THE INFLUENCE OF LEARNING STRATEGIES AND LEARNING ATTITUDES TOWARDS LEARNING ACHIEVEMENT

(*Pengaruh Strategi Pembelajaran dan Sikap Belajar Terhadap Prestasi Belajar*)

Masjaya[1], Muh. Yahya[2], Muh. Fahreza[3], Elpisah[4]
[1,2,3,4] Pendidikan Ekonomi, Program Pascasarjana STKIP-PI, Makassar, Indonesia
Email: masjayaspd9@gmail.com

Abstract

This study aims to determine: (1) The effect of learning strategies and learning attitudes simultaneously on social studies learning achievement at SDN 30 Pangkep, (2) The effect of learning strategies on social studies learning achievement at SDN 30 Pangkep, (3) The effect of learning attitudes on social studies learning achievement at SDN 30 Pangkep . This type of quantitative descriptive research. The research population was the entire fifth grade of SDN 30 Pangkep. The sampling technique was purposive sampling, as many as 28 people. Data collection techniques through questionnaires, and documentation. Descriptive and inferential data analysis techniques. The results showed that: (1) there is an effect of learning strategies and learning attitudes simultaneously on social studies learning achievement at SDN 30 Pangkep, where the simultaneous influence contribution is 55.8% and the remaining 44.2% is influenced by other factors, (2) there is an influence of learning strategies on social studies learning achievement at SDN 30 Pangkep, where the better the learning strategies used, the learning achievement will increase, (3) there is an influence of learning attitudes on social studies learning achievement at SDN 30 Pangkep, where the better student attitudes in the implementation of social studies learning , does not have a significant effect on learning achievement.

Keywords: The influence of learning strategies, attitudes, achievements

Abstrak

Penelitian bertujuan mengetahui: (1) Pengaruh strategi pembelajaran dan sikap belajar secara simultan terhadap prestasi belajar IPS SDN 30 Pangkep, (2) Pengaruh strategi pembelajaran terhadap prestasi belajar IPS SDN 30 Pangkep, (3) Pengaruh sikap belajar terhadap prestasi belajar IPS SDN 30 Pangkep. Jenis penelitian deskriptif kuantitatif. Populasi penelitian seluruh kelas V SDN 30 Pangkep. Teknik pengambilan sampel purposive sampling, sebanyak 28 orang. Teknik pengumpulan data melalui angket, dan dokumentasi. Teknik Analisis data deskriptif, dan inferensial. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh strategi pembelajaran dan sikap belajar secara simultan terhadap prestasi belajar IPS SDN 30 Pangkep, dimana kontribusi pengaruh secara simultan sebesar 55,8 % dan sisanya sebesar 44,2 % dipengaruhi oleh faktor lain, (2) terdapat pengaruh strategi pembelajaran terhadap prestasi belajar IPS SDN 30 Pangkep, dimana semakin baik strategi pembelajaran yang digunakan, maka prestasi belajar semakin meningkat, (3) terdapat pengaruh sikap belajar terhadap prestasi belajar IPS SDN 30 Pangkep, dimana semakin baik sikap siswa dalam pelaksanaan pembelajaran IPS, tidak memberikan pengaruh berarti terhadap prestasi belajar.

Kata kunci: Pengaruh strategi pembelajaran, sikap, prestasi

INTRODUCTION

Implementing STEM programs may initially be an essential tool for extending knowledge in some courses.

Learning is said to be effective if it achieves the desired results. The achievement of students' abilities, namely cognitive, affective, and psychomotor abilities which can be in the form of learning achievements is one of the learning objectives. A teacher must be able to choose effective and efficient learning strategies so that the learning process can run smoothly and produce satisfactory results in order to meet the expected learning objectives. Furthermore, the strategy must be adapted to the circumstances and characteristics of students. Learning strategy is a general pattern of activities carried out by teachers and students to make the teaching and learning process more effective and efficient.

The use of teacher learning strategies is needed to facilitate the student learning process and achieve optimal learning achievement. Without a clear strategy, the teaching and learning process will be disorganized, resulting in not achieving the learning objectives that have been set. The teacher's learning strategy serves as a guide and reference for systematic actions in the implementation of the learning process in schools. The teacher's learning strategy aims to facilitate the student's learning process in order to achieve maximum learning achievement (Wena, 2009). If the teacher uses memorization strategies, students' memory will be short-lived. As a result, to recognize student attitudes in carrying out learning, teachers must be able to carry out learning that is more than just memorizing. Learning can be meaningful for students if they actively participate in the process.

The success of the learning process can be measured in two ways. Teaching success can be measured by the teacher's accuracy in choosing teaching materials, media, and learning tools and using them in learning activities in a fun, enjoyable, and encouraging atmosphere, so that students can enjoy teaching and learning activities satisfactorily. Meanwhile, the success of teaching can be seen from the development of a strong learning attitude and the desire of each student to learn independently, which leads to an increase in both cognitive, affective, and psychomotor aspects.

As a result, one of the teacher's responsibilities in the classroom is to arouse students' interest so that the learning they provide can show students' positive learning attitudes towards the subjects received. Students' interest in social studies is the basic capital to achieve success in social studies education, therefore social studies teachers try to arouse students' interest in social studies lessons (Nurdin, 2005).

However, so far learning achievement in social studies learning at SDN 30 Pangkep, especially in class V, has not been optimal. Learning achievement has not been maximized in social studies learning because some students have an average Final Semester Examination (UAS) of 65 with Minimum Completeness Criteria (KKM) of 70 for the 2019/2020 school year. Based on this, social studies learning achievement is still below expectations. In view of the teacher's student-centered learning strategy efforts, social studies subject scores should be achieved on a higher average.

Suggestion (Thesis, 2009) The effect of learning strategies on social studies learning achievement in terms of the learning creativity of elementary school students in Dawe District, Kudus Regency. Learning strategies are independent variables. Learning achievement is the dependent variable. The results showed that: (1) there was an influence of learning strategies and individuals on historical social studies learning achievement (F count > F table or 6,896 > 4.02), (2) there was an influence of student creativity on historical

social studies learning. learning achievement (F count > F table or 60.936 > 4.02), and (3) there is an interaction effect between learning strategies and students' creativity on historical social studies learning achievement (F count > F table or 60.936 > 4.02).

Based on this, the researcher wants to conduct additional research on "The effect of learning strategies and student learning attitudes on social studies learning achievement of fifth grade students at SDN 30 Pangkep".

THEORETICAL REVIEW

Social studies learning achievement. Of course, it cannot be separated from the role of all school members, especially teachers at SDN 30 Sataner Liukang Tangaya Pangkep. Teachers are responsible for guiding students to become active participants in teaching and learning activities through the use of learning strategies that involve two-way communication between teachers and students and students with students. The background of this research is the problems that occur, namely student learning achievement has not been optimal or has not reached the KKM. (KKM) that has been determined. Based on this, the factors causing the low learning achievement in this study are learning strategies and student learning attitudes in carrying out the learning process.

According to Roestiyah N.K (2008), mastery of presentation techniques is one step towards developing learning strategies. or, more colloquially, the teaching method Meanwhile, as defined by Moh. Asrori (in Baron, 2008). Strategy is the ability to deal with something; it doesn't have to be completely new; it can also be a combination of pre-existing elements. Strategy is defined as the ability to understand gaps or obstacles in one's life, formulate new hypotheses, and communicate learning outcomes.

The teacher's learning strategy serves as a guide and reference for systematic action in the implementation of the learning process in schools, where a good learning strategy encourages students to participate in their learning. IPS. Indicators of learning strategies measured in this study are the ability of teachers to open lessons, carry out core activities, conduct assessments, and close lessons.

Learning process The process of delivering learning material information to students is something that is done by the teacher. Because of that. As a result, when the teacher considers what materials and abilities students must have, the teacher must also consider the appropriate learning strategies to use to achieve the learning objectives that have been set. What strategy will be used will be determined by the learning objectives to be achieved. Before choosing a strategy in the learning process, a teacher must be able to understand the learning objectives (Murdiyono, 2012).

Another factor that is thought to affect student achievement in this study is learning attitudes, namely the encouragement of students to participate in learning activities. Attitude is one of the factors that influence the learning process and has a major impact on learning achievement. what students will receive Each student has unique characteristics, as well as different learning attitudes. This shift is one indicator of the success of educators in carrying out the learning process.

Marno and Idris(2018). Process. The teaching teacher presents the student learning process in a tangible form. Changes in behavior, such as changes in skills, habits, attitudes, knowledge, understanding, and appreciation of the provider. As a result, the teacher as a learning guide provides the ability to study certain materials for the development of thinking power, personal and social skills, as well as students' attitudes and feelings towards the provision of life in society.

Attitude according to Dimyati and Mudjiono (2012) is the ability to judge something. Carry yourself according to evaluation. As a result, if a student h positive attitude towards a subject, he will try to learn the subject he likes. While Bruno (in Shah, 2012) suggests that attitude is a relative tendency. persistent to act positively or negatively towards certain people or things

According to Azwar (2013), learning attitude is a reaction to the response and consists of three interrelated components. The third component is the cognitive component, followed by the affective component and the behavioral component.

According to (Suprijono 2009), learning achievement includes cognitive, affective, and psychomotor abilities. Knowledge, understanding, application, describing and determining relationships, organizing, and judging are part of the cognitive domain. Receiving, responding, assessing, organizing, and characteristics are part of the realm of affective attitudes. Productive, technical, physical, social, managerial and intellectual skills are part of the psychomotor domain. Learning achievement, like Gagne's thinking, is in the form of verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes.

As a result, teachers must design lesson plans that improve students' attitudes towards the subject. The cognitive, affective, and conative components of students' learning attitudes were measured in this study.

RESULTS AND DISCUSSION

This study uses a descriptive method with a quantitative approach. Population. The research was all students at SDN 30 Pangkep, as many as 161 people. In this study, the sample was taken using purposive sampling technique. Sample. The selected students are class V as many as 28 people. Data collection techniques through the distribution of questionnaires, and documentation. The data analysis technique used descriptive and inferential analysis.

DISCUSSION

The results of the following research are descriptive analysis of research variables obtained from questionnaire data collected from 28 students. Each statement item in the questionnaire has four possible answers: strongly agree, agree, disagree, and strongly disagree, with a score range of 1-4. The following are the results of the research for the three variables:

a. Description of Strategy Variables. Learning

The indicator used to assess the learning strategy variable (X1) is the teacher's ability to open lessons, carry out core activities, carry out assessments, and close lessons. The results of the data on this variable will be explained in terms of the achievement of indicators and the frequency distribution of respondents' responses. To analyze the achievement of indicators descriptively, the scores used for each variable in this study were tabulated and calculated based on percentages, as shown in the table below:

Table 1
Description of Learning Strategy Indicators

No	Learning Strategy Indicators	Amount score	Average	Indicator Percentage (%)
1	The teacher's ability to open lessons	278	92,7	25,33
2	The teacher's ability to carry out core activities	468	93,6	25,57
3	Teacher's ability in conducting assessment	359	89,8	24,54
4	The teacher's ability to close the lesson	450	90	24,59
Amount		1555	366	100

79

Based on table 4.1 above, it can be described the average score and percentage of achievement on each indicator, where the highest average score is on the indicator of the teacher's ability to carry out core activities, which is 93.6 (25.57%), while the lowest score is on the indicator of the teacher's ability to conduct an assessment, which is 89.8 (24.54%).

Associated with the description, the acquisition of respondents' answers for indicators of teacher ability. in carrying out core activities indicates that the teacher has been able to carry out core activities optimally compared to the teacher's ability to carry out assessments which still need improvement. Likewise, other indicators such as the ability of teachers to open and close learning still need to be improved.

Furthermore, to analyze the frequency distribution of answers, it is necessary to first calculate the statistical value used. Descriptive statistics provide characteristics about the data used. This is important because. the condition of the data used will affect all data analysis in this study. The statistical values generated after being calculated using SPSS are as follows:

Table II
Descriptive Statistics of Learning Strategy Variables

Descriptive statistics	Score
Mean	55,54
Mode	56
Median	56
Standard deviation	3,09
Variant	9,59
Minimum value	46
Maximum value	60
Sum	1555

Based on table 4.2, the learning strategy variable (X1) with a sample of 28 students obtained the lowest (minimum) value of 46, the highest (maximum) value of 60, the overall sum (sum) of 1555, with an average (mean) of 55.54 , the standard deviation is 3.09 and the data variance is 9.59. Furthermore, based on the descriptive statistical values above, the frequency distribution of learning strategy variables (X1) is arranged, which can be described in the following table:

Table III
Learning Strategy Frequency Distribution

No	Interval	Category	Frequency	Relative Frequency (%)
1	$60 < X$	Very good	0	0
2	$57 < X \leq 60$	Well	6	21,43
3	$54 < X \leq 57$	Pretty good	15	53,57
4	$50 < X \leq 54$	Not good	5	17,86
5	$X \leq 50$	Very Not Good	2	7,14
Amount			28	100

Based on the table above, the data obtained from the frequency distribution of respondents' answers, where the highest frequency value is 15 respondents, lies in the interval score $54 < X$ 57, while the lowest frequency value has no respondents, lies in the interval score $60 < X$. Based on the description, it is concluded that the highest frequency is in the fairly good category while the lowest frequency is in the very poor category. This indicates that the learning strategies implemented still need to be improved because the better the learning strategies used by the teacher, the higher student achievement.

b. Description of Student Learning Attitude Variables

Based on the results of the data on the student's learning attitude variable, it can be shown that the indicators used in measuring these variables are the cognitive component, the affective component and the conative

component. The following will describe the achievement of indicators and the frequency distribution of respondents' answers. To analyze the achievement of indicators descriptively, in this study, the scores used for each variable were tabulated and calculated by percentage, as described in the table as follows:

Table I
Description of Student Learning Attitude Indicators

No	Indicators of Student Learning Attitudes	Amount score	Average	Indicator Percentage (%)
1	Cognitive component	477	94,8	34,10
2	Affective component	377	94,3	33,92
3	Conation component	443	88,6	31,87
Amount		1297	278	100

Based on table 4.4 above, it can be shown the average score and percentage of achievement on each indicator, where the highest average score is on the cognitive component indicator, which is 94.8 (34.10%), while the lowest score is on the component indicator. conation, which is 88.6 (31.87%).

Regarding the description of the achievement of the indicators above, it indicates that students' learning attitudes from the cognitive component are better than the affective and conative components, meaning that students in class V have learning attitudes that support knowledge abilities, such as enthusiastic in participating in social studies learning because they believe in studying social studies learning, knowledge will increase.

Furthermore, to analyze the frequency distribution of answers, it is necessary to first calculate the statistical value used. The statistical values generated after being calculated using spss are as follows:

Table II
Descriptive Statistics of Student Learning Attitude Variables

Descriptive statistics	Score
Mean	43,5
Mode	47
Median	47
Standard deviation	3,06
Variant	9,33
Minimum value	34
Maximum value	53
Sum	1297

Based on table 4.5, the student learning attitude variable (X2) obtained the lowest (minimum) value of 34, the highest (maximum) value of 53, the overall sum (sum) of 1297, with an average (mean) 43.5, standard deviation of 3.06 and data variance of 9.33. Furthermore, based on the descriptive statistics above, the frequency distribution of the student learning attitude variable can be described in the table as follows:

Table III
Frequency Distribution of Student Learning Attitudes

No	Interval	Category	Frequency	Relative Frequency (%)
1	$48 < X$	Very good	6	21,43
2	$45 < X \leq 48$	Well	15	53,57
3	$42 < X \leq 45$	Pretty good	5	17,86
4	$39 < X \leq 42$	Not good	1	3,57
5	$X \leq 39$	Very		3,57
Amount		Not good	28	100

Based on the table above, the highest frequency value is 15 respondents, located in the interval score $45 < X$ 48, while the lowest frequency value is 1 person, located in the interval score $39 < X \leq 42$ and the

interval score X 39. Based on the description , it is concluded that the highest frequency is in the good category, while the lowest frequency is in the poor and very poor category. This indicates that the learning attitude shown by students during the social studies learning process is good, because the better students' learning attitudes towards learning activities, the higher student achievement.

c. Description of Social Studies Learning Achievement Variables

Social studies learning achievement variable is measured by grade 5 student report cards, where the following table shows the statistical parameters that will be used to categorize student achievement scores, so that learning achievement can be described after social studies learning in class V SDN 30 Satanger Liukang Tangaya Pangkep. The description of the table referred to above is as follows:

Table I
Descriptive Statistics of Learning Achievement Variables

Descriptive statistics	Score
Mean	84,43
Mode	85
Median	85
Standard deviation	4,42
Variant	19,51
Minimum value	73
Maximum value	92
Sum	2364

Based on table 4.7, on the social studies learning achievement variable which is the dependent variable, the lowest (minimum) value is 73, the highest (maximum) value is 92, the overall sum (sum) is 2364, with an average (mean) 84.43 , the standard deviation is 4.42 and the data variance is 19.51. Furthermore, based on the descriptive statistics above, the distribution

of the frequency distribution of social studies learning achievement can be described as follows:

Table II
Distribution of Learning Achievement Frequency

No	Interval	Category	Frequency	Relative Frequency (%)
1	$91 < X$	Very good	2	7,14
2	$87 < X \leq 91$	Well	3	10,71
3	$82 < X \leq 87$	Pretty good	18	64,29
4	$78 < X \leq 82$	Not good	3	10,71
5	$X \leq 78$	Very Not Good	2	7,14
Amount			28	100

Based on the table above, the highest frequency value is 18 respondents, located in the interval score $82 < X$ 87, while the lowest frequency value is 2 people, located in the interval score $91 < X$ and the interval score X 78. Based on the description, it is concluded the highest frequency is in the fairly good category, while the lowest frequency is in the very good and very poor and very poor categories. This indicates that student achievement in social studies learning is quite good, but there are some students who have low learning achievement.

Relating to the Effect of Learning Strategies. and Student Learning Attitudes towards Social Studies Learning Achievement at SDN 30 Pannkep. Djamarah, (2008) states that environmental factors (family environment, school environment, and community environment), instrumental factors (school facilities and infrastructure), physiological factors (students' physical condition), and psychological factors (interest, intelligence, talent, and motivation) study). While the factors that influence learning achievement at SDN 30 Pangkep are family conditions and infrastructure. Therefore, it is necessary to study other variables for further research. Suryosubroto, (2009) also states that

choosing the right strategy will create a good teaching and learning process. With the existence of a good learning strategy, it contributes to better student achievement. Based on the descriptive results of the percentage of respondents' answers, the social studies learning achievement of fifth grade students at SDN 30 Satanger Liukang Tangaya Pangkep is in the fairly good category, which is 59.93%. However, it still needs to be improved because there are still some fifth grade students who have low learning achievement scores.

Astuti, (2009) which proves that there is an influence of learning strategies on social studies learning achievement where F count is greater than F table or 6.896 > 4.02. In this regard, it can be indicated that there are similarities in the findings of previous studies with research that has been carried out.

The similarities with the research that has been done are both prove that the learning strategies used by teachers can affect the achievement of students. While the difference is that previous research compared the two learning strategies applied to students to find out whether the strategies used will be able to affect the achievements achieved by students. The strategies used are cooperative and individual learning strategies. Surya, (2013) also states that teaching and learning activities in the classroom are carried out by a teacher according to his teaching style, some teachers open textbooks and explain the material contained in the book, some other teachers ask students about mastery of the material to be studied, then continued with questions and answers, discussions, assignments, and others. So it can be concluded that the purpose of the learning strategy is that students can receive all learning well and obtain good achievements as well.

While Murti, (2010) suggests that there is an influence of student learning behavior on learning achievement, as

80

evidenced by the results of hypothesis testing with a significant value less than 0.05. Previous research is a research conducted by distributing the same questionnaire as this study, which both aim to determine whether or not there is an influence of student learning behavior on learning achievement. While the difference lies in the results of research findings, which in previous studies resulted in a significant value less than 0.05 so that there was an effect of variable X on Y. Unlike the case with research that has been carried out, which resulted in the finding that there was no effect of student learning attitudes on learning achievement. Social studies learning for class V students at SDN 30 Pangkep, it means that the better students' attitudes in the implementation of social studies learning, it does not have a significant effect on learning achievement.

Achdiyat, (2018) also stated that student learning attitudes are one of the factors that affect learning achievement, attitudes determine how individuals react to situations and determine what individuals are looking for in life. Slameto (2003) states that learning attitudes are important because they are based on an active role in the teaching and learning process. Therefore, a positive learning attitude will lead to a higher intensity of activity than a negative learning attitude. Meanwhile, Ahmadi, (2002) states that learning attitudes are individual awareness that determines real actions and actions that may occur. The assessment of the good and bad attitudes carried out will be reflected in the form of learning achievement. A positive student attitude towards subjects at school is a good first step in the teaching and learning process at school. From this explanation, it can be concluded that theoretically it is different from the findings of this study that there is no effect of student learning attitudes on student learning achievement.

CLOSING

There is a simultaneous influence of learning strategies and student learning attitudes on social studies learning achievement of fifth grade students at SDN 30 Satanger Liukang Tangaya Pangkep, where the simultaneous influence contribution is 55.8% and the remaining 44.2% is influenced by other factors.

There is an influence of learning strategies on social studies learning achievement of fifth grade students at SDN 30 Satanger Liukang Tangaya Pangkep, where the better the learning strategies used, the higher learning achievement.

There is no influence of student learning attitudes on social studies learning achievement of fifth grade students at SDN 30 Satanger Liukang Tangaya Pangkep, where the better students' attitudes in the implementation of social studies learning, it does not have a significant effect on learning achievement.

BIBLIOGRAPHY

Achdiyat, Maman. 2018. Attitudes of Learning Ways and Learning Achievements. *Factors of the Scientific Journal of Education Vol. 5 No. 1* https://core.ac.uk/download/pdf/236193871.pdf.

Ahmadi, A. 2002. Social Psychology. Jakarta: PT. Rineka Cipta.

Ahmadi, A. 2004. Psychology of Learning. Revised Edition. Jakarta: PT. Rineka Cipta.

Ajzen, Icek. 2002. The Theory of Planned Behavior. Organizational Behavior and Human Decission Processes.

Arikunto, Suharsimi. 2010. Research.Procedures, A Practical Approach, Revised Edition. Jakarta: Rineka Cipta.

Astuti. 2009. The effect of learning strategies on historical social studies learning achievement in terms of the learning creativity of state elementary school students in Dawe District.

Kudus Regency in the 2008/2009 school year. Thesis. http://digilib.uns.ac.id.

Saifuddin Azwar. 2010. Human Attitude Theory and Its Measurement. Yokyakarta: Student Library.

Azwar S. 2013. Human Attitude: Theory and Its Measurement. Yogyakarta: Student Library.

Baron. 2008. Learning Psychology. Bandung: Prima Discourse.

Darmansyah. 2010. Fun Learning Strategy with Humor. Jakarta: PT. Earth Literature.

Djaali. 2008. Educational Psychology. Jakarta: Earth Literacy.

Djamarah, Syaiful Bahri. 2011. Learning Psychology. Jakarta: RinekaCipta.

Dimyati and Mudjiono. 2012. Learning and Learning. Jakarta: Rineka Cipta.

Gafur, Abdul. 2012. Learning Design: Concepts, Models, and Their Applications in Learning Implementation Planning. Yogyakarta: Waves.

Gerungan W. 2002. Social Psychology. Bandung: Refika Aditama Hamzah, B.

Uno. 2011. Learning Model: Creating a Creative and Effective Teaching and Learning Process. Jakarta: Earth Literacy.

Ihjon. 2017. The Effect of Teaching Style on Motivation and Economic Learning Achievement of K-13-Based State High School Students in South Konawe Regency. Journal of Social Studies Education Forum Volume 1.

Number 1-February 2017, E-Issn: 2502-325x. http://ojs.uho.ac.id/index.php/JWKP-IPS/article/view/7444

Majid, Abdul. 2014. Learning Strategy. Bandung: PT Pemuda Rosdakarya.

Marno and Idris. 2008. Learning Strategies and Methods. Yogyakarta: Ar-Ruz Media

Mardalis. 2008. Research Methods A Proposal Approach. Jakarta: Earth Literacy

Murdiono, Muhammad. 2012. Citizenship Learning Strategy. Portfolio Based. Yogyakarta: Waves

Murti, Warda. 2019. The Influence of Student Learning Behavior on Biology Science Learning Achievements of Class VIII SMPN 4 Bantimurung. Binomial Journal. https://ejournals.umma.ac.id/index.php/binomial/article/view/185.

Nurdin, Syafruddin. 2005. Professional Teachers and Curriculum Implementation. Jakarta: Quantum Teaching

Nurmawati. 2014. Evaluation of Islamic Education. Bandung: Media library

Omar, Hamalik. 2001. Teaching and Learning Process. Bandung: Earth Literacy.

Roestiyah, N.K. 2008. Teaching and Learning Strategy. Jakarta: Rineka Cipta

Ruswanto. 2017. The Effect of Student Learning Methods and Student Attitudes on Indonesian Language Learning Achievements in Class XI State Vocational High Schools in Subang Regency. Bioratika Scientific Journal FKIP Subang University Vol. 3 (2) ISSN (p) 2461-3961 (e) 2580-6335. file:///C:/Users/My_PC/AppData/Local/Temp/113-Article%20Text-413-2-10-20180222.pdf.

Sabri. 2006. Educational Psychology. Jakarta: CV Pendoman Ilmu Jaya

See, Etin. 2012. Civics Learning Strategy. Jakarta: Earth Literacy

Slamet. 2003. Learning and the factors that influence it. Jakarta: Rineka Cipta.

Syaiful Bahri Djamarah. 2008. Learning Psychology. Jakarta: Rineka Cipta

Syaiful Bahri Djamarah and Aswan Zain. 2010. Teaching and Learning Strategies. Jakarta: Rineka Cipta

Shah, Muhibbin. 2012. Learning Psychology. Jakarta: Raja Grafindo Persada.

Shah, Muhibbin. 2010. Educational Psychology with a New Approach. Bandung: Rosdakarya Teenagers

Sugihartono, et al. 2007. Educational Psychology. Yogyakarta: UNY Press

Sugiyono. 2009. Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta

Sugiyono. 2010. Statistics for Research. Bandung: Alphabeta

Tafsir, A. 2008, Educational Science in Islamic Perspective. Bandung: PT. Teenager. Rosdakarya

Tulus, M, 2006. Human Resource Management. Jakarta: Open University

Usman, Moh. Uzer. 2002. Become a professional teacher. Bandung : PT. Rosdakarya Youth.

Wena, Made. 2009. Contemporary Innovative Learning Strategies. Jakarta: Earth Literacy

Suprijono, Agus. 2009. Cooperative Learning. Yogyakarta: Learning Library.

Suryabrata, Sumadi. 2002. Educational Psychology. Jakarta: PT. Raja Grafindo Persada 2002.

Suryosubroto. 2009. Teaching and Learning Process in Schools. Jakarta: Rineka Cipta

Sarlito Wirawan. 2002. Social Psychology: Individual and Social Psychological Theories. Library Center: Jakarta.