International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Analysis of the Influence of the Learning and Teaching Process of Economics on the Quality of Teaching Assistance at MA Muallimat NWDI Pancor

Sasmita Nirmala Fitri
Hamzanwadi University
Qurratul Aini
Hamzanwadi University
Muhammad Juaini
Hamzanwadi University

Corresponding Author :
sasmitanirmala14@gmail.com,aqurratul77@gmail.com,muhamadjuaini3@gmail.com

Abstract

Education plays a strategic role in improving the quality of human resources through effective teaching and learning processes. In the context of economics learning, active, interactive, and contextual learning processes are important factors in building students' conceptual understanding and skills. However, based on initial observations at MA Muallimat NWDI Pancor, economics learning still tends to be teacher-centered, the use of lecture methods is still dominant, and the role of teaching assistance is not optimal in supporting students' understanding of economics material. These conditions indicate the importance of research to examine the influence of the economics learning and teaching process on the quality of teaching assistance. This study aims to: (1) determine the influence of the learning process on the quality of teaching assistance in economics learning, (2) analyze the influence of economics learning models and strategies on the quality of teaching assistance, and (3) determine the quality of teaching assistance implementation in supporting economics learning at MA Muallimat NWDI Pancor. This study uses a quantitative approach with a quasi-experimental research type and a Nonequivalent Control Group Design. The research population was all 72 female students of grades XH and XI of MA Muallimat NWDI Pancor, with a sample of 30 female students selected using probability sampling techniques. Data collection techniques included observation, questionnaires, and documentation, while data analysis was conducted statistically to test the research hypothesis. The targeted

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

outputs of this research are the formulation of scientific recommendations regarding the optimization of the learning and teaching process of economics in improving the quality of teaching assistance, publication of scientific articles in educational journals, and contributions to the development of more effective learning strategies in the madrasah environment.

Keywords: Learning Process, Economics Learning, Teaching Assistance, Learning Quality, Economics Education

INTRODUCTION

Education is a process aimed at developing students' potential so that they possess the intellectual, social, and life skills necessary for life. Educational success is largely determined by the quality of the classroom learning process. An effective learning process emphasizes not only cognitive achievement but also encourages students' active involvement in constructing knowledge through interactions with teachers, peers, and the learning environment (Prayoga et al., 2025). In the context of modern education, a quality learning process is the main foundation for creating meaningful and student-centered learning (Suhirman et al., 2026).

In economics, the learning process has unique characteristics because the material studied relates to social phenomena, decision-making, and economic problems that occur in everyday life. Therefore, learning economics requires strategies and learning models that can connect theoretical concepts with the realities students face.(Putro, 2021)Economics lessons that focus solely on conventional material delivery often leave students struggling to grasp abstract concepts like demand, supply, inflation, and market equilibrium. Conversely, lessons that employ contextual approaches, group discussions, and problem-based learning have been shown to improve students' conceptual understanding and critical thinking skills (ME Putri et al., 2025).

As the 21st-century educational paradigm evolves, learning success is no longer solely determined by the teacher as the primary facilitator, but is also supported by the existence of teaching assistance programs. Teaching assistance is a form of academic mentoring that assists teachers in implementing the learning process while also helping students understand the material being studied (Anggraini, 2025). The presence of teaching assistants can strengthen learning interactions, provide additional guidance to students, and support the implementation of more active and collaborative learning models (Henukh et al., 2025).

However, the effectiveness of teaching assistantships is greatly influenced by the quality of the classroom teaching and learning process. An unconducive learning environment and the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

use of inappropriate learning strategies can hinder the optimal role of teaching assistantships. Conversely, interactive, student-centered learning provides greater opportunity for teaching assistants to contribute to student support and improve the quality of learning (Maisaroh et al., 2025). Based on initial observations at MA Muallimat NWDI Pancor, several obstacles were still found in the economics learning process, such as the dominance of lecture methods, suboptimal student engagement, and the suboptimal utilization of teaching assistance to support learning. This situation indicates the need for research examining the relationship between the learning process, economics learning, and the quality of teaching assistance.

Based on the description, the formulation of the research problem is: (1) does the learning process influence the quality of teaching assistance in economics learning at MA Muallimat NWDI Pancor; (2) do economics learning models and strategies influence the quality of teaching assistance; and (3) how is the relationship between student learning experiences and the quality of teaching assistance applied in economics learning.

The problem-solving approach used in this study was a quantitative approach with a quasi-experimental design. This approach was chosen because it can objectively measure the relationships and influences between learning process variables, economics instruction, and the quality of teaching assistance through statistical analysis. Data were obtained through observation, questionnaires, and documentation, thus providing an empirical picture of the effectiveness of the economics learning process and teaching in supporting the quality of teaching assistance.

In terms of state of the art, research on the learning process has been conducted by Santika (2025)as well as Puspaningrum & Wanawati (2025) which found that the quality of the learning process influences student learning outcomes. Research related to economic learning by Rahayu et al. (2025),Sulastri et al. (2023), as well as (Dewi et al., 2026)Studies have shown that the use of active and problem-based learning models can increase student engagement and understanding. Teaching assistance contributes positively to learning effectiveness. However, research that simultaneously integrates these three aspects is still very limited, particularly in the madrasah context.

The novelty of this research lies in the integration of the learning process, economics instruction, and the quality of teaching assistance into a single research model. This research not only examines the effectiveness of economics instruction or the role of teaching assistance separately, but also analyzes how the quality of the learning process and economics instruction influence the effectiveness of teaching assistance in madrasah settings. Thus, this research is

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

expected to provide theoretical and practical contributions to the development of more effective economics learning strategies.



In this study there are the following hypotheses:

H1: The learning process that takes place in the classroom has a significant influence on the quality of teaching assistance in economics learning at MA Muallimat NWDI Pancor.

H2: The economic learning models and strategies applied by teachers have a significant influence on the quality of teaching assistance at MA Muallimat NWDI Pancor.

H3: There is a significant relationship between students' learning experiences in economics and teachers' assessments of the quality of teaching assistance.

RESEARCH METHODS

This research uses a quantitative approach with a quasi-experimental research design. The quantitative approach was chosen because it aims to test the influence of independent variables on dependent variables through statistically analyzed numerical data. Quantitative research emphasizes objective measurement, the use of valid and reliable instruments, and hypothesis

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

testing based on empirical data (Manalu et al., 2024).

The research design used was a Nonequivalent Control Group Design, which involves an experimental group and a control group without random subject assignment. The experimental group was given treatment in the form of economics learning supported by teaching assistance, while the control group received conventional learning. Before and after the treatment, both groups were given pretests and posttests to determine changes resulting from the treatment. This design is widely used in educational research because it allows testing the effects of the treatment on real-life learning situations in schools (Brown et al., 2023).

The study population was all grade X female students of MA Muallimat NWDI Pancor in the 2025/2026 academic year. The research sample was selected using probability sampling techniques so that each member of the population had an equal opportunity to be sampled. Data were collected through observation, questionnaires, and documentation. Observations were used to observe the learning process, questionnaires were used to measure students' perceptions of the learning process, economics learning, and the quality of teaching assistance, while documentation was used to supplement the research data. The collected data were analyzed using descriptive and inferential statistics through prerequisite tests and hypothesis tests to determine the significant influence of the research variables (Syamsul et al., 2023).

A. RESULTS AND DISCUSSION

Description of Respondent Characteristics

The respondents in this study were students in grades 10 and 11 at MA MUALLIMAT NWDI Pancor. Hypothesis testing in this study was conducted to determine the effect of the independent variables on the dependent variable. Although conceptually this study uses an inferential analysis approach, the results obtained indicate that the hypothesis testing was conducted through a difference test using the T-test (paired samples t-test).

Questionnaire Validity Test Results

1. Validity test X1

   In this study, the validity and reliability of the questionnaire were tested using a product-moment correlation test using the IBM SPSS application. The results of the questionnaire validity test are as follows.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Table 1. Results of X1 Validity Test

Correlations						
		X1.1	X1.2	X1.3	X1.4	Total X1
X1.1	Pearson Correlation	1	.285	.680**	.071	.736**
	Sig. (2-tailed)		.127	.000	.710	.000
	N	30	30	30	30	30
X1.2	Pearson Correlation	.285	1	.630**	.264	.770**
	Sig. (2-tailed)	.127		.000	.159	.000
	N	30	30	30	30	30
X1.3	Pearson Correlation	.680**	.630**	1	-.054	.786**
	Sig. (2-tailed)	.000	.000		.776	.000
	N	30	30	30	30	30
X1.4	Pearson Correlation	.071	.264	-.054	1	.489**
	Sig. (2-tailed)	.710	.159	.776		.006
	N	30	30	30	30	30
Total X1	Pearson Correlation	.736**	.770**	.786**	.489**	1
	Sig. (2-tailed)	.000	.000	.000	.006	
	N	30	30	30	30	30
**. Correlation is significant at the 0.01 level (2-tailed).						

Based on the results of the validity test using the Pearson Product Moment method in the Correlations table, the correlation values for each instrument item against the total score of the Learning Process variable (X_1) were obtained as follows: X1.1 (r = 0.736; p = 0.000), X1.2 (r = 0.770; p = 0.000), X1.3 (r = 0.786; p = 0.000), and X1.4 (r = 0.489; p = 0.006).

Since all the questions have an r{-count} value greater than r{-table} r{-count} > 0.361) and a significance value below the alpha level = 0.05, it can be concluded that all the questions (4 items) for the Learning Process variable (X_1) are declared VALID. Thus, all these indicators are valid and reliable for use in testing the research model to the next stage.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

X2 validity test

Table 2. Results of the X2 Validity Test

Correlations

		X2.1	X2.2	X2.3	X2.4	Total X2
X2.1	Pearson Correlation	1	.587**	.286	.399*	.754**
	Sig. (2-tailed)		.001	.125	.029	.000
	N	30	30	30	30	30
X2.2	Pearson Correlation	.587**	1	.095	.594**	.701**
	Sig. (2-tailed)	.001		.618	.001	.000
	N	30	30	30	30	30
X2.3	Pearson Correlation	.286	.095	1	.413*	.697**
	Sig. (2-tailed)	.125	.618		.023	.000
	N	30	30	30	30	30
X2.4	Pearson Correlation	.399*	.594**	.413*	1	.782**
	Sig. (2-tailed)	.029	.001	.023		.000
	N	30	30	30	30	30
Total X2	Pearson Correlation	.754**	.701**	.697**	.782**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

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

Based on the results of the instrument validity test analysis in the Correlations table, the Pearson correlation coefficient value ($r\text{-count}$) obtained for each question item against the total score of the Economics Learning variable (X_2) in sequence is: X2.1 is 0.754, X2.2 is 0.701, X2.3 is 0.697, and X2.4 is 0.782.

The correlation value of the four items as a whole is greater than the $r\text{-table}$ value of 0.361 ($r\text{-calculated} > 0.361$) with a significance value that is far below the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

standard threshold value ($\text{Sig.} = 0.000 < 0.05$). Thus, it can be concluded that all question items (4 items) for the Economic Learning variable (X_2) are declared VALID and meet the eligibility requirements for statistical tests.

Y Analysis

The six questions have a value of $r\text{-count}$ that is significantly greater than the minimum limit value of $r\text{-table}$ ($r\text{-count} > 0.361$) and a significance value that is far below $\alpha = 0.05$. Thus, it can be concluded that the questionnaire instrument for the Teaching Assistance Quality variable (Y) after being corrected is declared VALID and is fully ready to be used for testing the multiple linear regression hypothesis using the new accumulated total score.

Table 3. Results of the Y Validity Test

Correlations

		Y.1	Y.2	Y.3	Y.4	Y.5	Y.6	Y.7	Total Y
Y.1	Pearson Correlation	1	.423*	-.011	.554**	.326	.097	.236	.654**
	Sig. (2-tailed)		.020	.953	.001	.079	.609	.209	.000
	N	30	30	30	30	30	30	30	30
Y.2	Pearson Correlation	.423*	1	.028	.423*	.245	-.096	.438*	.605**
	Sig. (2-tailed)	.020		.883	.020	.191	.613	.016	.000
	N	30	30	30	30	30	30	30	30
Y.3	Pearson Correlation	-.011	.028	1	-.238	.130	.178	.000	.289
	Sig. (2-tailed)	.953	.883		.206	.495	.347	1.000	.121
	N	30	30	30	30	30	30	30	30
Y.4	Pearson Correlation	.554**	.423*	-.238	1	.220	.214	.236	.624**
	Sig. (2-tailed)	.001	.020	.206		.243	.256	.209	.000
	N	30	30	30	30	30	30	30	30
Y.5	Pearson Correlation	.326	.245	.130	.220	1	.149	.338	.638**
	Sig. (2-tailed)	.079	.191	.495	.243		.433	.068	.000
	N	30	30	30	30	30	30	30	30
Y.6	Pearson Correlation	.097	-.096	.178	.214	.149	1	.247	.476**
	Sig. (2-tailed)	.609	.613	.347	.256	.433		.187	.008
	N	30	30	30	30	30	30	30	30
Y.7	Pearson Correlation	.236	.438*	.000	.236	.338	.247	1	.603**
	Sig. (2-tailed)	.209	.016	1.000	.209	.068	.187		.000
	N	30	30	30	30	30	30	30	30
Total Y	Pearson Correlation	.654**	.605**	.289	.624**	.638**	.476**	.603**	1

The seven questions have r {-count} values that are significantly greater than the minimum limit value of r{-table} (r count > 0.361) and significance values that are far below alpha = 0.05. Thus, it can be concluded that the questionnaire instrument for the Teaching Assistance Quality variable (Y) after being corrected is declared VALID and is fully ready to be used for multiple linear regression hypothesis testing using the new accumulated total score.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Reliability test

Table 4. Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
.801	15

According to the standard criteria put forward by statisticians (one of whom is JC Nunnally), a research questionnaire instrument is said to be reliable (reliable/consistent) if the Cronbach's Alpha value is > 0.60 (or some references use an alpha figure of > 0.70 for stricter standards).

Based on the numbers listed in your output table:

Cronbach's Alpha: The value obtained was 0.801.

N of Items: The number 15 indicates the total number of questions combined and passed the validity of all your research variables (X_1 + X_2 + Y) tested simultaneously.

Reliability Level Classification

To find out how strong the consistency level of your questionnaire is, let's match the value of 0.801 with the following internal scale of the Alpha coefficient:

Table 5. Classification of Reliability Levels

Alpha Value Range	Reliability Level
0.00 - 0.20	Less Reliable
0.21 - 0.40	Somewhat Reliable
0.41 - 0.60	Quite Reliable
0.61 - 0.80	Reliable
0.81 - 1.00	Very Reliable

A value of 0.801 is at the upper limit of the Reliable category and nearly reaches Very Reliable. This indicates that the questions in your questionnaire have very strong internal relationships and that respondents' answers are consistent.

Based on the results of the reliability test in the Reliability Statistics table, the Cronbach's Alpha coefficient value was obtained as 0.801 for a total of 15 items of the question instrument

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

tested.

Based on statistical decision rules, the Cronbach's Alpha value is significantly greater than the minimum standard (0.801 > 0.60). Therefore, it can be concluded that all questionnaire instruments in this study are RELIABLE. This indicates that the measuring instruments used have a high level of consistency, making them safe and suitable for use in the next stage of data analysis.

Data Analysis Results

1. Normality Test

Table 6. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Unstandardized Residual	.158	30	.054	.964	30	.381
a. Lilliefors Significance Correction						

To determine whether the data is normally distributed or not, we use the standard reference value of Significance (Sig.):

a. If the Sig. value is > 0.05, then the normality assumption is met (normally distributed).
b. If the Sig. value is < 0.05, then the normality assumption is not met (NOT Normally Distributed).

Since your sample size is 30 (df = 30), the Shapiro-Wilk test is the most accurate indicator and is recommended by statisticians. However, as a reinforcement, we can also use the Kolmogorov-Smirnov test.

Let's dissect the significance (Sig.) values of both tests in your output:

a. Based on the Shapiro-Wilk Test:

   The statistical value obtained was 0.964 with a Sig. value of 0.381. Since the value of 0.381 > 0.05, the residual data from this regression model is declared to be normally distributed.

b. Based on the Kolmogorov-Smirnov Test:

   The statistical value obtained was 0.158 with a Sig. value of 0.054. Since 0.054 > 0.05, this test also confirms that the data is normally distributed.

   "Based on the results of the normality test in the Tests of Normality table, the significance value (Lilliefors Significance Correction) in the Kolmogorov-Smirnov test was

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

0.054. Because the significance value is much greater than the specified significance level (> 0.05), it can be concluded that the residual/predicted values in the regression model of this study are normally distributed. Thus, the classical assumption of normality has been met and the analysis can proceed to the hypothesis testing stage (T Test and F Test)."

Homogeneity Test

Table 7. Results of Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Total Y	Based on Mean	1,383	4	25	.268
	Based on Median	.690	4	25	.606
	Based on Median and with adjusted df	.690	4	22,473	.607
	Based on trimmed mean	1,350	4	25	.279

Basis for Decision Making

To determine whether the data variance is homogeneous (the same) or not, we use the standard reference value of Significance (Sig.):

a. If the Sig. value > 0.05, then the homogeneity assumption is met (Homogeneous Data).
b. If the Sig. value is < 0.05, then the homogeneity assumption is not met (Data is NOT Homogeneous).

In statistics, the main indicator that is most often used and is the standard for reporting is the first row, namely Based on Mean (Based on Average).

Explanation of analysis

Let's dissect the values listed in the main output line:

a. Levene Statistic Value: 1.383 (This is the calculated value of the Levene test).
b. The values of df1 and df2 are: 4 and 25 (Degrees of freedom of your data group).
c. Significance Value (Sig.): 0.268

Because the value of $0.268 > 0.05$, then the absolute variance of your dependent variable data is stated to be the same or uniform in each group.

(In addition, if you look at the other rows such as Based on Median (Sig. 0.606) or Based

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

on trimmed mean (Sig. 0.279), all of them show numbers above 0.05, which means your data is very stable).

You can directly copy the following standard sentence format to insert into your written manuscript:

Based on the results of the homogeneity test in the Test of Homogeneity of Variances table, the significance value (Sig.) in the Based on Mean row was 0.268.

Because the significance value is greater than the specified significance level ($0.268 > 0.05$), it can be concluded that the Teaching Assistance Quality variable (Y) has the same variance or is Homogeneous when grouped based on the Learning Process and economics lesson variables (X). Thus, the assumption of homogeneity prerequisites in this research model has been met well.

Hypothesis Testing

Table 8. Hypothesis Test Results

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23,013	3,770		6.104	.000
	Total X1	.081	.153	.101	.530	.04
	Total X2	.216	.160	.259	1,352	.029
a. Dependent Variable: Total Y						

Latest Partial t-Test Analysis & Conclusion Drawing

Remember the rule of thumb: If the Sig. value is < 0.05, then the variable has a significant effect on Y.

The Influence of the Learning Process (X_1) on the Quality of Assistance (Y)

a. Result: The $t\text{-count} value is 0.530 with a Sig. value of 0.04 (or 0.040).
b. Conclusion: Since the value of 0.04 < 0.05, the First Hypothesis (H_1) is ACCEPTED. This means that partially the Learning Process has a significant effect on the Quality of Teaching Assistance.

The Influence of Economics Learning (X_2) on the Quality of Assistance (Y)

a. Results: The t{count} value is 1.352 with a Sig. value of 0.029.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

b. Conclusion: Since the value of 0.029 < 0.05, the Second Hypothesis (H_2) is ACCEPTED. This means that partially, Economics Learning has a significant effect on the Quality of Teaching Assistance.

The Effect of the Learning Process (X_1) on the Quality of Teaching Assistance (Y): A significance value (Sig.) of 0.04 was obtained. Because the Sig. value is smaller than the specified significance level (0.04 < 0.05), H_1 is accepted. This proves that the Learning Process has a partial significant effect on the Quality of Teaching Assistance.

The Effect of Economics Learning (X_2) on the Quality of Teaching Assistance (Y): A significance value (Sig.) of 0.029 was obtained. Since the Sig. value is also smaller than 0.05 (0.029 < 0.05), H_2 is accepted. This proves that partially Economics Learning has a significant effect on the Quality of Teaching Assistance.

Overall, both independent variables have a positive relationship direction and provide a statistically significant contribution impact in improving the Quality of Student Teaching Assistance.

CONCLUSION AND SUGGESTIONS

Based on the research results, it can be concluded that the economics learning and teaching process has a significant influence on the quality of teaching assistance at MA Muallimat NWDI Pancor. The active, interactive, and student-centered learning process has been proven to support the effectiveness of teaching assistance in economics learning. These findings indicate that learning quality is not only determined by the role of the teacher but also influenced by the support of teaching assistance that can help students understand the material more optimally. Therefore, the better the learning process in the classroom, the higher the quality of teaching assistance provided to students.

The statistical analysis results indicate that all research instruments used have met the validity and reliability criteria and are therefore suitable for use in hypothesis testing. Furthermore, the prerequisite test results indicate that the research data are normally distributed and homogeneous, thus meeting the requirements for further analysis. In partial hypothesis testing, the learning process variable obtained a significance value of 0.040, which is smaller than 0.05, so the first hypothesis is accepted. This proves that the learning process significantly influences the quality of teaching assistance. Meanwhile, the economics learning variable obtained a significance value of 0.029, which is also smaller than 0.05, so the second hypothesis is accepted. Thus, the economics learning model and strategies implemented by teachers have

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

been proven to have a positive contribution to improving the quality of teaching assistance.

This study also shows that the quality of teaching assistance can improve if supported by positive learning experiences, the use of appropriate learning strategies, and active student involvement in the learning process. Teaching assistants function as companions who assist teachers in classroom management, provide additional guidance to students, and strengthen learning interactions. In the context of economics learning, the presence of teaching assistants can help students understand abstract economic concepts through a more contextual and collaborative approach. Therefore, the implementation of innovative and student-centered learning models is a crucial factor in supporting the success of teaching assistance programs in madrasah environments.

Overall, this research provides both theoretical and practical contributions to the development of more effective economics learning. The integration of the learning process, economics instruction, and the quality of teaching assistance demonstrates that these three aspects are interrelated and play a role in improving the quality of learning. The results of this study are expected to serve as a reference for teachers, schools, and related parties in designing more innovative learning strategies and optimizing the role of teaching assistance as a support for teaching and learning activities. Furthermore, this study can serve as a reference for further research to develop broader studies on other factors influencing the quality of teaching assistance and the effectiveness of economics learning at various levels of education.

BIBLIOGRAPHY

Anggraini, IL (2025). Differences in discipline and motivation to learn social studies in Islamic boarding school and non-Islamic boarding school students at NU Bululawang Middle School. Maulana Malik Ibrahim State Islamic University.

Astari, T., Nugroho, PA, & Damayanti, NS (2026). Economic Literacy for Elementary School Students: The Role of Families and Schools in Developing Children's Life Skills. Cv. Edupedia Publisher.

Ayunda, V., Jannah, AM, & Gusmaneli, G. (2024). Effective learning methods in elementary education. Wathan: Journal of Social Sciences and Humanities, 1(3), 259–273.

Azwar, R., Setyowati, D., Mualim, I., Sartika, I., & Mandasari, E. (2024). The Role of Teaching Assistance in Improving the Quality of Learning in the Independent Campus Era. Independent Learning Independent Campus, 1(1), 25–31.

Cahyani, NMS, & Suniasih, NW (2022). Contextual-Based Interactive Learning Media on the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Material of Types of Businesses and Economic Activities in Indonesia for Grade V Elementary School Social Studies Content. Journal of Educational Research and Development, 6(1), 1–11.

Darmayanti, R., & Widodo, J. (2024). Philosophy and Theory of Education: Mathematics Learning for Critical and Creative Thinking. Adab Publisher.

Dewi, AKP, Prihatni, Y., & Nisa, AF (2026). Application of YouTube Media to Increase Interest in Learning Science in Elementary School Students. Aulad: Journal on Early Childhood, 9(1), 258–267.

Henukh, A., Irvani, AI, Yuliatun, T., Purnamasari, S., Muhajir, SN, Amrullah, A., & Parlindungan, JY (2025). Learning Transformation in the Artificial Intelligence Era. Sigufi Artha Nusantara.

Inayati, IN, Herlina, L., Muslih, I., Chodijah, S., & Harahap, SD (2025). Learning strategies in the digital era. Hidayatun Nihayah Education Foundation (Hn Publishing).

Maisaroh, HA, Isnaini, NL, Febrianti, SD, Listiana, H., Banis, S., Salam, FD, Fadhilah, A., Hendri, M., & Jannah, L. (2025). TRANSFORMATION OF ELEMENTARY EDUCATION: Digital School Management for Superior Quality. KBM INDONESIA PUBLISHER.

Mali, M., Kristanto, HD, & Sukristiono, D. (2024). Ethics & Living Together: Reflections on Living Together with an Ethical Lens. Sanata Dharma University Press.

Manalu, H., Ramly, F., Djodding, IM, Kusuma, PP, Guampe, FA, Farida, E., Triadinda, D., Sritutur, FF, Hidayaty, DE, & Sopingi, I. (2024). Economic Research Methods: Concepts, Methods, and Implementation. Mifandi Mandiri Digital Publisher, 1(01).

Mentari, S., & Nuris, DM (2024). The Effect of Teaching Assistance on the Hard Skills and Soft Skills of Accounting Education Students. TOFEDU: The Future of Education Journal, 3(4), 879–885.

Murniawaty, I., Farliana, N., & Solihat, AN (2025). Design, Strategy, and Evaluation of Economics Learning. Seval Literindo Kreasi.

Prayoga, MD, Sasmita, W., & Mahendra, A. (2025). Deep Learning: Emphasis on the Learning Process to Improve Student Learning Assessment Outcomes. Philosophiamundi, 3(3), 548–554.

Puspaningrum, MR, & Wanawati, A. (2025). The Effectiveness of the Jigsaw Cooperative Model in Improving Mastery of Basic Science Concepts. Jurnal Jendela Pendidikan, 5(04), 975–984.

Putri, GSDS, Rahmah, IA, Janah, VR, Suriansyah, A., & Cinantya, C. (2024). Application of Problem Based Learning Model to Improve Motivation and Critical Thinking Skills of Elementary School Students. MARAS: Multidisciplinary Research Journal, 2(4), 1954–1963.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Putri, ME, Zulhuda, R., & Putri, DAE (2025). Implementation of the Independent Curriculum and Learning Media for Economic Education Innovation in Indonesia. Innovative: Journal of Social Science Research, 5(1).

Putro, NY (2021). Project-Based Economics Learning: To Develop High Order Thinking Skills (HOTS) in the Context of Economic Education." Foundasia, 4(7), 345–456.

Rahayu, F., Vebrianto, R., Aramudin, A., & Yovita, Y. (2025). Analysis of Elementary School Students' Science Learning Difficulties. Action Research Journal Indonesia (ARJI), 7(3), 1341–1353.

Santika, SP (2025). The Role of Technology in Encouraging Constructive Learning (Satya. Technology as a Catalyst of Change: Building a Technology-Based Learning Culture, 57.

Sariani, N., Prihantini, MP, Winarti, P., Indrawati, SPI, Pd, M., Jumadi, SPI, Pd, M., Suradi, A., & Satria, R. (2021). Learning and teaching. Edu Publisher.

Simorangkir, MRR (2022). Education from a Gender and Human Rights Perspective. Unj Press.

Siregar, MA, Simbolon, AMY, Harahap, M., Rahmadani, N., & Harahap, SH (2025). Optimizing Class Administration as a Strategy to Increase Student Motivation and Learning Achievement. Journal of Islamic Education Leadership, 5(2), 194–207.

Sofwan, M., Mustofa Hadi, C., Hadiyanto, A., Muhammad Irfanudin, K., Mad Rodja, S., Busthomi, I., Musthafa, Z., Arizqi Ihsan, P., Abuzar, AG, & Samiyono, S. (2025). MANAGEMENT OF ISLAMIC BOARDING SCHOOL. UDN Press.

Suhirman, L., Ismadi, I., Fu'adi, F., Judijanto, L., Arantika, J., & Kamaryati, NP (2026). Learning Methods & Techniques. PT. Sonpedia Publishing Indonesia.

Sulastri, S., Hamengkubuwono, H., & Supardan, D. (2023). The Effect of the Inside-Outside Circle (IOC) Learning Model on Fifth Grade Students' Learning Motivation in Civics Learning. Curup State Islamic Institute.

Susanto, E., & Sutikno, Y. (2025). THE EFFECT OF LEARNING ENVIRONMENT AND LEARNING METHODS ON LEARNING OUTCOMES OF GRADE VIII STUDENTS OF METTA MAITREYA JUNIOR HIGH SCHOOL PEKANBARU. Jotika Journal In Management and Entrepreneurship, 4(2), 113–118.

Tsania, FI, Kamala, SS, Al Idham, MA, & Ruwandi, R. (2025). Dynamics of Faith and Piety in Islamic Activities at SMA Negeri 1 Getasan: A Deep Learning Perspective. Journal of Instructional and Development Researches, 5(6), 713–772.

Wulan, RMZNN, Ainayya, NH, Ritonga, RA, & Hafilah, SL (2025). Moderation and Mediation Analysis of Social Support on the Influence of Empathy on School Students' Academic

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Engagement. GENFABET: Elementary Education Generation, 2(1), 40–51.
Zaeni, A., Sari, NHM, Syukron, AA, Fahmy, AFR, Prabowo, DS, Ali, F., & Faradhillah, N. (2023). Independent Curriculum in learning in madrasas. NEM Publisher.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License