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THE INFLUENCE OF STUDY HABITS, LEARNING FACILITIES, AND FAMILY ENVIRONMENT ON THE LEARNING DIFFICULTIES OF CLASS X STUDENTS IN ECONOMICS SUBJECTS AT SMA NEGERI 59 JAKARTA

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ABSTRACT

This study aims to determine the effect of learning habits and learning facilities through the family environment on learning difficulties of class X students in economics subjects at SMA Negeri 59 Jakarta. The variables in this study are learning habits as the first independent variable, the second independent learning facility variable, the family environment as the mediating variable and learning difficulties as the dependent variable. The population is all class X students at SMA Negeri 59 Jakarta as many as 242 students. The sampling technique used a simple random sampling technique with a sample of 151 students taken randomly. The data collection technique used was a questionnaire. The data analysis technique used was the instrument test and SEM PLS. The results of this study indicate that learning habits and learning facilities partially have a negative and significant effect on students' learning difficulties with a significance level of <0.05 . Learning interest and learning facilities partially have a positive and significant effect on the family environment with a significance level of <0.05 . There is a negative and significant influence between the family environment on learning difficulties, the family environment mediates the influence of learning facilities on learning difficulties. In addition, the coefficient of determination (R^2) is 0.896 (89.6%). This means that the influence of students' learning difficulties can be explained by the variables of Learning Habits (X_1), Learning Facilities (X_2), and Family Environment (Z) simultaneously by 89.6% while rest 10.4% is influenced by other factors not studied. And learning habits and learning facilities have a dominant influence on the family environment with a determination coefficient of 0.777 or 77.7%.

Keywords: *Learning Habits, Learning Facilities, Family Environment, Learning Difficulties*



BACKGROUND

Proper education is the right of every child, which is guaranteed by the Indonesian government's policy through compulsory education for 12 years. Despite efforts to improve access to education, the quality of education in Indonesia is still relatively low. Research conducted by the OECD in 2015 showed that Indonesia was ranked 69th out of 76 countries in academic achievement. Data from the Final Semester Assessment (AAS) at SMA Negeri 59 Jakarta in 2024 shows an average score of 46.29, far below the Minimum Completeness Criterion (KKM) of 75, which indicates learning difficulties among students.

Learning difficulties can be caused by a variety of factors, including poor study habits, lack of study facilities, and minimal family support. Irregular study habits and lack of repetition of material contribute to low academic achievement, where many students only study ahead of exams. In addition, data shows that the average duration of independent study for high school students in Indonesia is only about 45 minutes per day, while the time spent on entertainment can reach 5–6 hours.

Adequate learning facilities are also very important to support the learning process. However, many schools, including SMA Negeri 59 Jakarta, still face limitations in the provision of educational facilities and infrastructure. Some classrooms have poor ventilation and suboptimal lighting, as well as a lack of access to reference books and digital learning aids. The inadequacy of these facilities has an impact on students' motivation and learning effectiveness, especially in understanding complex material such as Economics.

The family environment plays a significant role in the success of student learning. A lack of emotional and academic support from family can hinder the learning process, and many children do not get regular tutoring at home. This study aims to explore the influence of learning habits, learning facilities, and family environment on the learning difficulties of class X students in Economics at SMA Negeri 59 Jakarta. Thus, this research is expected to contribute to efforts to improve the quality of education in Indonesia.

THEORETICAL FRAMEWORK

Learning Difficulties

Learning difficulties are conditions that result in obstacles in the learning process of students, so that they feel that they have failed to achieve learning goals (Hakim, 2005).



According to Pingge (2020), this includes difficulties in absorbing lessons, where student achievement is not in accordance with the set standards. Bastable (2002) added that learning difficulties include disturbances in speaking, writing, reading, listening, reasoning, and mathematical skills. Overall, learning difficulties result in a mismatch between the abilities students acquire and the standard criteria that have been determined.

Study Habits

Learning habits are individual behaviors that are long-embedded and characteristic of learning activities, including consistent behaviors that affect learning outcomes and take time to form (Safitri et al., 2019). In addition, learning habits reflect individual characteristics and styles that vary according to the subject matter studied (Santrock, 2011). Thus, learning habits are activities that are carried out repeatedly to achieve good learning results.

Learning Facilities

Learning facilities are facilities and infrastructure that facilitate the implementation of education, including all the tools needed in the teaching and learning process (KBBI; Setijoprojo, 2015). Facilities include equipment and materials used directly in education, while infrastructure supports the process. According to Kristiawan (2017), learning facilities ensure that the learning process runs smoothly and effectively, and includes tools used by teachers and students. Thus, learning facilities are the needs of students to achieve the specified learning objectives.

Family Environment

Humans as social creatures cannot live alone and are greatly influenced by the surrounding environment. According to Hamalik (2008), the environment has a certain meaning and influence for individuals. Suryaningrum et al. (2024) identified three centers of education in children's lives: family, school, and community. The family environment is the most important, where children first experience socialization and learn life values. The family plays an important role in developing abilities, forming personalities, and instilling religious beliefs, moral values, and skills.

METHOD

This research was carried out at SMA Negeri 59 Jakarta from April to May 2025, with a focus on learning difficulties of class X students who have low learning outcomes. The selection of this location is based on the experience of the author who has practiced teaching



at the school. This study uses a quantitative design with *a simple random sampling technique* from a student population of 242 people, where the sample taken amounted to 151 respondents using the Taro Yamane formula.

The development of research instruments includes several variables, namely learning difficulties, learning habits, learning facilities, and family environment. Learning difficulties are defined as obstacles in achieving optimal learning outcomes, measured by indicators such as the inability to master the material. Learning habits are measured by indicators such as setting a learning agenda and maintaining concentration. Learning facilities include facilities and infrastructure that support learning, while the family environment focuses on parental support and a conducive home atmosphere.

Data was collected through questionnaires distributed to students, and analysis was carried out using the SEM-PLS method to test the relationships between variables. Validity and reliability tests are carried out to ensure that the research instrument is reliable, with convergent validity and *discriminant validity criteria*. Hypothesis testing is carried out by *bootstrapping* to obtain *t-statistics* and *p-values*, where the hypothesis is accepted if *the t-statistics* > 1.96 or *p-value* < 0.05.

RESULT

Outer Model

External model analysis will produce reliability values that function to determine the relationship between variables in a study. The data used by the researcher used a second research model instrument whose value was valid and met the requirements of the outer model score, which was > 0.7. Testing in the outer model analysis includes multicollinearity tests which include *Cronbach's alpha*, *composite reliability*, and *average variance extracted (AVE)*. Table 1 shows the results of the *composite reliability index* along with the results of the other two measuring instruments. Through the Cronbach's alpha value in Table 1, it can be seen that all variables in this study obtained a Cronbach's alpha score above 0.7. So it can be interpreted that all variables in this study are valid. In addition, in determining whether a research variable is reliable or not, it can be seen from the acquisition of a *composite reliability index* whose score is > 0.7 and the *average variance extracted (AVE) index* whose score is > 0.5, based on Table 1 it can be interpreted that this research model is reliable.



Table 1 Outer Analysis Results

	Cronbac h's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average varian ce extracted (AVE)
KBB	0.923	0.929	0.937	0.650
FB	0.937	0.938	0.948	0.695
KSB	0.925	0.927	0.942	0.729
P.	0.939	0.941	0.949	0.701

Inner Model

Furthermore, the inner model analysis is to find out the magnitude of the relationship between latent variables. The *R-Square* value (R^2) is used to give an overview of the variance of an exogenous variable to the endogenous variable it affects, whether it has a substantive influence or not. Some of the criteria for variation are: strong (R -Square value = 0.67), medium (R -Square value = 0.33), and weak (R -Square value = 0.19). Through the information in Table 2, it can be determined that the value of R^2 in the Learning Difficulty variable is 0.896 so that the researcher can conclude that there is an influence of 89.6% between the Learning Habits variable and the Learning Facility variable together on the Learning Difficulty variable. And it can be known that the value of R^2 in the Family Environment variable is 0.777 so that the researcher can conclude that there is an influence of 77.7% between the Learning Habits variable and the Learning Facility variable together on the Family Environment variable.

Table 2 Determination Coefficient Results

	R-square	R-square adjusted
Learning Difficulties	0.898	0.896
Family Environment	0.780	0.777

Furthermore, hypothesis testing to find out whether or not a hypothesis is accepted in a study can be seen from the results of the calculation of a *p-value* value of less than 0.05, then it can be said that a hypothesis is accepted and the influence that occurs is significant. The



following are the results of the calculation of the path coefficient. Based on Table 3, it can be seen that:

(1) The Learning Habits variable showed a negative and significant influence on Learning Difficulties, with a t-statistical value of 4.803, and a p-value of 0.000. This indicates that the better the students' learning habits, such as rereading materials, taking notes, and studying regularly, the less likely they are to have learning difficulties.

(2) The variable of Learning Habits also has a positive and significant effect on the Family Environment, with a t-value of 5.376, and a p-value of 0.000. This means that students who have good study habits tend to encourage the creation of a more supportive family environment, because parents or other family members become more motivated to help.

(3) The Learning Facility variable has a negative and significant effect on Learning Difficulties, with a t-statistical value of 4.027, and a p-value of 0.000. This shows that the better the learning facilities available, the lower the level of learning difficulties experienced by students.

(4) The Learning Facility variable also has a positive and significant influence on the Family Environment, with a coefficient value of 0.519, t-statistic of 6.627, and p-value of 0.000. This means that the availability of adequate learning facilities, especially at school, also encourages the involvement and support of families in the student learning process.

(5) Family Environment variables have a negative and significant influence on Learning Difficulties, with a t-statistical value of 2.822, and a p-value of 0.005. This shows that a conducive family environment, such as attention, encouragement, and a comfortable home atmosphere, also reduces learning difficulties experienced by students.

Table 3 Path Coefficients *Hypothesis Test Results*

	Original sample (O)	Sample mean (M)	Standar deviation (STDEV)	T statistics (O/STDEV)	P values
KBB -> KSB	-0.504	-0.500	0.105	4.803	0.000



KBB -> LK	0.401	0.401	0.075	5.376	0.000
FB -> KSB	-0.340	-0.347	0.084	4.027	0.000
FB -> LK	0.519	0.520	0.078	6.627	0.000
LK -> KSB	-0.152	-0.149	0.054	2.822	0.005

Furthermore, PLS-SEM analysis of moderation variables, which includes the relationship between independent and dependent variables through moderation variables. The criterion used is that if the P-values are less than 0.05, then the relationship is considered significant (indicating an indirect influence), which means that the moderation variable plays a role in mediating the relationship between independent and dependent variables. Based on table 4, it can be seen that: The family environment acts as an intervening variable (mediating) between independent variables and bound variables in two relationship paths.

First, in the pathway on Learning Habits through the Family Environment to Learning Difficulties, the t-statistical value was 2.435 and the p-value was 0.015, which also met the significance criteria ($t \geq 1.96$ and $p \leq 0.05$). This shows that learning habits have an indirect effect on learning difficulties through the family environment. When students have good study habits, the family environment will be more motivated to provide learning support, such as creating a comfortable learning atmosphere or providing motivation, which can ultimately reduce students' learning difficulties.

Second, in the Learning Facility through Family Environment for Learning Difficulties, a t-statistical value of 2.588 and a p-value of 0.010 were obtained. This value shows that $t \geq 1.96$ and $p \leq 0.05$, so this relationship is statistically significant. This means that learning facilities have an indirect effect on reducing learning difficulties through the role of the family environment. When schools provide adequate learning facilities, families tend to be more supportive of the learning process at home, and such support helps students overcome learning difficulties.

Thus, it can be concluded that the family environment has proven to be a significant mediating variable in the relationship between learning facilities and learning habits to learning difficulties. Both pathways showed a positive and significant influence indirectly, as shown by the $\geq t$ -value of 1.96 and the p-value of ≤ 0.05 .

Table 4 Indirect *Effect Specific Test Results*



	Original sample (O)	Sample mean (M)	Standard deviatio n (STDE V)	T statistics (O/STDEV)	P values
KBB -> LK -> KSB	-0.061	-0.060	0.025	2.435	0.015
FB -> LK - > KSB	-0.079	-0.078	0.030	2.588	0.010

DISCUSSION

Effect between learning habits (X1) on learning difficulties (Y)

The results showed a significant negative influence between learning habits and students' learning difficulties (original sample = -0.504; t-statistic = 4.803; p-value = 0.000), which means that the better the students' learning habits, the lower the level of learning difficulties they experienced. These findings are supported by previous studies such as Sumarsono et al. (2020), Zahra et al. (2023), and Imran et al. (2023) which consistently prove that regular and disciplined study habits - including preparing a learning agenda, repetition of material, and the ability to maintain concentration - can help students be better prepared for the subject matter, understand the learning content better, and reduce mental stress and academic anxiety. So that these good learning habits play a significant protective role in preventing and reducing various forms of learning difficulties.

Effect between learning facilities (X2) on learning difficulties (Y)

The results of this study show that learning facilities (X2) have a negative and significant influence on learning difficulties (Y), with an original sample value of -0.340, t-statistic of 4.027, and a p-value of 0.000, which means that the more complete and adequate the learning facilities in schools, the lower the level of learning difficulties experienced by students. Good facilities, such as comfortable study spaces, adequate lighting, and access to learning media, allow students to focus more and understand the material well, while limited



facilities can lead to physical and psychological disorders, such as academic fatigue and stress, which increases the risk of learning difficulties. These findings are supported by previous research, as expressed by Slameto (2010) and Nomate et al. (2024), which emphasize the importance of facilities in supporting the teaching and learning process. Therefore, improving learning facilities and infrastructure in schools must be a priority to create a more effective and enjoyable learning environment for students.

The effect of learning habits (X1) on the family environment (Z)

The results showed that learning habits (X1) had a positive and significant influence on the family environment (Z), with an original sample value of 0.401, t-statistic of 5.376, and a p-value of 0.000, which indicates that this influence is not only statistically real, but also has a fairly high strength of relationship. This means that the better the learning habits that students have, the more positive the dynamics formed in their family environment, where disciplined and consistent learning behavior can encourage greater involvement and support from the family. When students show seriousness in learning, parents tend to respond with more positive attitudes, such as providing special time and quiet study spaces. These findings are reinforced by theories and previous research results, as stated by Santrock (2011) and Hurlock (2004), which show that learning habits are not only influenced by the family, but are also able to influence the pattern of relationships between family members. Thus, learning habits play a role as a trigger for changes in the family support system, creating a harmonious learning ecosystem at home, and the more positive the students' learning habits, the more likely they are to get a responsive and supportive family environment.

The influence of learning facilities (X2) on the family environment (Z)

The results of this study show that learning facilities (X2) have a positive and significant influence on the family environment (Z), with an original sample value of 0.519, t-statistic of 6.627, and a p-value of 0.000, which confirms that the better the learning facilities provided by the school, the higher the support and involvement of the family environment in the student learning process. These findings are supported by Kristiawan's (2017) research, which states that complete learning facilities, such as study desks and books, reflect the active role of the family in children's education, and Slameto (2010), who stated that families tend to be more responsive and support children's learning activities when facilities in schools are inadequate. In addition, Puspita & Usman (2020) found that the family environment is more proactive in supporting children's achievement if school facilities are supportive, showing a



significant positive correlation between the completeness of school facilities and family involvement. Thus, it can be concluded that learning facilities serve not only as a tool in schools, but also as a catalyst for family engagement, creating a conducive learning environment at home and at school.

The influence of the family environment (Z) on learning difficulties (Y)

The results of this study prove that the family environment has a negative and significant influence on learning difficulties (original sample value -0.152, t-statistic 2.822, p-value 0.005), which is in line with the findings of Juliati et al. (2022) at MAN 4 Pekanbaru which showed a significant negative influence of the family environment on learning difficulties (p-value < 0.05), and strengthened by the research of Ntziavida & Tsaliki (2018) which found that unsupportive family conditions correlates with increased learning difficulties in children, especially at an early age. The findings of Usman & Putri (2019) further confirm that the quality of family relationships significantly affects students' ability to face academic challenges (p < 0.05 in the SEM PLS model, emphasizing that an emotionally and physically conducive family environment is a crucial factor in reducing students' learning difficulties through the provision of adequate mental support, motivation, and learning space.

The family environment (X3) mediates the influence of learning facilities (X2) on learning difficulties (Y)

This study showed that the family environment (X3) significantly mediated the influence of learning facilities (X2) on learning difficulties (Y), with an original sample value of -0.079, t-statistic of 2.588, and a p-value of 0.010, indicating a valid causal relationship. These findings are in line with the research of Slameto (2010) who emphasized that the role of the family becomes more active when school facilities are inadequate, and Hurlock (2004) who stated that the family functions as the main mediator in providing learning support facilities, such as conducive learning places and moral support. Thus, the influence of learning facilities on students' learning difficulties will be more effective if the family environment is actively involved, reinforcing the positive impact of existing facilities and ensuring a stable and sustainable learning experience at home. This shows the importance of collaboration between schools and families in creating an optimal learning environment for students.

CONCLUSION



This study provides empirical evidence of the significant influence of study habits, learning facilities, and the family environment on learning difficulties experienced by class X students in the Economics subject at SMA Negeri 59 Jakarta. The research findings indicate the following key conclusions:

1. Study habits have a negative and significant influence on learning difficulties. This means that students who develop consistent, focused, and organized study patterns are less likely to experience academic challenges. Additionally, good study habits also contribute positively to shaping a supportive family environment.
2. Learning facilities also show a negative and significant effect on learning difficulties. Adequate school infrastructure such as lighting, classroom comfort, and access to learning resources reduces the likelihood of students facing obstacles in their learning process. Furthermore, well-provided learning facilities have a positive impact on increasing family involvement and support.
3. The family environment plays a crucial role as both an independent and mediating variable. A conducive family environment directly reduces learning difficulties and also mediates the effect of both study habits and learning facilities on learning difficulties. This means that good study habits and adequate learning facilities are more effective in reducing learning challenges when accompanied by strong family support.
4. The structural model in this study demonstrates high explanatory power, with an R^2 value of 89.6% for learning difficulties and 77.7% for the family environment. This indicates that the combination of study habits, learning facilities, and family environment strongly predicts the learning difficulties faced by students.

In conclusion, efforts to improve academic outcomes and reduce learning difficulties among students must be multidimensional, involving not only internal factors like students' habits but also external supports such as educational infrastructure and family engagement. Collaboration between schools and families is essential to building a conducive learning ecosystem both at school and at home.

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