

The role of the quality of educational services and the discipline of Buddhist education teachers affects student learning outcomes

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ABSTRACT

Student learning outcomes of those who participate in learning activities at school certainly expect maximum learning outcomes, therefore the quality of educational services and discipline must be considered in determining student learning outcomes. This study aims to determine the effect of the quality of educational services and the discipline of Buddhist education teachers on the learning outcomes of Putra Bangsa Berbudi Junior High School students in the school period year 2021/2022. This study uses a saturated sampling technique by taking the entire population as a sample with a study consisting of 42 Buddhist junior high school students. This research design uses a quantitative approach with descriptive statistical data analysis techniques. The instrument for collecting data was a closed questionnaire distributed through a questionnaire sheet, the results of the questionnaire were tested through instrument testing, classical assumptions, and simple and multiple regression correlation analysis. Based on the results of data analysis using a simple linear regression formula, the magnitude of Adjusted R coefficient of determination is 0.734, which means that the quality of educational services and the discipline of Buddhist education teachers effects on student learning outcomes is 73.4% and the remaining 26.6% is explained by the influence of other factors not discussed in this study. Based on the results of this study, it can be concluded that student learning outcomes can be improved through the quality of educational services and the discipline of Buddhist education teachers, either partially or simultaneously.

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Introduction

Education is an action to improve quality in order to achieve national development goals, especially for education towards a smarter nation. Schools play very important role in realizing national education that is to be able to achieve good learning outcomes. Learning outcomes are measuring tools for the value of students' knowledge, attitudes and skills during the learning and teaching process. The achievement of learning outcomes is also an important role for teachers to motivate students to achieve good results by understanding and mastering the material, as well as utilizing the facilities available in schools (Salsabila & Puspitasari, 2020). Learning outcomes are used as a reference by teachers to achieve the next learning goals (Nabilah & Abadi, 2019). Learning outcomes are also a benchmark for students to find out their shortcomings and progress. Learning outcomes are a series of activities to gain new knowledge and change students' mindset and behavior. Students succeed when they have achieved the learning objectives, understand something that previously do not, are able to get rid of doubts, expand understanding of the material, and the heart becomes peaceful (Anggara, 2015b).

Determining the success rate of student learning outcomes cognitively can be done through two assessments, namely (1) formative assessment, test scores which are the basis for evaluating students on the learning process by giving assignments to students and can be used as benchmarks in looking at improving and evaluating students on the learning process. (2) summative assessment, the test score given by the teacher when the student has taken the final semester exam with the aim of knowing the student has achieved the learning objectives and is used as a reference in graduation.

Student learning outcomes are obtained from (1) cognitive aspects, a series of tests given by the teacher, (2) affective aspects, changes in attitudes and behavior shown by students after experiencing the learning process, and (3) psychomotor aspects, students' skills in understanding learning then stated in the final result report or report card value. Development of cognitive (thought), affective (feeling), and psychomotor (skills) areas of the intellectual, emotional, spiritual, and social processes. The Buddha explained that "all thoughts are preceded, then the mind leads and forms (Anggara, 2015a) then forms actions after volition (*cetana*) has arisen in the mind. Teachers who are in the education system have a responsibility to students not only in the school environment but also in the community, the teacher also has to master the educational basic competence so that teachers own abilities and skills in carrying out their work to create a conducive environment for studying (Wibowo & Farnisa, 2018).

Learning activities also see how the realization of these three aspects is put into practice in students' attitudes and behavior. Learning in the context of Dharma involves thought, speech and action, because all human actions start from the mind. Whatever thoughts will be done through words and deeds. When students learn, students are able to fill their minds with good and useful things in spiritual progress, which do not harm themselves or society (Ismoyo, 2020). Development of cognitive (thought), affective (feeling), and psychomotoric (skills) areas of the intellectual, emotional, spiritual, and social processes. The Buddha explained that "all thoughts

are preceded, then the mind leads and forms, then forms actions after volition (*cetana*) has arisen in the mind.

Schools are institutions that provide and offer educational services to the community with a quality assurance system in order to increase public trust (Gustini & Mauliy, n.d.). The quality of education is realized with reference to the National Education Standards (SNP) as the basis for realizing quality national education, so it is necessary to plan, implement, and supervise education (Helda, Yanti, & Syahrani, 2021). Service quality is a form of consumer feeling in feeling the services provided by an institution. The quality provided by the institution in providing a sense of comfort, friendliness and the ability to accept demands from consumers in this case are students (Azkiyah, Kartiko, & Zuana, 2020). The teacher plays an active role in improving the quality of service, the teacher must have five qualities, namely the teacher must be able to master (1) logical analysis, (2) causal relationships, (3) language structure, (4) everything that can be recognized, (5) attitude and the actions carried out. In providing quality education services, teachers should provide a sense of comfort and happiness to students because teachers strive for a sense of happiness for their students with full attention and love.

Schools offer quality educational services, so educators and education staff must be together in paying attention to the needs and expectations of students as beneficiaries of services so that they match expectations that can be oriented towards improving student learning outcomes. Dimensions of service quality consist of 5 indicators, namely tangible, dependability (reliability), assurance, caring (empathy), and responsiveness (Sunyoto, 2012). Teacher's discipline in providing good service in the world of education must be in harmony with aspects of social, cultural and economic life to achieve school goals because teachers also should have the ability to create the effective learning environment so the students can understand the knowledge that has been delivered to create improved results of learning (Wibowo & Farnisa, 2018).

Teachers who are in the education system have responsibilities to students not only in the school environment but also in the community, teachers must also master the basic educational competencies so that teachers have the ability and skills in carrying out their duties to create a conducive learning atmosphere (Wibowo & Farnisa, 2018). Teacher's discipline is an obedient and consistent attitude in carrying out all existing rules and regulations, instilling a disciplined spirit in teaching without giving up in carrying out discipline (Saleh & Nasrullah, 2019). By having an awareness that is driven from within to carry out discipline, teachers are willing to control themselves to respect and obey a rule of discipline and morality because of shame (*hiri*) and fear (*ottapa*) to violate (*It.36*)

Schools have implemented quality education and discipline services although not all schools can run optimally. For example, the lack of coordination between principals to teachers, teachers to students so that results are not as expected (Aryawan, 2019). The results obtained by students is not as expected. This has many factors including the lack of motivation from the teacher, the lack of student activity in the learning process, the lack of teacher skills in giving lessons and the teacher's inaccuracy in making learning plans (Nabilah & Abadi, 2019).

Seeing the phenomena described, the researcher wants to conduct a study to find out "The Effect of Quality of Educational Services and Discipline of Buddhist

Education Teachers on the Learning Outcomes of Putra Bangsa Berbudi Junior High School Students in the Academic Year 2021/2022 ".

Method

Research context

This study uses survey research methods, quantitative-causal approach with multiple regression analysis to determine the effect of independent variables on the dependent variable. The independent variable of the study is the quality of education services and the discipline of Buddhist teachers, and the dependent variable is the learning outcomes of the Putra Bangsa Berbudi Junior High School students. Research data collection through questionnaires is closed, direct and with a graded scale. It means closed because the questions have been prepared with answer choices, directly meaning that respondents answer questions about themselves, and with a graded scale (Sekaran, 2016). The research population was all students of Putra Bangsa Berbudi Junior High School. The research sample used a saturated sampling technique, which means that all members of the population with less than 100 participants were used as samples (Sugiyono, 2017). All students of Buddhism class VII & VIII with a total of 42 students.

Data analysis

Data analysis is intended to test the truth of the hypothesis. The data analysis technique used in this research is multiple regression analysis. Before the data analysis was carried out, a description of the research data was carried out which consisted of two independent variables and one dependent variable in the form of a frequency distribution table. The next step is to carry out a data analysis requirements test which consists of a normality test, a linearity test, and a multicollinearity test. The hypothesis tested in this study is the influence of the independent variables (X1 and X2) on the dependent variable (Y) either partially or simultaneously. To find out whether the independent variable X has an influence on the dependent variable Y is done by calculating the value of the F statistic test. The effect of the independent variables (X1 and X2) together on the dependent variable Y is done by calculating the value of the coefficient of determination (R²). While the magnitude of the influence of each independent variable on the dependent variable is determined based on the results of the t statistical test (Sugiyono, 2017). Count value of statistic test F and statistic value t in this research used program SPSS Statistics 24.

Findings

Variable descriptive analysis

Analysis descriptive quality of education services (X1)

Respondents' responses to the education service quality variable (X1) showed an average number of 74.55 for the educational service quality variable, meaning that schools and teachers are able to provide guarantees, tangible services,

can be a mainstay, show a sense of care, and high responsiveness between fellow teachers, students and parents.

Analysis descriptive of the Discipline of Buddhist Education Teachers (X2)

Respondents' responses to the Buddhist education teacher discipline variable showed an average number of 74.43 for the Buddhist education teacher discipline variable, meaning that the teacher was present on time both at school and in the classroom, the teacher was able to comply with applicable rules, had high vigilance and was able to mutual respect and appreciation.

Analysis descriptive of junior high school student learning outcomes (Y)

Respondents' responses to the learning outcomes variable showed an average number of 76.62 for the learning outcomes variable, meaning that students get the quality of services provided by schools and teachers and students achieve success rates both from cognitive, affective, and psychomotor aspects in the teaching and learning process carried out by teachers in the school environment.

Test requirements

The results of the normality test show that the significance value is 0.200, this figure indicates that the data on the variable quality of education services (X1) and the discipline of Buddhist education teachers (X2) are normally distributed (Sig>0.05). The results of the linearity test showed that all variables had a significance value smaller than 0.05 so that the research variables were linear. The results of the multicollinearity test show that the VIF value on the variable quality of education services (X1) and the discipline of Buddhist education teachers (X2) is 1.529 so it can be concluded that there is no multicollinearity in the data of this study. These results mean that the variables of the learning model of the quality of education services (X1) and the discipline of Buddhist education teachers (X2) do not affect each other.

Multiple regression analysis

The correlation value (R) between the variable quality of education services (X1) and the discipline of Buddhist education teachers (X2) on student learning outcomes (Y) is 0.734. This value can be interpreted that the relationship between the two independent variables and one dependent variable being tested is in the very strong category. The coefficient of determination value obtained is 73.4% so it can be interpreted that the variable quality of education services (X1) and the discipline of Buddhist religious education teachers (X2) has an influence contribution of 73.4% on the variable student learning outcomes (Y). The results of simple regression coefficient calculations show that the coefficient value of the constant is 3.362, the coefficient value of the independent variable (X1) is 0.292, the coefficient value of the independent variable (X2) is 0.783 so that the similarity regression $Y = 3.362 + 0,292X1 + 0,783X2$ is achieved.

Analysis of the relationship per sub variable

The independent variable is the quality of education services with a value of sig 0.014 < 0.05, or tcount 2.567 > ttable 2.018, the independent variable is the discipline of Buddhist education teachers with a value of sig 0.000 < 0.05, or tcount 6.926 > ttable 2.018, partially the variable discipline of Buddhist education teachers is more influential than the service quality variable, which means that the discipline variable of the Buddhist education teacher plays a more important role in determining the learning outcomes of the Putra Bangsa Berbudi Delitua Junior High School students compared to Service Quality.

Discussion

The Influence of Quality of Education Services on the Learning Outcomes of Putra Bangsa Junior High School Students

The results of SPSS 24 software calculations and statistical analysis, show that there is a direct influence on the quality of education services on student learning outcomes. The results of this calculation using multiple regression analysis and obtained tcount 2,567 with a significance value of 0.014 being a strong reason to accept H1 and reject H0 that, because the value of tcount > ttable that is (tcount 2.567 > ttable 2.018). So it can be concluded that the quality of educational services has a direct and significant influence on student learning outcomes. Previous research has also stated that the quality of educational services provided by teachers to students can support the success of student learning outcomes by having components of objectives, materials, teaching and learning strategies, and techniques for teachers to evaluate students (Ratnasari & Tanzila, 2020). The ability of teachers to carry out obligations, provide material understanding and assignments to students with full responsibility and produce learning achievement is a quality of service provided by teachers (Tute, Suryani, & Aje, 2020). The quality of educational services has a significant and positive effect on student learning outcomes when students have reached the level of satisfaction from educational services provided by schools and teachers (Kusjono & Sudjiani, 2019). Based on the descriptive analysis of the interval scale range chart, it can be seen that the variable quality of education services has a high average result of 74.55 with the position of the range located in the high category. The conclusion that can be drawn from the data output is that the students of Putra Bangsa Berbudi Delitua Junior High School get services in the form of 1) tangible, 2) reliability, 3) assurance, 4) empathy, and 5) Responsiveness. It can be concluded that the quality of educational services can have a direct influence on student learning outcomes, meaning that if the quality of educational services provided optimally and continuously can improve student learning outcomes at Putra Bangsa Berbudi Junior High School.

The Influence of Discipline of Buddhist Education Teachers on the Learning Outcomes of Putra Bangsa Junior High School Students

The results of SPSS 24 software calculations and statistical analysis showed that there was a direct influence of the discipline of Buddhist education teachers on

student learning outcomes. The results of this calculation use multiple regression analysis and obtain tcount 6.926 with a significance value of 0.000 which is a strong reason to accept H1 and reject H0 that is, because the value of tcount > ttable is (tcount 6.926 > ttable 2.018). The conclusion obtained is that the discipline of Buddhist education teachers has a direct and significant influence on student learning outcomes. For the standardized coefficients Beta value is 0.783 or 78.30%, which means from the data that student learning outcomes are influenced by the discipline of Buddhist education teachers by 78.30% and the remaining 21.70% is influenced by other variables not examined in this study. The value of the discipline coefficient of Buddhist education teachers is 0.783. The meaning given is that the discipline of Buddhist education teachers has a direct positive effect on student learning outcomes, therefore the discipline of Buddhist education teachers can be used as a determinant of the success of student learning outcomes. Based on the descriptive analysis of the interval scale chart, it can be seen that the discipline variable of the Buddhist education teacher has a high average result of 74.43 with the position of the range being in the high category. Previous research also stated that discipline is an attitude of habituation in growing teacher's awareness in carrying out discipline (Amalda & Prasajo, 2018). Teacher's discipline is an example and forms student compliance in carrying out learning activities that have an impact on student learning outcomes (Handayani & Subakti, 2020). Teacher's discipline in teaching time, respect for any differences of opinion, and the use of teacher uniforms play an important role in shaping student behavior patterns so that they become motivated to discipline and achieve (Amu, 2021). The conclusion that can be drawn from the data output is that the discipline of Buddhist education teachers basically affects the improvement of student learning outcomes. The four discipline characteristics of Buddhist education teachers include 1) punctual attendance, 2) compliance with established regulations 3) having a high level of vigilance, 4) mutual appreciation and respect. The result is shown that the average number is 74.43 who have scores above the average and are in the high category. Discipline instilled by the teacher, always has an impact on student learning outcomes. In carrying out their duties and responsibilities, teachers must be organized, diligent and able to organize learning in the classroom in a conducive manner in order to create maximum student learning outcomes. This study can be concluded that the discipline of Buddhist education teachers can have a direct positive influence on student learning outcomes. This means that the optimal and sustainable discipline of Buddhist education teachers results in an increase in student learning outcomes of Putra Bangsa Berbudi Junior High School.

The Influence of the Quality of Educational Services and Discipline of Buddhist Education Teachers on the Learning Outcomes of Putra Bangsa Junior High School Students

Analysis of SPSS 24 software calculations and statistical analysis, shows that there is a direct influence on the quality of education services on student learning outcomes. The results of this calculation using multiple regression analysis and obtained Fcount 57.704 with a significance value of 0.000. There is a strong reason to accept H1 and reject that H0, because the value of Fcount > Ftable is (Fcount

57.704 > F_{table} 3.24). It can be concluded that the quality of educational services and the discipline of Buddhist education teachers have a direct and significant influence on student learning outcomes. For the constant value is 3.362, it means that if there is no change in the variable of the quality of education services and the discipline of Buddhist education teachers (the X1 and X2 values are 0) then the student learning outcomes are 3.362 units. The coefficient of determination of Adjusted R is 0.734, meaning that the ability of the quality of education services and the discipline of Buddhist education teachers to affect student learning outcomes is 73.4% and the remaining 26.6% is explained by the influence of other factors not discussed in this study. Based on the descriptive analysis of the interval scale range chart, it can be seen that the student learning outcomes variable has a high average result of 76.62 with the position of the range located in the high category explaining that Putra Bangsa Berbudi SMP students can improve learning outcomes through the quality of educational services provided by teachers and the discipline of Buddhist education teachers in teaching and learning. Previous research also states that teacher discipline when providing services to students who need help, being present on time and providing appropriate material can determine the improvement of learning outcomes (Rahmanto, 2018). Educational services available in schools are comfortable classrooms, complete equipment and adequate learning materials, and have appropriate graduate educators (Mustika, 2017). Teachers also participate in improving the quality of educational services, especially in terms of the suitability of learning materials with lesson plans, responsiveness in dealing with complaints so that students are motivated to improve learning outcomes which can be seen from the results of student report cards which include cognitive, affective and psychomotor aspects (Utami, 2017). This study can be concluded that, the quality of educational services and the discipline of Buddhist education teachers can have a direct positive influence on student learning outcomes, which means the quality of educational services and the teachers' discipline can affect the learning results of the SMP Putra Bangsa Berbudi students.

Conclusion

The quality of educational services is the main supporting factor for the implementation of education in schools and the factors that determine student satisfaction in learning at school. Students who get good learning outcomes feel proud of their achievements. Discipline in teaching and learning activities, teachers are able to interact well with students so that the material delivered by the teacher is conveyed well, able to develop their enthusiasm for learning and evaluate student learning outcomes such as students who diligently go to school, always do homework (PR), always give greeting the teacher when entering school and coming home from school, talking politely with other people and students feel comfortable studying at school. This study was tested using multiple linear regression with the help of SPSS 24, showed the independent variable quality of educational services and disciplines of Buddhism teacher at the same time can affect the growth of students' learning. can achieve

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