

The Use of Multimedia Learning to Improve Motivation of the Students at Primary School Teacher Education Study Program in Learning Social Science

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Abstract—This study aimed at using multimedia learning to improve motivation of the students of primary teacher education study program (PGSD) in learning social science for a primary school course. The subject of this study is 39 students of primary school teacher education study program (PGSD), class A of the fourth semester in academic year 2015/2016 of Teacher Training and Education Faculty, Tadulako University. This is a Classroom Action Research which consisted of two cycles. Data of observation result on students learning motivation indicated that the highest score was 78 or 45.88% in the category of FAIR, and the lowest score was 48 or 28.24% in the category POOR. Percentage of the students' absorptive capacity is 35.79%. In the cycle I, the highest score of students was 136 (80%) in the category HIGH that increased into 166 (97.65%) in the category VERY GOOD at the cycle II, and the lowest score was 85 (50%) in the category POOR that increased into 130 (76.4%) in the category POOR at the cycle II. The percentage of students' absorptive capacity was 61.5% in cycle I and increased into 87.18% at the cycle II. It can be concluded that the use of multimedia learning improved the students' motivation in learning social science for primary school course.

Keywords— *Learning, Motivation, multimedia learning, social science*

I. INTRODUCTION

Learning media has a significant role as a medium of learning that can help the teachers/lecturers to explain the material which is less clearly described in teaching materials. Learning media can simplify the complicated teaching materials for students.

Social science for primary school class has not used multimedia learning maximally, resulting on the lower of response, attention and Concept mastery of the students. The lecturer has difficulty to stimulate the students' learning motivation in learning this unit. Recently, lecturers prefer to teach the students using conventional method such lecture, note taking and they are not given more opportunities to express their ideas or response to the topic discussion.

Media learning is an assistive tool in a learning process that required by the students to help them in understanding teaching material delivered by their lecturers. Having understood the discussion, then students will be able to

enhance their learning achievement and learning process will be more meaningful for the improvement of their knowledge.

Hence, an attempt is made to use multimedia to promote motivation in learning social science for primary school. By using multimedia as a medium in learning is expected to promote motivation of the students in learning social science for primary school and help the students to get maximum learning achievement.

Ref. [1] suggested that generally, multimedia is defined as a combination of text, images, graphics arts, animation, sound, and video. This kind of media is combined into a single unit of work that will generate information that may not only be seen as a printout but also can be heard, forming simulation and animation that can stimulate interest and has a high value of the graphic arts in its presentation.

The concept of merging requires several kinds of hardware. Each hardware has its common basic function and computer controls all these types of hardware. These types of equipment are a computer, video camera, video cassette recorder, Overhead Projector (OHP) and CD. Multimedia presents animated document which can be seen on screen or projected onto a big screen. We can listen to the sound of and see the movement of the animated document. Multimedia aims to present the information to be enjoyable, exciting, obvious, and understandable.

Ref. [2] proposed some advantageous of multimedia learning, such: (1) more attractive; (2) more interactive; (3) reduce the lecture session; (4) promote students' motivation and increase students' learning achievement; (5) improve students' concentration and focus on learning; (7) animate the text with sounds, music, pictures, and video; (7) attract the students' interest to learn, since multimedia is a combination of audio and visual.

Ref. [3] describe the 12 characteristics of multimedia learning, that: (1) designed based on competencies/instructional objective; (2) designed in accordance with the characteristics of learning; (3) maximize the interaction in the class; (4) individual; (5) combining various types of media; (6) Approaching the students in a positive way; (7) Prepare an assortment of feedback; (8) Compatible with the learning environment; (9) proper

assessment for learning performance; (10) using resources from computer maximally; (11) designed based instructional design principles; (12) the whole program has been evaluated.

Thus, multimedia learning is selected, developed and utilized properly and correctly, then it will provide enormous benefits both for lecturers and students. Multimedia learning is very helpful in motivating students to learn, either individually or in groups.

There are some advantages or superiority of multimedia learning, including (1) Allows the interaction between students with instructional materials, (2) individual learning process suit to the students' ability; (3) shows audio-visual elements; (4) Provide direct feedback, (5) Creating a continuous learning process, (6) encourage students' curiosity to change something that already exists, and encourages the students to try new things. [4] mentioned several problems in the use of multimedia learning, including limitation of intelligence of computer software. This limitation involves limitation of interaction capacity with the students, for example, most of the type of questions are multiple choice, true-false, or another form of simple questions.

Ref. [5] the nature of social studies for primary schools is providing basic knowledge and skills as media training for students as citizens as young as possible. Since social science does not teach knowledge but it also must be oriented to the development of critical thinking skills, attitudes and abilities of the students based on real and daily social life and it should meet the students' need of social life in the community.

Ref. [6] remarked that in the textbook, Social science a simplification or adaptation of social science and humanities disciplines, as well as basic human activities that are organized and presented in a scientific and pedagogical/psychological for educational purposes.

Education implies a deliberate act to make people have a better quality, learn something, understand something, and so on. Furthermore, to understand the meaning of education, we should refer to the definition of education stated in article 1 of Law No. 20 of 2003 on the national education system. It defines education as a conscious and deliberate effort to create an atmosphere of learning and the learning process so that students can actively develop their own potentials to have the power of spiritual religion, self-control, personality, intelligence, noble character, and acquired skills, society, country and nation.

Overall, the objectives of social science for primary school as suggested by [7] are as follows: (a) To equip students with social knowledge which will be useful in their life society; (B) Teach the students the ability to identify, analyze and develop alternative solutions to social problems that occur in the life of society; (C) Teach the students communication skill with fellow citizens and people from various scientific fields and expertise background; (D) Develop students' awareness, a positive mental attitude, and skills to use environment as a part of life; (E) Teach the students the ability to develop social science knowledge in accordance with the development of life, society, science and technology.

Ref. [8] states that scope of the social science for primary school is a global education which is described as (a) Educating students related to diversity of nations, cultures and civilizations in the world, (b) Developing awareness of interdependence nation, (c) Instilling awareness of the increasing open communication and transport among countries in the world and (d) Alleviating poverty, illiterate and destruction.

Motivation derives from the word motive which can be interpreted as internal driving force and on the subject to undertake certain activities in order to achieve an objective. Derived from the word motive, motivation can be defined as the driving force that has become active. Ref. [9] suggests the notion of motivation is a conscious effort to propel, steer and maintain a person's behavior that he was compelled to do something to achieve a particular objective or goal.

According to [10] motivation is a changing energy in someone who is characterized by the emergence of feelings and reactions to achieve the objectives. In this sense, it can be said that motivation is a complex thing.

Ref. [11] pointed out that motivation can also be interpreted as a series of to provide certain conditions, so that someone is willing and wants to do something, and if he does not like it, then he will seek to eliminate or move the feeling of dislike.

From some definitions aforementioned, it can be concluded that the definition of motivation is the overall driving forces both from internal and external factors by creating a series of efforts to provide certain conditions that ensure continuity and give direction to achieve the expected result.

Ref. [12] stated that motivation contains three main components, namely the move, directs, and sustains the behavior of the human.

Ref. [13] explained that learning outcomes will be optimally gained if there is a motivation. The precise motivation will give better results. Hence, motivation will always determine the effort to learn.

Other opinions about the function of motivation in learning proposed by [7] namely: (a) provide optimal conditions for the teaching and learning process; (B) Encourage students enthusiasm to learn; (C) arise the interest of students to learn; (D) attract the students attention to focus on learning; (E) Help the students to be able and willing to find ways or behavior properly to support the achievement of learning objectives as well as their future

Motivation has a close connection with the interest. Students who have an interest in a field of study tend to be attracted to and thus arise their motivation to study it. Motivation is also influenced by the important values in life. Therefore, we can say that the motivation shows something that is very useful for someone who wants to learn.

[14] emphasized that motivation can be classified based on its formation, motivation is divided into two parts as follows: (a) Default motives; (B) learned motives.

There are two kinds of opinion related to motivation, the motivation derives from inside personality called as "intrinsic motivation" and the motivation that derives from outside personality called as "extrinsic motivation". It can be concluded that intrinsic motivation is the motivation that arises and has a function for their influence from inside personality. While extrinsic motivation is the motivation that arises and has a function for their influence from the outside personality.

Motivated students who wish and expectation to succeed and if they fail, they will try hard to achieve the success demonstrated in their academic achievement. In other words, diligent efforts and mainly based on their motivation to learn than someone who will have good learning performance.

According [14] that the motivation to learn an obligation that had been developed, which means it is affected by the physiological and psychological effects maturity. Ref. [15] points out the factors that influence the motivation in learning are as follows: (a) students' ambitions or aspiration; (b) The ability of the student; (c) The condition of the student; (d) The condition of the student environment.

It can be concluded that student learning motivation is increased when the lecturer is able to interact and communicate well with students. A lecturer or educator should be able to choose, use, select, and evaluate the media that will be used in teaching and learning. By using simple media, students are able to understand to understand the media and will strengthen their motivation to study and develop the activity and creativity in learning.

The researcher formulates the problem statement, as follows, how can the use of multimedia promote the motivation in learning social science for primary school of the students of Primary School Teacher Education (PGSD) Study Program?

In accordance with the formulation of the problem in chapter ii, the purpose of this research is to improve the motivation of the students of Primary School Teacher Education Study Program in learning social science for primary school course

The benefits that can be gained through this research, namely:

- The theoretical benefits; The results of this study contribute information on various matters relating to the use of multimedia to improve the motivation of the students of Primary School
- Benefits for students; From the results of this study student is expected that students will use multimedia in the learning process at primary schools.
- Benefits for researchers; the results of this study can be used as a reference for further researches in learning social science for a primary school course, multimedia is mainly used for modeling and simulation. Newly discovered objects can be simulated in the form of a model to be studied and developed. Such objects can be investigated by studying the texture, size, dimension,

and character in the form of multimedia such as images, animations, and even sound.

II. METHODS

A. Stages of Research

1) Preparation

At this stage the researchers discuss the following matters: (a) identification of the problems facing by lecturers and students; (b) Choose the most prominent issues to be addressed jointly.

2) Implementation :

(a) Identify the condition of the students during the learning process in the classroom and record and noted a few things; (b) Discuss and prepare media learning.

3) Implementation of the treatment:

(a) Delivering learning by using multimedia; (B) Records of students in each learning activity, including student learning motivation; (C) Provide a test that includes some subjects, as the end result of the first cycle of treatment; (D) Develop learning strategies in accordance with the advice of students (if necessary)

4) Evaluation and Reflection:

(a) evaluate the data obtained from the implementation of the hypothesis in cycle I together with lecturers; (B) Discuss the reflections that have been created along with a team of researchers and create a plan of action for the second cycle; (C) Develop learning strategies in accordance with the advice of students (if necessary).

B. Location of the Research

The location of this research is in the Primary school teacher education study program (PGSD) of Teacher Training and Education Faculty, Tadulako University academic year 2015/2016.

Research subjects are s39 students of Primary school teacher education study program (PGSD), class A of the fourth semester in academic year 2015/2016 of Teacher Training and Education Faculty, Tadulako University

C. Research Design

This research employed Classroom Action Research done in several cycles. In general, each cycle of Classroom Action Research consisted of planning → treatment → observation → evaluation/reflection.

D. Technique of Data Collection

Data were collected during the three cycles on social science for a primary school course. The data was collected on 1) data on students' motivation was assessed using rubric during the class. 2) data related to students' activity in the class of social science for a primary school course and students' ability to cooperative work and their ability to ask and answer questions.

E. Data analysis

The collected data will be analyzed qualitatively and quantitatively. Indicators of successful implementation of treatment are categorized as follows:

- Qualitative Indicators Learning
- Quantitative Indicators Learning

Furthermore, in accordance with the rules of this study, the research subjects will be invited to analyze the collected data by asking them to assess the implementation of learning.

III. RESULT AND DISCUSSION

A. Orientation

Before the researcher treated the students in Cycle I and Cycle II, he observed 39 students of Class A on Primary School Teacher Education Program (PGSD), semester IV academic year 2014/2015, Teacher Training and Education Faculty, Tadulako Univesity. The result of observation showed that individual score on the pre-treatment toward the students' motivation in learning social science for a primary school course.

In the implementation of pre-treatment, the observation data on students' motivation in learning, it was obtained the highest score of 78 (45.88%) in the category of FAIR and the lowest score 48 (28.24%) in the category POOR. Percentage of the average of students' absorptive capacity was 35.79%. It indicated that observation students' motivation in learning was in the category POOR. Hence, it needed treatment to improve the students; motivation in learning in cycle I.

B. First cycle

In the first cycle, the treatment was carried out for 4 weeks. One week consisted of one meeting. Thus, the first cycle was conducted over four sessions. Three meetings are used for the implementation of the action and one session is used for the giving test. The material provided on this first cycle is background and definition of social science education. These materials were designed in the form of multimedia that will promote student motivation to learn. Treatment conducting in this study was to motivate the students in learning to seek more information on social science Education. During the treatment, students discovered new ways in understanding the background and definition of social science education. The result of observation on students' motivation to learn can be seen in Table II.

The result of the cycle I on Students' motivation in learning social science for primary school shows that the highest score is 136 (80%) in the category GOOD and the lowest score is 85 (50%) in the category of POOR. The percentage of the average of students' absorptive capacity was 61.57%. It is indicated that the observation result on students' motivation in learning social science for primary school was getting better but need to be improved in cycle II

TABLE 1. RESULT ON INDIVIDUAL SCORE PRE- TOWARD THE STUDENTS' MOTIVATION IN LEARNING SOCIAL SCIENCE FOR PRIMARY SCHOOL COURSE.

No	Name	Score pre-treatment	Percentage	Category
1	MS	65	38,24	POOR
2	FM	55	32,35	POOR
3	GA	48	28,24	POOR
4	Alg	60	35,29	POOR
5	TV	63	37,06	POOR
6	NS	52	30,59	POOR
7	KM	63	37,06	POOR
8	ID	54	31,76	POOR
9	DP	54	31,76	POOR
10	Nlv	57	33,53	POOR
11	Krt	61	35,88	POOR
12	Dst	55	32,35	POOR
13	NM	54	31,76	POOR
14	GW	64	37,65	POOR
15	FD	68	40,00	POOR
16	Ayr	75	44,12	FAIR
17	DM	61	35,88	POOR
18	Isn	55	32,35	POOR
19	Amn	56	32,94	POOR
20	SN	58	34,12	POOR
21	IS	65	38,24	POOR
22	Ndm	78	45,88	FAIR
23	NA	57	33,53	POOR
24	SP	63	37,06	POOR
25	MS	62	36,47	POOR
26	Avn	55	32,35	POOR
27	FJ	59	34,71	POOR
28	FR	68	40,00	POOR
29	EM	69	40,59	POOR
30	NY	70	41,18	FAIR
31	RK	54	31,76	POOR
32	RW	55	32,35	POOR
33	MA	63	37,06	POOR
34	AR	64	37,65	POOR
35	WJ	78	45,88	FAIR
36	MR	57	33,53	POOR

37	Skr	58	34,12	POOR
38	Ida	65	38,24	POOR
39	IF	55	32,35	POOR

37	Skr	105	61,76	FAIR
38	Ida	87	51,18	FAIR
39	IF	85	50	FAIR

TABEL II INDIVIDUAL RESULT OF MOTIVATION IN LEARNING IN CYCLE I

No	Name	Gained score	Percentage	Category
1	MS	120	70,59	GOOD
2	FM	110	64,71	GOOD
3	GA	135	79,41	GOOD
4	Alg	96	56,47	FAIR
5	TV	105	61,76	GOOD
6	NS	110	64,71	GOOD
7	KM	115	67,65	GOOD
8	ID	105	61,76	GOOD
9	DP	120	70,59	GOOD
10	Nlv	125	73,53	GOOD
11	Krt	100	58,82	FAIR
12	Dst	117	68,82	GOOD
13	NM	116	68,24	GOOD
14	GW	66	38,82	POOR
15	FD	87	51,18	FAIR
16	Ayr	136	80	GOOD
17	DM	125	73,53	GOOD
18	Isn	100	58,82	FAIR
19	Amn	102	60,00	FAIR
20	SN	115	67,65	GOOD
21	IS	89	52,35	FAIR
22	Ndm	105	61,76	GOOD
23	NA	115	67,65	GOOD
24	SP	117	68,82	GOOD
25	MS	119	70	GOOD
26	Avn	61	35,88	POOR
27	FJ	117	68,82	GOOD
28	FR	118	69,41	GOOD
29	EM	69	40,59	POOR
30	NY	120	70,59	GOOD
31	RK	115	67,65	GOOD
32	RW	67	39,41	POOR
33	MA	105	61,76	GOOD
34	AR	98	57,65	FAIR
35	WJ	86	50,59	FAIR
36	MR	99	58,24	FAIR

C. Reflection and Improvement of treatment

The results obtained in the first cycle has not achieved optimal results. It can be seen from the number of the students who got a low score which means they were not motivated yet to learn. There were many students who were not able to explain and interpret the material according to the standard of competence and learning objectives stated in teaching outline for the cycle I.

Therefore, on the second cycle, the lecturers began to apply (use) multimedia in the learning process. Through oral presentation, the lecturer can also emphasize the importance of the use of multimedia learning. In addition, to being the part of the variation in the learning process, it was also expected that students discover new ways of understanding learning. In the implementation stage, the lecturer can assess the students' enthusiasm and interest in the learning process of social science for a primary school course. This observation result will be described and analyzed in details at the evaluation stage.

D. Cycle II

Cycle II was conducted over four weeks. This cycle was the development of the first cycle which was still achieved maximized results. Implementation of treatment of the second cycle is one month consists of one session per week. Thus, the second cycle was held for four meetings. Three meetings are used for the implementation of the treatment and one session is used for giving achievement test. The teaching material on the second cycle related to the identification of the relationship between the social sciences explanation of the purpose of social science education. During the treatment, students solved problems. The result of observation on the individual' motivation to learn can be seen in Table III.

The result of cycle II on Students' motivation in learning social science for primary school shows that the highest score is 166 (97,65%) in the category VERY GOOD and the lowest score is 130 (76,47%) in the category of POOR. The percentage of the average of students' absorptive capacity was 87,18%. It is indicated that the observation result on students' motivation in learning social science for primary school was getting better compared to the cycle I.

After treatment in cycle II, it was found out that the highest score of students' motivation in learning was 166 (97.65%) in the category VERY GOOD, while the lowest score was 130 (76.47%) in the category of POOR. The percentage of the average of students' absorptive capacity was 87.18%. It indicates that the students' motivation in learning improve compared to their motivation in Cycle I.

TABEL III. INDIVIDUAL SCORE ON STUDENTS ' MOTIVATION IN LEARNING SOCIAL SCIENCE FOR PRIMARY SCHOOL IN CYCLE II

No	Name	Gained score	Percentage	Category
1	MS	155	91,18	VERY GOOD
2	FM	150	88,24	VERY GOOD
3	GA	145	85,29	VERY GOOD
4	Alg	148	87,06	VERY GOOD
5	TV	165	97,06	VERY GOOD
6	NS	137	80,59	GOOD
7	KM	150	88,24	VERY GOOD
8	ID	136	80,00	GOOD
9	DP	159	93,53	VERY GOOD
10	Nlv	145	85,29	VERY GOOD
11	Kurt	166	97,65	VERY GOOD
12	Dst	156	91,76	VERY GOOD
13	NM	158	92,94	VERY GOOD
14	GW	158	92,94	VERY GOOD
15	FD	136	80,00	GOOD
16	Ayr	160	94,12	VERY GOOD
17	DM	160	94,12	VERY GOOD
18	Isn	150	88,24	VERY GOOD
19	Amn	165	97,06	VERY GOOD
20	SN	145	85,29	VERY GOOD
21	IS	141	82,94	VERY GOOD
22	Ndm	160	94,12	VERY GOOD
23	NA	150	88,24	VERY GOOD
24	SP	135	79,41	GOOD
25	MS	130	76,47	GOOD
26	Avn	146	85,88	VERY GOOD
27	FJ	148	87,06	VERY GOOD
28	FR	140	82,35	VERY GOOD
29	EM	135	79,41	GOOD
30	NY	145	85,29	VERY GOOD
31	RK	145	85,29	VERY GOOD
32	RW	138	81,18	VERY GOOD
33	MA	140	82,35	VERY GOOD
34	AR	139	81,76	VERY GOOD
35	WJ	130	76,47	GOOD

36	MR	140	82,35	VERY GOOD
37	Skr	154	90,59	VERY GOOD
38	Ida	155	91,18	VERY GOOD
39	IF	165	97,06	VERY GOOD

E. Discussion

Based on the results of research. It showed that the use of multimedia improved the students' motivation in learning social science for a primary school course. It is illustrated in Fig. 1.

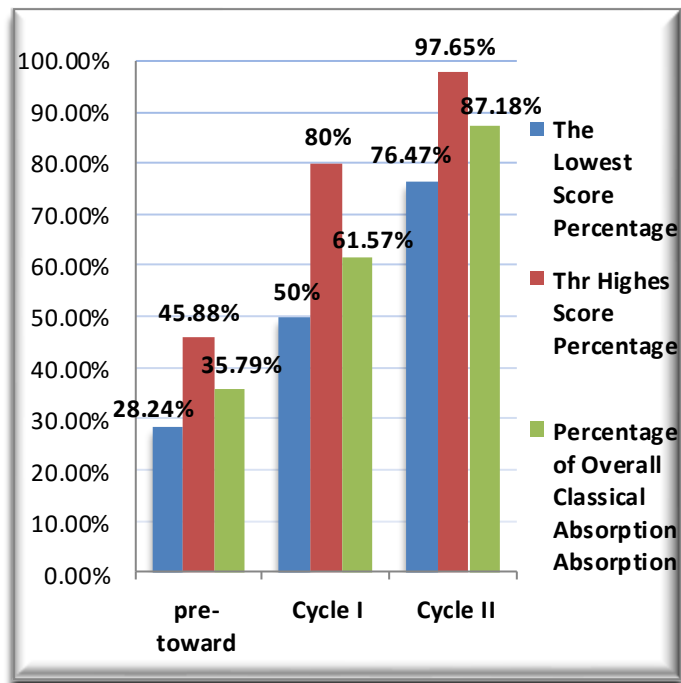


Fig.1 Graphic Of The Result Of Improvement of The Students' Learning Motivation Pre- Pre-Treatment, Cycle I And Cycle II

Before began the cycle I, the lecturer conducted observation pre-treatment to students. The data of observation on students' learning motivation showed that the highest score was 45.88% in the category of FAIR and the lowest score was 28.24% in the category of POOR. It indicated that category and the lowest score 48 with the percentage of 28.24% with a lower category. And has the overall percentage of absorption of classical average is 35.79%. This indicates that the observation of lecturers on motivation to learn is in the category of students' learning motivation is low. So the motivation of student learning very needs to be improved in cycle action I.

In the cycle I, it was found out that the use of multimedia learning improved the students' motivation in learning in which the students' highest score was 136 (80%) in the category of GOOD, and the lowest score was 85 (50%) in the category POOR. The percentage of the average of students' absorptive capacity was 61.57%. It showed that the students' motivation in learning social science was improved but need

more treatment in cycle II to have maximal improvement of the students' motivation in learning.

And the results obtained in the first cycle of the learning motivation of students in the use of multimedia learning obtained the highest score 136 with a percentage of 80% with a high category and the lowest score of 85 with a percentage of 50% with a low category. And has the overall percentage of absorption of classical average is 61.57%. This indicates that the observation of lecturers on motivation to learn is in a category of students begin learning motivation high. And learning motivation of students began to increase but needs to be upgraded in the second cycle.

In Cycle II, It was obtained that the highest score was 166 (97.65%) in the category VERY GOOD, and the lowest score was 130 (76.47%) in the category GOOD. The percentage of the average of students' absorptive capacity was 87.18%. It indicated that the based on the result of observation, compared to the result at cycle I, the students' motivation in learning social science for primary school course improved through the use of multimedia learning at cycle II. Based on the analysis result used the qualitative method, then it can be concluded that the use of multimedia learning improved the students' motivation in learning social science for a primary school course.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of the study, the researchers suggested to other researchers, is expected to combine the use of media learning that suit to the characteristics of each subject, so that weaknesses can be addressed. It aims to get more optimal ability to improve student learning motivation so as to resolve the problems faced.

B. Suggestion

Based on the research result, the researcher suggested the other researcher combine the use of multimedia learning which suit to the characteristics of the course so disadvantages on learning can be solved. It aims at improving the students' motivation in learning and they have ability and skill to solve the problems they encountered.

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