

The Effect Model of Problem Based Learning in Social Science Subject

DOI: <https://doi.org/10.47175/rielsj.v4i3.7799>

| Miftahul Jannah¹ | Sugiharto² | Abdul Murad³ |

¹ Basic Education Department,
Postgraduate program,
Universitas Negeri Medan,
Medan, Indonesia

^{2,3} Universitas Negeri Medan,
Medan, Indonesia

Panjaitanmifta125@gmail.com

ABSTRACT

This research aims to determine: 1) the influence of the Problem Based Learning model on the social studies learning outcomes of students who have high learning motivation and low learning motivation. 2) Knowing the interaction between the Problem Based Learning model and learning motivation on social studies learning outcomes in elementary school. This research uses quasi-experimental research methods. The population of this research was 54 fourth grade students at SD IT Darul Fikri. The research sample was class IVa with 27 students as the experimental class and class IVb with 27 students as the control class. Data collection techniques use learning motivation questionnaires and learning outcomes tests. The data analysis technique uses two-way Anova. The research results are as follows: (1) there is a significant difference between the learning outcomes of experimental class students with high learning motivation with an average of 95 and students who have low learning motivation with an average of 80, while the learning outcomes of control class students with high learning motivation with an average of 92 and students who have low learning motivation with an average of 74.76, the significance value is 0.000, so that the test results (sig) < significance level, namely $0.000 < 0.050$, then H_0 is rejected. (2) there is an interaction between the Problem Based Learning model and student learning motivation in improving students' social studies learning outcomes. The results of the analysis show the significance value of the interaction is 0.004. This value is smaller than the predetermined significance level, namely 0.05. The calculated F value is 1.234, so H_a is accepted and H_0 is rejected.

KEYWORDS

Problem Based Learning; Learning Motivation; Social Sciences Learning Results

INTRODUCTION

Learning motivation is one of the factors originating from within students (Al Muchtar, S., 2015; Dimiyati & Mudjiono., 2015). Motivation will increase if students are involved in learning activities (Majid, A., 2013). Motivation can function as a driver of business and achievement of learning achievement. Someone does an effort because of motivation. Wahab (2015) states "Motivation is the overall encouragement, desire, needs, and similar power that moves a person's behavior". In the learning process the teacher is required to be more creative in creating a conducive and pleasant learning atmosphere to arouse and maintain student learning motivation. Without motivation, students will have difficulty in carrying out learning activities, both at school and at home (Ahmad, S., 2016). This will have a bad impact on cognitive development and student achievement. As happened at SD IT Daarul Fikri

Tanjungbalai that there are still many students who experience failure in learning because it is caused by the absence of enthusiasm in students to learn because of the interests and motivation of student learning. This phenomenon, shows that students can experience things that cause them to not be able to learn, the causes of the cause can come from within the students themselves or can also be from outside students (Haris, A & Asep, J., 2013).

One strategy that can determine the success of students in teaching is learning show utilized by the educator. The selection and use of learning models can create conditions that make it easier for students to learn so that it used by the teacher can help increase student motivation during the learning process and in understanding with the characteristics of the subject matter provided (Abdurrahman, M., 2013; Oemar, H., 2015). Choosing the right learning model and is considered more effective so that the knowledge and skills taught by the teacher are well conveyed and well received by students.

The selection and determination of it can be seen from several points of view including: 1) The nature of the material to be taught, 2) the objectives to be achieved in learning, 3) the level of capacity of understudies, 4) class hours (lesson time), learning environment and 6) Supporting facilities available. The teacher can choose and use the right learning model in achieving learning goals. One model that can be used by teachers so that students are more active in the learning process, namely the Problem Based Learning (PBL) learning model. It is a learning system that is based on the problems faced by students during the process of gaining knowledge (Ngalimun., 2016; and Adriadi, A & Tarihoran, N., 2016). This functions so that students can be independent in finding solutions based on existing problems.

its model will take advantage of a more structured strategy to find problems that exist in the daily lives of students. Problem material made by the teacher for students, will be useful to foster skills in analysis, initiative and critical which will later be immersed the mindset of students. it is a student -centered approach (student centered approach) where students will discuss a material to solve problems. With the use of this model causes student motivation and curiosity to increase. The function of the teacher in its model is as a facilitator to create conditions that provide extensive opportunities for students to refer to the knowledge. They learn so that there will be a reciprocal interaction between the teacher and students who can improve student learning outcomes.

The selection of its model in this study is based on its model allows students to learn to be actively involved in the open problems given. Understudies are given the opportunity to fathom issues in collaborative circumstances (Agusmin, R., Nirwana, N., & Rohadi, N., 2018; Nurjanah, S., & Arisona, R D. (2021). In contrast to traditional learning centered on teachers and more focused on memorizing, its model is centered on students. In this model, students go directly to the problem-solving process, thus forming independent study habits. It provides benefits including increasing independence in learning, encouraging the active participation of children in learning, developing skills in the real world, improving cooperation skills and encouraging intrinsic awards (Sardiman, A.M., 2018; Djamaluddin, Ahdar & Wardana., 2019; and Susanti, In., Sholikhhan & Ain, N., 2021).

Social science lessons presented in the form of problems will provide motivation for students to learn more deeply (Sapriya., 2017; Mardani, N.K., Atmadja, N.B. & Suastika, I.N., 2021). By faced in a problem, students will try to find their solutions through various of its strategies, with the foundation of this strategy, students can reap the results is as a future mindset to find solutions to various kinds of problems that will be faced. So that the problem in life will gradually be resolved.

Based on the descriptions above, this research will operationally examine the effect of learning models Problem Based Learning and Learning Motivation on Social Sciences Learning Outcomes Class IV SD IT Daarul Fikri Tanjungbalai.

RESEARCH METHODS

This research was conducted primary school at SD Darul Fikri Tanjungbalai which is located at Jalan Anwar Idris, Gading, Datuk Bandar Sub-district, Tanjungbalai City. With the following considerations: (1) this has never been carried out inquire with the same problem; (2) This can speak to the sort of formal school at the basic school level and (3) This school contains issue with understudy learning results with student in Class IV social studies subjects is still relatively low.

The population in this think about was understudies of Course IV SD IT Darul Fikri Tanjungbalai, totaling 54 individuals consisting of 27 understudies and lesson VI-B review 27 understudies. The investigative strategy utilized in this think about is semi-exploratory strategy.

Sometime recently being given treatment, the analyst to begin with gave a Pree Test address and gave a motivational perception sheet to understudies, the point of which was to discover out the starting capacities of understudies. Moreover, the analyst gave 14 lessons IVA lesson treatment and 14 understudies. The treatment was carried out in two test classes, to be specific classes with PBL learning models and classes using descriptive learning models. Assurance of the test course is chosen through the lottery. Sometime, the educator recently instructions to begin with the educator give an explanation of the execution of the treatment they will do. The learning environment conditions are looked for the same. This treatment was sought after five gatherings, after all the subject of the dialogue and the learning result test was conducted to discover out the students' last capacities.

Introduction of subject matter for understudies with the PBL show incorporates: (1) passing on learning targets to understudies; (2) encouraging students to be included within the issue chosen tackling exercises; (3) offer assistance understudies to characterize and organize learning assignments related to the issue; (4) forming a learning gather consisting of 4 to 5 individuals bunches (heterogeneous bunches); (5) energize and offer assistance understudies to gather fitting data; (6) carry out tests to urge clarification and issue understanding; (7) Making a difference understudies in arranging and planning suitable work such as reports, models and sharing assignments with companions; (8) Assessing learning results approximately the fabric that has been learned/ inquiring the bunch introduction bunch with companions. Introduction of fabric for understudies with informative models incorporates: (1) conveying fabric; (2) checking understanding; (3) giving assignments; (4) Examine the error and (5) conclude. The usage of the treatment isn't recognized among bunches that have tall inspiration with moo inspiration. Gathering is as it was recognized amid information examination, as well as understudies who were not chosen to be tests still get the same treatment as the test, but not analyzed.

The inquire about plan utilized is with a 2x2 factorial design and using information collection strategies employing a survey for understudy inspiration and using tests within the form of different choices for learning results. The information investigation strategy utilized in this consider is inferential factual examination strategies. The theory testing within the thought about was conducted by the two-way ANOVA with two-way fluctuation investigation test with a significant level of 0.05.

RESULTS AND DISCUSSION

Data description

Pre-Test Experimental Class

Before doing treatment using the Problem Based Learning model, the researcher first conducted a pre-test. The purpose of the pre-test is to see the initial abilities of students before being given treatment. With the pre-test researchers can see and compare students' scores before and after being given treatment. The following is presented pre-test data on students' score in the experimental class:

Table. 1 Pre-Test in Experimental Class

Experimental Class							
Interval	Frequency	Percentage	x_i	$F_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$F_i (x_i - \bar{x})^2$
40-44	1	4%	40	40	-23	529	529
45-49	1	4%	45	45	-18	324	324
50-54	3	11%	50	150	-13	169	507
55-59	1	4%	55	55	-8	64	64
60-64	7	26%	60	420	-3	9	63
65-69	3	11%	65	195	2	4	12
70-74	5	18%	70	350	7	49	245
75-79	6	22%	75	450	12	144	72
Total	27	100%		1.705			1.816

Based on Table 1 it was found that the lowest NLAI obtained by students was 40 and the highest score was 75 with the average obtained was 63.15; Median is 65.00; and the mode of 60.00; the variant of 67.25 and the standard deviation of 8.20. Furthermore, the frequency distribution data above can be described in the form of the following diagram.

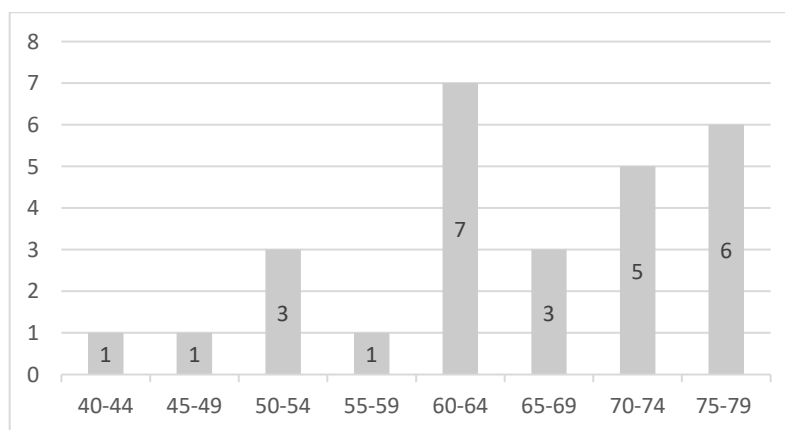


Figure 1. Social Course Result in the Control Class

Based on Figure 1, it appears that student social course result in the control class with the most frequency is in the 60-64 interval class, which 45-49 namely 1 person or 4% and 55-59, namely 1 person or 4%.

Pre -test control class

Before controlling the class by using the expository learning model, the researcher first conducted a pre-test. The same goal is to see the result. The following is presented a pre-test data for students' score in the control class:

Table 2. Pre -Control Class Pre Test

Experimental class							
Interval	Frequency	Percentage	x_i	$F_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$F_i (x_i - \bar{x})^2$
30-34	1	4%	30	30	-26	676	676
35-39	0	0%	35	0	0	0	0
40-44	1	4%	40	40	-16	256	256
45-49	4	14%	45	180	-8	64	256
50-54	3	11%	50	150	-3	9	27
55-59	2	7%	55	110	-1	1	2
60-64	6	22%	60	360	4	16	96
65-69	7	30%	65	455	9	81	567
70-74	3	11%	70	210	14	196	42
Total	27	100%		1.535			1.922

Based on Table 2, it was found that the lowest NLAI obtained by students was 30 and the highest score was 70 with the average obtained was 52.07; Median is 60.00; and the mode is 65.00; standard deviation of 8.43; and variant of 71.18. Furthermore, the frequency distribution data above can be described in the form of a Histogram Diagram.

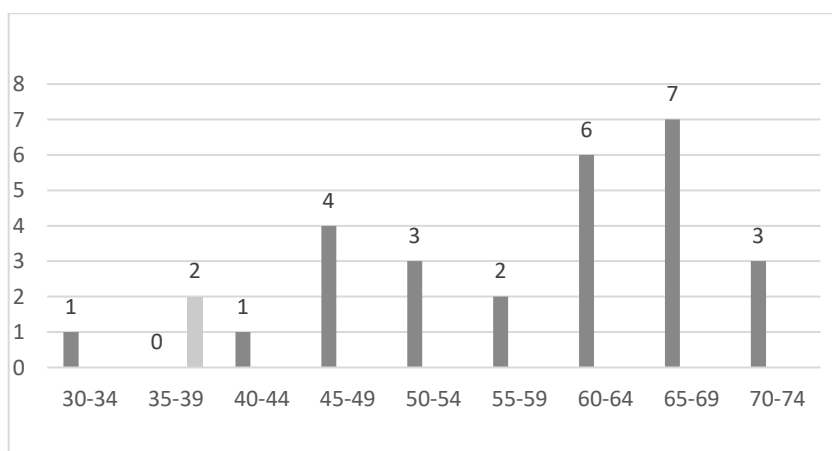


Figure 2. Control class pre-test diagram

Based on Figure 2, it appears that students' scores of social studies in the control class with the most frequency are in the 65-69 interval class, which 40-44, namely 1 person or 4%.

Description of Experimental Class Learning Motivation

Learning motivation groups are divided into 2, namely high and low to see the level of learning motivation achievement before being given treatment. The following is the frequency distribution of the experimental class:

Tabel 3. Distribution of Frequency of Experimental Class Learning Motivation

High Motivation			Low Motivation		
Interval	Frequency	Percentage	Interval	Frequency	Percentage
85-94	1	8%	52-61	5	33%

95-104	2	16%	62-71	6	40%
105-114	2	16%	72-81	3	20%
115-124	4	33%	82-91	1	6%
125-134	2	16%	92-101	0	0%
135-144	1	8%	102-111	0	0%
Total	12	100%		15	100%

Data Table 3 shows that of 27 students in the experimental class there are 12 people or 44% have high learning motivation and 15 people or 56% have low learning motivation. Score distribution is described in the following diagram form:

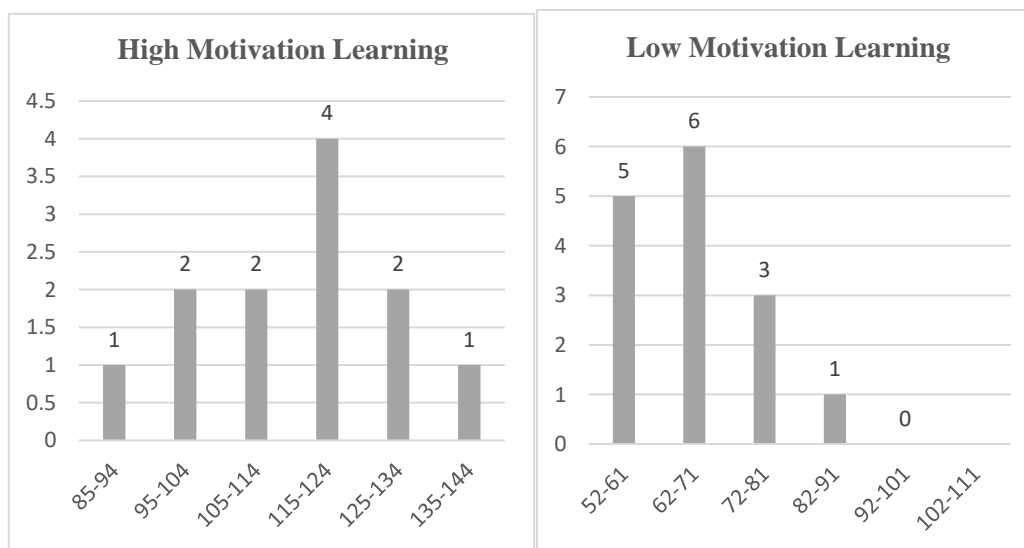


Figure 3. Diagram of Experimental Class Learning Motivation

Description of control class learning motivation

Learning motivation groups are divided into 2, namely high and low to see the level of learning motivation achievement before being given treatment. The following is the Frequency Distribution of the Control Class:

Tabel 4. Distribution of Frequency of Control Class Learning Motivation

High Motivation			Low Motivation		
Interval	Frequency	Percentage	Interval	Frequency	Percentage
85-94	1	11%	52-61	7	39%
95-104	2	22%	62-71	9	50%
105-114	1	11%	72-81	6	33%
115-124	3	33%	82-91	5	28%
125-134	2	22%	92-101	0	0%
135-144	0	0%	102-111	0	0%
Total	9	100%		18	100%

Data Table 4 shows that of 27 students in the experimental class there are 9 people or 33% have high learning motivation and 18 people or 67% have low learning motivation. Score distribution is described in the following diagram form:

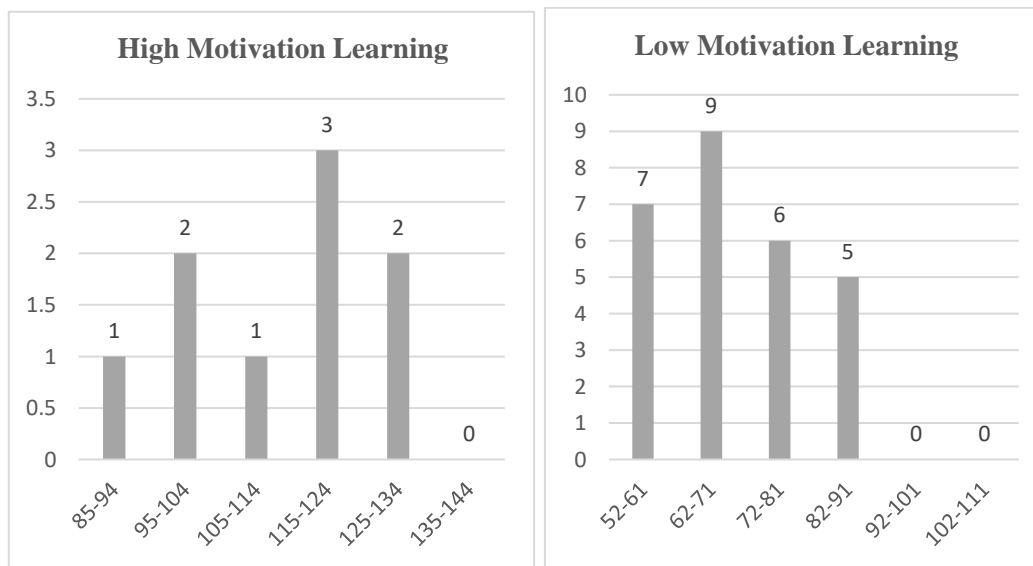


Figure 4. Control Class of learning motivation Score

Post Test Problem Based Learning Model

Student learning outcomes after treatment using the Problem Based Learning model got the lowest score 80, the highest score 100 with an average of 91.92 , median 90.00 , mode 80.00, standard deviation 5.53, variance 30.66. The frequency distribution of scores is presented in the following table:

Table 5. Post Test Frequency Distribution of Problem Based Learning Models

Experiment Class							
Interval	Frequency	Percentage	x_i	$F_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$F_i (x_i - \bar{x})^2$
80-84	11	42%	80	880	-8	64	704
85-89	1	4%	85	85	-3	9	9
90-94	5	18%	90	450	2	4	20
95-99	5	18%	95	475	7	49	35
100	5	18%	100	500	12	144	60
Total	27	100%		2.390			828

Based on table 5, it shows that there are 100% learning outcomes above the average, so it can be said that the learning outcomes have reached KKM 75. The frequency distribution is depicted in the form of the following diagram:

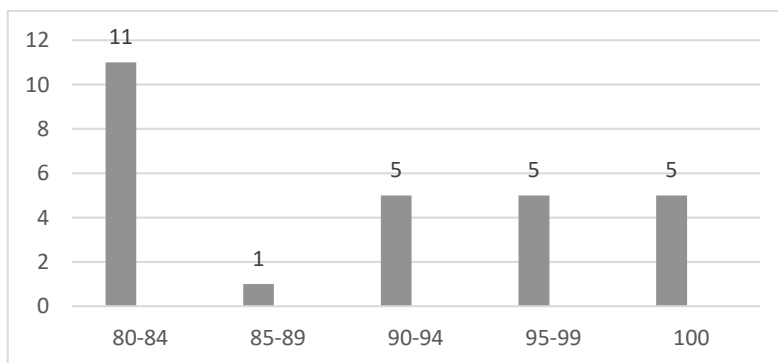


Figure 5. Problem Based Learning Models

Figure 5. shows that the highest frequency is in the 80-84 interval, namely 11 students or 42%, the lowest frequency is in the 85-89 interval, namely 1 student or 4%.

Learning Results of the Problem Based Learning Model Have High Motivation

The learning outcomes of the Problem Based Learning model have high motivation, getting the lowest score of 90, the highest score of 100 with an average of 95.

Table 6. Frequency Distribution of Learning Outcomes Problem Based Learning Models Have High Motivation

High Learning Motivation			
Interval	Frequency	Percentage	x_i
90-92	5	33%	450
93-95	5	33%	475
96-98	0	0%	0
99-100	5	33%	500
Total	15	100%	1025

Data table 6 shows the learning outcomes of students who have high motivation in the Problem Based Learning model have reached KKM with an average score of 95. The frequency distribution is depicted in the following diagram:

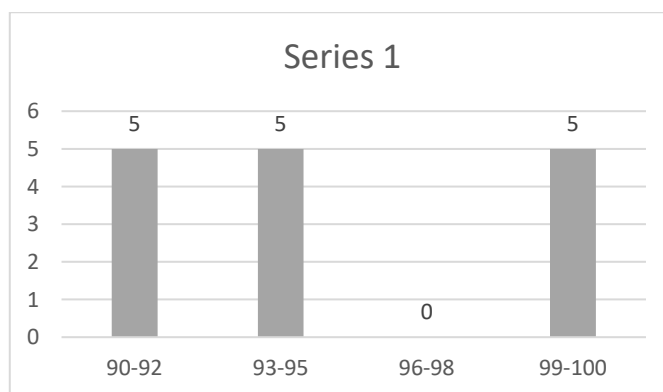


Figure 6. Learning Outcomes Diagram of the Problem Based Learning Model with High Motivation

Figure 6 shows that the frequency of learning outcomes with a score of 90-92 is 5 people or 33%, 93-95 is 5 people or 33% and a score of 99-100 is 5 people or 33%.

Learning Outcomes Problem Based Learning Model Has Low Motivation

The learning outcomes of the Problem Based Learning model have low motivation getting the lowest score of 80 and the highest score of 85 with an average score of 80.

Table 7. Frequency Distribution of Learning Outcomes Problem Based Learning Model Has Low Motivation

Low Learning Motivation			
Interval	Frequency	Percentage	x_i
80-83	11	92%	880
84-86	1	8%	85

Total	12	100%	965
--------------	-----------	-------------	-----

Table 7 data shows that the learning outcomes of students who have low motivation in the Problem Based Learning model have reached the KKM with an average score of 80. The frequency distribution is depicted in the form of the following diagram:

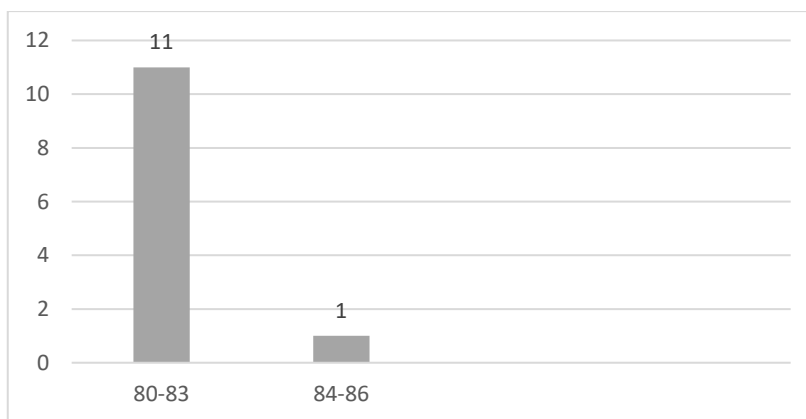


Figure 7. Diagram of Learning Outcomes Problem Based Learning Learning Model Has Low Motivation

Figure 7 shows that the highest frequency is in the 80-83 interval, namely 11 people or 92%, the lowest frequency is in the 84-86 interval, 1 person or 8%.

Table 8. Social Sciences Learning Results Based on Learning Motivation Coefficients^a

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	108.437	13.559		7.997	.000
	Motivation	-.394	.155	-.333	-2.544	.014

a. Dependent Variable: Learning Results

Based on the table data above, it is known that the significance value is 0.000, so that the test results (sig) < the significance level is 0.000 < 0.050, then H₀ is rejected meaning that there is an effect of children's learning motivation on social studies learning outcomes.

And based on question number three in the formulation of the problem, the statistical hypothesis test used is a two-way Anava. Anava is an inferential technique used to test the difference in mean values. The results of calculations using SPSS are shown as follows:

Table 9. Social Studies Learning Outcomes Based on the Problem Based Learning Model and Learning Motivation

Tests of Between-Subjects Effects
Dependent Variable: Learning Results

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7828.704 ^a	35	223.677	1.496	.183
Intercept	239248.548	1	239248.548	1599.928	.000
Model	296.173	1	296.173	1.981	.006
Motivation	4553.780	23	197.990	1.324	.004
Model * Motivation	2030.453	11	184.587	1.234	.004
Error	2691.667	18	149.537		
Total	308300.000	54			
Corrected Total	10520.370	53			

a. R Squared = .744 (Adjusted R Squared = .247)

Table 9 shows that the significance value for the interaction is 0.004. This value is smaller than the predetermined significance level, namely 0.05. So the test of hypothesis 3 is that if the significance value is lower than the significance level of the provisions then Ha is accepted and the calculation results show that the calculated value is $0.004 < 0.05$ with an Fcount value of 1.234, so Ha is accepted and Ho is rejected. This means that there is an interaction between the Problem Based Learning learning model and learning motivation on social studies learning outcomes.

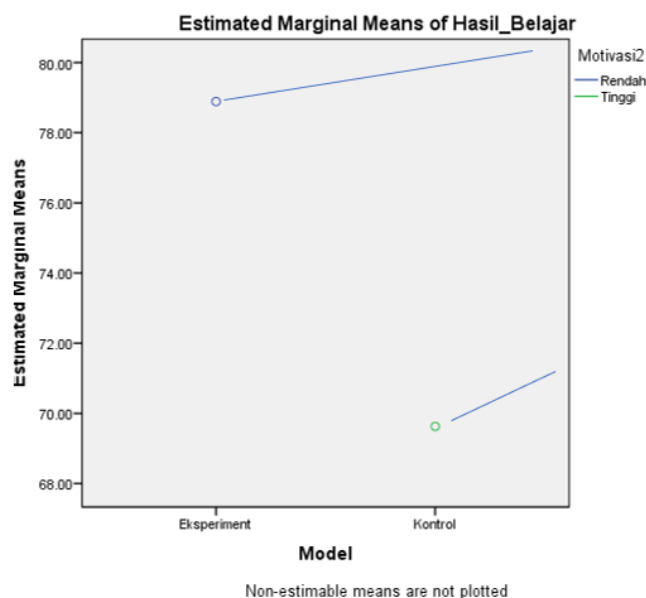


Figure 8. Graph of Model Interaction and Motivation In Influencing Learning Outcomes

Figure 8 shows the results of the interaction between the model and motivation in influencing learning outcomes cannot be seen directly by the presence of a line cut, but if the two lines are extended, there will be an intersection of the lines at a point.

Effect of High Learning Motivation with Low Motivation on Learning Outcomes

Learning motivation is a form of effort made by someone to generate mental strength in carrying out activities in order to achieve learning goals, students who have motivation can choose which actions to do and which actions to ignore. Learning motivation will have an influence on student activity in participating in the learning process.

Motivation to learn is the overall driving force and driving force from within and from outside students to carry out learning activities that are useful for achieving learning goals. Motivation is an urge that causes someone to want to do something or act to achieve a certain goal. This makes students have the effort, desire and drive to achieve high learning outcomes.

If learning motivation is high, learning activity will be high, and together this will influence learning outcomes (Nurmala et al., 2014). If classroom learning is designed with group learning or discussion, students who have high learning motivation will find it easier to interact with their group mates. In contrast, students who have low motivation will experience difficulties in interacting with their group of friends.

Students who have high learning motivation have the ability to control themselves, have enthusiasm, persevere, have the skills to interact with fellow students or teachers as shown by maximal learning outcomes compared to students who have low learning motivation usually tend to be passive so that learning outcomes are lower.

The results of the ANAVA test analysis showed that the average high learning outcomes was 95, while the average learning outcomes for those who had low learning motivation in the experimental class was 80. Meanwhile, for the control class, the average high learning outcomes was 92, while the average value was average learning outcome for those with low learning motivation is 74.76. The results of the analysis of variance of the two learning models show that a significance value of 0.000 is known, so that the test results (sig) < the significance level is $0.000 < 0.050$, then H_0 is rejected meaning that there is an influence of children's learning motivation on social studies learning outcomes. This proves that learning motivation can influence learning outcomes in natural resource material.

The results of this study are supported by relevant journals that learning motivation has an influence on learning outcomes so as to get better learning outcomes. Motivation is very necessary in the learning and teaching process, because learning motivation is something that can encourage students in learning activities to achieve the expected goals. In this way, learning motivation has been successfully implemented in various educational research, especially at SD IT Darul Fikri Tanjungbalai.

CONCLUSION

Based on the results and discussion previously explained regarding the influence of PBL model and motivation on social studies learning outcomes for class IV SD IT Darul Fikri Tanjungbalai, the following conclusions can be drawn:

1. There is an influence of PBL model on student learning outcomes with an average score of 91.92 and students taught using the Expository learning model obtained an average score of 80.18. The results of the variance analysis of the two learning models used show that the calculated F is 0.014 which is greater than the F table value at the α 0.05 significance level so that H_0 is rejected. So, we can conclude that the learning outcomes of students taught using the problem-based learning model are higher than those of students taught using expository learning.
2. Based on the research results and data calculations obtained, it can be seen that the learning outcomes of students in the PBL model who have high learning motivation get an average score of 95 and students who have low learning motivation get an average score of 80. Meanwhile, the learning outcomes of students in the Expository

model who have high learning motivation get an average score of 92 and students who have low learning motivation get an average score of 74.76. The results of the analysis of variance for both learning models show that the significance value is 0.000, so the test results (sig) < the significance level is 0.000 < 0.050, then H₀ is rejected meaning that there is an effect of children's learning motivation on social studies learning outcomes.

3. The test for hypothesis 3 is that if the significance value is smaller than the specified significance level then H_a is accepted and the calculation results show that the calculated value is 0.004 < 0.05 with an Fcount value of 1.234, so that H_a is accepted and H₀ is rejected. This means that there is an interaction between the Problem Based Learning model and learning motivation on social studies learning outcomes.

REFERENCES

- Abdurrahman, M. (2013). *Pendidikan bagi Anak Berkesulitan Belajar*. Jakarta: Rineka Cipta
- Adriadi, Adi; Tarihoran, N. (2016). Pembelajaran Problem Based Learning (PBL) dan Motivasi Siswa Terhadap Hasil Belajar PAI di SMP Negeri 1 Ciruas Serang. *Jurnal Kajian Keislaman*, 3(2), 15–37
- Ahmad, S. (2016). *Teori Belajar dan Pembelajaran di Sekolah Dasar*. Jakarta: Kencana Prenada Media Group.
- Agusmin, R., Nirwana, N., & Rohadi, N. (2018). Peningkatan Motivasi dan Hasil Belajar Siswa dengan Model Problem Based Learning Berbantuan Simulasi PhET di Kelas XI IPA-C SMAN 6 Kota Bengkulu. *Jurnal Kumpran Fisika*, 1(2 Agustus), 53–59. <https://doi.org/10.33369/jkf.1.2.53-59>
- Al Muchtar, S. (2015). *Dasar Penelitian Kualitatif*. Bandung: Gelar Pustaka Mandiri.
- Dimiyati & Mudjiono. (2015). *Belajar Dan Pembelajaran*. Jakarta: Rineka Cipta
- Djamaluddin, Ahdar & Wardana. (2019). *Belajar Dan Pembelajaran*. Sulawesi Selatan: CV. Kaaffah Learning Center.
- Haris, A & Asep, J. (2013). *Evaluasi Pembelajaran*. Yogyakarta: Multi Pressindo.
- Majid, A. (2013). *Strategi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Mardani, N.K., Atmadja, N.B. & Suastika, I.N. (2021). Pengaruh Model Problem Based Learning (PBL) terhadap Motivasi dan Hasil Belajar IPS. *Jurnal Pendidikan Ganesha*. 5 (1), 55-65 . <https://doi.org/10.23887/pips.v5i1.272>
- Nurjanah, S., & Arisona, R D. (2021). Pengaruh Model Pembelajaran Problem Based Learning (PBL) Terhadap Motivasi Belajar IPS Terpadu Pada Materi Kegiatan Ekonomi. *JIIPSI: Jurnal Ilmiah Ilmu Pengetahuan Sosial Indonesia*, 1(1), 13-23. <https://doi.org/10.21154/jiipsi.v1i1.42>
- Ngalimun. (2016). *Strategi dan Model Pembelajaran*. Yogyakarta: Aswaja Pressindo.
- Oemar, H. (2015). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Askara.
- Sardiman, A.M. (2018). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT Raja Grafindo
- Sapriya. (2017). *Pendidikan IPS*. Bandung: Remaja Rosdakarya
- Susanti, Iin., Sholikhah & Ain, N. (2021). Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Motivasi Belajar Dan Prestasi Belajar Siswa Kelas VIII SMP Negeri Satap Matawai IWI. *Jurnal Terapan Sains dan Teknologi*. 3 (1). 6-12 <https://doi.org/10.21067/jtst.v3i1.5289>
- Wahab, Rohmalina. (2015). *Psikologi Belajar*. Jakarta: Rajawali Pers.