

Learning Tools? Is You. Motivate Yourself to Learn in Order to Motivate other Students for Influential Learning Outcomes

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Abstract

Motivation is a conscious effort by the teacher to create motives in students that support activities towards learning goals. Motivation is a process that leads students to experiences that enable them to learn. Learning motivation plays an important role in giving passion, enthusiasm and pleasure in learning so that those who have high motivation have a lot of energy to carry out teaching and learning activities. This research is quantitative research with ex post facto method. The analytical approach is the descriptive quantitative analysis by describing what it is about a variable through numbers, and inferential analysis by generalizing the results of existing research on a sample for the population to predict the relationship between the independent variable and the dependent variable. The two variables (learning motivation and use of learning facilities) significantly affect student learning outcomes at the Palembang Paradigm Madrasah Aliyah. It is proven that the value of t count $> t$ table ($86.661 > 3.175$ and a significance of $0.000 < 0.0005$). In other words, that learning motivation and the use of learning facilities together influence learning outcomes. The importance of the facts of learning motivation and the use of learning tools on learning outcomes to improve student learning outcomes, then all of these factors need to get great attention from education managers.

Keywords: Learning tools, learning outcome, motivation

Introduction

Learning is a process that is directed to the achievement of goals, the process of doing through various experiences. In teaching there is an interaction between the teacher and students. The position of students in educational interactions is as a subject and at the same time as an object. The core of the teaching process is student learning activities to achieve learning achievement. The problem that arises is whether students can learn by utilizing all their potential and abilities in situations and conditions that exist in their environment to achieve maximum learning outcomes.

In fact, many factors are thought to influence student learning outcomes, both internal and external. Internal factors such as abilities (intelligence), learning motivation, interests, attention, perceptions, attitudes and study habits and perseverance, as well as external factors such as environmental and instrumental factors (Suryabrata, 1987). All of these factors are thought to determine the process and student learning outcomes that will affect the quality of teaching in general.

As a formal educational institution, Madrasas play a very important role in preparing students to solve the problems of present and future life, by maximizing the development of their potential. On that basis, Madrasahs organize teaching and learning processes (educative interactions) well, taking

into account various supporting factors. The high and low quality of Madrasah Aliyah Paradigm graduates is also thought to be influenced by the above factors. The success or failure of students is thought to be determined by how much effort they make to learn and also their attention to the factors that support and hinder the process and learning outcomes.

Madrasah Aliyah Paradigm has made various efforts to improve the quality of education and its graduates. Efforts made include equipping the infrastructure. In an effort to improve student learning outcomes, Madrasah Aliyah Paradigama strives to provide satisfactory service, a positive attitude, attentiveness and good relations with students and discipline towards students, as well as forming conducive learning environment for good teaching and learning activities to occur. The above efforts should have a good impact on the process and student learning outcomes, but in reality this is not the case because it appears that learning outcomes are low and uneven. This effort has not yielded encouraging results on the learning outcomes of Madrasah Aliyah Paradigm students, if not accompanied by attention to psychological factors that support student learning activities.

Likewise, the completeness of learning facilities is thought to affect student learning outcomes. The learning facilities in question are all tools/equipment/models that directly affect the quality and quantity of the teaching and learning process. According to Imron (1996), the maximum use of learning facilities will help the achievement of student learning outcomes.

In teaching and learning activities, it is known that there is learning motivation. According to Winkels (1987), learning motivation is a motivation that is applied in teaching and learning activities. Learning motivation is the overall psychic driving force in students that gives rise to teaching and learning activities, ensuring the continuity of learning in achieving one goal.

Looking at the symptoms in Madrasah Aliyah Paradigm, it is suspected that other causes that prevent students from participating in additional learning are also caused by the economic level of students. In addition, the lack of student motivation can be seen in the lack of student attendance at additional study time, procrastinating study time, and less use of free time to study in the library and not all students have books that are required by the school. Likewise, students do not take advantage of the facilities available at school to visit the library to study and rarely use the laboratory. In other words, the available laboratory and library buildings and facilities have not functioned properly. This is because there are no special laboratory assistants and librarians who can encourage students to read and study there. Another factor is the lack of maintenance of practical equipment in the laboratory and the practice equipment is full of dust and many are obsolete.

Many understandings are given by experts regarding the definition of learning motivation. All the definitions given have a different vision from each other. However, in principle, they agree that learning motivation leads to the drive or willingness to learn. Motivation is a process to activate motives into actions or behaviour to meet needs and achieve goals. Or a hidden power within a person that compels him to act in a certain way. In simple terms, it can also be interpreted as the willingness and urge to do something.

The importance of the facts of learning motivation and the use of learning tools on learning outcomes to improve student learning outcomes, then all of these factors need to get great attention

from education managers. Based on the various problems described above, the author is interested in conducting research.

It is necessary to distinguish learning facilities and infrastructure because both are two terms that have roles that are related to each other. Learning facilities are tools/equipment/models that directly affect the quality and quantity of the teaching and learning process. Meanwhile, infrastructure is hardware that needs to be prepared before teaching and learning activities take place which does not involve the process of achieving educational goals. According to Dimiyati (1999) learning infrastructure includes school buildings, study rooms, sports fields, worship rooms, art rooms, and sports equipment. Learning facilities include textbooks, reading books, school laboratory tools and facilities and various other teaching media.

Many understandings are given by experts regarding the definition of learning outcomes. All the definitions given have a different vision from each other. However, in principle, they agree that learning outcomes lead to changes in aspects of students' knowledge, skills and attitudes after the teaching and learning process. In general, learning is the process of changing behaviour as a result of individual experiences in interacting with their environment. The results of the learning process can be seen and measured.

According to Gagne (1977), learning is a complex activity. After following the learning process a person will have the knowledge, attitudes and skills. This learning achievement is called capability. Capabilities are obtained from simulations that come from the environment and cognitive processes that include knowledge and skills. Knowledge refers to information stored in the mind, while skill is an act of behaviour that a person can show as an indication of his mastery of these skills.

Learning outcomes can be explained by understanding the two words that make it up, namely "Results" and "Learning". The meaning of the results (product) refers to an acquisition resulting from an activity or process that results in a functional change in input. Productivity results are the gains obtained due to the activity of converting raw materials into finished goods. The same applies to limiting the terms crop yields, sales results, development results, including learning outcomes. In the input-process-outcome cycle, the results can be clearly distinguished from the inputs due to the process. Likewise in teaching and learning activities. After experiencing learning, students experience changes in their behaviour compared to before. Learning is done to seek a change in the individual who learns. In other words, learning outcomes are changes that cause humans to change both aspects of attitude and behaviour (Purwanto: 2009).

This research will examine the learning outcomes of Madrasah Aliyah Paradigm students. Many factors are thought to affect student learning outcomes, in general, Suryabrata (1987) divides it into several factors, namely internal factors which include (1) physiological factors in the form of general physiological conditions and the condition of the five senses, (2) psychological factors in the form of intelligence (IQ), talents, interests, motivation, emotions and cognitive abilities. Meanwhile, external factors include (1) environmental factors in the form of the natural environment and social environment, (2) instrumental factors in the form of curriculum, programs, facilities and infrastructure as well as teaching staff. Therefore, the authors suspect that 1) does learning motivation affect student learning outcomes at Madrasah Aliyah Paradigm? 2) does the use of learning facilities affect the learning outcomes of Madrasah Aliyah Paradigm students? 3) what is the significance of learning

motivation and the use of learning facilities on student learning outcomes of Madrasah Aliyah Paradigm?

Given the many related factors that can affect student learning outcomes as described in the identification of the problems above and also the limitations experienced by the author, both in terms of time, energy, cost and the need for useful information for the development of science, this research focused on students' psychological factors, especially on the variables of learning motivation and the use of learning media on learning outcomes.

The selection of the two independent variables is based on the assumption that learning motivation and the use of learning facilities are internal factors formed through the experience of students themselves and are important factors that support learning activities in schools and determine student learning outcomes. Therefore, this study was designed to prove the conjecture stated above. This research is focused on Madrasah Aliyah Paradigma. Although Madrasah Aliyah is widely spread in several places, this research is limited to Madrasah Aliyah Paradigm.

Research Methods

This research is quantitative research with ex post facto method. The analytical approach is the descriptive quantitative analysis by describing what it is about a variable through numbers, and inferential analysis by generalizing the results of existing research on a sample for the population to predict the relationship between the independent variable and the dependent variable.

The population in this study were students in grades I and II of Madrasah Aliyah Paradigma in 2011/2012, amounting to 55 people. The sampling of this research is based on saturated sampling. Saturated sampling is the population that is sampled. This is done so that the sample can represent the population and can later be generalized to the population. All students of class X and class XI MA Paradigm have the same opportunities as the sample in this study.

The type of data needed in this research is quantitative data. Quantitative data is data expressed by numbers, which include data on student learning motivation, data on the use of learning facilities, data on student learning outcomes, number of teachers, number of students, number of employees and data on facilities and infrastructure of Madrasah Aliyah Paradigm. In this study there are two sources of data needed, namely primary and secondary data sources. According to Cholid Narbuko (2007), primary data is often translated as data collected directly by researchers, or data measured directly by researchers from the object of observation. While secondary data is defined as supporting data obtained from existing sources, both from publications, such as reports or journals, as well as from related institutions.

The independent variable contributes to the dependent variable can be explained as follows: 1) Learning motivation towards learning outcomes: the learning outcomes referred to in this study are numbers or scores taken from the final semester exam that describe changes in student behavior after carrying out learning activities at a certain time, both changes in aspects of knowledge, skills and attitudes. 2) Use of learning tools on learning outcomes: The use of learning facilities referred to in this study is the use of learning facilities related to the frequency of use as well as the time and length of use of learning facilities in the form of libraries with their collections, laboratories with practical

equipment and facilities in the form of media used by teachers in learning which are expressed in the form of scores obtained from a questionnaire about the use of learning facilities. 3) Learning motivation and the use of learning tools on learning outcomes: The learning motivation referred to in this study is an encouragement from within the students to take an act of learning. This can be seen from the student's interest in learning, in the form of curiosity and enthusiasm for learning, hope for success and satisfaction with learning which is expressed in the form of scores obtained by students from a questionnaire run on students about student learning motivation.

Research Findings

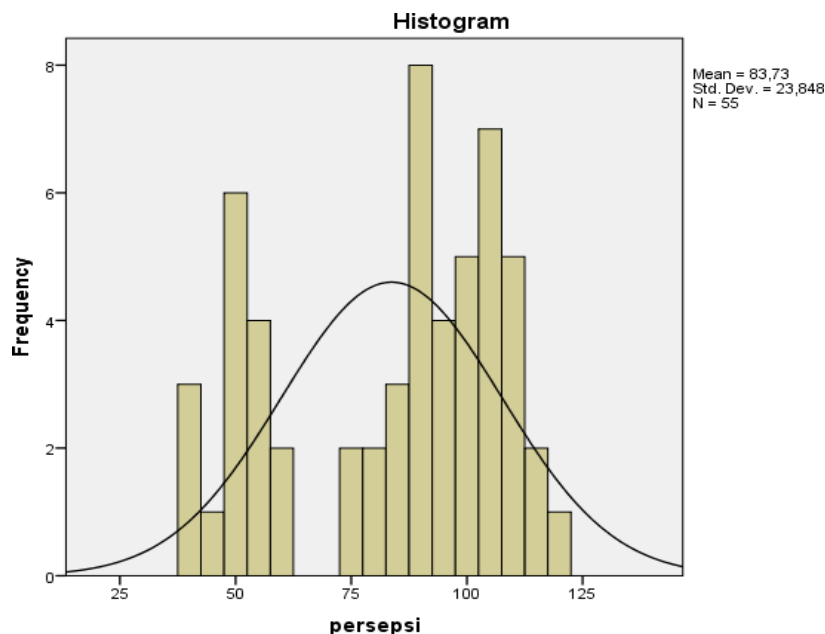
The description of Student Learning Motivation Result Score. Based on the questionnaire distributed to 55 samples of students, the score data obtained were analysed using SPSS. The data shows that the sample size is 55 people and no data is missing. The average score of students' learning motivation is 73.18. The standard error of the mean is the standard error for the population estimated from the sample using the mean size is 1.708. The median is 70.00 and the mode is 70. The histogram output forms mountains or bells, so it can be said that the data is normally distributed.

Based on the results of data analysis using SPSS, the results of the analysis showed that the number of samples was 55 people and no data was lost. The average score of students' learning motivation is 73.18. The standard error of the mean is the standard error for the population estimated from the sample using the mean size is 1.708. The median is 70.00 and the mode is 70.

If you pay attention to the distribution of the data above, it can be seen that the student's motivation to learn is at the level of 73.18, this shows that students have high learning motivation. The high number of learning motivations is measured from the scale used in the study by choosing one of four possible answers by comparing the statements presented and the tendency to agree or not with the intended learning motivation. The possibility of alternative answers presented in the 30 question items obtained results that show the tendency of learning motivation to be in a positive trend at a score of 73.18. Thus, it can be understood that Paradigm MA students have high motivation in learning.

The description of the score for the use of learning tools. Based on the questionnaire distributed to 55 samples of students, the data obtained from students' perceptions of facilities and infrastructure were analysed using SPSS. The data shows that the sample size is 55 people and no data is missing. The average score for the use of learning facilities is 83.73. The standard error of the mean is the standard error for the population estimated from the sample using the mean size is 3,216. The median is 90.00 and the mode is 90. The histogram output forms mountains or bells, so it can be said that the data is normally distributed.

Next about the results of the analysis of learning facilities, previous data has shown that the number of samples is 55 people and no data is missing. The average score for the use of learning facilities is 83.73. The standard error of the mean is the standard error for the population estimated from the sample using the mean size is 3,216. The median is 90.00 and the mode is 90. The histogram output forms mountains or bells, so it can be said that the data is normally distributed. If we look at the score of 83.73, it is included in the high category, where the level of student attention in the form of using available learning facilities has a positive tendency and this has an impact on their learning achievement in MA Paradigma



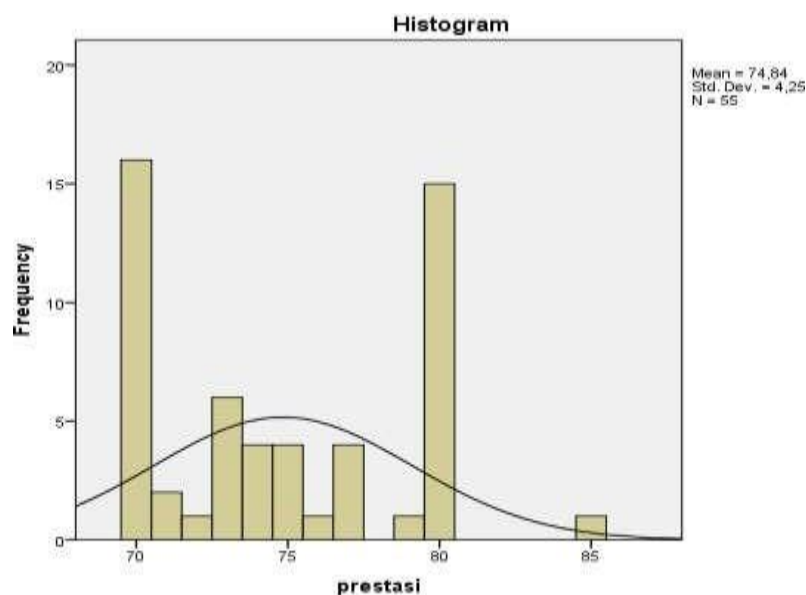
The description of Student Learning Outcomes Score. Based on the questionnaire distributed to 55 samples of students, the data on student learning outcomes scores were analysed using SPS. The data shows that the sample size is 55 people and no data is missing. For the average achievement score of 74.84. The standard error of the mean is the standard error for the population estimated from the sample using the mean size is 0.573. The median is 74.00 and the mode is 70. The histogram output does not form mountains or bells, so it can be said that the data is not normally distributed.

Furthermore, regarding achievement, based on a questionnaire distributed to 55 samples of students, the data on student learning outcomes scores were analysed using SPSS. The average score for learning outcomes was 74.84. The standard error of the mean is the standard error for the population estimated from the sample using the mean size is 0.573. The median is 74.00 and the mode is 70. The histogram output does not form mountains or bells, so it can be said that the data is not normally distributed. Based on the data above, it shows that student learning achievement looks varied and spread at an average value of 0.573, while the learning outcome score at 74.84 describes that there is a tendency for student achievement to be at the medium or middle level. Therefore, the possibility of other factors that influences the reasons that can be calculated, which in this study looked at the motivation and infrastructure.

After the process of analysing the data on motivation, infrastructure, and achievement is carried out, the next step is to get a score on the influence of motivation and learning facilities on achievement. In conducting the analysis, the researcher uses SPSS to calculate and get the final results from the existing data.

Researchers in calculating with SPSS, use the Anova formula because there are three variables to see the effect. In the calculation, the results obtained to determine whether there is an influence

between learning motivation, facilities and infrastructure on learning achievement, can be seen from the output of SPSS. Based on the output of Anova above, the hypothesis testing is as follows: it is known that the calculated F is 86,661, the results obtained for the t table with df = 52 are 3.175. Testing at 0.05 significance. Because the value of t arithmetic > t table ($86.661 > 3.175$) and a significance of $0.000 < 0.005$ then H_0 is rejected or in other words, it can be concluded that learning motivation and facilities and infrastructure together influence student achievement. Thus it can be described that the learning motivation of MA Paradigm students and the availability of learning facilities or facilities as supporters influence the achievement that students get in studying at the Paradigm MA.



The hypothesis testing about correlation, autocorrelation and heteroscedasticity test For regression analysis used correlation test, autocorrelation and heteroscedasticity with the output data below:

Model Summary

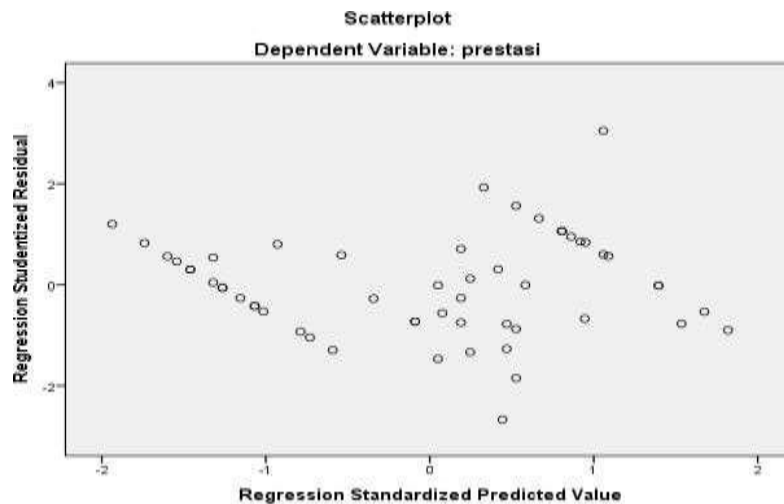
Model	R	R Square	Adjusted R Square	Std. An error of the Estimate	Durbin - Watson
1	.877 a	.769	.760	2.081	2.113

a. Predictors: (Constant), perception, motivation

b. Dependent Variable: learning outcomes

Table R shows multiple correlations where the value describes the correlation between the independent and dependent variables. The R-value ranges from 0 to 1 where if it is close to the value 1 indicates a very close relationship. The data above in table R obtained the number 0.877 which describes the close relationship between the independent and dependent variables. In the R Square table, the coefficient of determination or the percentage of the contribution of the independent variable to the dependent variable is 76.9%, while the remaining 23.1% is influenced by other variables not included in this model. The Durbin-Watson value indicates the presence or absence of autocorrelation in the regression model. A good regression model should not show autocorrelation. The value of 2.113 shows no autocorrelation.

To test detects the presence or absence of deviations from the classical assumption,



namely heteroscedasticity, the scatterplot output is used, namely:

From the output, it can be seen that the points spread above and below the number 0 on the Y- axis. So, it can be given an illustration that there is no heteroscedasticity in this regression model.

The hypothesis testing the effect of variable X1 on Y. To see if there is an influence between learning motivation on learning outcomes, it can be seen in the SPSS output below:

Coefficients

Model		Unstandardize d Coefficients		Standardize d Coefficient s	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	55,394	1,680		32,963	,000
	motivatio n	,146	,025	,437	5,806	,000

	perception	,104	,013	,584	7,771	,000
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a. Dependent Variable: learning outcomes

From the table above to test the hypothesis of the X1 variable against Y as follows: a) It is known that t arithmetic is 5.806 with a significance of 0.000. b) T table with degrees of freedom or $df = n-k-1$ or $55-2-1=52$. The result obtained for the t table with $df = 52$ is 2.007. Testing at a significance of $0.05/2 = 0.025$. c) The test criteria based on testing using t table are: if - t table t arithmetic t table, then H_0 is accepted. If $-t \text{ count} < -t \text{ table}$ or $t \text{ count} > t \text{ table}$, then H_0 is rejected. If based on the significance is: if the significance > 0.05 , then H_0 is accepted and if the significance is < 0.05 , then H_0 is rejected. d) Because the value of t arithmetic $> t$ table ($5.806 > 2.007$) and a significance of $0.000 < 0.005$ then H_0 is rejected or in other words, it can be concluded that there is an influence between learning motivation on student learning outcomes.

The hypothesis Testing the Effect of X2 on Y. By using the output data above, it can also be tested the effect of the X2 variable on Y, namely: a) It is known that t count is 7.771 with a significance of 0.000. b) T table with degrees of freedom or $df = n-k-1$ or $55-2-1=52$. The result obtained for the t table with $df = 52$ is 2.007. Testing at a significance of $0.05/2 = 0.025$. c) The test criteria based on testing using t table are: if - t table t arithmetic t table, then H_0 is accepted. If $-t \text{ count} < -t \text{ table}$ or $t \text{ count} > t \text{ table}$, then H_0 is rejected. If based on the significance is: if the significance > 0.05 , then H_0 is accepted and if the significance is < 0.05 , then H_0 is rejected. d) Because the value of t arithmetic $> t$ table ($7.771 > 2.007$) and a significance of $0.000 < 0.005$, H_0 is rejected or in other words, it can be concluded that there is an effect of using learning tools on student learning outcomes.

The hypothesis Testing X1, X2 Against Y. To find out whether there is an influence between learning motivation and learning facilities on learning outcomes, it can be seen from the SPSS output below:

ANOVA

Mode 1		Sum of Square s	Df	Mean Square	F	Sig.
1	Regression	750,395	2	375,197	86,661	,000 ^b
	Residual	225,133	52	4,329		
	Total	975,527	54			

Dependent Variable: achievement

Based on the Anova output above, the hypothesis testing is as follows: a) It is known that the calculated F is 86.661 with a significance of 0.000 b) T table with degrees of freedom or $df = n-k-1$ or $55-2-1=52$. The results obtained for the t table with $df = 52$ are 3.175. Testing at 0.05 significance. c) The test criteria based on testing using the f table are: if F count F table, then H_0 is accepted. If F count

$> F$ Table, then H_0 is rejected. If based on the significance is: if the significance > 0.05 , then H_0 is

accepted and if the significance is <0.05 , then H_0 is rejected. Because the value of t arithmetic $> t$ table ($86.661 > 3.175$) and a significance of $0.000 < 0.005$ then H_0 is rejected or in other words, it can be concluded that learning motivation and the use of learning facilities together influence student learning outcomes.

Discussions

Motivation is a process to activate motives into actions or behavior to meet needs and achieve goals. Or a hidden power within a person that compels him to act in a certain way. In simple terms, it can also be interpreted as the willingness and urge to do something. The characteristics of motivation that exist in a person are: diligent in dealing with tasks or being able to work continuously for a long time; tenacious in the face of adversity and not easily discouraged; not too quickly satisfied with the achievements obtained; show great interest in various learning problems; prefer to work alone and not depend on others; not quickly bored with routine tasks; can defend his opinion; it is not easy to give up what is believed; happy to find and solve problems. Meanwhile, according to Sardiman (1996) motivation means the driving force from within a person to carry out certain activities in order to achieve a goal. Motive can also be interpreted as an internal condition or readiness. Motives become active at certain times, especially when the need to achieve goals is felt urgently. While "motivation" can be interpreted as a driving force that has become active.

The goal to be achieved lies outside the act of learning. Example: children learn to pray because they are curious and skilled at doing it (intrinsic motivation). Conversely, if he learns because he wants to be praised or is afraid of being scolded, then in this case extrinsic motivation applies. Based on some of the opinions above, in principle, learning motivation is a stimulus both from within and from outside the student which causes the urge to study seriously in a certain way to achieve the desired goal.

It is necessary to distinguish learning facilities and infrastructure, because both are two terms that have roles that are related to each other. Learning facilities are tools/equipment/models that directly affect the quality and quantity of the teaching and learning process. Meanwhile, infrastructure is hardware that needs to be prepared before teaching and learning activities take place which does not involve the process of achieving educational goals. According to Dimiyati (1999) learning infrastructure includes school buildings, study rooms, sports fields, worship rooms, art rooms, and sports equipment. Learning facilities include textbooks, reading books, school laboratory tools and facilities and various other teaching media.

Learning facilities do not only concern what students have as students but also educational institutions where students study. The need for this learning tool facilitates successful achievement. However, the means determine success, according to Imran (1996) that existing learning suggestions must be utilized and used as much as possible. Based on some of the opinions above, according to the author, what is meant by the use of learning facilities is the ability of students to give a reaction to the use of learning facilities properly. The use of this learning tool will also have a positive influence on learning motivation which of course is expected to lead to an increase in learning outcomes.

Different learning facilities and managed by different implementers such as teachers, technicians, school principals, are likely to have different impacts. This will lead to different student

perceptions. These different perceptions will affect the behavior of students in using existing learning facilities, so that in the end their different behavior affects their learning outcomes.

Many understandings are given by experts regarding the definition of learning outcomes. All the definitions given have a different vision from each other. However, in principle they agree that learning outcomes lead to changes in aspects of students' knowledge, skills and attitudes after the teaching and learning process. In general, learning is the process of changing behavior as a result of individual experiences in interacting with their environment. The results of the learning process can be seen and measured. A person's success in following a unit of teaching program at one level of education can certainly be seen from the learning outcomes of the program. Learning outcomes are an important problem and have a big influence in human life. Learning can be interpreted as a process of behavior change due to the interaction between the individual and the environment. According to Gagne and Slameto (1995) important characteristics of learning are: 1) learning is a process by which humans can do it, 2) learning generally involves interaction with the external environment; and 3) learning occurs when a change or modification of behavior occurs, and the change persists for a relatively long period of individual life. Gagne divides two types of learning understanding, namely: (1) Learning is a process to gain motivation in knowledge, skills, habits, behavior, (2) learning is the mastery of knowledge and skills obtained from instructions.

From this description it can be understood that the learning process through learning and assessment of learning outcomes has a close relationship. Whether or not the teaching and learning process is good can be seen from student learning outcomes. On the other hand, the level of learning outcomes is a reflection of the quality of learning and the learning efforts carried out. To show the high or low or good or bad learning outcomes achieved by students, there are several ways. One method that is commonly used is to score the abilities and skills possessed by students after participating in the learning process (KBBI 1980).

Based on some of the opinions of the experts above, the author is more inclined to several opinions in taking student learning outcomes, namely Amidjaya (1980), Harahap (1979) and Djamarah (1994) who say that student learning outcomes are an assessment of student development and progress with regard to mastery of the subject matter presented to them as well as the values contained in the curriculum achieved during a certain time and determined in the form of numbers or score scores.

Conclusions

Based on the analysis of the results of this study using SPSS, the following conclusions can be drawn: (1) significantly learning motivation affects student learning outcomes of Madrasah Aliyah Paradigm Palembang. It is known that $t_{\text{arithmetic}} > t_{\text{table}}$ ($5.806 > 2.007$) and a significance of 0.000

< 0.005 then H_0 is rejected in other words there is an influence of learning motivation on student learning outcomes. (2) Significantly the use of learning facilities affects student learning outcomes of Madrasah Aliyah Paradigm Palembang. This is evidenced by the value of $t_{\text{arithmetic}} > t_{\text{table}}$ ($7.771 > 2.007$) and a significance of $0.000 < 0.005$, so H_0 is rejected. In other words, it can be concluded that there is an effect of using learning tools on learning outcomes. (3) There is a significant influence between learning motivation and the use of learning facilities on student learning outcomes of Madrasah Aliyah Paradigm Palembang. It is proven that the value of $t_{\text{count}} > t_{\text{table}}$ ($86.661 > 3.175$)

and a significance of $0.000 < 0.0005$ then H_0 is rejected, in other words, that learning motivation and the use of learning facilities together have an influence on student learning outcomes.

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