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Determinants of Student Achievement in Economic Learning

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Abstract

Student academic achievement is influenced by various internal and external learning factors that shape students' readiness, behavior, and support systems. This study aims to examine the effects of learning interest, learning discipline, learning style, learning facilities, and parental attention on the academic achievement of Class X E students in Economics at SMAN 1 Sumber Cirebon. This study used a quantitative survey design. The population consisted of all 96 students in Class X E, and total sampling was applied so that all students became respondents. Data were collected through questionnaires and documentation, then analyzed using multiple linear regression with SPSS version 15. The findings show that learning discipline and parental attention have positive and significant effects on students' academic achievement. Learning interest shows a positive direction but does not have a statistically significant partial effect. Learning style and learning facilities also do not show significant partial effects. These results indicate that students' achievement in Economics is more closely related to disciplined learning behavior and family support than to learning preferences or facilities alone. The study concludes that schools need to strengthen learning discipline, build students' learning interest, and encourage parental involvement to support better academic achievement.

Keywords

Academic Achievement; Learning Discipline; Learning Facilities; Learning Interest; Parental Attention

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1. INTRODUCTION

Education plays a central role in shaping students' cognitive, affective, behavioral, and social development. In the school context, education does not only function as a process of transferring knowledge from teachers to students (Maspupah, 2022). It also supports the formation of learning behavior, emotional maturity, discipline, responsibility, and readiness to respond to social and academic challenges. Education should prepare students to face problems in their surroundings through the development of knowledge and personal capacity (Amellia, 2022). Recent educational studies also show that student achievement is closely related to engagement, motivation, teacher support, and learning conditions, not only to the delivery of subject matter in the classroom (An et al., 2022; Huang & Wang, 2023; Tao et al., 2022). Therefore, learning achievement needs to be understood as the result of interaction between students' internal readiness, school support, family attention, and the quality of learning resources.

Academic achievement remains one of the main indicators used to assess the success of the learning

process. Learning achievement reflects students' ability to understand learning materials and solve academic problems after participating in learning activities (Albarado & Eminita, 2020). In educational practice, achievement can be measured through test and non-test assessments that describe students' knowledge, skills, attitudes, and competencies (Vlachopoulos & Makri, 2024). Achievement scores also provide information for teachers and schools in evaluating students' learning progress, the effectiveness of instructional strategies, and the quality of academic support provided in the classroom (de Vries et al., 2022; Sirianansopa, 2024). Recent research on student engagement and academic achievement confirms that academic outcomes are often connected to students' behavioral, emotional, and cognitive involvement in learning activities (Doshi et al., 2024; Reeve et al., 2025; Tao et al., 2022). This means that achievement is not only a final score, but also a reflection of learning participation, persistence, and support systems.

In Economics learning, students need conceptual understanding, analytical ability, regular study habits, and active participation (Amala et al., 2025; Sekwena, 2023). Economics is not only related to memorizing concepts, but also to understanding economic phenomena, interpreting problems, and applying concepts to everyday life (Astuti & Purnamasari, 2025). Student achievement in this subject may be influenced by several internal and external factors. Learning interest is one of the internal factors that encourages students to pay attention to lessons, participate in classroom activities, and show persistence in completing academic tasks. Learning interest has a positive relationship with students' academic achievement because interested students tend to show stronger attention and more consistent learning behavior (Sridana et al., 2022). Learning interest also contributes to achievement because it increases students' willingness to engage with learning materials (Sirait, 2016). In line with this view, recent studies on motivation and engagement show that students who feel supported and involved in learning tend to show better academic outcomes (Prananto et al., 2025; Villar et al., 2025).

Learning discipline also has an important role in supporting student achievement. Discipline helps students manage study time, obey school rules, complete assignments, attend classes regularly, and maintain consistent learning routines (Annisa et al., 2025; Puspasari & Muyassaroh, 2023). Student discipline significantly affects learning achievement because disciplined students tend to have stronger self-control and more organized study patterns (Irwani, 2020). Learning discipline also contributes to achievement, especially when students are required to complete academic tasks independently and consistently (Rahmah et al., 2024a). Discipline becomes more important in senior high school because students face broader academic demands and need stronger learning responsibility. Recent studies also suggest that disciplined learning behavior is closely related to students' engagement, task completion, and persistence in academic activities (Ismail et al., 2023). Thus, learning discipline can be viewed as a behavioral foundation that supports students' academic performance.

Besides interest and discipline, learning style is often discussed as a factor that may influence how students receive and process information. Learning style refers to students' preferred way of understanding learning materials, such as through visual, auditory, reading, or kinesthetic patterns. However, previous findings on this variable are not always consistent (Aboregela, 2023; El-Saftawy et al., 2024). Learning style did not have a significant effect on student achievement in a specific learning context (Rahman et al., 2022). This result indicates that learning style may not directly improve achievement when it is not supported by appropriate learning strategies, student motivation, teacher guidance, and classroom interaction. Recent educational research also tends to emphasize student engagement and instructional support rather than learning style alone as stronger predictors of academic achievement (Akpen et al., 2024; Tao et al., 2022). Therefore, learning style needs to be examined together with other variables rather than as a single determinant of achievement.

Learning facilities also represent an important external factor in the learning process. Facilities may include textbooks, classrooms, learning media, internet access, digital devices, and other supporting resources that help students understand learning materials more effectively (Haleem et al., 2022). In theory, adequate facilities can create a more supportive learning environment and provide students

with better access to learning resources. However, empirical findings show that the effect of learning facilities is not always direct. Learning facilities did not significantly affect student achievement in the studied context (Habsyi, 2020). Other recent studies show that facilities may support learning achievement when they are combined with motivation, effective learning methods, teacher support, and active student participation (Rohadatul'Aisy et al., 2023). This means that facilities should not be viewed only as physical resources, but also as part of a learning environment that needs to be used effectively.

Parental attention is another external factor that may influence students' learning achievement. Parents can support students by providing motivation, monitoring learning activities, creating a comfortable study environment, and giving emotional encouragement. Parental attention has a significant relationship with student achievement because family support can strengthen students' motivation and responsibility in learning (Mawarsih & Hamidi, 2013). Parental attention and learning interest also contribute to students' academic success (Nisa, 2015). A recent second-order meta-analysis also confirms that parental involvement remains an important factor in academic achievement across different educational contexts (Kim, 2022). In addition, perceived parental involvement can strengthen students' academic buoyancy and adaptability, especially when students face learning pressure and academic challenges (Chen & Mok, 2023). These studies show that achievement is not only shaped by school factors, but also by learning support provided in the family environment.

The literature reviewed above indicates that student achievement cannot be explained by a single variable. Learning interest, discipline, learning style, facilities, and parental attention are connected through students' daily learning process. Interest encourages students to become involved in learning activities, but this involvement needs discipline so that students can maintain regular study habits, complete tasks, and prepare for assessment (Mulyamti & Tarumingkeng, 2025). Learning facilities provide access to learning resources, but their effect depends on students' readiness to use them and on teacher guidance in the classroom. Parental attention strengthens this process because support at home can help students maintain motivation, responsibility, and learning routines. Thus, internal factors and external support work together in shaping academic achievement (Chen & Mok, 2023; Kim, 2022; Tao et al., 2022).

This integrated view is important in Economics learning because students are required to understand concepts, analyze economic phenomena, and apply knowledge to real-life situations. Students who have interest but lack discipline may still face difficulties in completing structured learning tasks. Students who have access to facilities may also fail to improve achievement when those facilities are not used consistently. In the same way, parental attention may become more meaningful when it supports students' interest, study discipline, and participation in school learning activities. Therefore, the relationship among the variables in this study should be seen as a connected learning system rather than as separate predictors (Hanafiah et al., 2024a; Rohadatul'Aisy et al., 2023).

Previous studies have examined several determinants of student achievement, but their findings differ across contexts, subjects, and student groups. Learning interest has been reported to contribute positively to academic achievement (Lorensa et al., 2024; Sridana et al., 2022). Similar findings also confirm the role of learning interest in supporting students' achievement (Pahanael et al., 2024; Sirait, 2016). Learning discipline has also been identified as an important factor in improving academic achievement (Irwani, 2020; Sirojuddin Abror et al., 2025). This finding is supported by another study showing that discipline contributes to students' success in learning activities (Rahmah et al., 2024b). In contrast, learning style does not always have a significant influence on academic achievement (Rahman et al., 2022). Learning facilities may also not directly determine achievement when they are not followed by effective learning behavior (Habsyi, 2020). These different findings show the need to examine the variables together in a specific school and subject context.

The empirical context of this study is SMAN 1 Sumber Cirebon, with the research focus placed on

Economics learning among Grade X students. This context is relevant because Grade X students are in a transition stage from junior high school to senior high school. At this level, students need to adapt to higher academic demands, more complex learning materials, and stronger expectations for independent learning. Economics learning also requires students to understand concepts, interpret economic phenomena, analyze contextual problems, and apply knowledge to everyday situations. Therefore, the study of internal learning factors and external support becomes important for understanding students' academic achievement in Economics.

Based on this background, this study aims to examine the effects of learning interest, learning discipline, learning style, learning facilities, and parental attention on students' academic achievement in Economics at SMAN 1 Sumber Cirebon. This study is expected to provide empirical evidence on the factors that have stronger relevance to student achievement in the selected school context. The findings may also provide practical input for teachers, schools, and parents in developing more focused learning support, strengthening students' study habits, and improving academic achievement through cooperation between school and family environments.

2. METHODS

This study used a quantitative approach with a survey method. The quantitative approach was selected because the study examined the relationship between several independent variables and one dependent variable through numerical data. (Sugiyono., 2014) explains that quantitative research is used to test assumptions or hypotheses by collecting data with research instruments and analyzing the data statistically. In this study, the independent variables were learning interest, learning discipline, learning style, learning facilities, and parental attention. The dependent variable was students' academic achievement in Economics.

The research was conducted at SMAN 1 Sumber Cirebon. The population consisted of all Grade X students at SMAN 1 Sumber Cirebon. The sample consisted of 96 students from Class X E who were selected using purposive sampling. This technique was used because Class X E met the research criteria, had complete data for the variables examined, and represented the Economics learning context analyzed in this study. Thus, the statistical analysis was conducted based on the responses and achievement data of 96 Class X E students as the research sample.

This study used primary and secondary data. Primary data were collected through questionnaires distributed to students to obtain information on learning interest, learning discipline, learning style, learning facilities, and parental attention. Secondary data were obtained through documentation of students' academic achievement in Economics. The questionnaire data represented students' perceptions of the independent variables, while the documentation data represented the dependent variable. The collected data were analyzed using SPSS version 15. The main analysis technique was multiple linear regression, supported by coefficient values, standardized beta values, t-count values, and significance values. The decision rule used a significance level of 0.05 to determine whether each independent variable had a significant partial effect on academic achievement.

Multiple linear regression was used because the study examined more than one predictor of academic achievement. This technique allows the researcher to identify the direction and strength of each independent variable while controlling for the other variables in the model. The t-test was used to examine the partial effect of each independent variable on academic achievement. A significance level of 0.05 was used as the basis for accepting or rejecting the hypotheses.

The hypotheses were formulated based on the variables examined in the study. H1: learning interest has a positive effect on students' academic achievement in Economics. H2: learning discipline has a positive effect on students' academic achievement in Economics. H3: learning style has an effect on students' academic achievement in Economics. H4: learning facilities have a positive effect on

students' academic achievement in Economics. H5: parental attention has a positive effect on students' academic achievement in Economics. These hypotheses were tested partially using the t-test in the multiple linear regression model.

3. FINDINGS AND DISCUSSIONS

Findings

This section presents the results of the multiple linear regression analysis used to examine the partial effects of learning interest, learning discipline, learning style, learning facilities, and parental attention on students' academic achievement in Economics. The regression model was used because this study involved more than one independent variable and aimed to identify the contribution of each variable while controlling for the other variables in the model. The results are presented in Table 1, followed by a detailed interpretation of each predictor.

Table 1. Multiple Linear Regression Results

No.	Model	B	Std. Error	Beta	t-count	Sig.
1	Constant	14.995	6.824	-	2.034	0.048
2	Learning Interest	0.453	0.166	0.227	1.717	0.102
3	Learning Discipline	0.614	0.161	0.332	3.499	0.001
4	Learning Style	-0.318	0.168	-0.278	-1.882	0.072
5	Learning Facilities	0.093	0.109	0.077	0.777	0.444
6	Parental Attention	0.409	0.115	0.348	3.633	0.000

Source: Processed research data using SPSS version 15.

Based on Table 1, the regression constant is 14.995 with a significance value of 0.048. This value indicates that when all independent variables are held constant, students' academic achievement still has a baseline value of 14.995. Although the constant is not the main focus of this study, it shows that other factors outside the model may also contribute to students' academic achievement. Therefore, learning achievement should be understood as a multidimensional outcome that may be shaped by psychological, pedagogical, family, and school-related factors.

Learning interest has a positive regression coefficient of 0.453 with a standardized beta value of 0.227. This coefficient indicates that higher learning interest tends to be followed by higher academic achievement in Economics when the other variables are controlled. However, the significance value of 0.102 is higher than the conventional threshold of 0.05. This means that learning interest shows a positive direction, but its partial effect is not statistically significant at the 5 percent level. In practical terms, students with higher interest may show better learning tendencies, but the evidence in this sample is not strong enough to conclude that learning interest independently determines achievement.

Learning discipline has a positive coefficient of 0.614 and a standardized beta value of 0.332. The t-count value of 3.499 and the significance value of 0.001 indicate that learning discipline has a statistically significant effect on academic achievement. This result means that students who show stronger discipline in attending lessons, completing assignments, managing study time, and following classroom rules tend to achieve better academic results in Economics. Compared with other predictors, learning discipline also has one of the strongest contributions in the model, which indicates that consistent learning behavior plays an important role in supporting student achievement.

Learning style has a negative coefficient of -0.318 with a standardized beta value of -0.278. The significance value of 0.072 is higher than 0.05, which indicates that learning style does not have a

statistically significant partial effect on academic achievement. This result suggests that students' preferred way of learning does not automatically improve achievement when it is examined together with other variables. The negative direction also needs to be interpreted carefully. It does not mean that learning style reduces achievement directly. Rather, it indicates that learning style, as measured in this study, is not a strong predictor of students' Economics achievement.

Learning facilities have a positive coefficient of 0.093 and a standardized beta value of 0.077. The t-count value of 0.777 and the significance value of 0.444 show that learning facilities do not have a statistically significant effect on academic achievement. This finding indicates that the availability of learning facilities alone does not necessarily lead to higher achievement. Facilities may support learning, but their effect depends on how students use them, how teachers integrate them into instruction, and how consistently they support students' learning activities.

Parental attention has a positive coefficient of 0.409 and a standardized beta value of 0.348. The t-count value of 3.633 and the significance value of 0.000 indicate that parental attention has a positive and statistically significant effect on academic achievement. This result means that students who receive stronger parental attention tend to achieve better academic outcomes. Parental attention may include monitoring learning progress, giving motivation, supporting study routines, and creating a supportive home learning environment. The standardized beta value also shows that parental attention has the strongest relative contribution among the independent variables in this model.

Overall, the findings show that learning discipline and parental attention have significant effects on students' academic achievement in Economics. Learning interest has a positive direction, but its effect is not statistically significant at the 5 percent level. Learning style and learning facilities also do not show significant partial effects. These findings indicate that achievement in Economics is more strongly associated with students' disciplined learning behavior and family support than with learning preferences or the availability of learning facilities alone.

Table 2. Summary of Hypothesis Testing

Variable	Direction of Effect	Sig.	Interpretation	Hypothesis Decision
Learning Interest	Positive	0.102	Not significant at $p < 0.05$	Rejected
Learning Discipline	Positive	0.001	Significant	Accepted
Learning Style	Negative	0.072	Not significant at $p < 0.05$	Rejected
Learning Facilities	Positive	0.444	Not significant at $p < 0.05$	Rejected
Parental Attention	Positive	0.000	Significant	Accepted

Discussion

The findings of this study show that students' academic achievement in Economics is influenced more strongly by learning discipline and parental attention than by learning interest, learning style, and learning facilities. This result confirms that academic achievement is not only related to students' cognitive ability, but also to behavioral consistency and support from the family environment. In the context of Class X E students at SMAN 1 Sumber Cirebon, the variables that show significant effects are those directly related to daily learning control, task completion, and learning supervision at home.

The finding on learning interest shows a positive but not statistically significant effect on students' academic achievement. This result indicates that students with stronger interest tend to have better achievement, but the relationship is not strong enough to become a significant predictor in this sample. This finding differs from previous studies which reported that learning interest had a significant effect on achievement. Students with high interest usually show stronger attention, curiosity, and engagement in learning activities (Sridana et al., 2022). Learning interest can also increase students' persistence in

understanding academic materials and completing learning tasks (Sirait, 2016). The difference in this study may occur because interest alone is not enough when it is not followed by discipline, structured study habits, and consistent academic support.

The result also suggests that learning interest needs to be strengthened through instructional strategies that make Economics more meaningful for students. Economics learning often involves concepts, cases, and analytical activities that require active participation. If students only have general interest but do not receive contextual learning experiences, the effect of interest on achievement may become weaker. Therefore, teachers need to connect Economics materials with daily economic phenomena, student experiences, and problem-based learning activities. This strategy can help transform interest into active engagement and measurable achievement.

Learning discipline has a positive and significant effect on students' academic achievement. This finding supports the view that discipline is a key behavioral factor in academic success. Students who are disciplined tend to attend lessons regularly, manage study time, complete assignments, obey classroom rules, and prepare for assessments more consistently. This result is in line with previous research showing that learning discipline significantly affects student achievement because disciplined students can control their learning behavior more effectively (Irwani, 2020). Similar findings also show that discipline supports achievement by helping students maintain responsibility and consistency in completing academic tasks (Rahmah et al., 2024b).

The strong effect of learning discipline in this study is relevant to the characteristics of Economics learning. Economics requires students to understand concepts, analyze problems, read cases, and complete exercises. These activities require regular study habits and consistent effort. Students who lack discipline may find it difficult to follow the continuity of learning materials, especially when the topics are connected from one meeting to the next. Therefore, discipline does not only function as obedience to school rules. It also becomes a learning mechanism that helps students build continuity, concentration, and responsibility in academic activities.

Learning style does not have a significant effect on students' academic achievement. This finding shows that students' preferred ways of receiving information do not automatically determine learning success. The result is consistent with previous research which found that learning style did not have a positive and significant effect on achievement (Rahman et al., 2022). This similarity indicates that learning style may be less influential when it is not supported by appropriate teaching strategies and active learning behavior. A student may prefer visual, auditory, or kinesthetic learning, but this preference does not guarantee better achievement if the student does not study consistently or lacks motivation.

This finding also provides an important implication for teaching practice. Teachers should not rely only on matching instruction with students' learning styles. Instead, teachers need to design varied learning activities that encourage all students to read, discuss, analyze, practice, and reflect. In Economics learning, students need more than one mode of learning because the subject contains concepts, data, cases, and applications. Therefore, multimodal instruction may be more useful than focusing only on individual learning preferences. Learning style can still be considered, but it should be integrated with discipline, motivation, teacher support, and active learning strategies.

Learning facilities also do not have a significant effect on students' academic achievement. This finding means that facilities are not direct determinants of achievement in this sample. The result is consistent with (Habsyi, 2020), who found that learning facilities did not significantly influence student achievement. The similarity between these findings suggests that the availability of facilities may not be enough if students do not use them effectively. Facilities such as books, classrooms, internet access, and learning media can support learning, but they need to be accompanied by learning motivation, teacher guidance, and disciplined study behavior.

The non-significant effect of facilities does not mean that facilities are unimportant. Facilities remain necessary because they provide access to information, support classroom activities, and help students complete academic tasks. However, facilities function as enabling conditions rather than automatic predictors of achievement. In other words, facilities can support learning only when they are used in a structured and purposeful way. Schools need to ensure that learning facilities are not only available, but also integrated into lesson plans, student assignments, and independent learning activities.

Parental attention has a positive and significant effect on students' academic achievement. This finding confirms the importance of family support in student learning. Parents who pay attention to their children's education can monitor study habits, encourage task completion, provide emotional support, and build a positive learning climate at home. This result is consistent with previous studies which found that parental attention contributes to achievement by strengthening students' motivation and learning responsibility (Fauziah et al., 2025; Mawarsih & Hamidi, 2013). Parental attention also supports achievement when it works together with students' learning interest and school learning activities (Hanafiah et al., 2024b; Nisa, 2015).

The significant effect of parental attention is important because students in Class X are in a transition stage from junior high school to senior high school. At this stage, students face higher academic demands and need stronger self-regulation. Parental attention can help students manage this transition by providing guidance, monitoring, and encouragement. In the context of Economics learning, parental support can also help students build study routines and connect classroom concepts with real-life economic practices. Therefore, cooperation between school and parents becomes an important strategy for improving achievement.

The overall findings show that student achievement is shaped by the interaction between personal learning behavior and environmental support. Learning discipline represents students' internal control in managing academic tasks, while parental attention represents external support from the family environment. These two variables have significant effects because they are closely related to daily learning routines. Meanwhile, learning interest, learning style, and facilities may need stronger instructional support before they can produce measurable academic effects. This result suggests that schools should not only provide facilities or identify student learning preferences, but also strengthen discipline, build meaningful learning interest, and involve parents in the learning process.

These findings also indicate that the interaction between learning discipline and parental attention deserves closer attention. Learning discipline reflects students' internal ability to regulate learning behavior, while parental attention provides external reinforcement that helps students maintain that regulation outside the classroom. When students receive parental support, they may become more consistent in managing study time, completing assignments, and preparing for assessments. However, parental attention will have a stronger effect when it does not only take the form of supervision, but also encouragement, communication, and emotional support. In this sense, family support can strengthen students' self-regulation and make disciplined learning behavior more stable.

The non-significant effects of learning interest, learning style, and learning facilities should also be interpreted carefully. These variables may still be important in the learning process, but their influence may depend on how they are connected with discipline, teacher support, and parental involvement. Learning interest, for example, can encourage students to participate in classroom activities, but interest alone may not improve achievement if students do not develop regular study habits. Learning facilities can provide access to learning resources, but facilities may not produce better outcomes when students do not use them actively and consistently. Learning style can help teachers understand students' preferences, but achievement depends more on how students engage with learning tasks and how teachers organize learning activities.

Therefore, the findings suggest that improving academic achievement in Economics requires an

integrated strategy. Teachers need to stimulate students' interest through contextual learning, but they also need to guide students toward disciplined learning routines. Schools need to provide learning facilities, but they also need to ensure that those facilities are used meaningfully in classroom and independent learning activities. Parents need to support students at home by monitoring learning progress and building a positive study climate. Through this interaction, internal learning readiness and external learning support can work together to improve students' academic achievement.

From a practical perspective, the findings imply that teachers need to develop classroom management strategies that promote discipline without reducing students' motivation. Teachers can use clear learning targets, regular assignments, feedback, and contextual Economics examples to increase students' engagement. Schools can also improve communication with parents through academic progress reports, parent meetings, and learning assistance programs. Parents need to provide consistent attention at home by monitoring study schedules, encouraging responsibility, and creating a supportive learning atmosphere. These efforts can strengthen the factors that have the most direct relationship with achievement.

From a theoretical perspective, this study supports the view that academic achievement is a multidimensional outcome. Achievement cannot be explained only by interest, facilities, or learning preferences. It requires the interaction of motivation, discipline, family support, teacher guidance, and learning environment. The findings also show that variables often assumed to influence achievement, such as learning style and facilities, may not work directly in all contexts. Future studies should involve a larger sample, include more schools, and test additional variables such as teacher competence, learning motivation, peer support, digital learning behavior, and classroom climate. Future research should also report model fit indicators such as R-square and F-test so that the overall explanatory power of the regression model can be assessed more completely.

4. CONCLUSION

This study concludes that learning discipline and parental attention have positive and significant effects on the academic achievement of Class X E students in Economics at SMAN 1 Sumber Cirebon. Learning discipline supports achievement because disciplined students tend to manage study time, complete assignments, attend learning activities regularly, and follow classroom rules more consistently. Parental attention also plays an important role because support from parents can strengthen students' motivation, responsibility, and learning routines at home. Learning interest shows a positive direction, but its effect is not statistically significant in this study. Meanwhile, learning style and learning facilities do not show significant partial effects on students' academic achievement.

These findings indicate that students' achievement in Economics is more closely related to consistent learning behavior and family support than to learning preferences or the availability of facilities alone. Teachers need to design learning activities that encourage student interest while also strengthening discipline through clear tasks, structured feedback, and consistent classroom expectations. Schools should also build regular communication with parents so that students receive continuous academic support both at school and at home. Future studies should involve broader samples, include other relevant variables such as learning motivation, teacher competence, peer influence, and digital learning behavior, and report more complete statistical indicators, including simultaneous testing, coefficient of determination, validity testing, and reliability testing.

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