



## **Relationship between Learning Interest and Learning Outcomes of Catholic Religious Education Students in Grade III of St.Don Bosco Catholic Elementary School Palangkaraya**

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### **Abstract**

Learning interest is a students desire and interest in lessons, accompanied by attention and activeness to master the knowledge and experience with pleasure and satisfaction. Concerning the maximum learning outcomes, one of the factors that influence it is interest. In learning actiIIIities, if students have an interest in learning, they will feel learning is very important, therefore they try to focus their attention on matters related to learning actiIIIities and do it with pleasure without coercion from anyone. This study uses quantitative research. The population in the study were 161 students in grades IIIA to III E Catholic Elementary School St. Don Bosco Palangkaraya. The research sample was 30 students who were determined using simple random sampling technique. Research variables are learning interest and learning outcomes. Data collection techniques was using questionnaires and documentation. Data analysis was performed in inferential statistics using the Pearson product moment correlation formula. The results of the study can be described as follows: The correlation value between learning interest and learning outcomes in grade III SDK Santo Don Bosco Palangkaraya is 0.734. This shows a positive correlation. If the correlation value is interpreted by the interpretation table of the correlation coefficient  $r$ , then the value is in the correlation interpretation interval 0.80 - 1,000. Thus, the level of the relationship is very strong. This shows that the relationship between student interest is quite good. The coefficient of determination is 53.88%. This shows that the relationship between learning interest and learning outcomes is determined by learning interest and 46.12 is determined by other factors. The significance value between the independent variable and the dependent variable is 5,719. This shows that the calculated  $t$  value is greater than the  $t$  table value or  $5.719 > 1.697$ . Therefore, it is said to be significant between students' learning interest in the Catholic Religion and character Education subjects and student learning outcomes.

**Keywords:** *Learning Interest, Learning Outcomes, Elementary School*



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## INTRODUCTION

Education is a crucial aspect of human life, serving as a means to develop human resources. Through education, individuals can overcome backwardness. Therefore, high-quality education is essential for creating skilled human resources. Education in Indonesia is divided into three pathways: formal, informal, and non-formal education. Formal education is a structured and tiered pathway consisting of primary, secondary, and higher education. One form of formal education is that provided in schools. Schools are places where students and teachers meet to engage in learning activities. In the learning process, there are stages that include planning, implementing, and evaluating. According to Sudjana, evaluation is the process of assigning or determining a value to a particular object based on specific criteria, which is then used to assess learning outcomes. Factors influencing learning outcomes, according to Syah (2013:129), include internal student factors, external student factors, and learning approaches. One of the internal factors is interest.

Interest is a preference or attachment to a particular activity or thing, pursued independently without compulsion. A student with a strong interest in a subject will focus more attentively than others, and this intense focus enables them to study harder and ultimately achieve the desired results. Bloom (1973:380) defines interest as a stimulus condition connected to a specific object, expressed as either liking or disliking something. Feelings are essential in interest because positive feelings lead to attraction and happiness in relating to something. Interest plays a vital role in learning institutions and curricula because it tends to encourage students to be active and responsive to their learning objectives. If a curriculum no longer interests students, they tend to become passive and disregard the school's efforts; conversely, if they are interested, they are more likely to engage in useful activities that align with the school's expectations.

Learning outcomes are among the most crucial elements in the teaching-learning process. Optimal learning outcomes are the hope of every student. With a strong interest in learning, students gain knowledge, insights, and favorable results. Whether learning occurs inside or outside the classroom, teachers must understand students' conditions, especially their interest in the subject. According to Wasliman, as cited by Ahmad Susanto (2007:158), two factors influence the process and outcomes of learning: internal and external factors. Internal factors include intelligence, interest and attention, motivation, diligence, attitude, study habits, as well as physical and health conditions. External factors come from outside the students and impact learning outcomes, such as family, school, and community. Family conditions influence students' learning results. Economic struggles, marital conflicts, lack of parental attention, and parents' poor behavior all affect learning outcomes.

Based on the above views, it can be concluded that learning success is closely tied to students' interest in learning. Interest in learning correlates with learning outcomes. Students who are interested in a subject will study it earnestly due to its appeal, making them more diligent and capable of achieving optimal learning outcomes. Previous research relevant to this study includes a Social Studies Journal by Satrijo Budiwibowo, titled "The Relationship Between Student Interest in Learning and Social Studies Learning Outcomes at SMP Negeri 14 Kota Madiun." This study involved 122 students. The validity test of the student interest questionnaire for Social Studies yielded 44 valid items out of 50. Reliability testing yielded an  $r_{11}$  score of 0.897.

Hypothesis testing indicated a significant relationship between students' interest in Social Studies and their learning outcomes, with an  $r$ -value of  $0.638 \geq r\text{-table } 0.195$ , at a 0.05 significance level or 95% confidence level, for  $n = 122$ . This supports the hypothesis that there is a relationship between interest in learning and learning outcomes for Social Studies at SMP Negeri 14 Kota Madiun.

Thus, the researcher is interested in conducting a study to determine the level of students' interest in the subject of Catholic religious education under the title "The Relationship Between Interest in Learning and Learning Outcomes in Catholic Religious Education for Third Grade Students at SDK Santo Don Bosco Palangkaraya." The study will focus on "The Relationship Between Interest in Learning and Learning Outcomes in Catholic Religious Education for Third Grade Students at SDK St. Don Bosco Palangkaraya." Based on the scope of the study, the research problem is to investigate the relationship between interest in learning and learning outcomes in Catholic religious education for third-grade students at SDK St. Don Bosco Palangkaraya, as well as the strength of this relationship.

The purpose of this study is to determine whether there is a relationship between interest in learning and learning outcomes in Catholic religious education for third-grade students at SDK St. Yohanes Don Bosco Palangkaraya, and to determine the extent of this relationship. In conclusion, interest is essential in the teaching-learning process, as without it, there is no desire to learn, thus affecting learning outcomes. This indicates that there is a relationship between interest in learning and learning outcomes.

## METHODOLOGY

### Types of research

Suryabrata in his book entitled *Research methodology* (2010:11) states that "In writing scientific papers there are usually three types of research used, namely qualitative, quantitative and mixed research". The type of research used by the author is quantitative research. According to Sugiyono (2018:149) "Quantitative research is research carried out by testing certain theories by examining the relationship between variables." According to Moh Kasiram (2012:149) "Quantitative research is systematic scientific research on parts and phenomena and their relationships." This research is also a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know.

### Research Location

#### *Research Place*

This research took place at the Santo Don Bosco Catholic Elementary School in Palangkaraya, so it is hoped that it can answer the problems in achieving the objectives of this research, considering that similar research has never been conducted.

#### *Population*

The population in this study were 161 students in classes IIIA – III E at Santo Don Bosco Catholic Elementary School, Palangkaraya in the 2022/2023 academic year.

#### *Sample*

According to Suharsimi Arikunto (1983: 120), "The research sample is a part or representative of the population". Sugiyono (1983:136) states that "A sample is a portion of the number or characteristics possessed by a population." The sampling method is done by simple random sampling what this means is that the technique of

taking sample members from a population is carried out randomly without paying attention to the strata that exist in that population.

### **Research Variables**

Variables can be defined as attributes of a person or object that have "variations" from one person to another or one object to another. According to Sugiyono (1983:60) states that "Independent variables or independent variables are variables that are the cause of changes or emergence of independent or dependent variables. Meanwhile, the dependent variable or dependent variable is a variable that is influenced or becomes a consequence, because of the existence of the independent variable."

Based on this opinion, the variables in this research are:

#### **1. Independent variables (Independent Variables)**

This variable is often referred to as a stimulus variable or predictor variable. In Indonesian it is often referred to as an independent variable. Sugiyono said that, "Independent variables are variables that influence or are the cause of changes or emergence of the dependent dependent variable." The independent variable in this research is "Interest in Learning".

#### **2. Dependent variable (Dependent Variable)**

This variable is often referred to as the output variable or consequent variable. In Indonesian it is often referred to as a related variable. Sugiyono said that, "The dependent variable is the variable that is influenced or is the result, because of the existence of the independent variable." The dependent variable in this research is "Learning outcomes of class III students at Santo Don Bosco Catholic Elementary School, Palangkaraya".

### **Data Collection Techniques and Tools**

The data collection technique used in this research is using questionnaires and documentation. The questionnaire is a series of questions that are arranged systematically, then filled in by 30 respondents. After filling in the questionnaire, it is sent back or returned to the officer or researcher.

### **Data Analysis Techniques**

The data analysis technique in this research was carried out using inferential statistics. This technique is used to analyze sample data and the results can be applied to the population. Meanwhile, sample data calculations were carried out using the analysis formula "Pearson Correlation Product moment", this technique is used to determine the degree of relationship between the independent variable (independent variable) and the related variable (dependent variable). As for the formula "correlation Pearson Product Moment" what is meant is as follows (Riduwan, 2010: 136):

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Information:

r = Correlation coefficient value

$\sum$  = Sigma or amount

n = Number of samples

X = Aspects measured in the independent variable

$\sum X$  = Number of aspect values in the independent variable

$\sum Y$  = Number of aspect values in the dependent variable

$\sum XY$  = Sum of aspect values in two variables

$\sum X^2$  = Number of squares of aspect values in the independent variable

$\sum Y^2$  = Number of squares of aspect values in the dependent variable

$\sum XY^2$  = The sum of the squares of the aspect values for the two variables

## RESULTS AND DISCUSSION

### Results

The data collected in this research is data obtained from a questionnaire on students' interest in learning in the subjects of Catholic Religious Education and Character (variable Y).

The research results obtained by the researcher are described in detail for each variable. The discussion of variables is carried out using quantitative data, meaning that the data is processed in the form of numbers or scores which are then interpreted qualitatively. The following will explain in detail the description of the research data for each variable.

### Description of Students' Learning Interests in Catholic Religious Education and Character (X) Subjects

To see a picture of students' interest in learning, researchers analyzed the results of filling out a questionnaire on students' interest in learning in the subjects of Catholic Religious Education and Character by calculating the total score for each item (*Scoring*). Next is done *tabulating* namely tabulating the answer data that has been given into tabular form, to make it easier to analyze the results of student answers. A tabulation of respondents' answers to the student interest in learning questionnaire in the subjects of Catholic Religious Education and Character can be seen on (appendix 4 page 58).

To find out the criteria for student interest in learning in the subjects of Catholic Religious Education and Character, it is obtained through:

- Highest score = Number of questions x Highest score for each question
- Lowest score = Number of questions x Lowest score for each question
- Score difference = student's highest score - student's lowest score
- Range of values for each criterion = Difference in scores (Sudjana, 2006: 27)

On the questionnaire sheet there are 40 statement items and a rating scale with categories of very good, good, fair, poor and very poor. With the following conditions:

- Highest score =  $40 \times 4 = 160$
- Lowest score =  $40 \times 1 = 40$
- Score difference =  $160 - 40 = 120$
- Range of values for each criterion =  $\frac{120}{5} = 24$

The criteria for respondents' answers are as follows:

**Table 1. Respondent Answer Criteria**

No	Interval Class	Criteria
1	40 - 64	Very less
2	65 - 89	Not enough
3	90 - 114	Enough
4	115 - 139	Good

5	140 - 146	Very good
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A description of the data from research on students' learning interest variables in the subjects of Catholic Religious Education and Character Education will be presented in table 4.5 below:

**Table 2. Frequency Distribution of Student Learning Interest Variables**

No	Class  Interval	Frequency		Criteria
		Absol utely	Relativ e %	
1.	40 - 64	0	0%	Very less
2.	67 - 89	0	0%	Not enough
3.	90 - 114	3	10%	Enough
4.	115 - 139	20	66,67%	Good
5.	140 - 146	7	23,33%	Very good
Amoun t		30	100%	

Based on the table above, it can be seen that 7 respondents had very good answer criteria, 20 respondents had good answer criteria, and 3 respondents had sufficient answer criteria, This shows that as many as 10% have sufficient interest in the subjects of Catholic Religious Education and Character, 66.67% of students have good interest and 23.33% of respondents have very good interest in class III students at Santo Don Bosco Catholic Elementary School, Palangkaraya. .

**Description of Learning Outcome Variable Results (Y)**

In carrying out this research, variable Y was taken from the documentation of the results of the 2022/2023 academic year test scores. For this test value, it is the value of the Y variable. A description of the research data on the learning outcome variable (Y) is presented in Table 4.3 below:

**Table 3. Frequency Distribution of Learning Outcome Variables**

No	Class  Interval	Frequency		Criteria
		Absol utely	Relative %	
1.	10-27	0	0%	Very less
2.	28-45	0	0%	Not enough

3.	46-62	0	0%	Enough
4.	63-79	12	40%	Good
5.	80 - 100	18	60%	Very good
Amount		30	100%	

Based on calculations, the researcher can describe that the results of research on student learning outcomes obtained the lowest score is 74 and the highest score is 92 for more clarity can be seen in (attachment 5 page 60).

From table 4.6, it can be seen that student test scores for Catholic Religious Education and Character Education subjects are in the very good category, namely 18 people or 60%, 12 people in the good category or 40%, while in the moderate, poor and very poor categories there are no or 0.

To test these two research hypotheses, correlation techniques were used *product moment* to test the hypothesis. This test is used to test hypotheses which include: (1) looking at the relationship between student interest in learning in the subjects of Catholic Religious Education and Character (X) with student learning outcomes (Y) in class III of Santo Don Bosco Catholic Elementary School, Palangkaraya. For interpretation (level of relationship) regarding the magnitude of the correlation coefficient based on the following interpretation table of correlation coefficient (r) values:

**Table 4. Guidelines for providing interpretation of Correlation coefficients**

Coefficient Interval	Relationship Level
0,00 - 0,199	Very low
0,02 - 0,399	Low
0,40 - 0,599	Currently
0,60 - 0,79	Strong
0,80 - 1,000	Very strong

### Hypothesis Testing

Hypothesis testing in this study consists of two variables, namely the independent variable student interest in learning in the subjects of Catholic Religious Education and Character (X) and the dependent variable student learning outcomes (Y). To test the hypothesis, use correlation techniques *product moment*. Test *product moment correlation* carried out by researchers based on testing criteria, namely if  $r_{\text{count}} \geq r_{\text{table}}$  then the alternative hypothesis ( $H_a$ ) is accepted, namely that there is a significant relationship between students' interest in learning in the subjects of Catholic Religious Education and Character (X) and student learning outcomes (Y). However, if  $r_{\text{count}} < r_{\text{table}}$  then the null hypothesis ( $H_o$ ) is accepted, namely that there is no significant relationship between students' learning interest in the subject. Catholic Religious Education and Character (X) with student learning outcomes (Y), with a significance level ( $\alpha$ ) = 0.05,  $n = 30$ , the value  $r$  is obtained<sub>table</sub> of 0.361

**Correlation Coefficient.**

Based on the results of calculations that have been carried out statistically, calculation results are obtained  $SX = 3924$ ,  $SY = 2453$ ,  $SX^2 = 516612$ ,  $SAND^2 = 201489$  and  $SXY = 322138$ . The results of this calculation are then analyzed statistically using the correlation hypothesis formula *product moment* so that you can find out how big the correlation coefficient is between variable X and variable Y. Through these calculations, the result  $r$  is obtained  $r_{xly}$  or  $r_{count} = 0,7338452594$  which is rounded to 0.734 with a significance level ( $\alpha$ ) = 0.05 and  $r_{table} = 0.361$ . The results of these calculations show that  $r_{count} > r_{table}$ , then it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted, that There is a significant relationship between students' interest in learning in the subjects of Catholic Religious Education and Character (X) and the dependent variable of student learning outcomes (Y) in class III of Santo Don Bosco Catholic Elementary School, Palangkaraya.

#### ***Correlation Coefficient Significance Test (t Test)***

Based on the calculation results, a significance value of  $t$  was obtained for the variable student interest in learning in the subjects of Catholic Religious Education and Character,  $t$  value  $t_{count}$  amounting to 5,719. Next, the price of  $t_{count}$  compared to the price  $t_{table}$  ( $n-2$  with a significance level of 5%) obtained  $t_{table}$  amounting to 1,697. Because  $t_{count}$  greater than  $t_{table}$ , then there is a significant relationship between students' interest in learning in the subjects of Catholic Religious Education and Character and student learning outcomes. Calculations can be seen in attachment 7 page 61.

#### ***Coefficient of Determination***

The coefficient of determination is the square of the correlation coefficient ( $r^2$ ). From the results of this square, the contribution of variable X to variable Y can be seen. Based on the results of calculations carried out using statistical tests, the value of  $r$  is obtained<sup>2</sup> amounting to 0.538756. This shows that students' interest in learning in the subjects of Catholic Religious Education and Character contributes 53.88% to student learning outcomes.

From the calculation results *product moment correlation* variables X and Y ( $r_{xly}$ ), we get  $r_{count} 0.734$ , which is greater than  $r_{table}$  as big as 0.361, the hypothesis is accepted with a strong interpretation (level of relationship). Based on the explanation above, it can be concluded that there is a significant relationship between students' interest in learning in the subjects of Catholic Religious Education and Character and the learning outcomes of class III students at Santo Don Bosco Catholic Elementary School, Palangkaraya.

### **Discussion**

Based on the data analysis steps that have been carried out on the research results, a clear picture of the problems discussed in this research is obtained. This discussion section describes the research results and compares them with theoretical studies. Through theories that have discussed that student interest in learning is one of the factors that can influence student learning outcomes, of course this shows that student interest in learning in the subjects of Catholic Religious Education and Character Education is related to student learning outcomes at school. For this reason, researchers will discuss in more detail the research results produced by researchers which will be compared with theoretical studies.

This research was carried out using an instrument in the form of a questionnaire, the questionnaire contained statement items regarding students'



interest in learning about Catholic Religious Education and Character lessons. This questionnaire is used to find out how interested students are in Catholic Religious Education and Character lessons. Meanwhile, to see learning outcomes, researchers used student test results in the 2022/2023 academic year.

Based on hypothesis testing, student interest in learning in the subjects of Catholic Religious Education and Character (X) on student learning outcomes (Y) shows a strong relationship with the  $r$  value<sub>xy</sub> 0,734, while the value of  $r_{table}$  as big as 0,361. Based on this data, the value of  $r_{count} \geq r_{table}$ , then the hypothesis is accepted, there is a significant relationship between interest in learning (X) and student learning outcomes in the subjects of Catholic Religious Education and Character (Y) class III at Santo Don Bosco Catholic Elementary School, Palangkaraya. Contributes 53.88% to student learning outcomes. As stated by Slameto (2003: 180), interest is a feeling of preference and interest in a thing or activity, without anyone telling you to. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest.

Based on the description above, it can be concluded that students' interest in learning in the subjects of Catholic Religious Education and Character have a big influence on student learning outcomes. As for hypothesis testing, student interest in learning in the subjects of Catholic Religious Education and Character (X) with student learning outcomes (Y) in class III of Santo Don Bosco Catholic Elementary School, Palangkaraya, using a correlation test with an  $r_{xy}$  value of 0,734 with a strong level of relationship and contributing 53.88% to student learning outcomes at school.

## CONCLUSION

Based on the results of data analysis, examination of research results, and discussion, it can be concluded that there is a significant relationship between students' interest in learning in the subjects of Catholic Religious Education and Character (X) and the dependent variable of student learning outcomes (Y) Class III at Santo Don Bosco Catholic Elementary School. Bosco Palangkaraya. The results of calculating the overall correlation between variable X and variable Y obtained the  $r$  value<sub>count</sub> as big as 0,734 with the level of strong relationship, as for the  $r$  value<sub>table</sub> with a significance level of 0.05 and  $n = 30$ , the  $r$  value is obtained<sub>table</sub> of 0.361. It is known that the value of  $r_{count} \geq r_{table}$  then it can be stated that the hypothesis proposed by the researcher is accepted. Based on the results of research that has been carried out in order to determine the significant relationship between students' interest in learning in the subjects of Catholic Religious Education and Character and one dependent variable, namely the learning outcomes of class III students at Santo Don Bosco Catholic Elementary School, Palangkaraya, the researchers' suggestions are as follows: For students who have less interest, it is hoped that they will further increase their interest in learning about Catholic Religious Education and Character lessons. Teachers should provide more guidance to students who have little interest in studying the subjects of Catholic Religious Education and Character.

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