

The Contribution of Lecturer's Performance, Students' Socio-Economic Status,
Students' Participation, and Learning Motivation Toward Student Learning
Achievement

Ida Nugroho Saputro

Lecturer PTB JPTK FKIP UNS

Email : nugroho.saputro@yahoo.co.id.

ABSTRACT

This study aims to (1) understand the influence of learning by the lecturer performance to student learning outcomes (2) know the student's social and economy grades influence on learning outcomes, (3) know the level influence student participation in learning on learning outcomes, (4) know the level of influence student motivation on learning outcomes and (5) know the size of the lecturer performance effect, student's social and economy grades, student participation and student motivation together toward student learning outcomes.

The study population are students of PTB JPTK UNS FKIP following concrete technology course academic year of 2008/2009 as many as 41 people. The sample used was all populations. The data was collected using a questionnaire. The data analysis technique used is regression analysis.

The results found that: (1) there are no significant positive effect between the lecturer performance (X1) on learning outcomes (Y) with correlation coefficient of 0.251, and the effective contribution of 6.3%, (2) there is positive and significant correlation between students economical and social grades (X2) on learning outcomes (Y) with correlation coefficient of 0.778 and effective contribution of 60.6%, (3) there is positive and significant correlation between student participation (X3) on learning outcomes (Y) with correlation coefficient of 0.755 and effective contribution 57.0%, (4) there is positive and significant correlation between students motivation in learning (X4) on learning outcomes (Y) with correlation coefficient of 0.829 and effective contribution of 68.8%, and (5) there is positive and significant correlation between the variables X1, X2, X3 and X4 to Y with correlation coefficient of 0.844 and effective contribution of 71.2%.

Key words: learning, student participation, learning outcomes

A. INTRODUCTION

The order to achieve national educational purposes and develop the intellectual life of the the whole man so desperately needed a business that can support towards the success. One attempt is taken by way of learning. In an effort to achieve good learning performance, the experts in the field of education and

identify issues that can affect learning outcomes. By knowing the things that can affect the learning achievement of implementing learning activities can determine the best step in learning achievement.

Basically the teaching and learning activities are determined by the two factors derived from the students and the factors that originate from outside of the student. Suharsimi Arikunto (1990:20) argues that: "The factors that influence learning achievement can be divided into two types, namely the source of a study in man, which is referred to as internal factors and external factors sourced from human self-learning, which referred to external factors.

The internal factors are factors that exist within ourselves as interest, readiness, motivation, effort, passion and perception. While external factors are the factors which appear from outside the like the system, environment, facilities and atmosphere in educational activities (Syaodih, 2002:1).

According to Purwanto (2004:107) external factors of the environment and instrumental (teaching materials, teachers, infrastructure and learning facilities and administration), while is influenced by factors in physiology and psychology.

Learning is a mental activity which takes place in an active interaction with the environment that result in changes in knowledge, understanding, skills, attitudes and values (Winkel, 2005:59). While according to Tabrani (1989:7) learning is a process of changing individual behavior through interaction with the environment. Understanding focuses the interaction between the individual and the environment, the interactions that happen at a series of learning experiences.

According to Chance (2003:36) "learning is a change in behavior due to experience". Learning is a change in behavior at the individual thanks to the experience. Gagne (1977:3) defines "Learning is change in human disposition or capability which persist over periods of time, and the which is not simply ascribable to process of growth". Learning is a change in human character or ability that lasts for a specific time and not just caused by growth. Cronbach (Knowles, 1986:6) explains that "Learning is shown by change in behavior as result of experience", learning is indicated by changes in behavior as a result of experience.

Klein (2002:2) "learning can be defined as an experimental process that resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation or innate response tendencies. This definition of learning has three important components. First, learning reflects a change in the potential for someone behavior, it does not automatically lead to a change in behavior. Second, the behavior changes that learning causes are not always permanent. Third, changes in behavior can be due to processes other than learning".

According to Williams and Anandam (Henson & Eller, 1999:197) "Often learning is defined as a permanent change in behavior that result from training or experience as opposed to change That may be attributed to growth, fatigued or some temporary state of the individual ".

Learn by Slameto (2003:3) is a attempt process performed by a person to obtain a new behavior changes as a whole, as a result of his own experience in interaction with their environment. Learning is a process of changing one's behavior after the accident information. Become a learning activity is an attempt to achieve changes in behavior, both aspects of knowledge, attitudes and skills.

Based on the on opinion can be concluded that learning is a process of behavior change in physical and mental training acquired as a result of a person or adaptation with its environment. Thus the learning is an active process; the process reacted to all situations around the individual. The process is a process which is directed to the purpose, process do through a variety of experiences and processes to see; observe and understand something that learned.

The learning according of Undang-undang Sisdiknas nomor 20 tahun 2003 is the interaction of students with teachers and learning resources in a learning environment. This understanding suggests that learning is a process of behavior expected, the experiences through which students, the interaction with the environment and the core of learning process is studied.

Winataputra (1995:2) argues that learning is a process of making of people learning process according to design. As stated Gagne & Briggs (1979:79) "instruction is the means employed by teachers, designers of materials, curriculum specialists, and others purpose it is to develop an organized plan to promote

learning". Learning is not something that happens by chance, but rather the ability of teachers who have the basics of good teaching.

Learning is a composed combination of elements including human, material, facilities, equipment and procedures that affect each other in achieving the goal of learning (Oemar Hamalik, 2004:57).

Learning outcomes in Nana Sudjana (2005:2) are the capabilities of the students after receiving a learning experience. According to Gagne (1977:27-28) study results were divided into five categories, namely: 1) intellectual skills (intellectual skills), 2) verbal information (verbal information), 3) cognitive strategies (cognitive strategies), 4) motor skills (the motor skills) and 5) attitude (attitudes).

Learning outcomes in Djamarah (Darmansyah, 2002:142) is the educational assessment of students' ability after learning activity. The meaning of learning outcomes are the result of an assessment of students' skills specified in the form of numbers or values after undergoing a learning process.

Learning outcomes in Slameto (2003:54) is the change happened in a person that takes place on an ongoing basis and not static. One change that occurs will cause the following changes and will be useful for studying processes of life or the next.

Bloom (Rivai, 2001:3) states that there are three dimensions of learning outcomes ie cognitive dimension, the dimension of affective and psychomotor dimensions. Cognitive dimension is related to ability to think, learn and solve problems such comprehensive knowledge, applicative, synthesis, analytical and evaluative knowledge. Affective dimension is the ability to relate attitudes, values , interests, and appreciation. While the dimensions are Psychomotor ability related to motor skills.

Dick and Reiser (Sopah, 2000:126) is the result of learning abilities of the students as a result of learning activities. This argument distinguishes four kinds of learning outcomes for the knowledge, intellectual skills, motor skills and attitudes.

Suarini and Setiati (2002:69) that the quality of learning outcomes (learning achievement) thought influenced by the high and low achievement motivation, which usually can improve myself and have high achievement.

Suparno (2002:103) The following student learning through assessment of the lecturers will be expressed in the form of the symbol characters A, B, C, D and E and transformed in the form of index numbers for the achievements of 4, 3, 2, 1 and 0.

Learning achievement by Sutratinah Tirtonegoro (2001:43) are a result of the measurement and assessment of learning effort. Assessment of the effort activity is expressed in the form of symbols, numbers, letters or words that could reflect the results already achieved by children in a certain period.

Sumadi Suryabrata (2007:229) argues that while the achievement is the effort to learn more emphasis on process activities. So the achievement learning is a result of business or learning activities. This achievement is a real skill that can be measured by tests and quantifiable results. Nana Sujana (2002:22) states that prestassi learning is a change in behavior that includes cognitive, affective, and psychomotor which is a measure of student success.

Learning outcomes are influenced by several factors which are divided into internal factors and external factors. According to Sumadi Suryabrata (2000:127), which includes internal factors are the physiological and psychological (eg, intelligence, achievement motivation and cognitive ability). External factors are environmental and instrumental factors (eg, teachers, curriculum and learning models).

Begle (1985:27) says variables that influence learning achievements include: 1) teacher variables, 2) curriculum variables, 3) student variables, 4) instructional variables and 5) invironment.

Learning outcomes and learning processes by Rumini (1993:60) is influenced by two groups of factors, ie factors derived from the individual who is learning and factors originating outside the individual. Internal factors are grouped into two: psychological factors and physical factors. Which includes psychic is cognitive, affective, psychomotor, and personality mix. To physical factors are the condition of the senses, limbs, nerves and organs in the body.

Think Richardson (Mulvenon et al, 2001:44) that affect student learning outcomes is the socioeconomic level, class size, teacher experience and income, input and facilities administration. While according to the Sirin (2005:418) there are three indicators on the socio-economic circumstances that income, parental education and employment.

Compared with a low educational level it is mostly older people with higher levels of education can provide support to of their children for school is good and has high expectations for academic achievement in children's learning (Kean & Sexton, 2006:3).

Sudarsono Singgih (1990:37) expressed the opinion: "The status indicates the position or role or position of a person in the group and its relationship with other groups". The point is shows the status of a person's status or position in its environment.

According Soleman Taneko (1990:131) states that: "Status conceptualized as one's position (the people) in a group (larger groups) it. Status recommends that the distinction dignity includes the recognition of interpersonal at least one individual ... ". This opinion can be concluded that someone in the community automatically got a certain position such as age group, gender, and so forth.

According Soejono (1982:96) argues that social status is meant: "Status of person (individual) in a group of social life, which can be seen from the static and dynamic aspects".

Economy comes from the Greek word "oikos" and "nomos" which is translates household governance. Magfuri opinion (1988:13) expressed the opinion: "The economy is a human activity in an effort to meet their needs". This means that each individual works to earn a living to make ends meet.

Based on some of the above description and opinion, may be taken meant a sense that family socioeconomic status is the status or position of the family (father, mother and child) in hubunganya for meet the needs of everyday life and ways to get and make ends meet in worth in society had seen from the social economy, which the level of education, type of income, wealth and property in this case owned by the parents of students.

The Formulations of the problem of this study are follows:

1. Is there any contribution of lecturer performance to the students learning achievements of PTB PTK FKIP UNS?
2. Is there any contribution of student socioeconomic status to students learning achievement of PTB PTK FKIP UNS?
3. Is there any contribution of the achievement level of student participation to students learning achievement of PTB PTK FKIP UNS?
4. Is there any contribution of the achievement motivation to students learning PTB PTK FKIP UNS?
5. Is there any contribution of lecturer performance, student socioeconomic status, student participation, and student motivation to students learning achievements of PTB PTK FKIP UNS?

B. RESEARCH METHODOLOGY

This research is ex-postfacto, which reveals the facts of past and does not provide treatment or manipulation of the variables studied. Dependent variable phenomena observed and traced for the find the cause. This type of research is quantitative descriptive while in terms of statistics, data and analysis techniques.

The research was implemented at PTB JPTK FKIP UNS. That is used learning achievement is learning achievement in concrete technology courses academic year 2008/2009 the total population and 41 samples of students.

Dependent variable in this study is students learning achievements in concrete technology of PTB JPTK FKIP UNS (Y). While the independent variables in this study is lecturer performance (X1), socioeconomic status (X2), the level of student participation (X3) and student motivation (X4).

The instrument used was questionnaire or a questionnaire. According Sugiyono (2001:135) explains that: "The questionnaire is data collection technique that is done by giving a set of questions or a written statement to the respondent answered".

1. Requirement Analysis
 - a. Normality Test

Normality test for data performed to determine the condition of each variable of the study, whether or not the data are normally distributed. According Budiyo (2004:260) one of the requirements for the using a linear regression is normality which for the every X normality values of corresponding to Y be normally distributed. Decision-making provisions of the normality test data can be guided by the criteria if the Asymp Sig (2-tailed) or a probability > 5% or 0.05 then the data are normally distributed.

Table 1. Normality Test Results Data

| | | Statistics | | | | |
|------------------------|---------|------------|-------------|------------|--------------|------------|
| | | outcome | Performance | sosial eco | partisipatio | motivation |
| N | Valid | 41 | 41 | 41 | 41 | 41 |
| | Missing | 0 | 0 | 0 | 0 | 0 |
| Skewness | | 1,382 | -,459 | -,717 | -,838 | -,501 |
| Std. Error of Skewness | | ,369 | ,369 | ,369 | ,369 | ,369 |
| Kurtosis | | 1,392 | ,019 | -,573 | -,091 | -,203 |
| Std. Error of Kurtosis | | ,724 | ,724 | ,724 | ,724 | ,724 |

Sources: data analysis

Triton PB (2006: 46) states that if the magnitude of the ratio of skewness and kurtosis ratio lies between -2 to 2 then the data is assumed to be normally distributed.

b. Linearity test

According Field (2005:170) linearity is the mean values of the outcomes variables to each increment of the predictors lie along a straight line. In this study the testing is using Compare Means. This test makes the assumption that the true function is linear and this test for the produce a change F_{hitung} . This decision will be displayed in the SPSS output, namely the significance of F change. The Terms that used for the determine kelinearan is to see the results of the analysis in column F deviation from linearity. If the significance of *F deviation from linearity* $F > 0.05$, we conclude the relationship of independent variables with the dependent variable is linear. Conversely, when the significance of deviation from *deviation from linearity* < 0.05 then the relationship of independent variables and the dependent variable is not linear.

Table 2. Linearity Test Results Summary of Relationships

| No | variable | <i>F Deviation from Linearity</i> | P>0,05 | Conclusion |
|----|----------|-----------------------------------|--------|------------|
| 1 | X1 - Y | 0,963 | 0,534 | Linear |
| 2 | X2 - Y | 1,252 | 0,134 | Linear |
| 3 | X3 - Y | 1,320 | 0,133 | Linear |
| 4 | X4 - Y | 0,947 | 0,571 | Linear |

Sources: data analysis

c. Multicollinearity test

Multicollinearity test aims to test whether the regression model found correlation between the independent variables (independent) or not, as a good model should not be a correlation between the independent variables. When the independent variables are correlated then these variables are not orthogonal, (which is orthogonal variables are independent variables that the correlation between all independent variables equal to zero), for the detect it by looking at the value of tolerance and variance inflation factor (VIF). According Duwi Priyanto (2009:39) multicollinearity is a linear relationship between the independent variables in the regression model. Interkolasi rates can be seen from the correlation coefficient between independent variables. The presence or absence of symptoms interkorelasi between independent variables can be determined from the correlation coefficient between the independent variables. According Ghozali (2009:28) multicollinearity can be seen from the value of tolerance and the variance inflation factor (VIF), if the tolerance value of <0.10 and VIF values > 10 then there is multicollinearity.

Table 3. Multicollinearity Test Results Summary

| No | variable | tolerance | VIF | Conclusion of Multicollinearity |
|----|----------|-----------|-------|---------------------------------|
| 1 | X1 | 0,174 | 5,753 | no |
| 2 | X2 | 0,404 | 2,474 | no |
| 3 | X3 | 0,219 | 4,564 | no |
| 4 | X4 | 0,186 | 5,372 | no |

Sources: data analysis

2. Simple Linear Regression Analysis

The criteria used are based on the probability (value p). If the value of $p < 0.05$, there is the influence of independent variables on the dependent variable. Conversely, if the value of $p > 0.05$, we conclude there is no influence of independent variables on the dependent variable. Besides that also the decision-making can be done by comparing the calculated value of Statistics (thitung) with the statistics table (ttable). If statistics $t_{hitung} < T_{tabe}$, the H_0 accepted and vice versa if statistics $t_{hitung} > T_{Tables}$ statistic then H_0 is rejected, the summary presented in Table 4.

Table 4. Summary of Simple Regression Analysis

| No. | Variable | r-parsial | Effective Contribution (%) | T hitung | p |
|-----|----------------------------------|-----------|----------------------------|----------|-------|
| 1. | (X1) Performance lecturer | 0,251 | 6,3 | 1,616 | 0,114 |
| 2. | (X2) Student Socioeconomic | 0,778 | 60,6 | 7,741 | 0,000 |
| 3. | (X3) Student Participation | 0,755 | 57,0 | 7,187 | 0,000 |
| 4. | (X4) Student motivation Learning | 0,829 | 68,8 | 9,268 | 0,000 |

Sources: data analysis

Based on the above table can be concluded as follows:

- Correlation coefficient of lecture performance variables (X1) is $r = 0.251$, $p = 0.114 > 0.05$, $t_{hitung} = 1.616 < 1.64 t_{table}$ so it can be concluded that lecture performance variables (X1) a positive impact on learning outcome variable (Y) which not significant. Lecture performance only gives effective contribution to the learning outcomes of 6.3%. This suggests that results of student assessment of lecture performance can not be a reflection of the success in doing the course. If the lecturers in organizing student learning are interpreted according to well, this does not guarantee the student will succeed in learning. Instead lectures that has bad interpreted by the student, does not mean the student has learned a bad outcome.
- Correlation coefficient of student socioeconomic variables (X2) is $r = 0.778$, $p = 0.000 < 0.05$, while $t_{hitung} = 7.741 > 1.645 t_{table}$, so it can be concluded student socioeconomic variables (X2) provide a significant positive effect on learning outcomes (Y) . Effective contribution of X2 on Y is 60.6%.
- Correlation coefficient of the variable student participation in learning (X3) is $r = 0.755$, $p = 0.000 < 0.05$, while $t_{hitung} = 7.187 > 1.645 t_{table}$ variables can be

concluded that student participation in learning (X3) provide a significant positive effect on learning outcome variables (Y). The coefficient of determination or effective contribution to the Y variable X3 is 57.0%.

- d. Correlation coefficient of the variable X4 is $r = 0.829$, $0.000 p < 0.05$, while $t_{hitung} = 9.268 > 1.645 t_{table}$ can be concluded that student learning motivation variable (X4) gave a significant positive effect on student learning outcomes (Y), the contribution of effective motivational variables student learning (X4) on student learning outcomes (Y) is 68.8%.

3. Multiple Regression Analysis

Multiple regression analysis techniques are used for the determine the effect of lecture performance variables (X1), socioeconomic level (X2), student participation in learning (X3) and student motivation (X4) are together on student learning outcomes (Y). The amount of the effect is shown by the regression coefficients. According Budiyono (2004:261) the second requirement for the linear regression requires that the functional relationship between X and Y (in population) as well as regression and linear and regression coefficient means.

Table 5. SPSS Multiple Regression Analysis

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | ,844 ^a | ,712 | ,680 | 5,246 |

a. Predictors: (Constant), kebiasaan, pembelajaran, partisipasi, lingkungan

Correlation coefficient (R) is 0.844, and coefficient of determination (R²) is 0.712. This means that lecture performance (X1), socioeconomic level (X2), student participation in learning (X3) and student motivation (X4) is jointly contributed by 0.712% effective against learning outcomes (Y). Summary of results of multiple regression analysis are presented in Table 6.

Table 6. Summary of Multiple Regression Analysis

| Variable | r | Effective Contribution (%) | Fhitung | p<0,05 |
|------------------------|-------|----------------------------|---------|--------|
| X1, X2, X3 and X4 of Y | 0,844 | 71,2 | 22,288 | 0,000 |

Sources: data analysis

In the table on appearance was F value of 22.288 and p of 0.000 ($p < 0.05$). This shows that there is a significant positive effect jointly between lecture performance (X1), socioeconomic level of students (X2), student participation in learning (X3) and student motivation (X4) on learning outcomes (Y). Based on the calculations by computer SPSS version 15.00, coefficient of correlations (R) is 0.844, and coefficient of determination (R^2) is 0.712. This means that lecturer performance (X1), socioeconomic level of students (X2), student participation in learning (X3) and student motivation (X4) on learning outcomes (Y) is jointly contributed effectively by 71.2 against student learning outcomes (Y).

C. Conclusion

1. There is no significant positive effect between lecture performance (X1) on students learning achievements (Y) with a correlation coefficient of 0.251, and the effective contribution of 6.3%. Value $P = 0.114 > 0.05$, $t_{hitung} 1.616 < 1.64$ t table
2. There is a significant positive effect of student socioeconomic status (X2) on students learning achievements (Y) with a correlation coefficient of 0.778 and the effective contribution of 60.6%.
3. There is a significant positive effect of student participation (X3) on students learning achievements (Y) with a correlation coefficient of 0.755 and the effective contribution of 57.0%.
4. There is a significant positive effect between student motivation (X4) on students learning achievements (Y) with a correlation coefficient of 0.829 and the effective contribution of 68.8%.
5. There is a significant positive effect jointly between lecturer performance (X1), student socioeconomic status (X2), student participation in learning (X3) and student motivation (X4) on students learning achievements (Y) with a correlation coefficient of 0.844 and effective contribution 71.2%.

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