

# The Relationship Between Student Learning Types and Indonesian Language Learning Achievement in FTIK IAIN Palopo Students

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## Abstract

This study aims to determine the type of learning, achievement and the relationship between the type of learning and student achievement in FTIK IAIN Palopo students. The population in this study were all students and lecturers of FTIK IAIN Palopo. For this reason, the "Area probability sampling" technique used in this study by setting classes A and B as a sample of 50 students. The results showed that the types of learning owned by the students of FTIK IAIN Palopo were visual, auditive, and combinative types. The types of learning that most FTIK IAIN Palopo students have is the combinative type (mixed). The learning achievement of FTIK IAIN Palopo students is at an adequate level, which is an average of 7 (seven). The relationship between student learning types and student achievement is a positive correlation. It is said so because the types of student learning and student achievement are not in opposite directions. The obstacles experienced in the teaching and learning process of FTIK IAIN Palopo students to achieve good performance are that lecturers and students are not yet disciplined in carrying out their duties, lecturers have not understood the types of student learning in depth, student interest in learning is still low and the lack of student modules .

**Keywords:** *learning achievement, type of study, interest in learning*

## Introduction

The development of science and technology greatly affects the field of education and teaching. As a result of this influence, education and teaching progress and naturally encourage us to always strive for that progress. Therefore, humans must continue to strive for improvement and perfection for themselves.

In realizing these educational advances, the government issued law number 20 of 2003 concerning the National Education System. To achieve these educational goals, educational personnel who have the ability and wise attitude are needed to provide assistance to each student to achieve maximum results.

In connection with this, it is undeniable that in the teaching and learning process, supporting tools are needed to achieve the goal. These tools can be in the form of teaching methods, educational facilities and infrastructure, or the ability of teachers to deal with students who are different from others. Thus, a teacher can create an effective and efficient teaching and learning environment and in the end the teacher succeeds in teaching, and students are also successful in learning.

On the other hand, the failure of students in following lessons cannot be separated from the extent to which the teacher's ability to carry out their duties, including the ability of teachers to understand various types of student learning. Thus, in various situations and conditions, the level of student mastery is different, in this case we can see that a teacher who can understand the types of learning that each student has is very closely related to the achievement of student achievement, especially for students. FTIK IAIN Palopo.

## **Literature Review**

Learning is a process of activity that creates new behavior or changes old behavior so that a person is better able to solve problems and adapt to situations faced in his life. Thus, based on the understandings above, the author can provide an understanding of the types of learning, namely: a distinctive trait possessed by each individual that distinguishes it from other individuals in the process of changing behavior so that a person has abilities in life such as intellectual skills, knowledge, attitudes, and skills.

Because each individual has a different type or nature, it is a certainty that in learning every human being, students certainly have different types. For example, each individual or student differs from one another in the level of intelligence, interests, emotions, and thoughts. Likewise in learning, some are slow and some are fast, some are able to study independently and some are in groups and so on. In this case there is Winkel's opinion which states that:

Each type of learning is a separate learning process with its own specificity, which distinguishes it from other types of learning. However, all types of learning are a learning process that shows the symptoms contained in all learning processes.

## **Student achievement**

To discuss learning achievement, we first understand the meaning of achievement and learning. The achievement is the result that has been achieved (done, done and so on). And the notion of learning is trying to gain intelligence. Then the Ministry of Education and Culture of the Republic of Indonesia, in the Big Indonesian Dictionary, said as follows:

"Learning achievement is the mastery of knowledge or skills developed by subjects, which are usually indicated by test scores or scores given by the teacher."

Based on the above understanding, the authors can find that learning achievement is the result achieved by students or students from things they have learned through tests or exams. Achievement is the ability that has been achieved by someone through the evaluation of the learning that has been obtained.

Achievement of learning outcomes is very much determined by the teaching and learning process carried out continuously on every human being and the success of students / learners in their learning activities can be seen in the achievements achieved by these students after a learning evaluation is held by the teacher in the field of study. This is in accordance with what H. Abdurrahman said in his book entitled teaching management as follows:

"Evaluation as a tool to determine whether the goals of education and teaching and whether the process in the development of science has taken place as it should be."

The success of students in absorbing subject matter is a measure of the success or failure of teachers in presenting subject matter at an educational and teaching institution. The ability of

learning achievement is one of the means to be achieved in carrying out teaching and learning activities in schools.

In an effort to achieve satisfactory achievement for a student, it is not only measured from one aspect, for example the aspect of mere knowledge, but if we depart from the notion of learning as a change in behavior, then automatically the assessment of learning achievement will be directed to aspects of knowledge, skills and abilities. Discipline in all activities.

Learning achievement which is the result of learning achieved by students in a particular institution and level of education, can be known through student learning evaluations, then student learning achievement shows the quality and breadth of student knowledge after going through the teaching and learning process. This learning achievement is an indicator of the quality and knowledge mastered by students. High and low achievement can be an indicator of how much knowledge is mastered by students.

It is important for teachers to know about student learning achievement in order to create different teaching and learning activities between students with low achievement. In this case Sardiman says in his book that:

"Teachers must be able to assess student achievement for teaching purposes. By knowing student achievement, the teacher will take good instructional steps. Both teachers who understand the characteristics of students will create more varied teaching and learning activities and will provide different learning activities between high achievers and low achievers. For example, students with low achievement will hold remedial tests or remedials as a special step taken for them.

### **Factors Affecting Learning Achievement**

Many people think and argue that the low learning achievement of schoolchildren is due to their intellectual disability. This opinion is not entirely correct. Indeed, there are children whose learning achievement is low due to lack of intelligence, but not all low learning achievement is due to low intelligence so that the situation is not absolute. Thus, the low learning achievement can be caused by other factors, one of the causes is the lack of accuracy in the learning method. Also in the learning process there is often a plateau, where one of the causes is the lack of precise learning methods or techniques. Therefore, it is not appropriate to view a priori that low learning achievement is caused by low intelligence.

According to Robert M. Gagne suggests five learning outcomes goals, namely:

- 1) Intellectual skills
- 2) Cognitive strategy
- 3) Verbal information
- 4) Motor skills
- 5) Attitudes and values
- 6) The success or failure of the learning process to achieve its goals is influenced by two factors, namely internal and external factors.

In learning to achieve the best possible result, we must pay attention to the factors contained in learning, we will find:

- 1) Factors of children or individuals who learn
- 2) Child environmental factors
- 3) Factors of material or material studied

#### 4) Instrumental factors

In order to learn to achieve the best possible results, these four factors must be considered:

##### 1. Factors of children or individuals who learn

Individual factors are important factors, the child may or may not depend on the child himself. Maybe other factors have met the requirements, but if the individual does not have the ability to learn, the learning process does not occur.

Individuals are formed from the physical and the parties, each of which cannot be separated from each other, one another influences each other. Physical affects the psyche and vice versa. Therefore, we must pay attention to physical and psychological factors in the learning process and we must also condition them as well as possible, this means that if there is a physical or psychological disturbance, it will have an influence on children's learning achievement.

##### a) Physical factors

From a physical review, there are two basic things that can affect student or student achievement, namely health factors and physical disabilities. A person's health can affect student learning activities further affect learning achievement.

##### b) Psychological factors

Factors that need to be considered in this regard are mental health to face the task that must be learned. Included in this are:

##### 1) Talent

Talent is a special condition in a person that makes it possible with training to be able to achieve specific skills, knowledge and skills. There are some who argue that ordinary talent is also called indogen strength, namely the strength that exists within students or commonly called basic factors.

##### 2) Motive or motivation

As with the basic talents or abilities possessed by a child has a very big influence in learning, motivation as a driving force for learning is no less important because motivation can give strength to students in achieving their goals, especially achieving good achievements.

##### 3) Interests

The condition for effective teaching and learning is the existence of student interest and attention to the lesson. Interest is a concern which is relatively permanent, in contrast to attention which is only temporary. The learning interest of a student has a very big influence on the success of students in learning, in this case students can be able to achieve high achievement.

##### 4) Konsentrasi perhatian

Concentration is one of the factors that support the achievement of the maximum learning process, however the amount of student learning motivation is not supported by sufficient concentration, the expected learning outcomes will not be found in accordance with what is expected.

#### 5) Ability to understand the lesson

If students cannot understand what is conveyed by the teacher, or the teacher cannot concentrate enough, then the expected learning outcomes will not be found in accordance with what is expected.

#### 6) Perseverance

Perseverance is closely related to attitudes and interest in learning, if a lesson does not attract a student, he will convey if he encounters difficulties. Conversely, if a task is interesting because, for example, it produces results that give it, then it will tend to devote more time to that task.

#### 7) Intelligence

Intelligence is the individual's ability to adapt himself adequately to new situations in life. On this basis, that if in the learning process of a person there is no compatibility between the material and the level of intelligence possessed, then the way to learn is increasingly difficult. But in general, those who have normal intelligence can complete their learning tasks well.

#### 8) Basic knowledge

The basic knowledge that has been acquired at the previous educational level also determines the success of students at higher levels of education. The more basic knowledge a student has, the easier it is for him to accept and understand the subject matter given. Conversely, the lack of basic knowledge that is possessed causes students to have difficulty following the teaching and learning process so that it can affect their learning achievement.

#### 9) Mental readiness

Learning requires a healthy mental and emotional readiness to enable students to learn well. Therefore students must have a balanced personality so that students can adjust to their surroundings.

### 1. Children's Environmental Factors

Environmental factors can be grouped into two groups, namely:

- a) Natural environment
- b) Social environment

The natural environment such as temperature and humidity conditions are affected by the learning outcomes process. Learning in a state of fresh air for better results than studying in a hot and stuffy air. In Indonesia, people tend to think that studying in the morning will have better results than studying in the afternoon.

The social environment, both tangible and its presentation (time), although other things are tangible, directly affect the learning process and outcomes. Or in other words environmental factors related to:

#### 1) Study place

A place to study which is a separate place, quiet, the color is not striking, lighting and so on.

#### 2) Study time

The division of time must be considered as well as possible, there must be a certain table team.

### 3) Association

If students are not affected by the association and unfavorable environmental situations, then it is likely that they can improve their learning achievement.

### 4) Tools for learning

Learning cannot run well without adequate learning tools.

### 5) Atmosphere

A good learning atmosphere will provide good motivation in the learning process and it will have a good influence on children's learning achievement.

## 2. Factors of Materials or Materials Learned

The material studied will determine how or what method of learning it will take. So learning techniques or methods are influenced or determined by the type of material being studied. Learning about social subject matter, for example, there are different characteristics from one another, there are also things that are the same, which is a general function. It can be found as follows:

- 1) In general, learning as a whole is better than learning as a part.
- 2) Part of the study time is reserved for holding repetitions.
- 3) What is learned should be repeated as often as possible.
- 4) In repeating the lesson material should be used at tense times.
- 5) If the material being studied does not learn the meaning.

## 3. Instrumental Factors

Instrumental factors are factors that exist and are used in accordance with the design of the expected learning outcomes. These factors can be in the form of hard factors such as learning equipment buildings, practicum tools and so on. And soft factors such as curriculum, program, study guide and so on.

## Method

This research was conducted at FTIK IAIN Palopo. Research is always dealing with the problem to be studied which is commonly referred to as the population and sample. Determination of the problem depends on the problem to be studied and the hypothesis to be tested for correctness. It appears that in this case the population and sample as data sources have an important role. The population in this study were all students and lecturers of FTIK IAIN Palopo. The total number of students is 440 people consisting of 3 classes, namely: class I as many as 112 students, class II as many as 204 students and class III as many as 124 students, and lecturers as many as 10 people.

For this reason, the "Area probability sampling" technique was used in this study by setting class II and III as a sample of 50 students. In field research, research instruments can be used that are adapted to methods adapted to the methods used in data collection. The instruments are as follows (1) interview, (2) documentation, (3) questionnaire.

The formulas that the authors use in presenting data in the form of percentages are:

$$\text{Formula: } P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage of answers

F = Frequency of the answer value

N = The total value (M. Ali, 1995: 184).

## Results

After the author conducted research in a predetermined location, namely the Faculty of Tarbiyah and Teacher Training IAIN Palopo, the author was able to provide an overview of the types of student learning of the Faculty of Tarbiyah and Teacher Training IAIN Palopo. This can be stated based on the results of the questionnaire that has been distributed to the responses and the results of interviews that have been conducted by the author together with the teaching staff at the students of the Faculty of Tarbiyah and Teacher Training IAIN PALopo while the authors conducted research at the school.

Before the authors put forward the results obtained during the author conducted research on FTIK IAIN Palopo students, first the authors explain again briefly about the types of learning. As stated in the previous chapter that the type of learning is a characteristic possessed by each individual that can distinguish it from other individuals in absorbing information so that there is a change in him such as cognitive, affective, and psychomotor.

By understanding the understanding of the type of learning mentioned above that each individual has different characteristics or types of learning, the authors can say that the students of FTIK IAIN Palopo students have different types. It is said that, because each student has different types of learning or characteristics, it is a certainty that in learning each individual certainly has different learning as well.

Next, we see from one of the lecturers at the FTIK IAIN Palopo students with his opinion as follows: "The types of learning that students have at FTIK IAIN Palopo are different, there is an incremental type that is only able to learn step by step. The emotional type of natural learning is the type that is only able to receive information when dealing with reality, and the type of sensory specialist where there are students who are only able to absorb certain information at a time.

Based on the above opinion, the writer can provide an overview that the types of student learning in FTIK IAIN Palopo students are different. As for how lecturers understand the types of student learning in FTIK IAIN Palopo students as stated by the dean of FTIK IAIN Palopo students as follows: "Observing the ways and interests of students in following the lessons presented by the lecturer based on the methods used and then compared with the achievements they have achieved".

A lecturer who understands the types of learning his students have will make it easier for him in choosing a suitable education as a tool, using teaching methods according to the characteristics of the students concerned and they are wise in various things including in the teaching and learning process. So, a lecturer who already understands the types of student learning in absorbing the lessons that are distinguished from him and the teacher is also easy to interact with his students in the teaching and learning process and after seeing from the

students' answers, it can be seen that the types of learning possessed by students are as follows:

### 1) Visual learning type

Of the students who were sampled in looking at the type of learning they have for class II and III students of FTIK IAIN Palopo, where among the 35 students who were used as respondents there were 10 students who were visual type by answering alternative answers very quickly to understand the lesson if lecturers understand teaching aids in learning. Meanwhile, there were 25 students without the visual type, who answered alternative answers only sometimes understood the lesson, so it could be said that they were not the visual type. For more details, see the table below:

**Table 1 Student Responses to Visual Learning Types**

| No.   | Alternative Answer | Score Answer | Number of Respondents | Percentage |
|-------|--------------------|--------------|-----------------------|------------|
| 1.    | Very fast          | 4            | 2                     | 20%        |
| 2.    | Hurry up           | 3            | 4                     | 40%        |
| 3.    | Sometimes          | 2            | 3                     | 30%        |
| 4.    | Not fast           | 1            | 1                     | 10%        |
| Total |                    | 10           | 10                    | 100%       |

### 2) Auditive Learning Type

In addition to the visual type owned by class II and III students of FTIK IAIN Palopo, there are also those who have an auditive type, judging from the results of student questionnaires it has been obtained that 10 people have an auditive learning type, which have answered that they prefer the lecture method used by lecturers. when giving subjects in class. While there are 15 people who are not auditive type, where the answer has been obtained that they prefer the demonstration method.

### 3) Tipe Belajar Kombinatif

As for the combinative type owned by FTIK IAIN Palopo students, which have a combinative type from the results of student questionnaires it has been obtained that 15 people have a combinative learning type, which have answered that they prefer the demonstration method used by lecturers when giving subjects in class, namely using mixed methods. For more details, see the table below:

**Table 2 Student Responses to Combinative Learning Type**

| No.   | Alternative Answer | Score Answer | Number of Respondents | Percentage |
|-------|--------------------|--------------|-----------------------|------------|
| 1.    | Very fast          | 4            | 4                     | 26,6%      |
| 2.    | Hurry up           | 3            | 4                     | 26,6%      |
| 3.    | Sometimes          | 2            | 6                     | 40%        |
| 4.    | Not fast           | 1            | 1                     | 6,6%       |
| Total |                    | 10           | 15                    | 100%       |

**Table 3. Student Data of Each Type and Achievement**

| No.   | Student Learning Type | Number of Students | Percentage | Student Achievement |
|-------|-----------------------|--------------------|------------|---------------------|
| 1.    | Visual                | 10                 | 28,6%      | 7,5                 |
| 2.    | Auditive              | 10                 | 28,6%      | 7,7                 |
| 3.    | Combinative           | 15                 | 42,8%      | 7,8                 |
| Total |                       | 35                 | 100%       |                     |

By looking at the table above, the author can specify that the visual type students of FTIK IAIN Palopo are 10 people (28.6%) with 7.5 achievements, while the auditive type students are 10 people (28.6%) with 7 achievements. , 7. There are 15 students with combinative type (42.8%) with an achievement of 7.8.

Then the types of learning that most FTIK IAIN Palopo students have and the highest achievement is the combinative type, where 100% of the FTIK IAIN Palopo students are the combinative type and the achievement is 7,8.

### Learning Achievement

To describe how the achievements achieved by FTIK IAIN Palopo students as the end result of their teaching and learning activities, the authors take or collect the IP achieved by each student who is a respondent in the preparation of this scientific paper. Then from the number of IPs, we apply the mean and then we raise it as a general description of the achievements of FTIK IAIN Palopo students in general.

$$\begin{aligned} \text{Rumus: } M &= \frac{\sum X}{N} \\ &= \frac{136}{18} = 7,56 \\ \text{Ket. } M &= \text{Nilai rata-rata} \\ \sum X &= \text{Total nilai rata-rata} \\ N &= \text{Jumlah Responden} \end{aligned}$$

$$\begin{aligned} \text{Rumus: } M &= \frac{\sum X}{N} \\ &= \frac{130,6}{17} = 7,7 \\ \text{Ket. } M &= \text{Nilai rata-rata} \\ \sum X &= \text{Total nilai rata-rata} \\ N &= \text{Jumlah Responden} \end{aligned}$$

Based on the results of the research above, the learning achievement of FTIK IAIN Palopo students is moderate. Thus, it is necessary to develop efforts towards a more optimal direction in order to respond to the times, especially in terms of science.

From the results, it can be seen that the level of student learning achievement in all fields of study can be given standard categories as follows:

1. A value above 8a is very high
2. The value of 8 is categorized as high
3. The value of 7 is categorized as moderate
4. A value less than 7 is categorized as low

Starting from these observations, it can be seen that the level of student achievement of FTIK IAIN Palopo is as follows:

**Table 4. Student Achievement (all fields of study)**

| No.   | Score | Category  | Number of Students | Percentage |
|-------|-------|-----------|--------------------|------------|
| 1.    | < 8   | Very high | 0                  | 0%         |
| 2.    | 8     | High      | 8                  | 44,5%      |
| 3.    | 7     | Moderate  | 10                 | 55,5%      |
| 4.    | > 7   | Low       | 0                  | 0%         |
| Total |       |           | 18                 | 100%       |

Based on the table above, it can be seen that 18 people were respondents, 0 people were categorized as "very high", 5 people were categorized as "high", and 13 people were categorized as "moderate" and none were categorized as "low".

So, the average calculation is obtained as a whole the average value of student learning outcomes FTIK IAIN Palopo is classified as "medium".

**Table 5. Student Achievement Results (All fields of study)**

| No.   | Category  | Number of Students | Percentage |
|-------|-----------|--------------------|------------|
| 1.    | Very high | 0                  | 0%         |
| 2.    | High      | 5                  | 29,5%      |
| 3.    | Moderate  | 12                 | 70,5%      |
| 4.    | Low       | 0                  | 0%         |
| Total |           | 17                 | 100%       |

Based on the table above, it can be seen that 17 people were respondents, 0 people were categorized as "very high", 5 people were categorized as "high", 12 people were categorized as "medium", and none were categorized as "low".

So, the average calculation is obtained as a whole the average value of student learning outcomes FTIK IAIN Palopo is classified as "medium".

### **The Relationship between Learning Type and Student Achievement**

To find out whether there is a relationship between the type of student learning and learning achievement in FTIK IAIN Palopo students, the author uses a product moment correlation technique with a rough number formula, with learning type as the X variable and learning achievement as the Y variable.

## Conclusion

1. The types of learning owned by FTIK IAIN Palopo students are visual, auditive, and combinative types.
2. The types of learning that most students have at the FTIK IAIN Palopo students are the combinative type (mixed).
3. The learning achievement of FTIK IAIN Palopo students as seen is at an adequate level, which is an average of 7 (seven).
4. The relationship between the type of student learning and student achievement is a positive correlation. It is said so because the types of student learning with learning achievement are not in opposite directions.
5. The obstacles experienced in the teaching and learning process of students to achieve good performance are that sometimes lecturers and students are not yet disciplined in carrying out their duties. Lecturers do not understand the types of student learning in depth and students' interest in learning is still low, and there is still a lack of learning modules.

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