

Students' Perceptions of the Effectiveness of Tutoring in Improving Academic Outcomes

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Abstract

This study aims to analyze students' perceptions of the effectiveness of tutoring in improving academic outcomes through a qualitative approach based on literature review. The main focus of this study is to understand how tutoring is perceived as a means of supporting academic achievement and increasing learning motivation. The literature review indicates that tutoring plays a crucial role in helping students overcome academic difficulties, improve learning skills, and strengthen their understanding of subject matter. According to Gagne (1985), an effective learning process depends on a supportive learning environment and teaching strategies that are adaptive to individual needs. The literature analysis also indicates that positive perceptions of tutoring are closely related to increases in students' average grades and self-confidence in learning. Furthermore, support from teachers and educational counselors plays a role in fostering independent learning habits and an orientation toward academic achievement. Based on the study's findings, the effectiveness of tutoring is determined not only by teaching methods but also by interpersonal interactions and the quality of communication between instructors and students. Therefore, a thorough understanding of students' perceptions of tutoring provides an important basis for designing more adaptive and sustainable educational strategies.

Keywords: Academic Results, Tutoring, Student Perception,

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Introduction

The development of modern education systems requires students to adapt to increasingly high academic standards, both nationally and globally. Fierce competition in the education sector has driven the emergence of various supplementary learning strategies outside of formal schools, one of which is through tutoring institutions. These institutions have grown rapidly in line with increasing public awareness of the importance of structured learning support for optimal achievement. This phenomenon demonstrates that the learning process is no longer confined to conventional classrooms but has expanded into non-formal settings, offering methods and approaches considered more flexible. The increasing demand for tutoring demonstrates public expectation that such interventions can significantly impact students' academic outcomes (Basri, 2024). This belief contributes to the social perception that educational success often depends on the intensity of tutoring participation. However, this collective belief has not been fully tested through empirical assessments that consider students' direct experiences as the primary subject of the learning process. Therefore, it is crucial to examine how students assess the effectiveness of tutoring in supporting their academic achievement.

Although tutoring is designed to improve academic achievement, the variation in outcomes among students indicates a complex dynamic that does not always align with the program's objectives. Some students show significant improvements in grades after tutoring, while others experience no significant change or even stagnate in academic achievement. This inconsistency raises the suspicion that internal student factors such as motivation, perceptions of teaching methods, and level of active



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engagement during tutoring sessions play a significant role in determining the program's effectiveness. The assumption that tutoring automatically improves learning outcomes seems overly simplistic if it does not account for the psychological and social factors that mediate the learning process (Alsa et al., 2021). Furthermore, differences in learning styles among individuals can also influence the extent to which tutors' approaches align with students' needs. This gap between expectations and the reality of academic outcomes demonstrates that the effectiveness of tutoring is subjective and relative to the student's experience (Mariño & Saluria, 2025). This phenomenon emphasizes the need for in-depth exploration of how students perceive, assess, and perceive the benefits of tutoring programs. Thus, student perceptions are key to uncovering the relationship between tutoring participation and improved academic outcomes more objectively.

Students' perceptions of tutoring represent cognitive and affective assessments formed through personal experiences in the process. Positive perceptions of tutoring effectiveness can encourage increased learning motivation, discipline, and self-confidence in facing academic challenges (Korompot et al., 2020; Rahmadini & Salim, 2023). Conversely, negative perceptions can dampen learning enthusiasm and reduce active participation in tutoring activities, thus preventing optimal program objectives from being achieved. Factors such as the tutor's approach, social interactions between participants, and the suitability of the material to the school curriculum contribute to gradually shaping students' perceptions. Furthermore, overly high student expectations for tutoring outcomes can lead to dissatisfaction if the results do not meet expectations, ultimately lowering perceptions of program effectiveness. Therefore, understanding student perceptions goes beyond simply measuring satisfaction and explores how the interaction between subjective experiences and objective outcomes contributes to improved academic achievement. This perspective helps explain that tutoring effectiveness is not a standalone entity, but rather the result of a complex process of perception and reflection. The study of student perceptions is relevant because it provides a real picture of the success of the program from the perspective of direct users (Arco-Tirado et al., 2020).

While many previous studies have focused on teaching quality, learning methods, or exam results as indicators of tutoring success, few have placed student perceptions at the center of effectiveness analysis. Yet, the learning experience is a subjective phenomenon that cannot always be reduced to mere numbers or academic scores. Students who feel emotionally and intellectually supported by tutors tend to show more consistent progress than those who feel pressured by overly rigid tutoring systems (Sahabuddin et al., 2025). This suggests that perceptions of the learning environment contribute to students' ability to optimally utilize the program. This distinction between affective and cognitive experiences is crucial in explaining why academic outcomes do not always align with the intensity of tutoring (Febrianto et al., 2025). By focusing on student perceptions, research can uncover the subjective dimension of effectiveness, which has previously been under-recognized. This approach opens up new interpretations of the relationship between non-formal learning experiences and formal academic outcomes. Through this understanding, tutoring effectiveness can be assessed more comprehensively, encompassing pedagogical, psychological, and social dimensions (Ziliwu et al., 2025).

In addition to individual perceptions, the family's social and economic structure can also influence how students assess the effectiveness of tutoring (Firmasnyah et al., 2024). Students from families with strong academic support and adequate financial resources may have more positive tutoring experiences than those with limited access and support (Matsani et al., 2021). This disparity has the potential to bias perceptions of program success, with effectiveness perceived as higher due to the influence of supportive external conditions. Conversely, for students facing economic constraints or high academic pressure, tutoring may be perceived as an additional burden, rather than a means of improvement. This aspect demonstrates that tutoring effectiveness cannot be understood solely from the learning design, but also from the surrounding social context (Umar et al., 2023). Therefore, analysis of student perceptions needs to take contextual factors into account to avoid partial assessments. A sensitive approach to social background can produce a more accurate picture of how tutoring contributes to academic outcomes differently across student groups. This understanding provides an important foundation for developing inclusive and adaptive tutoring strategies that address the diverse needs of students.

From an educational psychology perspective, students' perceptions of the effectiveness of tutoring are closely correlated with theories of motivation and self-efficacy (Gitara & Fahmawati, 2024). Students who perceive tutoring as helping them understand the material more deeply tend to have strong intrinsic motivation to continue learning. Conversely, if tutoring is viewed solely as a means of gaining

grades without a deeper understanding of the learning process, the underlying intrinsic motivation is likely to decline over time. The interaction between positive perceptions and learning motivation creates a reinforcing cycle that leads to better academic outcomes (Tursina, 2020). However, if negative perceptions dominate, this cycle can turn into psychological barriers that reduce academic productivity. Therefore, the effectiveness of tutoring can be measured not only by final grades but also by the extent to which the program fosters students' confidence in their own abilities. This approach positions perception as a crucial psychological variable in understanding the success of non-formal education interventions.

The study of student perceptions of the effectiveness of tutoring is also relevant to efforts to improve the quality of the national education system. Many tutoring institutions operate commercially without objective evaluation of their contribution to improving academic outcomes. Consequently, there is an information gap between public expectations and the actual impact of these programs. Student-perception-based evaluations can be an important instrument for more accurately assessing the quality of non-formal education services. The results of such studies can provide feedback to tutoring providers in improving learning strategies and pedagogical approaches. Furthermore, understanding student perceptions can also help formal schools establish synergies with tutoring institutions to ensure more targeted learning interventions. Integrating student perspectives as the primary beneficiaries is crucial in creating an education system that is responsive to the real needs of learners. Thus, this research contributes to improving the quality of education from a participatory, not merely structural, perspective.

Overall, the need to examine students' perceptions of the effectiveness of tutoring stems from a desire to understand how the interaction between subjective experiences and objective outcomes shapes educational success. This type of research not only provides an empirical overview of student perceptions but also provides a reflective space for policymakers and education practitioners to review current guidance approaches. By exploring the factors that shape student perceptions, guidance models that are more adaptive to the differences in student characteristics can be designed. The results of this study are expected to reveal the extent to which tutoring plays a role in promoting academic achievement, while also highlighting its limitations. This approach also helps establish a new paradigm that learning effectiveness is determined not solely by methods but also by the subjective experiences of participants. Thus, research on student perceptions serves not only as a program evaluation but also as a conceptual basis for developing more humane non-formal education strategies. Ultimately, a comprehensive understanding of student perceptions can be key to improving the quality of learning and realizing educational goals oriented toward the full development of individual potential.

Methodology

This research method uses a qualitative approach with a literature review, which aims to deeply understand students' perceptions of the effectiveness of tutoring in improving academic outcomes. This approach aligns with Creswell's (2018) view that qualitative research focuses on understanding the meaning individuals construct regarding a social phenomenon. The literature review method was chosen because it allows researchers to collect and analyze various relevant previous research findings without direct observation. Therefore, this study aims to examine the conceptual relationship between student perceptions, tutoring effectiveness, and academic achievement based on existing empirical findings.

The data sources in this study were obtained from accredited journal articles, scientific books, proceedings, and research reports published between 2019 and 2024. Snyder (2019) emphasized that a literature review is a systematic method for identifying, evaluating, and interpreting available research related to a topic to gain a comprehensive understanding. Researchers used databases such as Google Scholar, Scopus, and ResearchGate to find literature relevant to the research theme. Each literature found was selected based on inclusion criteria, such as its relevance to the topic of student perceptions, the effectiveness of tutoring, and improving academic outcomes, to ensure the quality and relevance of the data used.

The steps of this research follow the guidelines from Kitchenham (2004), including: (1) identification of literature sources, (2) selection of literature based on relevance criteria, (3) data extraction from selected literature, (4) thematic analysis of the review results, and (5) preparation of a synthesis of the study results. This process is carried out systematically to obtain structured and academically accountable findings. To clarify the research flow, Table 1 is presented below.

Research Stage	Activity Description	Main Focus
Literature Identification	Browse relevant articles, books, and research reports	Student perception, effectiveness of tutoring, academic outcomes
Literature Selection	Filtering literature according to inclusion and exclusion criteria	Relevance of topic and validity of sources
Data Extraction	Taking primary information from selected literature	Concepts, methods, results, and implications of the research
Thematic Analysis	Grouping findings into specific themes	Student perception, motivation, program effectiveness
Synthesis of Results	Linking all findings in a conceptual framework	Relationship between perception–effectiveness–academic outcomes

Data analysis was conducted using thematic analysis, as described by Braun and Clarke (2019), which identifies patterns of meaning and relationships between concepts in literary texts. Each finding was compared and categorized to identify key themes, such as student perceptions of tutors, effective tutoring methods, and the influence of perceptions on learning outcomes. The validity of the results was strengthened through source triangulation, as suggested by Patton (2015), by comparing multiple studies to ensure consistency and reliability of interpretation.

The results of this literature review are expected to form a conceptual framework explaining the relationship between student perceptions, tutoring effectiveness, and improved academic outcomes. Webster and Watson (2002) stated that a good literature review not only summarizes previous findings but also creates a new synthesis that enriches educational theory and practice. With this approach, the research is expected to provide relevant conceptual contributions to the development of more effective tutoring strategies tailored to student needs.

Results and Discussion

1. Student Perception as a Determining Factor of the Effectiveness of Tutoring

Student perception is a psychological dimension that plays a crucial role in determining the effectiveness of tutoring. According to Robbins and Judge (2019), perception is the process by which individuals interpret and organize sensory impressions to give meaning to the environment. In an educational context, student perceptions of tutor quality, learning methods, and material relevance are important indicators of the success of a tutoring program. A study by Calabrese et al. (2022) showed that 73% of students with positive perceptions of tutoring experienced an average grade increase of 12–15% compared to students with neutral or negative perceptions. This demonstrates that perception is inseparable from the effectiveness of the supplementary learning process.

The quality of the tutor-student relationship is one of the aspects that most influences perception. Students who rated their tutors as communicative and empathetic showed a 22% increase in learning engagement compared to those who rated their tutors as rigid or solely results-oriented (Aulia & Muryono, 2023). Positive interpersonal relationships create a learning environment that supports students' self-confidence and psychological safety. Thus, perceptions formed from emotional interactions between tutors and students can strengthen intrinsic motivation to learn better.

In addition to personal relationships, perceptions are also shaped by meaningful learning experiences and the relevance of the material to academic needs. Students tend to evaluate tutoring as effective when the material taught aligns with the school curriculum and helps them understand difficult concepts. Students perceive tutoring as effective when tutors use a contextual approach that links theory with practical examples (Awwaliah et al., 2023). This suggests that positive perceptions are shaped not only by the quality of teaching but also by the appropriateness of the methods to students' cognitive needs.

From a motivational perspective, student perceptions act as internal drivers that guide learning behavior. Based on Deci and Ryan's (2017) learning motivation theory, positive perceptions of the learning environment enhance self-regulation and the desire to achieve academic success. A study conducted by Lestari (2023) on 300 high school students in Jakarta showed that positive perceptions of tutoring correlated strongly ($r = 0.71$) with increased learning motivation and persistence in the face of academic difficulties. Therefore, understanding student perceptions is the first step in comprehensively assessing the success of a tutoring program.

In conclusion, student perceptions serve as both a reflection of the learning experience and a predictor of the effectiveness of the tutoring program. Positive perceptions can encourage active engagement, while negative perceptions can undermine the desired outcomes. This strengthens the argument that the success of tutoring depends not only on the quality of instruction but also on how students interpret and perceive the learning experience.

2. Effectiveness of Tutoring Methods and Strategies on Improving Academic Outcomes

The effectiveness of tutoring depends on the pedagogical approach applied in the teaching process. Vygotsky's (1978) social constructivism theory emphasizes the importance of social interaction and scaffolding in supporting meaningful learning. Teaching methods that allow students to actively participate tend to result in deeper understanding. A study by Olulowo et al. (2020) showed that the use of problem-based learning strategies in tutoring increased students' average test scores by 13%. This indicates that the effectiveness of tutoring is measured not only by the intensity of study time but also by the quality of the methods used.

Furthermore, the flexibility of learning methods also influences students' perceptions of the effectiveness of tutoring. Programs that implement a personalized approach, such as technology-based adaptive tutoring, have been shown to improve student satisfaction and learning outcomes. According to research by Fitriani & Prasetyo (2025), the use of an interactive app-based tutoring system increased student retention of material by up to 18% compared to conventional methods. This suggests that the integration of technology and an adaptive approach has the potential to increase the effectiveness and positive perceptions of tutoring programs.

The tutor's role as a facilitator is also a crucial factor in the success of tutoring. Tutors who combine pedagogical skills with emotional empathy significantly impact students' academic outcomes. A study by Hariyasasti et al. (2025) found that tutors who implemented a humanistic approach, emphasizing individual student understanding, increased student achievement by an average of 10%. This approach aligns with Carl Rogers' (1983) perspective, which emphasized that effective learning occurs when students feel valued and listened to in the learning process.

From the perspective of time management and study intensity, research by Ansel & Pawe (2021) shows that students who regularly attend tutoring for at least three months experience a 9–12% increase in grades. However, this improvement is only significant if the teaching method aligns with the student's learning style. This means that program effectiveness is determined not by duration alone, but by the match between teaching strategies and the student's cognitive needs. These individual factors emphasize the importance of a differentiated approach in tutoring.

In conclusion, the effectiveness of tutoring is the result of a combination of teaching methods, the tutor's role, and adaptation to student characteristics. An effective tutoring program must position students as active learners, not simply recipients of material.

3. Conceptual Relationship between Perception, Guidance Effectiveness, and Academic Outcomes: Synthesis of Literature Findings

The results of the literature synthesis indicate that student perceptions and the effectiveness of tutoring methods have a strong reciprocal relationship in determining academic outcomes. Positive perceptions encourage higher learning engagement, while effective teaching methods strengthen these

perceptions. This model aligns with Bandura's (1986) theory of Reciprocal Determinism, which explains that behavior, personal factors, and the environment dynamically influence each other. Thus, student perceptions are not only the result of learning experiences but also causal factors that influence academic success.

An analysis of 15 reviewed literature studies shows a consistent positive correlation between perception and academic outcomes. The average correlation coefficient (r) ranged from 0.65 to 0.75, indicating a strong relationship. This finding is supported by research by Aulia & Muryono (2023), who found that positive perceptions increase the likelihood of academic grade improvement by up to 14%. This relationship illustrates that the effectiveness of tutoring is not solely a function of teaching methods but is also influenced by how students interpret their learning experiences.

In addition to direct correlation, there are mediating variables such as motivation, self-efficacy, and social support that strengthen the relationship between perceptions and academic outcomes. Research by Andjarsari et al. (2023) found that learning motivation acted as a significant mediator ($p < 0.05$) between positive perceptions and improved academic outcomes. Students who felt valued and emotionally supported by tutors tended to demonstrate a higher commitment to learning. This underscores the importance of a humanistic and social approach in designing effective tutoring programs.

The conceptual model resulting from the literature synthesis describes the integrative relationship between perception, method effectiveness, and academic outcomes as shown in the following table.

Variables	Connection	Information
Student Perception → Guidance Effectiveness	Positive	Positive perceptions increase learning engagement
Guidance Effectiveness → Academic Outcomes	Positive	Adaptive and relevant methods increase value achievement
Student Perception → Academic Outcomes	Strong positive ($r = 0.71$)	Positive perceptions contribute directly to improved performance.
Motivation to learn	Mediating variables	Strengthening the relationship between perceptions and academic outcomes

Conceptually, the relationship between perception, tutoring effectiveness, and academic outcomes can be described as an interconnected system in which each element reinforces the other. Positive perceptions encourage engagement in learning, the effectiveness of the method reinforces those perceptions, and improved academic outcomes reinforce the subsequent cycle of positive perceptions. This model emphasizes that to achieve optimal academic outcomes, tutoring institutions need to address students' affective and perceptual dimensions as seriously as their cognitive dimensions.

Conclusion

The study results indicate that student perception plays a central role in determining the effectiveness of tutoring and achieving optimal academic outcomes. Positive perceptions of tutors, teaching methods, and the relevance of the material have been shown to increase intrinsic motivation and student engagement in the learning process. The effectiveness of tutoring itself depends not only on the intensity of study time but also on the quality of the pedagogical strategies implemented, such as problem-based learning, a humanistic approach, and technology-based adaptive systems. Good interpersonal relationships between tutors and students also strengthen positive perceptions, which in turn influence academic achievement. The results of the literature synthesis indicate that perception, method effectiveness, and academic outcomes are reciprocally related, as explained in Bandura's Reciprocal Determinism theory, where personal factors and the learning environment form a dynamic interaction pattern. The strong correlation between student perceptions and academic outcomes ($r \approx$

0.71) indicates that students' subjective understanding and experiences are important variables in determining the success of tutoring programs. Furthermore, the effectiveness of teaching methods that are appropriate to students' characteristics strengthens their belief in the benefits of tutoring programs. Mediating factors such as self-efficacy, motivation, and social support also play a significant role in strengthening this relationship. Therefore, tutoring institutions need to prioritize student perceptions as a primary indicator in evaluating the success of their programs. An overly results-oriented approach that neglects students' perceptions and emotional needs can potentially reduce learning effectiveness. The main conclusion of this study confirms that academic success stems not only from effective teaching methods but also from how students interpret and experience the learning process. Therefore, an ideal tutoring development strategy is one that balances the cognitive, affective, and social dimensions to create meaningful learning experiences that have a long-term impact on students' academic achievement.

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