



The Correlation of Learning Motivation and Conventional Learning Methods with Civic Education Learning Outcomes

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Abstract: This study examines the relationship between learning Motivation and conventional teaching methods on students' learning outcomes in Civic Education. The research employed a quantitative approach with a correlational design. Data were collected through questionnaires designed to measure learning motivation, applying conventional teaching methods, and students' learning outcomes. Data analysis was conducted using simple linear regression and correlation analysis. The results revealed a significant positive relationship between learning Motivation and students' learning outcomes and a significant relationship between conventional teaching methods and students' outcomes. Learning Motivation enhances student engagement, enthusiasm, and overall learning quality. Meanwhile, while effective, conventional teaching methods can be further enhanced by integrating interactive approaches such as group discussions or visual media. The implications of this study highlight the need for teachers to design teaching strategies that are relevant to students' needs and capable of continuously motivating them. A combination of strong learning motivation and optimal implementation of conventional teaching methods is believed to effectively support students' academic success. Therefore, these factors should primarily focus on developing school learning strategies for better outcomes.

Abstrak: Penelitian ini bertujuan untuk mengkaji hubungan antara Motivasi Belajar dan Metode Pembelajaran Konvensional terhadap hasil belajar siswa dalam pembelajaran Pendidikan Kewarganegaraan. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Data dikumpulkan melalui angket yang dirancang untuk mengukur motivasi belajar, penerapan metode pembelajaran konvensional, dan hasil belajar siswa. Analisis data dilakukan menggunakan regresi linear sederhana dan analisis korelasi. Hasil penelitian menunjukkan adanya hubungan positif yang signifikan antara motivasi belajar dengan hasil belajar siswa, serta hubungan signifikan antara metode pembelajaran konvensional dengan hasil belajar siswa. Motivasi belajar berperan penting dalam meningkatkan keterlibatan siswa selama proses pembelajaran dan meningkatkan kualitas belajar secara keseluruhan. Sementara itu, metode pembelajaran konvensional, meskipun efektif, dapat lebih ditingkatkan melalui integrasi pendekatan interaktif seperti diskusi kelompok atau penggunaan media visual. Implikasi dari penelitian ini adalah pentingnya bagi guru untuk merancang strategi pembelajaran yang tidak hanya relevan dengan kebutuhan siswa tetapi juga mampu memotivasi mereka secara berkelanjutan. Kombinasi antara motivasi belajar yang kuat dan penerapan metode pembelajaran konvensional yang optimal diyakini dapat mendukung keberhasilan siswa dalam proses akademik. Oleh karena itu, faktor-faktor ini harus menjadi perhatian utama dalam pengembangan strategi pembelajaran di sekolah demi hasil yang lebih maksimal.

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A. Introduction

Education is a deliberate attempt to equip pupils to handle their future duties through mentoring, instruction, or training (Hamalik, 2007). Since education helps students grasp a variety of sciences that are useful in daily life, it plays a significant role in raising the standard of living in the community. In line with the objectives of national education as outlined in Law Number 20 of 2003, which include fostering students' potential to become human beings who believe in and fear God Almighty, have high moral standards, are healthy, knowledgeable, capable, creative, independent, and democratic citizens, education's primary goal is to prepare people to be self-sufficient and to benefit the environment. Every citizen must be able to predict future developments and lead a life that is both meaningful and helpful to the nation. One of the curricula, Pancasila and Citizenship Education, reflects this goal. In addition to forming a love for the country based on its culture, this subject seeks to promote understanding and knowledge of the state (Pastini et al., 2022).

According to UNESCO, learning to know, learning to do, learning to be, and learning to live together are the four main pillars of education that must be met to enter the twenty-first century. These are then supplemented by "learning to live together in peace and harmony" (Bungin, 2009). Formal education must include civic education to create good citizens who can comprehend, internalize, and uphold their rights and responsibilities. Law No. 20 of 2003 of the Republic of Indonesia about the National Education System (SISDIKNAS) states thus. Religious education, civic education, language, mathematics, natural and social sciences, arts and culture, physical education and sports, skills/vocational, and local content are all required in the primary and secondary education curricula, according to Article 27. However, Religious Education, Civic Education, and Language must be part of the higher education curriculum. The legislative foundation clarifies that Pancasila and Citizenship schools must be offered from basic school through higher education and hold a significant place in the country's educational system (Pastini et al., 2022).

To give students the best possible support during the learning process, efforts have been made to develop learning innovations, improve teacher professionalism through training and Subject Teacher Deliberations (MGMP), and provide libraries and learning resources. Nonetheless, there is a tendency in the field for students to be less motivated and concentrated when studying this subject, which prevents their learning outcomes from reaching their full potential. The value of the Pancasila and Citizenship Education subject can at least give an overview of how student learning results have fallen short of the optimum completion expected, which is a value of 100, even if it is not the only indicator of educational achievement (Pastini et al., 2022).

A vital component of producing high-calibre human resources is education. Delivering content is simply one aspect of an effective educational process; other elements that impact students' learning outcomes also play a role (Ginting et al., 2022). Learning Motivation is one of the primary determinants of student learning outcomes. The desire that

propels pupils to put forth effort in their education is known as learning Motivation, and it directly impacts their capacity to comprehend and become proficient in the material. Additionally, traditional teaching techniques like lectures, group discussions, and Q&A are essential in helping students reach their best learning results. To raise the standard of education in Indonesia, it is crucial to investigate the connection between learning motivation, traditional teaching techniques, and learning outcomes (Syah & Pertiwi, 2024).

Because it influences the amount of effort students put into attaining the best possible learning outcomes, learning Motivation is crucial to the learning process. The primary factor affecting students' comprehension and application of civic principles in daily life within the framework of civic education is learning Motivation. The desire students have to accomplish learning objectives is known as learning Motivation. Deci & Ryan (1985) distinguish between two types of Motivation: extrinsic, which is influenced by outside forces like rewards, and intrinsic, which stems from a personal desire to comprehend the subject matter. Regarding raising student engagement, inherent Motivation works better (Nugraha & Prasodjo, 2022). Deci & Ryan (1985) Self-Determination Theory distinguishes between two forms of Motivation: extrinsic and intrinsic. The desire to learn that originates from inside a learner, such as curiosity or a sense of accomplishment upon comprehending the subject matter, is known as intrinsic Motivation. Extrinsic Motivation, on the other hand, is more closely linked to outside variables like accolades or recognition. Students will be more inclined to study civics if they believe it would improve their lives and society. The degree of student effort required to meet learning objectives is determined mainly by learning Motivation in the educational situation. High-motivation students are typically more conscientious, concentrated, and dedicated to learning the material, but students who lack Motivation are generally less engaged and less serious about their assignments (Izomi et al., 2024). According to Eccles & Wigfield (2002) Expectancy-Value Theory of Motivation, students will put forth more effort if they think their efforts will be fruitful (Damayanti et al., 2024). Students will be more inclined to learn Pancasila ideals and citizenship in civic education if they recognize their significance.

The traditional approach to education is based on conventional learning methods, which frequently involve lectures, homework, and assessments. This approach is still popular because it is thought to effectively communicate fundamental knowledge despite being more one-way, with the teacher delivering the subject to the students (Mazaimi & Sary, 2023). Good learning habits can be formed by regular practice and reinforcement, according to Skinner (1953) behaviourism theory. This approach can teach fundamental civic principles in the context of civic education. Conventional methods are helpful but have drawbacks because they don't actively engage students (Sani, 2022). On the other hand, Piaget's Cognitive Theory contends that students can attain more excellent knowledge through more active and problem-based learning. However, how teachers present the content and grab students' attention is crucial to the effectiveness of traditional approaches in producing the best learning outcomes (Aliep et al., 2024).

The two elements—learning Motivation and traditional teaching techniques—directly impact how well students learn. According to Bandura (1986) Social Cognitive Theory, Motivation and social contextual factors impact learning outcomes in addition to individual talents. Even when using traditional teaching methods, highly motivated pupils will be more engaged in their studies. Even with a more passive conventional method, intrinsically motivated students will make a more significant effort to comprehend the civics subject presented. On the other hand, even the best approach won't yield the best outcomes if students lack Motivation. Thus, a mix of strong Motivation and the application of efficient techniques is crucial for civics learning success (Firmansyah & Saepuloh, 2022).

Traditional teaching approaches are teacher-centred and use a methodical, structured, and simple lecture format (Harisnur & Suriana, 2022). But according to Fahrudin et al (2021), this approach is more passive and less responsive to the learning demands of the twenty-first century. Intellectual capacity, Motivation, learning strategies, and the learning environment all affect learning outcomes, which show student accomplishment (Winanda & Yana, 2021). Highly driven students learn more actively and do better (Prabowo et al., 2023).

Previous research shows that learning motivation is closely related to learning outcomes (Prabowo et al., 2023) demonstrated that highly motivated pupils to learn typically attain superior results. This supports the findings of García & Pintrich (1991), who claimed that learning motivation can enhance students' learning outcomes and increase their involvement in the learning process. As a result, learning Motivation is a crucial factor that must be considered to raise the standard of learning (Widiastuty et al., 2024).

However, traditional teaching methods are also crucial to achieving student learning outcomes. In this conventional manner, the teacher serves as the focal point of the teaching and learning process. The instructor presents the content directly to the class during lectures while the students listen and take notes. Despite being straightforward, this approach is nonetheless helpful if used properly. With the correct strategy, traditional teaching techniques can deepen students' comprehension (Mubarok & Anugrah, 2024).

However, the effectiveness of conventional learning methods in influencing learning outcomes is not always consistent. This depends on various factors, such as how teachers deliver materials, interactions between teachers and students, and classroom management. This method is more effective if it allows two-way communication, such as through discussions or Q&A, which can comprehensively support students' understanding. Learning outcomes are the leading indicators of educational success, reflecting how students have mastered the knowledge, skills, and attitudes taught. In addition to exams, learning outcomes are now measured by students' participation in learning, critical thinking skills, and ability to apply the concepts learned. Therefore, learning Motivation and methods must be well understood to improve learning outcomes (Laila et al., 2024).

Previous research revealed that learning Motivation and learning methods influence learning outcomes (Halimurosid, 2023) and found that intrinsic Motivation increases students' absorption of the subject matter. Meanwhile, (Kurniawan & Aryani, 2024)

emphasizes the importance of an interactive learning approach in supporting optimal learning outcomes. Students with high Motivation are more effective in implementing learning strategies that improve their learning outcomes.

Even though the relationship between learning motivation, learning methods, and learning outcomes has been the subject of numerous research, each one offers a unique viewpoint based on the educational context in which it was conducted. For example, (Nugraha & Prasodjo, 2022) found that factors including the school environment and family support also impact external factors, such as Student learning results. Thus, in the varied climate of Indonesian education, it is crucial to keep investigating the connection between learning motivation, traditional teaching techniques, and learning outcomes.

Few studies explicitly look at the relationship between learning Motivation and traditional teaching methods in the context of civic education in Indonesia, even though many have been written about the elements that affect student learning outcomes. This study aims to close this gap by thoroughly examining the combined effects of these two factors on learning outcomes. Furthermore, this study presents a fresh viewpoint by fusing conventional teaching techniques in a local setting with contemporary motivational theory approaches, such as Self-Determination Theory. The study's emphasis on civic education, frequently disregarded in contemporary pedagogical research, is another innovative aspect.

Civic education has a critical role in forming students' character and comprehension of democratic values, human rights, and social responsibility, which makes this research significant. This research is anticipated to give educators and policymakers essential insights to create more successful learning strategies by elucidating the relationship between learning Motivation, traditional learning techniques, and learning results. This is highly pertinent to raising the standard of education in Indonesia, particularly in training the next generation to meet global challenges while upholding local values.

This research attempts to determine the connection between learning motivation and student learning outcomes in civic education, examine how traditional learning approaches affect student learning outcomes, and investigate how learning Motivation and conventional learning approaches interact to determine student learning outcomes. This study specifically aims to offer educators valuable suggestions for creating instructional strategies that can enhance learning outcomes and student motivation at the same time.

B. Method

This study uses a quantitative approach. This study was conducted at SMK Swakarya, located at Jl. Merdeka No. 6, Langkat Regency, Salapian District, North Sumatra. The study population included all 11th-grade students, with 30 selected using simple random sampling techniques. The approach used in this study is quantitative, which analyzes the relationship between the variables studied.

**Figure 1.** Research Flow

Data were collected through an online questionnaire distributed to the sample via Google Forms to collect information from respondents. All variables in this study were measured using a 4-point Likert scale, which was used to assess the level of respondent agreement or disagreement with various statements in the questionnaire. The 4-point Likert scale used is as follows:

Table 1. Likert Scale

Category	Weight of Value
Strongly agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Data analysis in this study includes several tests to verify the measuring device's validity and reliability and test the hypotheses. A validity test was first carried out to ensure the questionnaire could accurately assess the intended construct. The calculated r_{value} is more significant than the r_{table} , which shows that the instrument is valid. This test was performed by comparing the computed r with the r_{table} . Additionally, the consistency of the measuring device in generating trustworthy data was evaluated using a reliability test. This study used Cronbach's Alpha to test reliability; a score of greater than 0.60 suggests that the instrument has a high degree of consistency. A normality test was also performed to ensure the data was usually distributed, which is a crucial need for the viability of additional statistical analysis. The data can be regarded as regularly distributed if the normality test results indicate a significance level greater than 0.05. The Pearson correlation test was used to ascertain the link between the independent and dependent variables separately. The variables have a significant relationship if p is less than 0.05. Lastly, the simultaneous impact of the independent variables on the dependent variable was examined using a multiple linear regression test. For the research findings to be scientifically explained, data analysis verifies through tests that the data collected is legitimate, trustworthy, and consistent with statistical hypotheses.

H₀ = There is no significant relationship between learning Motivation and Citizenship Education learning outcomes.

There is no significant relationship between conventional learning methods and Civic Education learning outcomes.

H_a = There is a significant relationship between learning Motivation and Citizenship Education learning outcomes.

There is a significant relationship between conventional learning methods and Civic Education learning outcomes.

C. Result and Discussion

Result

a) Validity Test

The purpose of validity testing is to determine the validity of the measuring instrument. Questionnaire questions serve as measuring instruments in this context. If the questions on the questionnaire can provide information about whatever the questionnaire measures, then the questionnaire is considered valid. For example, we want to measure employee performance. Employee performance is assessed by asking them five questions, all of which must accurately reflect employee performance. There are two types of validity measurement tests. The first is the correlation between the question item scores and the total number of items. The second is the correlation between the overall construct score and the score of each item indicator (Janna & Herianto, 2021).

The item is valid if the correlation $r_{\text{value}} > r_{\text{table}}$ value is 5% or 0.05) with the significance used. If the correlation value (r) $\leq r_{\text{table}}$ value, the item is invalid. The count value is obtained $> r_{\text{table}}$ based on the validity test results. Then, all items are stated as valid.

Table 1. Validity Test

Variable	r_{value} (Average)	r_{tabel}
Learning Motivation	0,788	0,361
Conventional Learning	0,845	0,361
Learning Outcomes	0,573	0,361

b) Reliability Test

Widi (2011) quoted Notoatmodjo (2005), who said that reliability is an index that shows how much a measuring instrument can be relied on or trusted. Therefore, the consistency of the measuring instrument and whether the measuring instrument remains consistent when repeated measurements are taken can be known through reliability testing. If a measuring instrument consistently gives the same results after repeated measurements, then the measuring instrument is considered reliable. Data validity testing is usually carried out before data reliability testing. This is because data reliability testing must be carried out after the data to be measured is considered valid. However, there is no need to test data reliability if the data being measured is invalid (Janna & Herianto, 2021).

If the Cronbach's Alpha value $>$ reliability coefficient, then the item is stated as reliable. Based on the reliability test results, Cronbach's Alpha value $>$ reliability coefficient (0.60) is obtained, and all items are stated as reliable.

Table 2. Reliability Test

Variable	Nilai Cronbach's Alpha	Coefficient
Learning Motivation	0,964	0,60
Conventional Learning	0,979	0,60
Learning Outcomes	0.892	0,60

c) Normality Test

The normality test aims to determine whether the data from the research variables are normally distributed, which is one of the critical assumptions in parametric statistical analysis, such as linear regression.

Table 3. Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Learning Motivation (X1)	.877	30	.148
Conventional Learning (X2)	.874	30	.181
Learning Outcomes (Y)	.873	30	.124

a. Lilliefors Significance Correction

If the p-value is more than 0.05, the data is said to be normally distributed. The Shapiro-Wilk test determines whether the data distribution is appropriate for a normal distribution. The data on the three variables—learning motivation (X1), conventional learning methods (X2), and learning outcomes (Y)—are typically distributed according to the results of the Shapiro-Wilk normality test. X1, X2, and Y all have p-values above 0.05, which is demonstrated by the p-value being more than 0.05. Therefore, parametric statistical tests like Pearson Correlation or Linear Regression can be used for further research because the data on the three variables are normally distributed.

d) Pearson Correlation Test

Correlation analysis discusses the strength of the relationship between variables measured using the correlation coefficient. The relationship between these variables can be positive or negative.

Table 4. Pearson Correlation Test

		Learning Motivation (X1)	Conventional Learning (X2)	Learning Outcomes (Y)
Learning Motivation (X1)	Pearson Correlation	1	-.010	.457*
	Sig. (2-tailed)		.957	.001
	N	30	30	30

		Learning Motivation (X1)	Conventional Learning (X2)	Learning Outcomes (Y)
Conventional Learning (X2)	Pearson Correlation	-.010	1	.441*
	Sig. (2-tailed)	.957		.005
	N	30	30	30
Learning Outcomes (Y)	Pearson Correlation	.457*	.441*	1
	Sig. (2-tailed)	.011	.015	
	N	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

The results of the Pearson Correlation test show the relationship between three variables, namely Learning Motivation (X1), Conventional Learning (X2), and Learning Outcomes (Y). The following is an explanation of the results:

1. Learning Motivation (X1) and Learning Outcomes (Y): $r = 0.457$ shows a substantial positive link between Learning Motivation (X1) and Learning Outcomes (Y), suggesting that Learning Outcomes are positively correlated with Learning Motivation. This association is significant, as indicated by the p-value of 0.011, less than 0.05.
2. Conventional Learning (X2) and Learning Outcomes (Y): Conventional Learning (X2) and Learning Outcomes (Y) have a substantial positive association ($r = 0.441$), suggesting that using Conventional Learning can help students achieve better learning outcomes. This relationship is likewise significant, as indicated by the p-value of 0.015, which is less than 0.05.
3. Learning Motivation (X1) and Conventional Learning (X2): Since the $r_{\text{value}} = -0.010$ and $p = 0.957$ (greater than 0.05) show that these two variables do not significantly affect one another, there was no significant relationship between Learning Motivation (X1) and Conventional Learning (X2).

Overall, these results indicate that Learning Motivation (X1) and Conventional Learning (X2) are positively related to Learning Outcomes (Y), but there is no significant relationship between Learning Motivation and Conventional Learning.

e) Multiple Regression Analysis Test

Based on the results of multiple linear regression calculations with the help of the SPSS 26 program in the table below, the multiple regression coefficients for $X1 = 0.539$ and $X2 = 0.256$ are obtained, while the regression constant is 19.595 so that the multiple linear regression equation is;

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 26,642 + 0,821 X_1 + 0,612 X_2$$

The constant value of 26.642 shows that if Learning Motivation, Conventional Learning is worth 0, then Learning Outcomes will be worth 26.642. This means:

1. The coefficient for Learning Motivation of 0.821 means that every 1 unit increase in Learning Motivation will increase Learning Outcomes by 821 times.

2. The Conventional Learning coefficient of 0.264 shows that every 1 unit increase in Conventional Learning will increase Learning Outcomes by 0.264 times.

3.

Table 5. Multiple Regression Analysis Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	26.642	22.718		-1.173	.251
1 Learning Motivation	.821	.264	.462	3.116	.004
Conventional Learning	.612	.203	.445	3.007	.006

a. Dependent Variable: Learning Outcomes

Discussion

According to the study's findings, conventional learning and learning motivation significantly impact students' learning outcomes. The validity and reliability tests established the validity and reliability of the measurement tools employed in this study. With a computed r_{value} of 0.788 and a Cronbach's Alpha of 0.964, Learning Motivation demonstrated that its indicators can reliably and precisely assess the target construct. The same is true for Conventional Learning, which has a Cronbach's Alpha of 0.979 and a computed r_{value} of 0.845. These findings give assurance that the tools employed in this investigation are trustworthy in characterizing how both variables affect learning outcomes.

This research aligns with the findings (Agrifina et al., 2024), Demonstrating how crucial learning motivation is in influencing students' learning outcomes. High-motivation students are more adept at making the most of their study time, which improves learning results. The findings of this study support Deci & Ryan (1985) theory of Motivation, which distinguishes between two forms of Motivation: extrinsic and intrinsic. Extrinsic Motivation is linked to outside variables like rewards and recognition, whereas inherent motivation results from internal motivations like curiosity or self-satisfaction in comprehending the subject matter. It has been demonstrated that both forms of Motivation are crucial in motivating students to meet learning objectives in the emotive and cognitive domains.

Furthermore, Learning Motivation on its own significantly affects Learning Outcomes, according to the Pearson Correlation test ($r_{\text{count}} = 0.457$, $p = 0.011$). Accordingly, every rise in learning Motivation directly impacts students' learning outcomes. These findings are pertinent to studies carried out by (Azhar & Wahyudi 2024). It asserts that a high level of learning Motivation improves students' focus during class and builds their confidence in their ability to finish assignments. Highly motivated pupils are more likely to be engaged in the learning process, exhibit higher perseverance, and be better equipped to handle new academic obstacles, all enhancing the calibre of their learning outcomes.

The Pearson correlation test results for the Conventional Learning variable ($r_{\text{count}} = 0.441$, $p = 0.005$) indicated a substantial impact on Learning Outcomes. This suggests that although the traditional method is frequently seen as less creative than contemporary

teaching techniques, it is still applicable with the correct attitude. Research (Alwinda & Wiguna, 2022) backs up this conclusion by claiming that traditional learning is still a good way to teach theoretical or procedural content. In some situations, this approach offers pupils the structure and clarity they need to grasp fundamental ideas before advancing to more participatory teaching strategies. Conventional methods, for instance, can give pupils a solid basis for learning before they move on to more sophisticated topics in Civic Education classes, where the curriculum frequently entails grasping fundamental concepts of the state, rights and obligations, and citizenship ethics.

Furthermore, studies have shown that combining high levels of learning Motivation with structured learning techniques has a more significant effect on students' learning outcomes than concentrating on only one of these factors (Mufliah & Puspita, 2024). According to this study, independent variables account for 40.7% of learning outcomes, with the remaining portion being impacted by other outside variables like family support, the social environment, and the calibre of accessible educational materials. This demonstrates that while conventional learning and learning motivation majorly influence learning results, other outside factors also significantly impact student learning outcomes.

This study is highly relevant to contemporary educational practices, as teachers must effectively engage students while using instructional strategies that align with the student's needs and the subject matter's peculiarities. Despite being viewed as outdated in the digital age, this study demonstrates that, when applied strategically, conventional learning can still significantly improve learning outcomes. When introducing fundamental ideas, traditional methods can serve as a solid basis. More participatory techniques can then be used to enhance students' comprehension further. As a result, teachers must use fresh and creative teaching strategies and strategies that have been shown to work by adding a creative touch to their application.

To discover how they affect motivation and more thorough learning outcomes, more research can examine the blending of traditional techniques with technology-based approaches. This integration can be accomplished by using technology to supplement conventional teaching strategies, such as offering access to digital resources to boost student engagement or employing multimedia to make the content more understandable. Furthermore, additional research can go deeper into extrinsic elements, including social support, educational facilities, and current educational regulations that affect students' learning outcomes. This will yield the best effects on student growth and give a more complete view of how different elements interact during the learning process.

D. Conclusion

This study concludes that Learning Motivation and Conventional Learning positively and significantly influence students' Learning Outcomes. Learning Motivation encourages students to be more enthusiastic and eager to learn, while the proper implementation of Conventional Learning helps them understand the material effectively.

This finding emphasizes the importance of attention to learning motivation factors and teaching strategies in education. Teachers are expected to be able to design more relevant and interesting conventional learning and create a motivating learning environment to support student's academic success optimally.

Further research is suggested to explore the role of technology in improving Learning Motivation and combining Conventional Learning with other innovative approaches. In addition, studies need to be conducted involving more research subjects and other variables such as family environment or learning facilities to provide a more comprehensive picture.

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