NOVATEUR PUBLICATIONS
JournalNX- A Multidisciplinary Peer Reviewed Journal
ISSN No: 2581 - 4230
VOLUME 8, ISSUE 3, Mar. -2022

A CORRELATION BETWEEN STUDENT INTERESTS AND TEACHER COMPETENCIES AND STUDENT ACHIEVEMENTS OF THE SBDP SUBJECT AT ELEMENTARY SCHOOLS AT CLUSTER 3 PINOGALUMAN

Sarlin Patilima
Department of Basic Education, Postgraduate Program
Universitas Negeri Gorontalo

Hariana
Department of Basic Education, Postgraduate Program
Universitas Negeri Gorontalo

Wiwy Triyanty Pulukadang
Department of Basic Education, Postgraduate
Program Universitas Negeri Gorontalo
sarlinpatilima321@gmail.com

ABSTRACT:

This research is aimed to analyze the partial correlation between student interests and their achievements, the partial correlation between teacher competencies and student achievements, and the simultaneous correlation between student interests and teacher competencies and student achievements of the SBdP subject at elementary schools at cluster 3 in Pinogaluman. It used a quantitative method with questionnaires as the data collection technique. Data were analyzed using questionnaire validation and rehabilitation, regression analysis, and hypothesis. The research population consisted of 171 students, and the research sample was made up of 63 students, selected using randomized sampling at grades IV, V, and VI. The results demonstrated that the coefficient of determination of the regression model which had been acquired was R-squared = 0.422. This coefficient exhibited that 42.3% of student achievement variation at elementary schools at cluster 3 in Pinogaluman could be elucidated by student interests and teacher competencies. The independent variables examined had a contributing correlation of 42.2% to student achievements, whereas 57.8% were affected by other factors outside the variables investigated. In this research, student interests played a dominant role in enhancing learning achievements.

Keywords: Interest Correlation, Teacher Competency, Student Achievement

INTRODUCTION:

Education constitutes a learning process which is lifetime-prevalent and conducted in a deliberate and planned way on the purpose to educate human beings actively in order that they can develop self-potencies, personality, intelligence, moral values, and skills entailed by themselves, society, nation, and state. Accordingly, considering the argument, it is clear that education both develops cognitive aspects and escalates affective and psychomotor ones, and as such, from the educational process, virtuous and independent human beings can be created (Sopiatin, 2010:33). The chief activity in the educational

process taking place at schools is the teaching-learning activity. The extant teaching-learning process is the determinant of success in attaining the purpose of education. Students who are in the process of study are envisaged to indicate positive changes in knowledge, comprehension, skills, values, and attitudes.

Although the curriculum in Indonesia has been improving to realize better education, the curriculum implemented in elementary schools is designed consistent with the themes learned. The implementation of cultural art and craft subject responds to the development of information, science, and technology in a faster way. This is executed to increase the relevance of the fine art and craft subject to the present and future situation and needs.

The implementation of the SBdP learning, as mandated in the Government of the Republic of Indonesia Regulation Number 19/2005 concerning the National Education Standard, should not be within one subject only as culture covers all aspects of life. In the SBdP subject, cultural aspects are not within an exclusive discussion but integrated into the arts. Hence, the SBdP subject is fundamentally culture-based art education.

Learning constitutes a relatively permanent change in behaviors, and learning interests may come into existence in the light of different factors. In the teaching-learning process, teachers must select learning approaches used. Appropriate selection of learning approaches by competent teachers can fuel student responses to learn, stimulating them to learn happily and understand the lesson well. In education, students should develop their self-potencies, and teachers should be competent.

Teachers have both tasks and responsibilities as educators who have to promote student cognitive aspects in class and other aspects outside the class. Accordingly, teachers should be equipped with various relevant competencies. Teacher competency, as intended in Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 1 Paragraph 10, that teacher competencies embrace pedagogic competency, personality competency, social competency, and professional competency acquired from profession education.

Based on the annotation, as such, it can be apprehended that one of the issues teachers are confronting in teaching is how to orient student achievements effectively as successful teaching is considerably determined by student interests and teacher competencies in teaching-learning activities. In a teaching-learning process, a contact to study is made, and responding to the contact, students should maintain its existence and their participation, while teachers should act appropriately as facilitators, motivators, and supporters who are able to create productive learning activities where students can solve academic problems and make learning achievements.

Learning achievements can be demonstrated through scores in the subjects which students have learned. Optimum results are always the aim of each learning activity. Because teachers play a seminal role in teaching-learning activities, their quality is also substantive.

Building on my preliminary observation at elementary schools at cluster 3 in Pinogaluman, in the cultural art and craft subject, IV, V, and VI graders exhibited different learning interests. They were indicating nervousness when making a presentation in front of the class and doubt in proposing questions or expressing opinions. Additionally, those who could make the individual test independently and did homework were few in number. They were pointing out passivity and only listened to then wrote down what their teacher explained or wrote on the whiteboard. When the teacher was conferring a question,

students presented reluctance to deliver the answer and waited for the answer from the teacher and jotted it down. In short, the student learning achievements in the cultural art and craft subject were poor, and many of the students did not live up to the Minimum Completeness Criteria.

Another fact I found was that, predicated on my interview with Sri Inang Hatibae who taught grade VI at SDN 2 Tontulow, during PTS, student scores were strikingly different. Several students had achieved the expected scores yet others should make several remedies to achieve the Minimum Completeness Criteria. Teacher quality is urgent here. Hence, teachers at elementary schools at cluster 3 in Pinogaluman should be competent and professional, especially in the cultural art and craft subject, to create quality students who achieve well in learning. Meanwhile, the fact also suggested that students were still in need of other assistance when doing assignments and gave up when perceiving difficult problems which they could not solve. This shows the teacher's lack of competency, while it is vital to teaching.

Based on the background and in the best interest of character education, I am interested in making research on the correlation between student interests and teacher competencies and student achievements of the cultural art and craft subject at elementary schools at cluster 3 in Pinogaluman.

Building on the elucidation, the research problems are a) Is there a partial correlation between student interests and their achievements of the SBdP subject at elementary schools at cluster 3 in Pinogaluman?, b) Is there a partial correlation between teacher competencies and student achievements of the SBdP subject at elementary schools at cluster 3 in Pinogaluman?, and c) Is there a simultaneous correlation between student interests and teacher competencies and student achievements of the SBdP subject at elementary schools at cluster 3 in Pinogaluman?

STUDENT LEARNING INTEREST:

Learning interests constitute a happy feeling, statement of preference, sense of interest, awareness of learning by self-desire, participating in a learning activity, and paying attention. Indicators of learning interests are (Slameto, in Darmawan, 2015:12):

1) Happy Feeling:

Once students feel happy when learning a certain subject, they will perceive no burden of studying. They will enjoy the learning, showcase no boredom, and be always present in the learning.

2) Engagement:

Someone's interest in a certain object will develop a sense of happiness and interest in carrying out any activity regarding the object. For example, students will be active in discussing, proposing a question, or delivering an answer.

3) Interest:

Interest relates to what encourages students to appeal to an object, person, or activity or constitutes an affective experience stimulated by the object, person, or activity. For instance, students signal enthusiasm in participating in a lesson and not postpone to finish the tasks given by teachers.

4) Attention:

Interest and attention are claimed similar in daily use. Student attention is when students are concentrating on observing and comprehending and in the process, and that being so, they are abandoning other matters. Once interested in a certain object, students

will pay attention to it. For example, students listen to teachers and note their explanations.

TEACHER COMPETENCY:

Being a teacher is a great responsibility for the teacher him/herself, society, and country. Teachers must be equipped with minimum teaching competency. The minimum standard competencies of a teacher are pedagogic, professional, personality, and social competencies.

1) Pedagogic Competency

Technically, pedagogic competencies encompass (Janawi, 2019:47):

a. Knowing student characteristics.
b. Understanding theories and principles of learning.
c. Developing learning curriculum and designs.
d. Implementing educating learning.
e. Using technology, information, and communication in the context of learning.
f. Facilitating potency development of students.
g. Communicating with students effectively, empathically, and politely.
h. Evaluating and assessing both the learning process and results.
i. Using the results of evaluation and assessment in the context of learning.
j. Making a reflective action to augment the quality of learning.

2) Professional Competency

Professional competency refers to theoretical and practical abilities (Janawi, 2019:48). Professional competency includes:

a. Apprehending scientific materials, structures, concepts, and paradigms corresponding with and supporting the expertise/subject taught.
b. Using technology, information, and communication to elevate the quality of learning in accordance with the subject taught.
c. Comprehending the philosophy, methodology, and technical and practical aspects of the research and development of the science in conforming with the expertise.
d. Developing self and professional performance by making a reflective action and using technology, information, and communication.
e. Escalating performance and commitment to performing community services.

3) Personality Competency

a. Demonstrating an educator spirit and acting in correspondence with religious, legal, social, and Indonesian national cultural norms.
b. Implementing honesty and moral values and becoming a role model for students and society.
c. Exhibiting firmness, maturity, stability, and authority.
d. Indicating work ethics, responsibilities, pride, and self-confidence as an educator.

4) Social Competency

a. Pointing out an inclusive attitude and objective action.
b. Adapting with work and social environments.
c. Communicating with the professional community or others in oral, written, or other forms in an effective, empathic, and polite way.
d. Communicating with society in an empathic and polite way.

STUDENT LEARNING ACHIEVEMENT:

Learning achievement constitutes a yardstick to determine levels of student achievement of understanding a subject. It is commonly stated in scores in the form of letters or numbers. Learning achievements can be in the form of skill, score, and attitude after students undergo a learning process. Through a teaching-learning process, students are envisaged to elicit certain intelligence, skills, and changes. Student learning achievement can

be also their daily test scores. A daily test is imparted at the end of a learning process of a certain discussion or competency unit. There are six cognitive aspects to be gauged in a teaching-learning process, i.e., (1) knowledge, (2) apprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation (Bloom, in Uno, 2012:26).

RESEARCH METHOD:

The method used was ex post facto. Ex post facto research, by definition, was factual-based research or post-factual research. That being so, it was feasible if the related phenomenon contained independent and dependent variables which had taken place. Ex post facto research was also called causal-comparative research because it looked for information about a causal relationship in a phenomenon. The research variables were:

a. The independent variable (X) was the variable causing a phenomenon or connecting to the dependent variable. The independent variables of this research were student learning interest (X1) and teacher competency (X2).
b. The dependent variable (Y) was the variable relating to the independent one. The dependent variable of this research was student achievement (Y).

RESULT:

Normality Test The data normality test was carried out using SPPS, and the results are as follows:

Table 4.1 Normality Test Result

One-Sample Kolmogorov-Smirnov Test

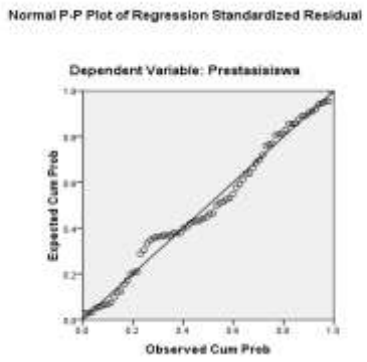
		Unstandardized Residual
N		63
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	2.55457328
Most Extreme Differences	Absolute	.083
	Positive	.062
	Negative	-.083
Kolmogorov-Smirnov Z		.726
Asymp. Sig. (2-tailed)		.667

a. Test distribution is Normal.

Source: Data processing using SPSS, 2021

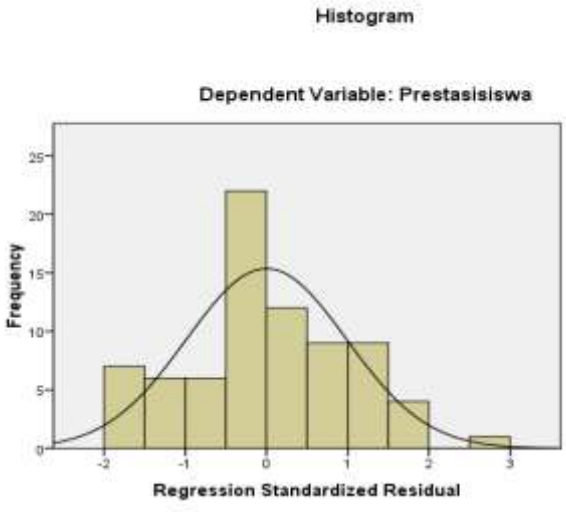
As suggested in Table 4.1, if p > 0.05, (p > 0.05), the data were normally distributed at p-value = 0.667. In that the p-value was higher than the Alpha value used (0.05), Ho was accepted. Therefore, the dependent variable (student achievements) was normally distributed.

The result kept pace with the data plot which demonstrated that data of the student achievement variable scattered around the straight line as the chart below.



Source: Data processing using SPSS, 2021

Building on the above chart, the data (dots) scattered around and followed the diagonal line. The data were normal if the dots followed the diagonal line. On the grounds that the criterion was met, the regression model had normally distributed data, as exhibited in the histogram below.



Source: Data processing using SPSS, 2021

Predicated on the histogram, the residual histogram pointed out a balanced line distribution pattern without skewness to the left, and thereby being normal.

REGRESSION ANALYSIS:

Table 4.2 presents the result of regression analysis using SPSS. Table 4.2 Result of Descriptive Statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Student achievement	35.32	3.201	63
Student interest	92.42	10.863	63
Teacher competency	54.63	7.591	63

Source: Data processing using SPSS, 2021

Table 4.3 Result of Double Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Student achievement	22.635	3.089		7.327	.000
	Student interest	.280	.128	.709	6.419	.000
	Teacher competency	.062	.030	.270	1.786	.004

a. Dependent variable: Student achievement

Source: Data processing using SPSS, 2021

Table 4.3 presents the regression model between student interests and teacher competencies and student achievements. Pay attention to the significance value in the column Sig.

1. Sig = 0.000 (α < 0.05), showing that X1 (student interests) had a partial significant correlation with Y (student achievements).
2. Sig = 0.004 (α < 0.05), showing that X2 (teacher competencies) had a partial significant correlation with Y (student achievements).

Pay attention to column B, so we could gain the following regression equation.

$$Y = 22{,}635 + 0.709\ X_1 + 0.270\ X_2$$

Where: Y = student achievement
X1 = student interest
X2 = teacher competency

The result of the regression analysis was interpreted as follows.

a. The average student achievement was 22.63%.
b. Student interests had a positive correlation with their achievements.
c. An increase of 1% in interest would likely breed an increase of 70.9% in student achievement.
d. Teacher competencies had a positive correlation with student achievements. An increase of 1% in teacher competency would likely bring about an increase of 70.9% in student achievement.

REGRESSION MODEL:

The result of the test using SPSS is demonstrated in Table 4.4.

Table 4.4 Result of the Hypothesis Test

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	278.983	2	139.491	30.713	.000[a]
	Residual	489.438	73	6.705		
	Total	638.421	75			

a. Predictors: (Constant), Teacher Competency, Student Interest

b. Dependent Variable: Student Achievement

Source: Data processing using SPSS, 2021

Based on Table 4.4, the F-count of the regression model of the correlation between student interests and their achievements was 30.713 at a significance value of 0.000. If compared to the Alpha value of 0.05, the significance value was much smaller, and accordingly, Ho was rejected. As such, the

regression model built was on pace with the data.

Pay attention to the significance value in the column Sig. The Sig. value = 0.000 ($p < 0.05$) so X1 (student interest) and X2 (teacher competency) had a simultaneous significant correlation with Y (student achievement).

HYPOTHESIS TEST:

Explicitly, the result of the significance test of the correlation between each variable and student learning achievement is exhibited in Table 4.5.

Table 4.5 Result of the Hypothesis t-test

Variable	Coefficient of Regression	Standard Error	t-count	Sig.
Constant	22.635	3.089	7.327	.000
Student interest	.280	.128	6.419	.000
Teacher competency	.062	.030	1.786	.004

Source: Data processing using SPSS, 2021

Table 4.5 is explained as follows:

1) Test of the Correlation between Student Interest and Student Achievement

The hypotheses tested were:

Ho : $\beta_1 = 0$: no correlation between student interest and their achievement

H1 : $\beta_1 \neq 0$: a correlation between student interest and their achievement

Based on Table 4.5, the t-count of the student interest variable was 6.419. If compared to the t-table, the t-count was higher, and as such, Ho was rejected. That being so, student interest had a significant correlation with student achievement at elementary schools at cluster 3 in Pinogaluman.

2) Test of the Correlation between Teacher Competency and Student Achievement

The hypotheses tested were:

Ho : $\beta_2 = 0$: no correlation between teacher competency and student achievement

H1 : $\beta_2 \neq 0$: a correlation between teacher competency and student achievement

Building on Table 4.5, the t-count of the teacher competency variable was 1.786. If compared to the t-table, the t-count was lower, and hence, Ho was rejected. Therefore, teacher competency had a significant correlation with student achievement at elementary schools at cluster 3 in Pinogaluman.

The result of the coefficient of determination quantification of the regression model of the correlation between student interest and teacher competency and student achievement is pointed out in Table 4.6.

Table 4.6 Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.780[a]	.422	.415	3.478

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Source: Data processing using SPSS, 2021

Predicated on Table 4.6, the coefficient of determination of the regression model got was R-squared = 0.422. Thus, 42.2% of the student achievement variation at elementary schools at cluster 3 in Pinogaluman could be explicated by student interest and teacher competency. The independent variables analyzed had a contribution to the student achievement variable by 42.2%, while 57.8% others were impacted by other factors besides the variables examined.

Based on the data processing result using SPSS, in brief, the result of the tests of

hypotheses and the correlation size between the independent and dependent variables is presented in Table 4.7.

Table 4.7 Result of the Test of Hypotheses and the Correlation Size between the variables X and Y

Correlation between Variables	Correlation Size	Sig.	Alpha (α)	Decision	Conclusion
$Y \leftarrow X_1 X_2$	0.422	0.000	0.05	Significant	Accepted
$Y \leftarrow X_1$	0.709	0.000	0.05	Significant	Accepted
$Y \leftarrow X_2$	0.270	0.004	0.05	Significant	Accepted
$X_1 \leftarrow X_2$	0.660	0.000	0.05	Strong correlation	
					ε = 0.578

Description: If Sig. < Alpha (α), the Hypothesis Was Accepted

The result of the correlation test using a path analysis showed that the student learning interest variable (X1) had a positive correlation of 0.709 with the student learning achievement variable (Y). It showcased a strong correlation between the variables.

The result of the correlation test using a path analysis showed off that the teacher competency variable (X2) had a positive correlation of 0.270 with the student learning achievement variable (Y). It showcased a medium correlation between the variables.

The result of the correlation test using a path analysis demonstrated that the student learning interest variable (X1) had a positive correlation of 0.660 with the teacher competency variable (X2). It showcased a strong correlation between the variables.

DISCUSSION:

The result of the test of hypotheses and the correlation size between student interest (X1) and teacher competency (X2) is exhibited in a path structural model as in Figure 4.2.

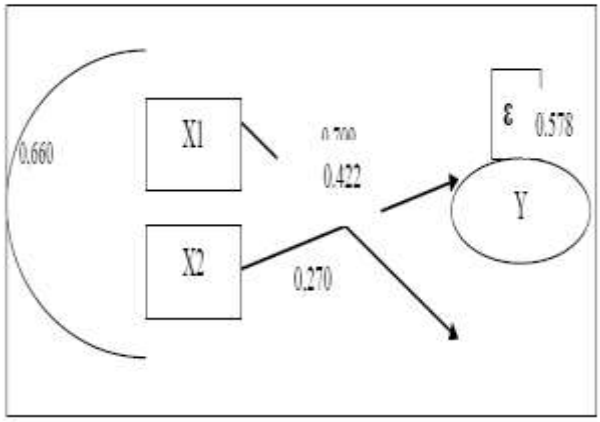


Figure 4.2 Result of the Path Analysis

From the results, the variables of student interest and teacher competency had a positive correlation with student achievement at elementary schools at cluster 3 in Pinogaluman.

Student achievement correlated with student interest and teacher competency. Efforts to augment student interests and elevate teacher competencies were expected to also enhance student achievements. Escalating the two variables was aimed to build student trust and interests, and thereby improving student achievements at elementary schools at cluster 3 in Pinogaluman.

CONCLUSION:

Based on the results and discussion, I could draw the following conclusions.

1. There was a partial correlation between student interest and their achievement at elementary schools at cluster 3 in Pinogaluman. In other words, the higher the student interest, the higher the student achievement.
2. There was a partial correlation between teacher competency and student achievement at elementary schools at cluster 3 in Pinogaluman. Accordingly, teachers greatly influenced student learning achievements. Even though students had other achievements without teacher

assistance, learning methods applied by teachers fostered students to learn. As such, teacher competency should be progressed to increase student achievements.

3. There was a positive significant correlation between the independent variables (student interest and teacher competency) and the student achievement variable. The independent variables contributed to the dependent one by 42.2%, whereas 57.8% others were affected by other factors besides the variables investigated. Student interest and teacher competence had a strong correlation. Hence, the absence of student interest and teacher competency might dampen student achievements at elementary schools at cluster 3 in Pinogaluman.

SUGGESTION:

Building on the conclusions, I proposed the following suggestions to promote student interest, teacher competency, and student learning achievement.

1. For Teachers

As teacher competencies had a positive significant correlation with student learning achievements, professional teachers with qualified competencies are required. Hence, efforts to promote teacher quality through learning or practices are warranted. That being so, teachers should participate in learning training or seminars which can assist them in learning processes and develop their competencies.

2. For Students:

Students are expected to elevate their learning achievements by escalating self-interests in learning and must not hinge on teachers. They should enhance their self-reliance to attain objectives.

3. For Future Researchers:

Future researchers should observe student interests, teacher competencies, and student learning achievements further in order to contribute higher in education.

REFERENCES:

1) Arikunto, S. 2013. Prosedur Penelitian: Suatu Pendekatan Praktik. Jakarta: Rineka Cipta .
2) Astuti, Ari Eka. 2010. Hubungan antara Peran Orang Tua dan Motivasi Belajar dengan Prestasi Belajar Mata Pelajaran Sosiologi pada Siswa Kelas XI SMA Negeri 1 Karangdowo Klaten Tahun Ajaran 2009/2010. Jurnal Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta.
3) Darmawan, Ricky. 2015. Pengaruh Minat Belajar dan Perhatian Orang Tua terhadap Prestasi Belajar Siswa Kelas Tinggi SD Negeri 01 Wonolopo Tahun Ajaran 2014/2015. Thesis, Universitas Muhammadiyah Surakarta.
4) Desmita. 2009. Psikologi Perkembangan Peserta Didik. Bandung: Remaja. Rosdakarya.
5) Elisa Permatasari and Palupiningdyah. 2015. Pengaruh keterampilan mengajar guru dan lingkungan sekolah terhadap minat belajar siswa kelas XI administrasi perkantoran mapel administrasi kepegawaian di SMKN 1 Slawi. Economic Education Analysis Journal ISSN 2252-654 Volume 1 Number 4 pp. 19-36.
6) Janawi. 2019. Kompetensi Guru Citra Guru Profesional. Bandung: Alfabeta.
7) Law No. 20 of 2003 concerning National Education System.
8) Lestari, Indah. 2015. Pengaruh waktu belajar dan minat belajar terhadap hasil belajar matematika. Jurnal Formatif 3(2): 115-125 ISSN: 2088-351.

9) Lilia Halim, Norshariani Abd Rahman, Ria Zamri, and Lilia Mohtar. 2017. The roles of parents in cultivating childre's interest towards science learning and careers. Kasetsart Journal of Social Sciences. Vol. 2 No. 4 pp. 122-156.
10) Lisa Wahyuni. 2015. Hubungan keterampilan mengajar guru dengan minat belajar siswa. Jurnal Ilmu Pendidikan Universitas Negeri Yogyakarta.
11) M. Thobroni. 2015. Belajar dan Pembelajaran: Teori dan Praktek. Yogyakarta: Arr-Ruzz Media.
12) Minke, Kathleen M.; Susan M. Sheridan; Elizabeth Moorman Kim; Ji Hoon Ryoo; and Natalie A. Koziol. 2014. Congruence in Parent-Teacher Relationships. The elementary school journal volume 114 number 4 pp. 46-59.
13) Muhammad. 2018. Teori-teori Manajemen Sumber Daya Manusia. Jakarta: Prenadameidia Group.
14) Mulyasa, E. 2007. Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan. Bandung: Penerbit Remaja Rosidakarya.
15) Ningsih, Setya. 2013. Peran Orang Tua terhadap Motivasi Belajar anak di Sekolah (Studi di SMP Muhammadiyah 1 Berbah Sleman, Yogyakarta.). Jurnal Fakultas Dakwah dan Komunikasi Universitas Islam Negeri Sunan Kalijaga Yogyakarta.
16) Normalita, Adityas. 2013. Hubungan antara Minat terhadap Prestasi Belajar Siswa Kelas VIII dalam Mata Pelajaran Seni Budaya di SMP Muhammadiyah 10 Yogyakarta. Jurnal Pendidikan No. 2 Number 4 pp. 113-132. Faculty of Language and Art Universitas Negeri Yogyakarta.
17) Rahman, M. and Amri S. 2014. Model pembelajaran ARIAS terintegratif dalam teori dan praktik untuk menunjang penerapan kurikulum 2013. Jakarta: Prestasi Pustakarya.
18) Roestiyah. 2012. Strategi Belajar Mengajar. Jakarta: Rineka Cipta.
19) Rooijakkers, Ad. 1980. Mengajar dengan sukses. Jakarta: Penerbit Gramedia Pustaka Utama.
20) Sagala, Syaiful. 2013. Konsep dan Makna Pembelajaran. Bandung: Alvabeta.
21) Sanjaya, Wina. 2009. Strategi Pembelajaran Berorientasi Standar Proses. Pendidikan. Jakarta: Prenada.
22) Santoso, Singgih. 2012. Analisis SPSS pada Statistik Parametrik. Jakarta: PT Elex Media Komputindo.
23) Sardiman A. M. 2018. Interaksi dan Motivasi Belajar Mengajar. Jakarta: PT Raja Grafindo Persada.
24) Setiadi, 2017. Metode Penelitian. Jakarta: Trans Info Media.
25) Shochib, M. 2000. Pola Asuh Orang Tua dalam Membantu Anak Mengembangkan Disiplin Diri. Jakarta: Rineka Cipta.
26) Siregar, Eveline and Hartini Nara. 2014. Teori Belajar dan Pembelajaran. Bogor: Ghalia Indonesia.
27) Slameto. 2013. Belajar dan Faktor-faktor yang Mempengaruhi. Jakarta: Rineka Cipta.
28) Soejanto, Agoes. 2009. Psikologi Komunikasi. Bandung: PT Remaja Rosdakarya.
29) Suarni, Ni Ketut; Nyoman Dantes, and I Nyoman Tika. Tahun 2014. Pengaruh Model Pembelajaran Berbasis Proyek terhadap Minat Belajar dan Hasil Belajar IPA Siswa Kelas V SD Gugus 1 Kuta Kecamatan Kuta. Journal Program Pascasarjana Universitas Pendidikan Ganesha Department of Basic Education. Volume 4 No. 5 pp. 1-13.
30) Subini, Nini. 2012. Psikologi Pembelajaran. Yogyakarta: Penerbit Mentari Pustaka.
31) Sudjana. 2002. Metode Statistik. Bandung: Tarsito.

32) Sudjana, Nana. 2012. Dasar-dasar Proses Belajar Mengajar. Bandung: Sinar Baru Algensindo.
33) Sugiyono. 2012. Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods). Bandung: Alfabeta.
34) Sukmadinata, Nana Syaodih. 2009. Landasan Psikologi Proses Pendidikan. Bandung: PT Remaja Rosdakarya.
35) Sunjoyo, et al. 2013. Aplikasi SPSS untuk Smart Riset. Bandung: penerbit Alfabeta.
36) Uno, Hamzah. 2012. Teori Motivasi dan Pengukurannya. Jakarta: Penerbit Bumi. Aksara.