risk factors and effects, by way of approach, observation or data collection at one time. The population of this study were first and second level students at the Muhammadiyah University of Banten. Samples were taken using a restricted random sample (Restricted Random Sample) by first grouping them into sub-populations.

The sample in this study were first and second level students at Muhammadiyah Banten University who were grouped based on the achievement of grade point average scores (2.00-2.75, 2.76-3.50 and >3.51), so the sample used was 75 students. The researcher used a proportional stratified random sampling technique, where the number of samples taken was adjusted to the size of the population at each academic level. Level

one is 80% of 35 students, namely 31 people and level two is 80% of 57 students, namely 44.20 or rounded up to 44 people. So that the total number of respondents was 75 people.

Result

1. Results of Univariate Analysis Learning achievement

Table-1 Frequency distribution of the cumulative grade point average (GPA) of first and second grade students at the Muhammadiyah University of Banten in the 2012/2013 Academic Year.

Grade Point Average (GPA)	Number of Respondents	Percentage (%)
2,00-2,75	51	68
2,76-3,50	21	28
3,51-4,00	3	4
Total	75	100

Table-1 shows that 51 students achieved a GPA of 2.00-2.75, 21 students achieved a GPA of 2.76-3.50 and 3 respondents achieved a GPA of 3.51-4.00 student person.

Emotional Quotient (EQ)

Table-2 Emotional Quotient of level I and II students at the University of Muhammadiyah Banten.

Emotional Quotient (EQ)	Number of Respondents	Percentage (%)
Type B	3	4
Type S	36	48
Type E	36	48
Total	75	100

Table-2 shows that the emotional maturity of students who enter into type B (Balance) are 4 people, type S (Systemising) are 36 people and type E (Empitizing) are 48 people.

Learning Style

Table-3. Learning Styles of Level I and II Students at the University of Muhammadiyah Banten

Learning Style	Number of Respondents	Percentage (%)
Accommodator	3	4
Assimilator	36	48
Divergent	36	48
Total	75	100

Table-3 shows that the learning styles of students who fall into the Accommodator category are 3 people, 36 are assimilator and 36 are divergent

Pocket Money

Table-4 Banten Muhammadiyah University Student Pocket Money

Pocket Money	Number of Respondents	Percentage (%)
Big Pocket Money	10	13.3
Medium Pocket Money	39	52.0
Little Pocket Money	26	34.7

Table-6. Emotional quotient relationship to the achievement of the cumulative grade point average of students at the Muhammadiyah University of Banten

Emotional Quotient	GPA						Amount		<i>p value</i> <0,05
	2,00-2,75		2,76-3,50		3,51-4,00		n	%	
	n	%	n	%	n	%			
Type E	29	80.6	7	19.4	0	0	36	100	0,159
Type S	20	55.6	14	40.2	2	4.2	36	100	
Type B	2	50	2	50	0	0	4	100	
Amount	51	62.1	21	36.5	3	1.4	75	100	

The analysis table above shows that the emotional quotient relationship to the achievement of the cumulative academic achievement index of students is obtained in type E, as many as 29 students who have a GPA of 2.00-2.75 with a percentage of 80.6%, then there are 7 students who obtain a GPA of 2.76-3, 50 with a percentage of 19.4%, and no one has a GPA of 3.20-4.00. For type S there are 20 students who have a GPA of 2.00-2.75 with a percentage of 57.1% and 14

Total	75	100
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In table-4 it shows that student allowances that fall into the Big Pocket Money category are 10 people, Medium Pocket Money are 39 people and Small Pocket Money are 27 people

Interested in Computer Science

Table-5. Student Interested in Computer Science at the University of Muhammadiyah Banten.

Interested	Number of Respondents	Percentage (%)
Interested	26	34.7
Doubtful	15	20
Not interested	34	45.3
Total	75	100%

Table-5 shows that 26 students are interested in computer science, 15 are hesitant, and 34 are not interested.

2. Results of Bivariate Analysis Emotional quotient relationship to the achievement of the cumulative grade point average of students

students with a GPA of 2.75-3.50 who have a percentage of 40.2% and 2 students with a GPA of 3.51-4. 00 with a percentage of 2.7%. In Type B there are 2 students with a GPA of 2.00-2.75 with a percentage of 50%, 2 students with a GPA of 2.75-3.50 with a percentage of 50% and no students with a GPA of 3.51-4.00.

The results of the above analysis show that the largest percentage is found in personality type E students with a

percentage of 80.6% with a GPA of 2.00-2.75 and the smallest percentage is found in students with type S personality with a percentage of 2.7% with a GPA of 3.51-4,00. The results of the statistical test with chi square obtained a p value = 0.169 (p value is greater than the value of =

0.05) which proves that there is no significant relationship between EQ and GPA achievement.

The relationship of learning styles to the achievement of student grade point average scores

Table-7. The relationship between learning styles and the cumulative grade point achievement of students at the Muhammadiyah University of Banten

Learning Style	GPA						Amount		<i>p value</i> <0,05
	2,00-2,75		2,76-3,50		3,51-4,00		n	%	
	n	%	n	%	n	%	n	%	
Divergent	29	80.6	5	13.8	2	5.6	36	100	0.03
Assimilator	21	58.3	15	41.7	0	0	36	100	
Accommodator	1	33.3	2	66.7	0	0	3	100	
Amount	51	57.4	22	40.7	3	1.9	75	100	

The results of the analysis table show that the relationship between learning styles and the achievement of the cumulative academic achievement index of students is obtained through divergent learning styles, as many as 29 students with a GPA of 2.00-2.75 and a percentage of 80.6% and 5 students with a GPA of 2.75-3.50 and a percentage of 13.8% and 2 students with a GPA of 3.20-4.00 and a percentage of 2.9%. There are 21 students with an assimilator learning style with a GPA of 2.00-2.75 and a percentage of 58.3% and 15 students with a GPA of 2.75-3.50 and a percentage of 41.7% and no students have a GPA of 3.51-4.00. Accommodator learning styles include 1 student with a GPA of 2.00-2.75 and a percentage of 33.3%, 2 students with a

GPA of 2.76-3.50 and a percentage of 66.7% and no students with a GPA of 3.51-4.00.

Based on the above results it was found that the largest percentage was found in students with a diverging type of learning style of 80.6% and the lowest percentage was found in students with an accommodator type learning style of 33.3%. The results of the statistical test with chi square obtained a p value = 0.03 (p value is greater than the value = 0.05) which proves that there is a significant relationship between learning styles and GPA achievement.

The relationship of pocket money to the achievement of the cumulative grade point average of students

Table-8. The relationship between pocket money and the cumulative achievement index of students at the Muhammadiyah University of Banten

Pocket Money	GPA						Amount		<i>p value</i> <0,05
	2,00-2,75		2,76-3,50		3,51-4,00		n	%	
	n	%	n	%	n	%	n	%	
Big Pocket Money	15	57.7	9	34.6	2	7.7	26	100	0.284
Medium Pocket Money	28	71.8	11	28.2	0	0	39	100	
Little Pocket Money	8	80	2	20	0	0	10	100	
Amount	51	69.8	22	27.6	2	2.6	75	100	

The results in the table above show that the relationship between pocket money and the achievement of the

cumulative academic achievement index of students is a small allowance, there are 15 students who have a GPA of 2.00-2.75

with a percentage of 57.7% and 9 students who have a GPA of 2.76-3.50 with a percentage of 34.6% and those with a GPA of 3.51-4.00 with a percentage of 7.7%. There are 28 students with moderate pocket money who have a GPA of 2.00-2.75 with a percentage of 71.8% and 11 students who have a GPA of 2.76-3.50 with a percentage of 28.2% and no students with a GPA of 3.51-4.00. Students with large allowances are 8 students with a GPA of 2.00-2.75 with a percentage of 80%, 2 students with a GPA of 2.76-3.50 with a percentage of 20% and no students with a GPA of 3.51-4.00.

From the results of the data analysis above, it is known that the largest percentage is found in students with a GPA of 2.00-2.75 with a large allowance and the smallest percentage is found in students with a GPA of 3.51-4.00 with a small allowance. The results of the statistical test using chi square obtained a p value = 0.284 (p value greater than = 0.05) which proves that there is no significant relationship between pocket money and GPA achievement.

The relationship between interested in Computer Science and the achievement of cumulative grade point averages for students

Table-9. The relationship between interested in computers and the achievement of the cumulative GPA of students at the Muhammadiyah University of Banten

Interested in Computer Science	GPA						Amount		p value <0,05
	2,00-2,75		2,76-3,50		3,51-4,00		n	%	
	n	%	n	%	n	%			
Interested	22	84.6	4	15.4	0	0	26	100	0.039
Doubtful	12	80	3	20	0	0	15	100	
Not interested	17	50	15	44.1	2	5.9	34	100	
Amount	51	71.5	26.5	29.3	2	2	75	100	

The analysis table above shows that the relationship between interest in computer science and the achievement of the cumulative academic achievement index of students shows that those who are not interested are 22 students who have a GPA of 2.00-2.75 with a percentage of 84.6% and 4 students who have a GPA of 2.76-3.50 with a percentage of 15.4% and no students have a GPA of 3.20-4.00. Students who answered doubtfully there were 12 students who had a GPA of 2.00-2.75 with a percentage of 80% and 3 students who had a GPA of 2.76-3.50 with a percentage of 20% and no students with a GPA of 3.51-4.00. Students who answered not interested were 17 students with a GPA of 2.00-2.75 with a percentage of 50%, 15 students with a GPA of 2.76-3.50 with a percentage of

20% and 2 students with a GPA of 3.51-4.00 with a percentage of 5.9%.

The results of the data analysis above show that the highest percentage is found in students with a GPA of 2.00-2.75 who say they are not interested in computer science and the lowest percentage is found in students with a GPA of 3.51-4.00 who say they are interested in computer science. The results of the statistical test with chi square obtained a p value = 0.039 (p value smaller than the value = 0.05) which proves that there is a significant relationship between interest in computer science and GPA achievement.

Discussion

Overview of the Cumulative Grade Point Average (GPA)

The process of achieving a satisfactory GPA can be influenced by various things. From table-1 it is found that students who get a GPA of 2.00-2.75 are 68%, those who get a GPA of 2.76-3.50 are 28% and those who get a GPA of 3.51-4.00 are 4% of the total total respondents. High or low academic achievement or learning outcomes can be influenced by many factors. Factors that affect academic achievement are factors from within the individual and factors that come from outside the individual (Ahmadi and Supriyono, 2004).

Factors from within the individual or internal factors include physiological factors, namely body health and the functioning of the five senses, especially sight, hearing, and mental health; psychological factors, namely intellectual, talent, certain personality elements such as attitudes, habits, interests, needs, motivation, emotional intelligence, adjustment. The factors that come from outside the individual or external factors are the family environment, educational environment, community environment, and group or community environment or friends.

Relationship of Emotional Maturity to GPA Achievement

The results of the study in table-2 show that 48% of student respondents have type E (Empitizing) personality, 48% have S type (Systemising) personality and 4% type B (Balance) personality. Based on table-2, the highest percentage is found in student respondents who have personality types E and S with a GPA of 2.00-2.75 and a GPA of 2.76-3.50, amounting to 48%, the lowest percentage is found in student respondents who have type S personality with a GPA of 3.51-4.00 by 4%. The results of the Chi square test obtained a p value of 0.159 with $\alpha = 0.05$, this shows

that there is no relationship between Emotional Quotient and GPA achievement.

Emotional maturity or emotional quotient is likely to influence academic achievement. However, the results of this study turned out to be unrelated. This can happen because the process of filling out the questionnaire is inaccurate and is not carried out by experts in the field of psychology directly. In the process of the Emotional Quotient test if done in the right way it will produce accurate data for a study.

Goleman (2005) states that education that is accompanied by emotions tends to be easier and more memorable. Student achievement and success in learning is not only determined by intellectual intelligence but also determined by the harmony of development between intellectual intelligence and emotional intelligence. Students with high emotional intelligence tend to think before taking an action and also really understand the questions to be answered so they have no difficulty in finding answers that are in themselves and in others.

While students with relatively low emotional intelligence tend to have difficulty finding answers within themselves so that they also have difficulty understanding the questions to be answered and result in the questions being answered to be inappropriate or unsure of what they are doing. Emotional intelligence plays a significant role in achieving student learning outcomes because it can increase self-awareness so that students can more easily concentrate and be more diligent in completing assignments.

A student declared successful is not only influenced by intellectual intelligence, socio-economic conditions, interest and willingness, as well as student learning motivation. Theoretically

and conceptually emotions have been explained that a person manages his emotions when he is experiencing tension. When tension arises, sometimes people don't realize that there is a loss of energy because they are trapped in an unpleasant mood so they lose enthusiasm and tenacity. The feeling of alert also disappears automatically affecting the ability to pay attention to anything or anyone carefully and seriously. This causes a decrease in emotional intelligence and interferes with relationships with other people.

The relationship between learning styles and GPA achievement

The results of the research in table-3 show that the learning style of students who fall into the Accommodator category is 4%, assimilator is 48% and divergent is 48%. The results of the calculation of bivariate analysis in table-7 show that the largest percentage is found in students with divergent learning styles with a GPA of 2.00-2.75 of 80.6% and the lowest percentage is found in students with a GPA of 3.51-4.00 with the same learning style, namely divergent. The chi square results obtained a p value = 0.03 (p value is greater than the value = 0.05). This shows that there is a relationship between Learning Style and GPA achievement.

Hal ini sejalan dengan penelitian sebelumnya yang dilakukan oleh (Hardiansyah, 2015) yang menyatakan bahwa terdapat pengaruh positif antara gaya belajar terhadap prestasi akademik mahasiswa. Selain itu, penelitian sebelumnya yang dilakukan oleh (Al-Saud, 2013) menyebutkan bahwa terdapat perbedaan yang signifikan pada nilai rata-rata IPK dengan gaya belajar mahasiswa. (Kusumayanti, 2009) juga menyebutkan adanya pengaruh positif dan signifikan gaya belajar siswa terhadap prestasi belajar pada mata pelajaran akuntansi.

Demikian juga penelitian yang telah dilakukan oleh (Afrizal, 2009) menyatakan bahwa terdapat pengaruh positif dan signifikan gaya belajar terhadap prestasi belajar siswa.

Research that has been conducted by (Prasetya, 2012) states that learning styles greatly affect student learning outcomes. In this study it was stated that the more appropriate the use of learning styles, the higher the learning achievement of students.

The learning style that is owned as the talent of each individual in learning something. So that learning style is very influential on achieving GPA. And the application of learning styles that are adapted to the way students learn is a positive value for supporting GPA. Research on learning styles has been carried out by many other researchers, this is a positive contribution, especially for people who are concerned about education in Indonesia. The government also focuses on the learning styles of students as a reference in the teaching and learning process, so that graduates are produced who have the desired quality. This is manifested in the latest Government Regulation on National Education Standards.

Relationship of Student Pocket Money to GPA achievement.

The results of the analysis show that the largest percentage is found in students with a GPA of 2.00-2.75 with a large allowance and the smallest percentage is found in students with a GPA of 3.51-4.00 with a small allowance. The results of the statistical test with chi square obtained a p value = 0.284 (p value greater than the value = 0.05) which proves that there is no significant relationship between pocket money and GPA achievement.

Terdapat beberapa hal yang mempengaruhi seseorang dalam belajar seperti relasi antara anggota keluarga, suasana rumah tangga, cara orang tua mendidik dan keadaan ekonomi keluarga (Chotimah et al., 2017).

Low socioeconomic status owned by families is more often associated with low income and low educational standards, so they do not have connections over social access which causes their children to be at risk of academic problems (Chung, 2015). In addition, higher socioeconomic status can give individuals confidence in facing various challenges in fulfilling their life goals, especially the challenges faced by children in school (Jaya & Pamungkur, 2016).

The socio-economic situation of a family can affect the development of a child. Adequate economic conditions can give children the opportunity to develop the skills they have. Even so, there are some of them who have financial limitations, but this is also used by them as a motivation to study harder in order to get a good GPA which they can use to get scholarships (Gerungan, 2004). The results of this study are in line with research (Kusuma, 2017) where socioeconomic status has a positive and significant influence on learning achievement.

It is possible that the amount of student pocket money will affect the achievement of GPA because all daily needs require funding, while students are still in the learning process where they need funds that are large enough to meet learning needs and daily needs. And the results of the study stating that pocket money is not related to achieving GPA, this is because more student respondents come from areas outside the city and the majority of outstanding students come from underprivileged families, so the motivation to succeed from students who cannot afford it is greater than students

who are have high economic capacity. Supported by teaching staff who don't make handouts too much and use more practicum learning systems, considering that most students at the University of Muhammadiyah Banten have more Divergent and Assimilator learning styles.

Relationship of Interested in Computer Science to GPA achievement

The results of the univariate analysis in table-5 show that 34.7% of students are interested in computer science, 20% are hesitant, and 45.3% are not interested in computer science.

The results of bivariate analysis in table-9 show that the largest percentage is found in student correspondents who are not interested in computer science with a GPA of 2.00-2.75 of 84.6% and the smallest percentage is in student correspondents who are interested in computer science with achievement GPA 3.51-4.00 of 5.9%. The p value is 0.39 with $\alpha=0.05$. This shows that there is a relationship between interest in computer science and GPA achievement.

Specialization in computer subjects is likely to influence the GPA that students achieve. This is because in order to start something, one has to be interested first and then he will start doing it deeper and better than before. However, interest alone is not enough to help students achieve high GPA scores, the role of the support of the surrounding environment, especially the family, is an important factor in achieving GPA. Improving the quality of the teaching and learning process, complementing the quality of facilities and infrastructure, as well as adequate Human Resources (HR) can help increase interest and provide motivation for students to achieve student GPA scores.

Summary

There is a relationship between Learning Style and the achievement of student Grade Point Average (GPA) scores, and there is a relationship between interest in computer science and the achievement of student Grade Point Average (GPA) scores at the University of Muhammadiyah Banten. On the other hand, there is no relationship between Emotional Quotient and the achievement of the Grade Point Average (GPA) of students, and there is no relationship between pocket money and the achievement of the Grade Point Average (GPA) of students at the University of Muhammadiyah Banten.

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