

E-LEARNING IN INCREASING STUDENT MOTIVATION

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Abstract

E-learning is a tool learning that is carried out through a network (computer network), usually via the internet or intranet. E-learning brings a change in the learning process from being centered on teaching to centering on learners or students. That is one of the learning strategies that allow students to access learning material anywhere and anytime (Munir, 2009:107).

E-learning makes it easy for students to get lesson information because it is easier to access it anywhere. Teaching and learning processes are no longer dependent on location and time and can increase the motivation of learning teachers and students so that the learning process becomes more dynamic, flexible, interactive and communicative. (Jin.K:2013)

Motivation and learning are two things that influence each other. Learning motivation can arise due to intrinsic and extrinsic factors caused by specific factors such as the desire and desire to succeed, and the urge of learning need. The hope for ideas. While the extrinsic factor is the existence of appreciation, a conducive learning environment and exciting learning activities. (Uno, 2001)

Keywords: E-Learning, Motivation

INTRODUCTION

Technology has brought rapid changes to human life, this development helps humans to find the information very easily. This requires humans in the era of modern technology, the quality must continue to be improved to maintain the quality of education and can be a guarantee for the nation's future. Education is a human resource development factor that influences national development. That is why quality education greatly influences the future of the nation and state.

In an era where increasing technology is growing, so many students are getting bored to learn by using methods that are too monotonous and without involving students. In the increasingly rapid development of science and technology and globalization also becomes more intense, competition in the field of education will

emerge. One of the ways taken is by improving the quality of education (Darsono, 2000: 1).

Education is a process in every effort, influence, protection, and assistance given to children aimed at the child's maturity, or more precisely, helping children to be sufficiently independent in solving problems and developing their thinking.

The very rapid development of technology in people's lives makes the internet can not be separated from people's lives, not spared from students who like the internet, because they can get all information via the internet. As has been proven from a survey conducted by the Indonesian Internet Network Providers Association in 2016, which showed that students were the largest internet users in Indonesia with a percentage of 89.7% and among students with a percentage of 69.8%.

The term e-learning has a very broad meaning so that many experts define it from various points of view. According to Darin E Hartley, e-learning is a type of teaching and learning that allows teaching materials to be conveyed to students using the internet or other computer media.

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E-learning makes it easy for students to get lesson information because it is easier to access it anywhere. Teaching and learning process is no longer dependent on location and time and can increase the motivation of learning of teachers and students so that the learning process becomes more dynamic, flexible, interactive and communicative. (Jin.K; 2013)

E-learning is a new learning method, where learning uses electronics and internet networks. One standard definition of e-learning is given by Gilbert and Jones (in Surjono, 2011) namely, the delivery of learning material through an electronic media such as the internet, intranet/extranet, satellite broadcast, audio/video tape, interactive TV, CD-Room and computer-based training (CBT). A similar definition is also stated by The Australian National Training Authority, which covers applications and processes that use various electronic media such as the internet, audio/video tape, interactive TV, and CD ROM to send learning materials more flexible. Also conveyed by Daryanto (2010: 168), E-learning is a learning system that utilizes electronic media as a tool to assist in learning activities.

Types of E-Learning

Types of E-learning based on information technology used and grouped based on a technology basis, namely:

Computer-Based Training (CBT)

This system began to develop in the 80s and is still growing today. This is supported by other means by the development of animation systems that are increasingly interesting and realistic (for example, 3-dimensional animation systems).

Web-Based Training (WBT)

This system is a continued development of CBT and is based on internet technology. So by using this concept, two-way communication can occur between users. However, the smooth learning process depends on high-speed network infrastructure. The obstacle to applying this concept lies in the fact that the internet network in our country is still uneven.

In education learning outcomes are very important, but many obstacles cause learning that does not work one of the causes is the lack of student motivation in learning. Lots of students are lazy because the media and learning methods are just that simple, they think a school is a boring place, and therefore teachers must be able to increase student motivation in learning. E-learning is a learning model that is practical enough to increase student motivation, where teachers and students are equally involved in this learning.

There are a lot of factors that influence student motivation, both from oneself and outside encouragement, as stated by the MC. Donald in Sardiman (2014) motivation is a change in energy in a person which is marked by the emergence of "feeling" and preceded by a response to the existence of goals. The motivation that comes within themselves such as, interests, ideals, and physical conditions of students, while outside motivation is like support from parents, teachers, friends, learning media, environmental conditions and so forth.

Motivation is an impulse that causes someone to do an action to achieve a specific goal. Motivation comes from the word motive, which means "impulse" or stimulation or "driving force" that is in a person. According to Weiner (1990) cited Elliot et al. (2000), motivation is defined as an internal condition that arouses us to act, drives us to achieve specific goals, and keeps us interested in certain activities. According to Uno (2007), motivation can be interpreted as internal and external impulses in a person that is indicated by the presence; passion and interest; encouragement and needs; hopes and ideals; appreciation, and respect. Motivation is something that makes a person act (Sargent, quoted by Howard, 1999) states that motivation is the impact of a person's interactions with the situation they face (Siagian, 2004).

It is undeniable that the problem often occurs in learning is learning motivation. Motivation and learning are two things that influence each other. Learning motivation can arise due to intrinsic and extrinsic factors caused by specific stimuli so that someone can be more active in learning and excited. The intrinsic factors such as the desire and desire to succeed, and the urge of learning need, the hope for ideals.

While the extrinsic factor is the existence of appreciation, a conducive learning environment, and exciting learning activities (Uno, 2001: 23).

According to Djamarah (2008: 149), the motivation that comes from one's self is called "intrinsic motivation," is motives that become active or function do not need to be stimulated from the outside. It is undeniable that learning motivation is one aspect that plays a significant role in the process of achieving learning objectives, and learning motivation will also affect and be influenced by the cognitive, affective, and psychomotor aspects of students.

In general, motivation is divided into according to Muhibbin Syah (1999), namely intrinsic motivation and extrinsic motivation.

1. Intrinsic motivation

According to Sadirman (2006), intrinsic motivation is the motives that exist in themselves without stimulation from the outside, because in yourself there is already an urge to do something. So the intrinsic motivation lies in each individual with the desire to do something and achieve something. Students who have intrinsic motivation can be seen by their perseverance to do something or achieve something. All individuals have their desires without having to be driven by anything like a need that must be met.

2. Extrinsic motivation

Contrary to intrinsic motivation, extrinsic motivation is a factor that influences not from oneself. As said by Sardiman (2006) extrinsic motivation is "active and functioning motives due to stimuli or encouragement from outside". So extrinsic motivation is like an amplifier for intrinsic motivation when a student has the will, but he does not get support from parents or teachers, then he will easily be shaken.

In a previous study conducted by Doni Septu Marsa Ibrahim and Suardirman (2014) with an experimental research posttest-only control design group that used one experimental class and one class for the control class. Based on the hypothesis test that they did with the t-test showed that learning motivation showed a significant value of $0.008 < 0.05$, which means that H_0 was rejected and accepted H_a , in other words, e-learning affected the learning motivation of students.

This study shows that e-learning is very influential on student motivation by looking at the achievements achieved by the experimental class and the control class.

In other studies, Android and e-learning affect the motivation of students who are investigated by Siti Shofiyah with quantitative methods. Show that Android, which is one of today's technology and is very popular with most children, can also be used to apply e-learning and make them more enthusiastic in learning.

Based on the results of research written by Sandi Kosasi (2015) in his research that uses the R&D method states that E-learning technology can motivate the community of teachers and students to collaborate by exchanging comments containing questions and answers and various kinds of discussions delivered on the web.

The results of Nur Layla Ulva's research, Sri Kantun, and Joko Widodo (2017) through classroom action research shows that e-learning makes classes that make an increase in student motivation, they use two cycles, each cycle consisting of two meetings. In the first cycle, the teacher implements e-learning with media Schoology well even though there are still obstacles, because of the application of new media. Constraints faced in the first cycle can be corrected in the second cycle because students are getting used to it. The first cycle the average score of learning motivation 2.7 with moderate criteria and increased in the second cycle to 3.5 with high criteria. So this shows that e-learning affects increasing student motivation.

In learning that uses this technology, it cannot be denied that the technology is beneficial in many problems of teaching and learning process, such as for example limited time, can be overcome by learning with e-learning, long distances that cause ambiguous signals can also be overcome by the presence of Wi-Fi, and the boredom that often afflicts students in learning can be overcome by e-learning learning, because of its broad reach. Therefore teachers are required to be more creative and innovative in teaching with technology in order to achieve quality learning goals.

SMK Unggulan Mukhtar Syafa'at is a relatively new school. It is located in a remote rural area of Banyuwangi, but in SMK Unggulan Mukhtar Syafa'at technology is not far behind other schools because there is already an internet network available at the school. In order to increase student motivation in learning, learning is carried out with the E-Learning method, which is very influential in increasing the success of achieving learning and learning goals, because students are still scarce knowing about learning with this e-learning method.

Student learning motivation can increase teachers always provide teaching methods that are not boring with the internet, which is very broad in scope. Students will start to find out many things with the lesson because of the nature of student curiosity on something new.

Identification of Problem

Based on the background of the problem above, the problem can be identified as follows:

1. In a state of information and technology that is developing very rapidly, schools and teachers are required to implement and apply computers in SMK Unggulan Mukhtar Syafa'at, but they are still not optimal
2. Learning that still uses many lecture methods, and the monotony of not using e-learning reduces student learning interest

3. The application of e-learning is still not comprehensive and only on learning a few of the subjects.

Limitation Problem

Based on the background of the problem and the identification of the problems that have been described above:

1. School policies in e-learning development are still not optimal
2. The use of e-learning that has not been maximized by teachers and students related to learning in schools
3. Limited time and facilities
4. Lack of student motivation in learning

Problem Formulation

Based on the above problem limitation, in this study, the problem formulation is proposed as follows:

1. How is e-learning done in SMK Unggulan Mukhtar Syafa'at?
2. What are e-learning that can increase student motivation in SMK Unggulan Mukhtar Syafa'at?
3. What are the constraints of e-learning in SMK Unggulan Mukhtar Syafa'at?

Research Object

Based on the problem formulation above, the objectives of this study are:

1. To find out the e learning process used in SMK Unggulan Mukhtar Syafa'at
2. To determine the increase in student motivation with e learning in SMK Unggulan Mukhtar Syafa'at
3. To find out the obstacles in e learning in SMK Unggulan Mukhtar Syafa'at

Benefits of Research

The results of the study are expected to have the following benefits:

1. Scientifically, this research is expected to be useful and can be a reference for further researchers in more depth in the aspects of managing e-learning in increasing student motivation in learning
2. Practically, the results of this study are expected to be input for SMK Unggulan Mukhtar Syafa'at, students, teachers, and the community in maximizing E-learning in student learning motivation.

METHOD

RESEARCH DESIGN

Research design is a plan for the process of conducting research or a description of the research process to be carried out. According to Mc Millan in Hadjar (1999: 102) is a plan and structure of inquiry used to obtain empirical evidence in answering research questions.

The data that collected by the author is data generated through direct experience in the field/research location, so this study is classified as field research using a

descriptive qualitative approach, which is a research procedure that produces descriptive data in the form of speech or writing and observed behaviour of people. people who are the object of research. (Arif: 1992).

SUBJECT

The research site is located in SMK U Mukhtar Syafa'at, which is located in the city of Banyuwangi. As for the research subjects in this study is the principal, the curriculum staff, some teachers who have implemented e-learning and those who have not implemented e-learning, and some students who take learning using e-learning. The reason the researchers chose the head of the school and the curriculum time was because they were informants who could provide data related to the application of e-learning from facilities, accommodation, facilities and infrastructure. Teachers are used as informants because they can provide data related to the practice of results in the application of e-learning.

The research site is located in SMK U Mukhtar Syafa'at, which is located in the city of Banyuwangi, more precisely in the hamlet of Blokagung, Karangdoro village, Tegalsari sub-district. This school was chosen based on previous research obtained by one of the schools in Banyuwangi, and this school is a school that develops in the field of learning and is active in motivating students and from the data collected by researchers that there are teachers who motivate student interest in learning with E-learning. This research will begin in the odd midterm of the 2019/2020 school year, in December-January.

DATA COLLECTING

To obtain relevant data, there are three ways to collect data that help the ongoing research include:

Observation

Data collection using observations and recording of objects under investigation is called observation, according to Sudjana (1992: 238). Activities see, and record data from information through symptoms and events systematically do not involve involvement in activities carried out or experienced by others.

In observing the researchers plunging directly into the field in the process of implementing e-learning in the school, therefore the researcher acts as a participant-observer.

Besides that, the researcher also notes and summarizes all observations and book notes. We are processing raw data so that it can be digested and elaborated in observation reports.

Interview

A process carried out by researchers to respondents to obtain information needed by researchers from respondents by way of question and answer is the understanding of the interview.

Interviews were conducted to verify the information that was collected by the researcher. Interviews were conducted with a recorder or notes

Researchers prepare various kinds of questions that will be answered by respondents to face to face.

Documentation

Documentation is a study aimed at obtaining data directly from the research site, such as relevant books, regulations, activity reports, photographs, documentary films, and others. (Ridwan, 2007: 31).

The documentation technique in this study was carried out by researchers by collecting archives such as lesson plans, student pothos and school pothos.

RESEARCH INSTRUMENT

According to Sugiyono (2010: 02), A research instrument is a tool used to measure natural and social phenomena observed. In this study, the researcher becomes a human instrument that functions to determine the focus of the research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions in findings. Researchers also used instruments in the form of observation, interview, and documentation guidelines.

1. Research observations, in this case, include several things that are prioritized for deeper digging, namely as follows: 1) School profile which includes location, research location, school physical condition, school programs and infrastructure. 2) Components/aspects/categories related to increasing student motivation with e-learning at SMK Mukhtar Syafa'at.
2. The interview is collecting data with questions and answers that have been prepared according to research needs. Researchers give questions to respondents to answer questions related to research. In this study, the interview guidelines were made in the form of questions to be asked directly to the informants which were carried out in a structured manner.
3. Documentation according to Sugiyono (2011: 329) is a record of past events. Documentation in the form of photos of activities, notes, and reports. Documentation guidelines in e-learning include the following: 1) Photos of e-learning activities. 2) Materials Teaching materials

DATA VALIDITY

Data validity technique in this study is to use source triangulation. Source triangulation means comparing and cross-checking the degree of confidence of

information obtained through time and different tools in qualitative methods which can be achieved by a) Comparing the observed data with the results of interviews b) Comparing what teachers say in public with what teachers say in private c) Comparing what the teacher and students say with what is practised everyday d) Comparing the results of teacher interviews with learning materials.

RESULTS AND DISCUSSION

RESULT

E-Learning at SMK U Mukhtar Syafa'at

To find out the use of e-learning in learning activities at SMK Unggulan Mukhtar Syafa'at, the researchers conducted data mining through interviews, observation and documentation. The following are the results of the interviews the researchers conducted with the subject teachers.

"I am Aula Izzatul Aini, a productive teacher in the department of shari'ah banking and I happen to be the head of the program in this department. In SMK, there are more productive subjects compared to other subjects, because SMK is a vocational school whose target graduates are work. There are so many practices in shari'ah banking such as computer accounting and number processing, so we have to use other computer and electronic technologies. "

Following what has been conveyed in the interview, that e-learning is learning that must be done at SMK Unggulan Mukhtar Syafa'at.

Apart from the interviews, the researchers also made observations related to teaching and learning activities at SMK Unggulan Mukhtar Syafa'at the researchers saw learning media such as LCD in every classroom used by teachers in learning activities so that e-learning activities could run well.

Furthermore, the researcher did not conduct interviews with non-productive subject teachers.

"Vocational school students often assume that non-vocational subjects are not important, so they often don't pay attention to what I explain. But by implementing e-learning with the media of computers, LCDs and projectors they became more enthusiastic and I was able to save time explaining because the time was very limited".

Often vocational students prioritize the practice of productive lessons than non-productive lessons. For students, learning other than being productive is something they don't have to know. So there is a need for teacher creativity in making, selecting and providing material to students so that they are interested in learning other than vocational lessons.

As the result of an interview with one of the English teachers.

"Children are easily bored with learning without practice, especially English lessons which are often a scourge for students, but I implemented e-learning online and offline using computer media and LCD projectors. I presented the lessons that I had prepared in various ways. content and sometimes I also invite them to play a game".

From several interviews, teaching and learning activities have used e-learning online and offline and are a must, even though the facilities are only computers in the lab and LCD projectors in each class.

E-learning system at SMK Unggulan Mukhtar Syafa'at

a. E-learning Content

E-learning content is a set of digital teaching materials/modules which are the main source of learning activities carried out in the e-learning program.

Furthermore, the researcher describes the results of interviews with informants regarding material adjustments and content selection

"For the content in e-learning, it is teaching material in the form of digital modules/ebooks which are the main source of learning activities carried out in the e-learning program which we must prepare before starting learning."

From the interview, it has been stated that the use of learning media, especially e-learning media, has been prepared before carrying out teaching and learning activities begin.

Furthermore, in delivering material with learning media to increase student motivation, the informant explained that:

"The first is the suitability of the material, it needs to be remembered that it does not mean that with e-learning we do not need to explain, but with a very simple module, we hope the children will not be bored and want to learn with enthusiasm. The second is the teacher's ability to operate e-learning media, if the teacher is unable to operate the media, it will be a boomerang for the teacher concerned. While the third is the supporting means, to increase student motivation to use media and provide targeted and interesting content so that teaching and learning activities can be more effective and efficient. Besides that, with interesting teaching and learning activities, it can arouse students' enthusiasm".

From interviews conducted by researchers with informants, related to e-learning in increasing student motivation is adjusting material and media, making lesson plans and choosing good content, so that the material can be conveyed on target and student teaching and learning activities become fun.

b. Content Provision

The forms of e-learning content are numerous. Regarding the provision of content in e-learning, quality is something that must be considered, because e-

learning is not only about electronics, but also about the internet, so, likely, many people will also access e-learning content.

Below is an interview about the content in e-learning

"I am a Productive Software Engineering (RPL) teacher, my learning method is online E-learning, because technology demands are getting more advanced, we can't just miss information, especially children who are majoring in software engineering, they must always be updated with information and technology. But a lot of them feel dissatisfied with monotonous learning, so the provision of good content is very supportive for their enthusiasm, such as good ebooks, digital books, good videos and so on".

Benefits of E-learning at SMK Unggulan Mukhtar Syafa'at

Apart from conducting interviews with teachers, researchers also conducted interviews with students about the benefits of e-learning as follows:

"I am Iska, a student of the Shari'ah Banking department, if I prefer learning using e-learning because it is not boring, actually it is the same as lecturing, but there is a lot of something new but brief when the teacher explains using lectures only, Yes, I often get sleepy when I talk about it."

Furthermore, the researcher conducted interviews with other students.

"I am Rosyid, the student council president at SMK Unggulan Mukhtar Syafa'at. Yes, I'm happy ma'am, learning with the media can make me more enthusiastic about participating in the lesson, and seeing the class atmosphere is also very active, seeing my friends is excited about me also doesn't want to be left behind. "

The implementation of e-learning is indeed liked by the students and besides that, it also eases the burden on the teacher when teaching in the classroom, because the lecture method not only burdens students but also burdens the teacher.

"Yes, in my opinion, e-learning is very effective as long as its use is right on target, so it can increase enthusiasm for students in participating in teaching and learning, especially students currently having fun with the internet".

From several interviews that convey almost the same opinion that e-learning is a way out to get rid of student boredom and ease the task of teachers in delivering material.

DISCUSSION

E-learning at SMK Unggulan Mukhtar Syafa'at

E-learning, in general, is a learning system that utilizes electronic media as a tool to assist learning activities, this definition is by the definition of e-learning according to Daryanto (2013: 168) which shows that e-learning is meant here that is electronic which leads to computers and internet so it doesn't have to be in LMS (learning management system) format. The main media used in e-learning is

computers. Applications used are in the form of software such as blogs, e-mails, power points, and social media.

Learning at SMK Mukhtar Syafa'at has used electronic media such as computers and projectors that are connected to the internet.

The e-learning applications used at SMK Mukhtar Syafa'at are power points, blogs and social media. The material in the form of power points was prepared by the teacher, adjusted to learning standards and as attractive as possible. then published on a blog and sometimes also using a projector which will be displayed live in the classroom.

E-learning increases the motivation of students of SMK Mukhtar Syafa'at

Learning at SMK Mukhtar Syafa'at not only uses e-learning but also uses classical methods because not all teachers understand the technology

Learning e-learning at SMK Mukhtar Syafa'at provides many benefits and makes it easier for the learning process including:

1. Eliminate students' boredom in the learning process
2. Increase students' enthusiasm for learning
3. Cultivate high curiosity
4. Make it easier for teachers to deliver material that is difficult and difficult to understand
5. Minimizing time
6. Lighten the burden on the teacher

E-learning constraints at SMK Unggulan Mukhtar Syafa'at

E-learning learning is not always easy, sometimes there will be obstacles that arise that are not what is expected in learning.

In the e-learning at SMK Mukhtar Syafa'at, several obstacles occur in learning:

1. Constraints in terms of human resources
Human resources constraints include human beings. Teachers who are getting old are not easy to adapt to technology, and the next obstacle is the lack of understanding in e-learning learning and a lack of self-awareness in studying technology
2. Constraints in terms of facilities
In implementing e-learning at SMK Mukhtar Syafa'at, computer and internet facilities have been installed properly, the obstacles that come suddenly are power outages, broken laptops, WiFi errors and so on.

CONCLUSION

From the research that has been carried out by researchers based on data obtained through observation, interviews, and documentation, it can be concluded as follows:

1. E-learning at SMK Unggulan Mukhtar Syafa'at has been running well, although the facilities are still lacking
2. E-learning online and offline is proven to motivate students of SMK Unggulan Mukhtar Syafa'at.
3. Some obstacles prevent e-learning from being carried out optimally, but most of them have been overcome

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