



## From Student-Centered Learning to Student Agency: A Systematic Review of Motivation, Self-Regulated Learning, and Academic Achievement in the Merdeka Curriculum with ASEAN Perspectives

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**Abstract:** This study aims to synthesize the influence of learning motivation and self-regulated learning on students' academic achievement in the implementation of the Merdeka Curriculum among senior high school students, while benchmarking pedagogical strategies against those implemented in ASEAN countries. The study employed a Systematic Literature Review (SLR) design following the PRISMA 2020 protocol. A total of 20 empirical studies published between 2020 and 2025 were retrieved from the Scopus, Google Scholar, and SINTA databases. Data were analyzed using a thematic synthesis technique. The findings indicate that learning motivation and self-regulated learning make a substantial contribution to students' academic achievement in the Indonesian context, with the highest reported effect size reaching 88.9%. Comparative analysis reveals that several ASEAN countries have more extensively advanced student autonomy through the integration of self-monitoring technologies (e.g., Singapore and Vietnam) and strong teacher autonomy support (e.g., Malaysia and Thailand). These findings suggest that optimizing the implementation of the Merdeka Curriculum requires the adoption of such pedagogical strategies. In particular, the roles of teachers and educational technology should be transformed from administrative support mechanisms into key drivers that foster student agency. Overall, this study highlights the importance of aligning motivation, self-regulated learning, and innovative pedagogical practices to enhance academic achievement in contemporary educational contexts.

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### Introduction

Learning outcomes serve as a crucial indicator in assessing the success of formal education, reflecting not only cognitive proficiency but also the character formation of students (Irawan & Fradani, 2022). Modern educational psychology studies emphasize that academic achievement is largely determined by active student engagement, particularly through learning motivation and self-regulated learning (Theobald, 2021). Motivation acts as a psychological driving force that sustains student persistence, while self-regulated learning plays a key role in students' ability to plan, monitor, and evaluate their own learning processes. The synergy of these two internal factors becomes increasingly vital in learning models that demand student autonomy (Ryan & Deci, 2020).

In Indonesia, the urgency of strengthening these factors gains momentum through the implementation of the Merdeka Curriculum. This curriculum emphasizes the principle of student-centered learning to cultivate an independent Pancasila Student Profile (Rahayu et al.,



2022). However, a discrepancy remains between curriculum expectations and the reality on the ground (Zulfa et al., 2026). The 2022 Programme for International Student Assessment (PISA) results indicate that the literacy and numeracy performance of Indonesian students remains below the OECD average (OECD, 2023). This condition suggests that the transformation toward autonomous learning still faces significant challenges in yielding optimal academic achievement.

Similar challenges are also a focus of educational reform in the Southeast Asian region (Lesmana et al., 2023). Neighboring countries such as Malaysia, Thailand, Vietnam, the Philippines, and Singapore have already integrated 21st-century competencies that require students to become self-directed learners (Nasri et al., 2020). Within a comparative framework, the experiences of these ASEAN countries offer valuable perspectives on how motivation and self-regulated learning are managed within established education systems to foster student learning outcomes. However, although neighboring ASEAN countries have implemented similar educational reforms emphasizing student agency, Indonesia still lacks a strong synthesis of empirical evidence specifically through a Systematic Literature Review (SLR) on how learning motivation and self-regulated learning operate effectively at the senior high school level.

Consequently, literature synthesizing empirical evidence regarding the effectiveness of motivation and self-regulated learning specifically within the context of the Merdeka Curriculum remains limited (Indarta et al., 2022). Most studies are still fragmented and have not comprehensively mapped success patterns (Munir et al., 2025). Therefore, this study aims to conduct a Systematic Literature Review (SLR) to synthesize current findings regarding the influence of motivation and self-regulated learning on the learning outcomes of high school students in Indonesia. Furthermore, this study presents a comparative perspective from ASEAN countries as a conceptual benchmark. Through the PRISMA method (Page et al., 2021), this research offers a unique contribution that extends beyond macro-level evaluations. While PISA reports primarily highlight performance deficits and the curriculum guidelines issued by the Ministry of Education and Culture (Kemendikbud) outline normative policy expectations, this SLR crystallizes fragmented empirical evidence into a comprehensive map of success patterns. Ultimately, this study formulates practical, empirically backed pedagogical strategies to actualize the implementation of student-centered learning in Indonesia.

## **Research Method**

This study employs a Systematic Literature Review design conducted in a structured manner following the PRISMA 2020 protocol. This approach was selected to ensure transparency, objectivity, and validity in identifying and synthesizing empirical evidence relevant to the research topic. Through adherence to this protocol, the literature selection process is performed systematically to minimize bias in conclusion drawing.

**Data Search Strategy** The literature search process was conducted comprehensively across three reputable databases: Scopus, Google Scholar, and SINTA, utilizing Publish or Perish software to optimize search metadata. The search strategy employed a combination of specific keywords in Indonesian and English connected by Boolean operators. These keywords included learning motivation, self-regulated learning, academic achievement, student-centered learning, and the Merdeka Curriculum. To ensure replicability, the specific search strings and combinations used for each database are detailed in Table 1. The publication timeframe was limited to the period from 2020 to 2025 to capture current



educational policy dynamics, covering the phase from pre-implementation to the full implementation of the new curriculum.

**Table 1. Search String Combinations**

Database	Language	Search String Formulation
Scopus	English	TITLE-ABS-KEY (("learning motivation" OR "self-regulated learning") AND ("academic achievement" OR "learning outcomes" OR "student-centered learning") AND "Merdeka Curriculum")
Google Scholar & SINTA	Indonesian	("motivasi belajar" OR "kemandirian belajar") AND ("hasil belajar" OR "prestasi akademik" OR "pembelajaran berpusat pada siswa") AND "Kurikulum Merdeka"

Selection and Eligibility Criteria To ensure synthesis quality, retrieved articles were required to meet strict inclusion and exclusion criteria as detailed in Table 2. The primary focus of the search was directed toward empirical studies published in reputable journals involving Senior High School students as research subjects. The geographical scope of the study includes Indonesia as the main context for the Merdeka Curriculum implementation, as well as Malaysia, Thailand, Vietnam, the Philippines, and Singapore as comparative countries sharing similar educational reform characteristics, specifically the transition toward competency-based curricula and student-centered learning (Jasmi et al., 2022). Articles in the form of literature reviews, proceedings, or those unavailable in full text were excluded from the analysis.

**Table 2. Article Selection Criteria**

No	Inclusion Criteria	Exclusion Criteria
1.	Publication Type: Original research articles in accredited journals (SINTA) or internationally reputable journals (Scopus/WoS)	Literature reviews (SLR/Bibliometric), conference proceedings, books, book chapters, theses/dissertations, and in-press articles
2.	Publication Year: Published within the 2020–2025 timeframe	Articles published before 2020
3.	Language: Indonesian and English	Languages other than Indonesian and English
4.	Research Subject: Senior High School level students	Elementary/Junior High School students), higher education students, or Teachers
5.	Research Location: Malaysia, Thailand, Vietnam, the Philippines, and Singapore	Countries outside the specified region
6.	Research Variables: Examines the influence of learning motivation and/or self-regulated learning on learning outcomes	Does not specifically measure learning outcome variables or does not contain empirical data related to internal variables
7.	Research Design: Empirical studies (Quantitative, Qualitative, or Mixed Methods)	Conceptual articles, opinions, editorials, or Research and Development (R&D)

Based on the initial search, a total of 1,389 documents were identified. The screening process was conducted in stages, encompassing duplicate removal, title and abstract relevance screening, and the full-text eligibility assessment of 150 potential articles. From this process, 20 final articles were selected that met the inclusion criteria. The detailed selection flow is visualized in the PRISMA diagram in Figure 1.

Data analysis was performed using a thematic synthesis approach (Braun & Clarke, 2006). The process began with the extraction of key findings from each article, followed by coding to identify patterns of relationships between variables. The data were then categorized into major themes to map the consistency of the influence of learning motivation and self-regulated learning on student learning outcomes. Subsequently, a comparative analysis was conducted between findings in Indonesia and ASEAN countries to formulate strategic implications for strengthening the implementation of student-centered learning.

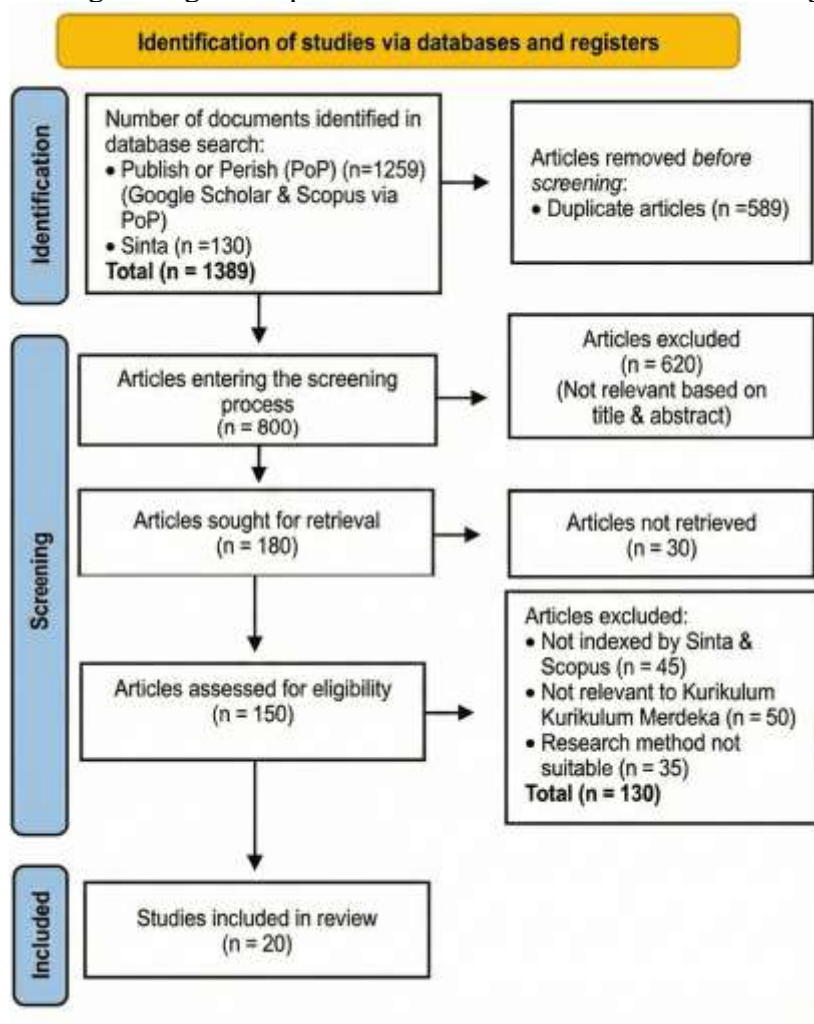


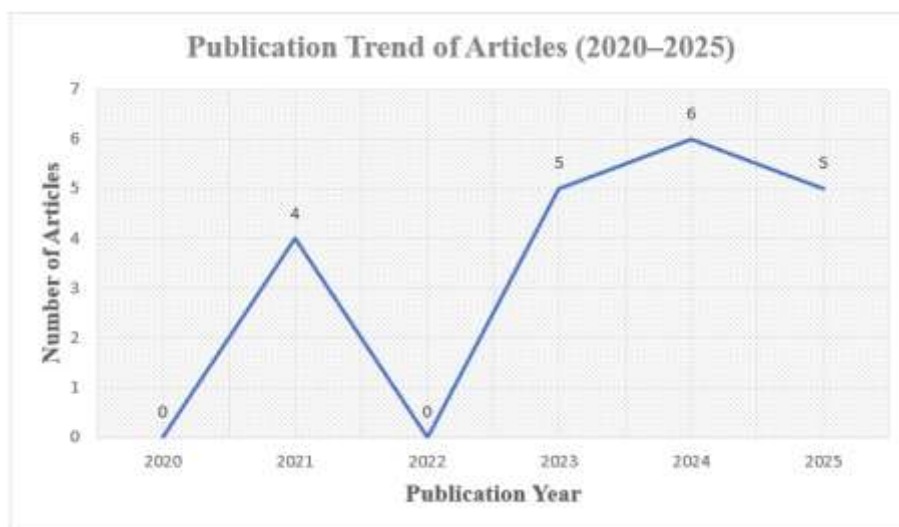
Figure 1. PRISMA flow diagram

## Results and Discussion

### Results

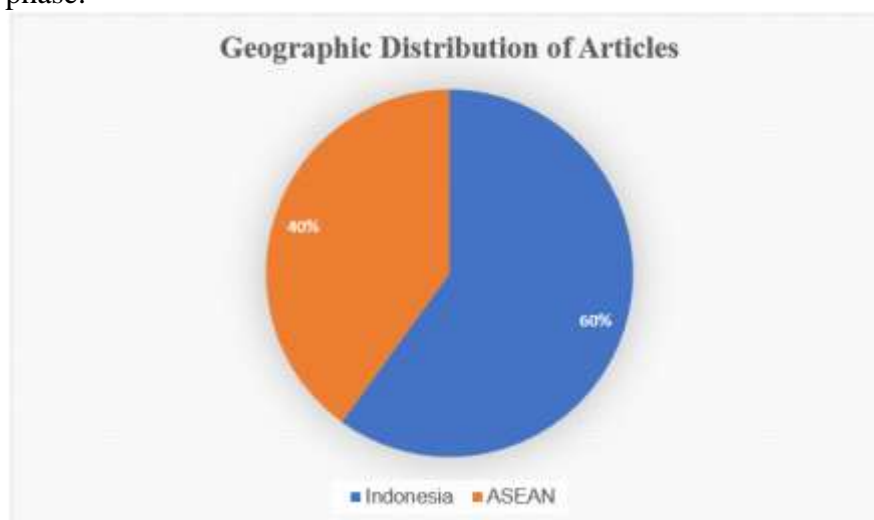
#### a) Bibliometric Profile and Study Characteristics

The analysis of publication trends within the 2020–2025 period reveals interesting dynamics regarding academic interest in this topic. As visualized in Figure 2, the publication volume trend experienced fluctuations, marked by a data void in 2020 and 2022. However, a significant surge became evident in 2023 (5 articles), peaking in 2024 with 6 articles, before slightly leveling off yet remaining stable in early 2025 with 5 articles. This sharp post-2022 upward pattern indicates a strong response from the academic community regarding the issue of learning recovery and the momentum of new curriculum implementation within the region.



**Figure 2. Trend of Selected Article Publications (2020–2025)**

As visualized in Figure 2, the publication volume trend experienced fluctuations, marked by a data void in 2020 and 2022. However, a significant surge became evident in 2023 (5 articles), peaking in 2024 with 6 articles, before slightly leveling off yet remaining stable in early 2025 with 5 articles. This sharp post-2022 upward pattern is not a coincidence; it directly correlates with the national scale-up of the Merdeka Curriculum implementation in Indonesia. It indicates a strong, reactive response from the academic community striving to evaluate the immediate psychological and academic impacts of transitioning to a student-centered curriculum after the pandemic recovery phase.

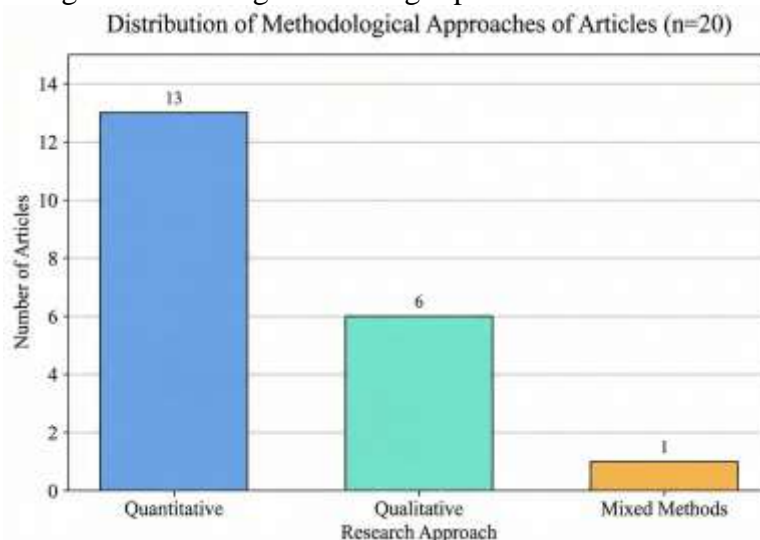


**Figure 3. Geographic Distribution of Selected Articles (n=20)**

Furthermore, regarding geographic distribution, the selected literature is dominated by studies conducted in Indonesia. Data in Figure 3 illustrates a composition where 60% of the articles discuss the educational context in Indonesia, while the remaining 40% constitute comparative studies from ASEAN countries (Malaysia, Thailand, Vietnam, the Philippines, and Singapore). The 60% dominance of Indonesian literature is not merely an artifact of database accessibility, but rather a reflection of high policy urgency. Indonesian researchers are currently in a critical phase of validating the effectiveness of the newly implemented Merdeka Curriculum. Meanwhile, the 40%



representation from ASEAN countries serves as a vital conceptual benchmark, representing educational systems that have structurally matured in managing student agency and self-regulated learning over a longer period.



**Figure 4. Distribution of Study Methodological Approaches (n=20)**

In terms of applied research design, Figure 4 demonstrates a clear methodological preference. Quantitative approaches dominate the research landscape with 13 articles, followed by qualitative approaches with 6 articles, and mixed-methods found in only 1 article. This data implies that in the early stages of a new curriculum implementation, current research trends are heavily oriented toward measuring the statistical magnitude of variable influence (explanatory) to prove policy efficacy. There is an evident urgency among researchers to establish hard data on whether motivation and self-regulated learning significantly boost academic scores, temporarily overshadowing the need for in-depth exploration of pedagogical nuances through case studies or mixed methods.

**b) Mapping of Empirical Findings**

The meta-synthesis of the 20 selected articles reveals distinctive empirical patterns regarding the determinants of student academic success. The findings are no longer viewed in isolation but are crystallized into five major themes reflecting two polar approaches: the measurement of the impact of psychological variables (predominant in Indonesia) and the exploration of pedagogical mechanisms (predominant in ASEAN). A summary of the synthesis of these findings is presented in Table 2 below.

**Table 3. Synthesis of Key Literature Findings (n=20)**

Key Finding Themes	Brief Explanation	Relevant Studies (Author, Year)
Dominance of Positive Influence (Quantitative)	Synthesized data reveals a strong explanatory trend in Indonesian studies, consistently validating that students' internal variables act as the primary catalysts for academic success across disciplines, eclipsing traditional teacher-centered	Tasar & Sujana (2025); Harjanto (2023); Salsabila & Sofia (2024); Surbakti & Dharmayasa (2024); Manurung, et al. (2025); Prayoga & Rachmawati (2021); Faizah & Subroto (2021)



	instruction models.	
Role of Merdeka Curriculum Structure	The structural flexibility of the curriculum functions as a critical environmental antecedent; it does not automatically improve grades, but provides the necessary ecosystem for student autonomy to flourish and subsequently drive achievement.	Hutabarat, et al. (2025); Wati & Mardiah (2024); Marbun, et al. (2024); Rahmadani, et al. (2024); Munthe, et al. (2023)
Technology Integration & SRL (ASEAN)	Comparative evidence highlights a paradigm shift where digital integration transcends administrative functions, being deliberately engineered as metacognitive scaffolds to foster continuous self-monitoring and intrinsic motivation.	Lim & Baidon (2021); Phan & Nguyen (2025)
Active Learning & SCL Strategies (ASEAN)	Methodological synthesis indicates that problem-solving proficiency is deeply rooted in instructional design; pedagogical environments engineered for high student agency consistently outperform conventional knowledge-transfer models.	Jasmi, et al. (2023); Kanphukiew, et al. (2023); Lathifah, et al. (2025)
Determinant Psychological Factors (ASEAN)	Beyond mere self-regulation, structural support from educators (teacher autonomy support) emerges as a fundamental precursor, emphasizing that student independence requires deliberate external scaffolding.	Zhou & Ahmad (2025); Zhang & Chinokul (2023); Mercado Jr. (2021)

Analysis within the Indonesian context underscores that students' internal variables serve as crucial predictors. Statistically, motivation and self-regulated learning account for significant variability in learning outcomes, with the highest contribution reaching 88.9% as reported by Tasar & Sujana (2025). This phenomenon is not isolated; rather, it is amplified by the policy ecosystem of the Merdeka Curriculum. Recent studies (Hutabarat et al., 2025; Wati & Mardiah, 2024) demonstrate that student agency flourishes when the curriculum structure provides flexibility through adaptive teaching modules and project-based learning. In essence, the Merdeka Curriculum functions as "fertile ground" for cultivating student autonomy.

Conversely, the research trajectory in the ASEAN region offers technocratic and pedagogical perspectives. In Singapore and Vietnam, self-regulated learning is not left to students' innate abilities but is instead engineered through the integration of digital



technologies that facilitate self-monitoring (Lim & Baildon, 2021; Phan & Nguyen, 2025). Meanwhile, findings from Malaysia and Thailand highlight the urgency of shifting the teacher's role from instructor to autonomy facilitator. Specifically, Zhou & Ahmad (2025) found that teacher autonomy support serves as an antecedent variable that fosters intrinsic motivation, ultimately culminating in improved academic performance.

## **Discussion**

### **a) Learning Independence as a Determinant of Learning Outcomes**

The empirical findings of this study confirm that within an educational ecosystem demanding high flexibility like the Merdeka Curriculum, student internal variables—specifically intrinsic motivation and self-regulated learning—are not merely supplementary factors, but primary determinants of academic success. The high contribution of motivation's influence on learning outcomes reported by studies in Indonesia (Harjanto, 2023; Tasar & Sujana, 2025) indicates a paradigm shift: student success no longer depends solely on teacher knowledge transfer, but on the students' capacity to manage their own cognitive processes.

From the perspective of Self-Determination Theory (SDT), the implementation of the Merdeka Curriculum, which provides choices through elective subjects and P5, fulfills students' basic psychological need for autonomy. When this need is met, the resulting motivation is high-quality autonomous motivation, which is linearly correlated with persistence and academic performance (Ryan & Deci, 2020). Conversely, if this curriculum flexibility is not accompanied by student readiness in independence, such freedom potentially reduces learning achievement due to the absence of self-regulatory structures. Therefore, the findings of Wati & Mardinah (2024) regarding the positive correlation between curriculum implementation and learning outcomes must be interpreted with a significant caveat: this curriculum will only be effective if students possess resilient self-regulation skills.

### **b) Benchmarking of ASEAN Pedagogical Strategies**

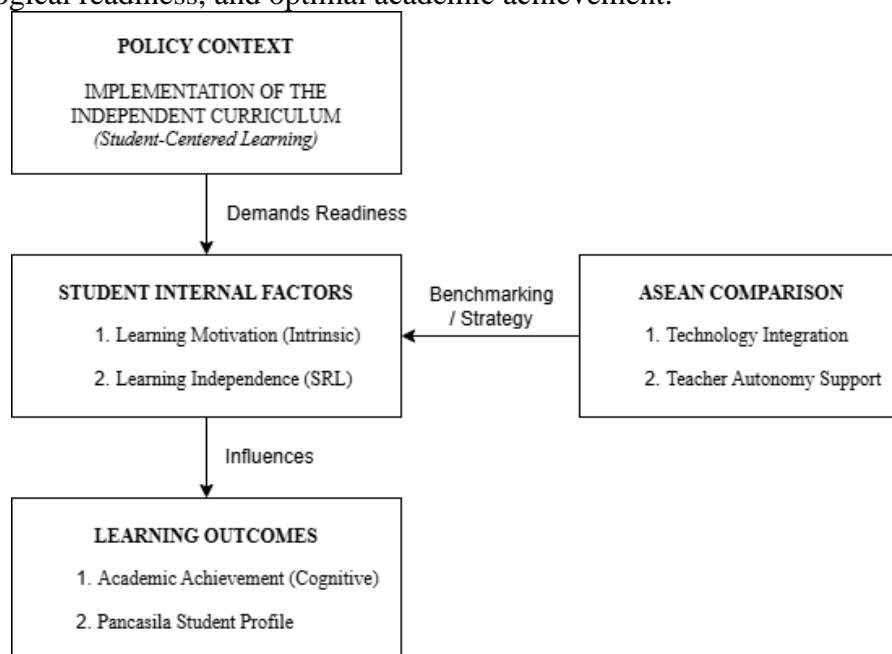
Comparison with literature from the ASEAN region offers constructive criticism for national educational praxis. While the discourse in Indonesia predominantly revolves around proving the influence of motivation, neighboring countries have advanced further into the realm of pedagogical engineering to cultivate such motivation.

Findings from Singapore and Vietnam present a new imperative that technology integration is not merely material digitization, but a metacognitive instrument. Digital platforms are utilized to visualize learning progress, enabling students to conduct precise self-evaluation (Lim & Baildon, 2021). The implication for Indonesia is that digital transformation within the Merdeka Curriculum must be more oriented toward features supporting student agency, rather than solely for teacher administrative purposes.

Furthermore, active learning practices applied intensively in Thailand and Malaysia confirm that student independence is a product of instructional design. Teachers cannot merely wait for students to become independent but must proactively provide autonomy support (Zhou & Ahmad, 2025). This support manifests in pedagogical behaviors that minimize external control while maximizing student initiative.

### c) Reconstruction of the Conceptual Framework

Based on a comprehensive synthesis of national policy dynamics and regional best practices, this study proposes a new conceptual framework visualized in Figure 5. This framework is developed to map the causal pathways between curriculum policy, student psychological readiness, and optimal academic achievement.



**Figure 5. Conceptual Framework of Student Motivation and Self-Regulated Learning**

This model postulates that the successful implementation of the Merdeka Curriculum is highly contingent upon the readiness of students' internal factors. Educational policies emphasizing student-centered learning create an ecosystem demanding high autonomy. Within this ecosystem, intrinsic motivation and self-regulated learning act as fundamental prerequisites (Ryan & Deci, 2020). Without a strong psychological foundation, the flexibility offered by the new curriculum risks being ineffectively utilized by students.

The novelty offered within this framework lies in the strategic intervention mechanisms adapted from findings in the ASEAN region. This model positions technology integration and teacher autonomy support as external catalysts functioning to bolster students' internal capacity (Phan & Nguyen, 2025). Experiences from neighboring countries indicate that digital technology must be utilized as an instrument of self-regulation, while the teacher's role needs to transform into a facilitator who actively cultivates independence. It is this synergy between supportive policy, resilient internal factors, and appropriate pedagogical strategies that will ultimately accelerate the improvement of academic achievement and the character formation of the Pancasila Student Profile.

### Conclusion

Based on the systematic synthesis of 20 selected articles via the PRISMA protocol, this study concludes that within the Merdeka Curriculum ecosystem, intrinsic motivation and self-regulated learning serve as fundamental determinants of academic success for Senior High School students in Indonesia, with an influence contribution reaching as high as 88.9%.



Comparative findings highlight the urgency of reorienting national strategies, considering that educational praxis in the ASEAN region (Singapore, Vietnam, Thailand, and Malaysia) has advanced further into the realm of pedagogical engineering through the integration of self-monitoring technology and teacher autonomy support. This stands in contrast to the research trajectory in Indonesia, which remains predominantly focused on impact measurement (explanatory). Therefore, accelerating the improvement of national learning outcomes demands a reconstruction of learning approaches that transcends mere administrative changes; specifically, by adopting these regional adaptive mechanisms through the transformation of teacher roles into facilitators of independence and the optimization of technology as a catalyst for strengthening student agency.

### **Recommendation**

Based on the synthesis of findings, this study formulates both practical and theoretical recommendations. First, educational practitioners and teachers are advised to adopt the autonomy support approach observed in Malaysia and Thailand, specifically by minimizing rigid instructional control and providing broader opportunities for student choice in completing Merdeka Curriculum projects. Second, for schools and policymakers, the integration of technology requires reorientation; shifting from a mere administrative tool to a metacognitive instrument (mirroring practices in Singapore) that facilitates students in self-monitoring their learning progress. Third, future researchers are encouraged to transition from explanatory research (merely measuring influence) toward experimental or Research and Development (R&D) studies to design specific and measurable self-regulated learning intervention models tailored to the local cultural context of Indonesia.

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