THE INFLUENCE OF DISCUSSION LEARNING METHOD ON STUDENTS' LEARNING INTEREST IN FOURTH GRADE SOCIAL SCIENCE SUBJECTS AT MI AL - ABROR MOJOKERTO

Yanti Iis Siti Rahayu
Yiis0298@gmail.com

ABSTRACT

MI Al-Abror Mojokerto is an institution engaged in educational services with the quality of competitive educators and produces qualified graduates. In creating students who have good quality, of course, a good process must be needed, an effort to produce graduates who have competence. In this effort, teachers as educators must have good skills and performance. The success of teachers in directing learning interests in social science subjects in education is determined by the method of discussion learning which is initiated in fourth grade. The type of research used in writing this research is a type of descriptive research. This research uses a quantitative approach, this research design with a quantitative approach using survey research design. It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with a view to generalizing from sample to population.

The result of this research showed that 1) The method of discussion learning at MI Al-Abror Mojokerto has good criteria in student learning interest, it was shown from the results of the observations of the spread of questionnaires conducted by researcher, it could be known that respondents or students of fourth grade who get the most score on the choice of the fourth score "strongly agree" from the questionnaire distributed to 40 respondents seen that 25 respondents get the high category has shown. The method of discussion learning is very good and interested. 2) The method of discussion learning at MI Al-Abror Mojokerto has good criteria in student learning interest this is shown from the results of observations of the spread of questionnaires conducted by researcher, it could be known that respondents or fourth grade students who get the most score on the choice of the fourth score "strongly agree" from the questionnaire distributed to 40 respondents seen that 32 respondents get high category this student has shown interest in social science subject. 3) To find out how much the influences of Discussion Learning Method has on students' learning interests in Fourth grade social science subjects at MI Al-Abror Mojokerto it can be noted that the correlation of the two variables is significant, since the signification that comes with it is smaller than 0.05 (0.000 < 0.05). Correlation coefficient (r) between variable X (Discussion learning method) to Y (Student learning interest) r = 0.651 is classified as a strong/high correlation.

Keywords: ***Discussion learning method, Student learning interest.***

A. Background Problems

Learning is an activity or process of acquiring knowledge, improving skills, improving behavior, attitudes, and strengthening personality. In the context of becoming aware or the process of acquiring knowledge, according to the understanding of conventional science, human contact with nature is termed by experience. Experience that occurs repeatedly gives birth to knowledge *(knowledge)* or *a body of knowledge*.

In the process of teaching and learning, teachers have a very important role in order to achieve these learning goals. The role of teachers are influenced by the mastery of knowledge possessed, how to provide teaching and encourage the learning interest of students.

In addition, the teaching and learning process can run smoothly, well and successfully if an educators (teachers) are able to master the material and choose the right teaching method or suitable for the subject. For this reason, a professional educator (teacher) will be reflected in the implementation of the devotion of tasks characterized by expertise both in material mastery and the selection of methods for the continuity of the teaching and learning process.

Method is a way that in its function is a tool to achieve the goal. An educator and prospective educator must has knowledge about teaching methods and be able to improve student learning outcomes so that students are more active in learning. In addition, variations in teaching methods are expected to increase students' learning interest, especially in social science subjects.

Social Science is a subject that examines a set of events, facts, concepts, and generalizations related to social issues that exist in life. At the junior high school level, social science subjects contain materials that contain Geography, History, Sociology, and Economics. Through social science subjects, learners are directed to become democratic, and responsible Indonesian citizens, as well as peace-loving citizens of the world.

In the future, students will face the severe challenges of global society. Where in that case there is a change in all the time. Therefore, social science subjects are designed to develop knowledge, understanding and analytical skills of the social conditions of society in entering a dynamic community life. With this matter, teachers must have a teaching method in terms of proper discussion learning in encourage

students' learning interest in the teaching and learning process conducted at MI Al-Abbror Mojokerto school.

According to Suryosubroto, the discussion learning method is a learning method that exposes learners to a problem. The main purpose of this method is to solve problems, answer questions and understand the learning of students and to make a decision. Therefore, discussion is not a debate that pits argument. Discussions are more of an experience to determine certain decisions together. During this time many teachers object to using discussion methods in the learning process. The objection usually arises from assumptions; first, discussion is a method that is difficult to predict the outcome because interaction between learners arises spontaneously, so that the results and direction of discussion are difficult to certain, second, discussions usually arise. It takes a long time, in terms of learning time in the classroom is very limited, the limitation is unlikely to be able to produce something completely. Actually this does not need to be confused by the teacher because with careful planning and preparation such events can be avoided.

Every student has a tendency to interact with something in the surrounding environment. If something gives a sense of pleasure and feels useful to him, it is likely that someone will be interested in something. Interest is a condition that occurs when a person sees the characteristics or meanings while the situation is connected with one's own desires or needs. Therefore, whatever a person sees will certainly arouse his interest as far as what is seen has to do with his own interests. This indicates that interest is the tendency of one's soul towards something object, usually accompanied by a feeling of pleasure, therefore feeling an interest in it. In relation to learning, Hansen mentions that learning interests are closely related to personality, Learning Methods Discussion of expression and self-concept or identification, heredity and external or environmental influences.

According to Arikunto, the interest in learning is something that happens naturally, but will only happen with certain conditions, namely internal conditions, including the readiness of learners and something that has been studied and external is a learning situation that is deliberately regulated by teachers with the aim of smoothing the learning process. Interest in learning can be concluded that interest in learning is the tendency of the heart and soul towards a learning that is considered important and useful so that something is needed, noticed and then followed by a feeling of pleasure.

From the experience of teaching practices conducted at one of MI Al-Abror Mojokerto, researcher found low student learning interest. This is evidenced by when given assignments many students do not accumulate assignments according to agreement, while explaining there are still many students who are crowded themselves. In addition, the learning methods used are less attractive to students at the time of learning. Problems like this also occur in MI Al-Abror Mojokerto, that the interest in learning in student social science subjects decreases, this is said by one of the social science teachers at MI Al-Abror Mojokerto that in learning many students are less

focused on learning materials and crowded themselves. In addition, students are also still difficult to condition.

B. Research Plan

Quantitative analysis is the analysis of data in the form of numbers that are discussed, through statistical calculations based on questionnaire answers from respondents. The results of the calculation of these scores or values are then in statistical analysis conducted with the help of the SPSS program to prove the relations and influences between the variables of the research.

This type of thesis research entitled "The Influence of Discussion Learning Method on Students' Learning Interest on Social Science Subjects in Students of Fourth Grade at MI Al – Abror Mojokerto" including quantitative research types with correlational approaches. This approach aims to see if between three or more variables have relationships or correlation or not.

C. Research Variables

Research variables are everything that is in the form of anything that is set by the researcher to be studied so that information is obtained about it, then drawn conclusions.

In this research there are the following variables:

1. Variables of Discussion Learning Methods

This variable acts as a free variable (variable X), with the following indicators:

1. There are desire and desire to succeed

2. There are encourage and need in learning

3. There are hope and aspiration for the future

4. There are award in learning

2. Student Interest Variables

This variable acts as a bound variable (variable Y), with the indicator being:

1. Feeling Happy

2. Student interest

3. Attention in learning

4. Interesting teacher's lesson materials and attitudes

D. Research Objects

The location of the research taken as the object is at MI Al-Abror Mojokerto, East Java with the reason:

1. In accordance with the activities of researcher who daily school in this place.

2. Facilitate the researcher in retrieving objects or discussing the phenomena that occur according to the title taken.

E. Population and Sample

Population is the area / location of research in other words that the population is the entire target to be studied, and the other population is the results of the research will be applied. Populations can be human or non-human (institutions, groups, documentation, and bodies) and anything that is used as a research measure. Sutrisno Hadi stated that the population is a portion of the individuals investigated called the sample, while the reality obtained from the sample is to be generalized, called the population or universe.

This research was conducted using all students from Fourth Grade at MI Al - Abbror Mojokerto amount 40 students, then researcher took all populations to be the subject of the research. This research is called population research.

F. Data Collection Methods

Data collection methods are the way used by researcher in collecting their research data. While research instruments are tools or facilities used by researcher in collecting data to make it easier and the results are good, in a more careful, complete and systematic sense, so that it can be easily processed. The techniques used to collect or obtain the data needed in this research are as follows:

1) Observation Method

The observation method is a data collection technique where researcher make observations directly to the object of the research to see up close the activities carried out. Observation method is used to obtain the data about learning behavior in the classroom.

2) Interview

Interview is a question and answer process between the researcher and the principal. This interview technique is done face-to-face to obtain data orally. Dr. Kartini Kartono stated that the Interview is:

Interview is a conversation, oral Q&A between two or more people and sitting physically and directed in a certain way (Interview or question and answer chat; origin of the word intrevue = encounter in accordance with the previous agreement), from the words entre, inter and vo er = vidre see. Interview = oral Q&A to publish.

The interview is used in this research included a type of structured interview that the researcher did not prepare an answer choice, but the principal can answer anything that matches the question asked by the researcher. Interview techniques are used to obtain data on the history at MI Al - Abror Mojokerto.

3) Questionnaires

A questionnaire is a list that contains a series of questions about a problem or field to be examined. To obtain the data, questionnaires are distributed to respondents (people who answer questions asked for research purposes), especially in survey research.

The questionnaire used in this research using the Likert shaving scale and the questionnaire was made in the form of a *checklist.*

4) Documentation Methods

Documentation method is to look for data about variable things in the form of notes, transcript, books, newspapers, magazines, inscriptions, meeting minutes, legers, agendas, and so on".

G. Analysis of Research Results Data

1. **Characteristics by Gender**

Table 4.4: Characteristics by Gender

Gender	Respondents	Percentage (%)
Boy	**23**	**58 %**
Girl	**17**	**42 %**
Total	**40**	**100 %**

Source: Data processed in 2017

In the table above we can see that the most respondents are boys, which are 23 respondents or 58%. While 17 respondents or 42% are girls so it can be concluded that the most students of fourth grade at MI AL ABROR are boys with a total of 23 respondents or 58%.

2. Presentation of Data on Discussion Learning Methods of Fourth grade at MI Al Abror

To obtain the data on variable X (discussion learning method), researcher conducted questionnaire dissemination activities to 40 respondents, namely fourth grade at MI Al Abror Mojokerto with 15 statement items. Here's a table of data boxing

The presentation of data about students' learning interests is obtained by data collection techniques that are done by making instruments by distributing questionnaires about discussion learning methods, where researcher assess

respondents, namely students at MI Al Abror Mojokerto, questionnaire sheets used in the form of questionnaire guidelines with 4 aspects of assessment, namely aspects of strongly agreeing, agreeing, not enough agree and disagreeing.

Variable X (discussion learning method) students at MI Al Abror Mojokerto Year of Study 2021/2022 measured through a likert scale in the form of questionnaires consisting of 15 statement items each item calculated based on the answer on this research instrument with a score of 1 - 4. Based on the questionnaire distributed to 40 respondents from the table it was seen that 25 respondents who got this High category students have shown a good method of discussion learning where the score reached 46 - 60, There are 13 respondents who get enough categories this student is still lacking in showing the method of discussion learning where the score obtained reaches 31 - 45, There are 2 respondents who get this low category of students have not been able to show a good method of discussion learning where the score reached 16 - 30. With the data obtained from the results of spreading questionnaires, this shows that the method of learning discussions at MI Al Abror Mojokerto is very high in high esteem.

3. Presentation of Data on Student Learning Interests at MI Al Abror Mojokerto

The presentation of data about students' learning interests was obtained by data collection techniques conducted by making instruments by disseminating questionnaires about students' learning interests, where researcher assessed respondents, namely students at MI Al Abror Mojokerto. Questionnaire sheet used in the form of questionnaire guidelines with 4 aspects of assessment, namely aspects of strongly agreeing, agreeing, not enough agree and disagreeing.

Variable Y (student learning interest) students at MI Al Abror Mojokerto District Sooko Mojokerto District Year of Study 2021/2022 measured through a likert scale in the form of questionnaires consisting of 15 statement items, each item is calculated based on the answer on this research instrument with a score of 1 - 4. Based on the questionnaire distributed to 40 respondents from the table it appears that 32 respondents who get this High category students have shown good student learning interest where the score obtained reaches 45 - 60, There is 1 respondent who gets enough category this student is still lacking in showing student learning interest where the score score obtained reaches 31 - 45, There are 7 respondents who get this low category of students have not been able to show good student interest where the score reached 16 - 30. With the results obtained from the results of spreading questionnaires, this shows that the interest in learning students at MI Al Abror Mojokerto is very much in high esteem.

H. Instrument Test

The first step to testing the correctness of the hypothesis is to test the validity and reliability of the measuring instrument to be used in the research, in which case it is

questionnaires. In this research, tests of validity and reliability were conducted on student learning interests (Y).

a. Validity Test

Validity is a measure that indicates the degree of validity or validity of an instrument. An instrument is said to be valid if it can reveal data from the variables examined precisely. The high validity of the instrument indicates the extent to which the data collected does not deviate from the picture of the variable in question. The most important questions to ask about the measurement procedure is: where is its validity. In this case, hams see if the test used really measures everything that should be measured and nothing else than that. A gauge is said to be valid if it is properly suited to measure what it wants to measure.

Validity tests are used to measure the validity or absence of a questionnaire. A questionnaire is said to be valid if the Statement on the questionnaire is able to reveal something that will be measured by the questionnaire.

Validity test done by comparing the value of r count (for each item can be seen in column corrected item-total correlations) with r table for degree of freedom (df) = n-k, in this case is (n) number respondents and (k) is the number of variables (free and bound). If r count > r table with a significant value below 0.05 then the statement is said to be valid. The results of the validity test of each variable are as follows:

Table 4.7: X Variable Validity Test Results

Ques. Item Numb.	R (Count)	Sig (2tailed)	R Table ($^{\alpha} = 0{,}05$) $(df) = 40 - 2 = 38$	Judgment
X.1	0.726	0.00	0,284	Valid
X.2	0.559	0.00	0,284	Valid
X.3	0.502	0.00	0,284	Valid
X.4	0.627	0.00	0,284	Valid
X.5	0.643	0.00	0,284	Valid
X.6	0.704	0.00	0,284	Valid
X.7	0.722	0.00	0,284	Valid
X.8	0.812	0.00	0,284	Valid
X.9	0.807	0.00	0,284	Valid
X.10	0.823	0.00	0,284	Valid
X.11	0.674	0.00	0,284	Valid
X.12	0.619	0.00	0,284	Valid
X.13	0.604	0.00	0,284	Valid
X.14	0.624	0.00	0,284	Valid
X.15	0.771	0.00	0,284	Valid

Source: Data processing results from appendix 4

Based on the results of the analysis of the validity of the discussion learning method variable (X) from the table above it can be concluded that 15 items of the

Statement are valid, as a conclusion the validity of these 15 items is indicated by the r calculated > r table at a significant level of 0.05. And the items in the variable X questionnaire question can be used as a research measuring tool.

Table 4.8 : Y Variable Validity Test Results

Ques. Item Numb.	R (Count)	Sig (2tailed)	R Table ($^{\alpha} = 0{,}05$) (df) = 40 – 2 = 38	Judgment
Y1.1	0.716	0.00	0,284	Valid
Y1.2	0.883	0.00	0,284	Valid
Y1.3	0.854	0.00	0,284	Valid
Y1.4	0.810	0.00	0,284	Valid
Y1.5	0.732	0.00	0,284	Valid
Y1.6	0.743	0.00	0,284	Valid
Y1.7	0.504	0.00	0,284	Valid
Y1.8	0.725	0.00	0,284	Valid
Y1.9	0.775	0.00	0,284	Valid
Y1.10	0.634	0.00	0,284	Valid
Y1.11	0.771	0.00	0,284	Valid
Y1.12	0.877	0.00	0,284	Valid
Y1.13	0.840	0.00	0,284	Valid
Y1.14	0.813	0.00	0,284	Valid
Y1.15	0.784	0.00	0,284	Valid

Source: Data processing results from appendix 4

Meanwhile of the discussion learning method variable (Y) from the table above it can be concluded that 15 items of the Statement are valid, as a conclusion the validity of these 15 items is indicated by the r calculated > r table at a significant level of 0.05. And the items in the variable X questionnaire question can be used as a research measuring tool.

b. Reliability Test Results

Reliability testers are done to find out the ability and consistency of a measuring instrument. Reliability provides conformity between results with measurements; a reliable instrument means that the instrument is good enough to be able to reveal reliable data.

In this research, in the measurement of reliability researcher using the *alpha cronbach* formula to find out whether the data yielding results obtained meet the reliability requirements or not criteria reliability by using alpha cronbach is if the correlation result of alpha cronbach greater than 0.60 then the instrument is said to be reliable. Reliability testing results generated through the SPSS program can be seen in the following table. Reliability test is a tool for measuring a questionnaire that is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answer to a Statement is consistent or stable over time. SPSS provides facilities for measuring reliability with a Cronbach Alpha statistical test (a). A variable is said to be reliable if it gives a value of a > 0.60 Ghozali, (2005: 42).

Table 4.9 : Reliability Test Results

Total Of Item	Variable	Alpha Cronbach	Information
15	Discussion Learning Methods	0.972	Reliable
15	Student Learning Interest	0.992	Reliable

I. Hypothesis Test

The hypotheses stated in the previous chapter are:

Ho : β=0: There is no significant influence between discussion learning methods to students' learning interests.

Ha: $\beta \neq 0$: There is an influence significant among learning methods of discussion towards student learning interests.

The research's hypothesis testing the researcher used the Product Moment correlation test with the help of SPSS 23. The Product Moment correlation test is a statistical test aimed at knowing the relationship between two or more interval-scale variables or ratios. Before we do we should know the condition of whether or not there is a relationship as shown in the following table:

Table 4.10 Moment Product Scale

Interval	**Correlation Stage**
0,80 - 1,000	**Very Strong**
0,60 - 0,799	**Strong**
0,40 - 0,599	**Medium**
0,20 - 0,399	**Low**
0, 00 - 0,199	**Very Low**

To find out the scale size of the relative percentage of combinations given by variable X (Discussion learning method), with variable Y (Student learning interests) are as follows:

Table 4.11

Hypothesis Test Result based on Correlations

		Student Learning Interest	Discussion Learning Method
Student Learning Interest	Pearson Correlation	1	.651
	Sig. (2-tailed)		.000
	N	40	15
Discussion Learning Method	Pearson Correlation	.651	1
	Sig. (2-tailed)	.000	
	N	40	15

Moment Product

From the output table above it can be said that the correlation coefficient between discussion learning methods (X) to student learning interests (Y) is (r) = 0.651 accompanied by signification 0.000. Based on the above decision criteria, it can be shown that the correlation of the two variables is significant, because the accompanying signification is smaller than 0.05 (0.000 < 0.05). Then the correlation coefficient (r) between variable X (Discussion learning method) to Y (Student learning interest) are 0.651. This means that the price of r when consulted with the interpretation of the product moment correlation coefficient is found to be the value of r = 0.651 classified as a strong correlation / high. The correlation between variables X and Y can be stated there is a positive correlation because the value of r is positive, which is 0.651.

(Ha): So, there is a significant positive influence between the methods of learning discussion towards the learning interests of students at MI Al Abror Mojokerto then the hypothesis is otherwise accepted.

J. Conclusion

1. The results of this research showed that the discussion learning method at MI Al-Abror Mojokerto has good criteria in student learning interests that is shown from the results of observations of the spread of questionnaires conducted by researcher, it can be known that respondents or Fourth Grade students who get the most score on the choice of the fourth score "strongly agree" from the questionnaire distributed to 40 respondents seen that 25 respondents got the High category of things. This student has shown the method of learning discussion in learning is very good and interested.

2. The results of this research showed that the Student Learning Interest at MI Al-Abror Mojokerto has good criteria in student learning interest this is shown from the results of

observations of the spread of questionnaires conducted by researcher, it can be known that respondents or students of grade IV who get the most score on the choice of the fourth score "strongly agree" from the questionnaire distributed to 40 respondents seen that 32 respondents get the high category of this student already showed the students learning interest in good Social Science subjects.

3. To find out how much influence the Discussion Learning Method has on students' learning interests in Fourth grade Social science Subjects at MI Al-Abror Mojokerto it can be noted that the correlation of the two variables is significant, because the signification that accompanies it is smaller than 0.05 (0.000 < 0.05). The correlation coefficient (r) between variables X (Learning method discussion) to Y (students' interest in learning Students) the value of r = 0.651 is classified as correlation strong/high.

BIBLIOGRAPHY

Ahmadi, Abu. *Psikologi Umum.* Jakarta: Rineka Cipta, 2009.

Aulia, Riski "Pengaruh Metode Diskusi Terhadap Minat Belajar Siswa Kelas VI Terkait Materi Matematika di MI Sabilul Muttaqin Mojosari. *Skripsi*. *UINS* Univeritas Islam Negeri Surabaya. 2015

Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: PT. Rineka Cipta, 2013.

Asriani, M Abrar "Pengaruh Metode Diskusi Qiroah Dalam Pembelajaran Bahasa Arab Terhadap Minat Belajar Siswa". *Jurnal Al-Mubin Vol 3 No 1.* 2020.

Constantiani, Nia dan M Yusuf Ahmad, Syahraini Tambak. "Hubungan Metode Tanya Jawab Denan Minat Peserta Didik Pada Mata Pelajaran PAI". *Jurnal Al-Thariqah Vol 2 No 1.* 2017.

Daradjat, Zakiyah. *Metodik Khusus Pengajaran Agama Islam.* Jakarta: Bumi Aksara. 2007.

Direktorat Tenaga Kependidikan. *Strategi Pembelajaran dan Pemilihannya.* Jakarta: Diknas. 2008.

Djamarah, Syaiful Bahri dan Aswan Zain. *Strategi Belajar Mengajar.* Jakarta: Rineka Cipta. 2002.

Djamarah, Syaiful Bahri. *Psikologi Belajar.* Jakarta: Rineka Cipta, 2011. Dokumentasi Profil SMPN 1 Jenangan pada tanggal 23 September 2019.

Efendi, Mohammad. "Pengaruh Metode Ceramah dan Metode Diskusi Dalam Pembelajaran Pendidikan Agama Islam Terhadap Hasil Belajar Siswa Kelas VII di SMPN 2 Tulungagung." *Skripsi*. Tulungagung: IAIN Tulungagung. 2016.

Fauziah, Nurul. “Pengaruh Metode Diskusi Terhadap Minat Belajar Siswa Kelas IV Terkait Mata Pelajaran Fiqih di MI AL – Mubbaroq Tuban”. *Skripsi*. Univeritas Islam Malang. 2018.

Fathurrohman, Muhammad dan Sulistyorini. Belajar dan Pembelajaran Membantu Meningkatkan Mutu Pembelajaran Sesuai Standar Nasional. Yogyakarta: TERAS, 2012.

Ghozali, Imam. *Aplikasi Anlisis Multivariate Dengan Program SPSS 25.* Semarang: Undip, 2018.

Hariyanto, dan Suryono. *Belajar dan Pembelajaran: Teori dan Konsep Dasar.* Bandung: PT Remaja Rosdakarya, 2014.

Kunandar. *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses Dalam Sertifikasi Guru*. Jakarta: Rajawali Pers, 2010.

Majid, Abdul. *Strategi Pembelajaran.* Bandung: PT Remaja Rosdakarya. 2013. Margono. *Metodologi Penelitian Pendidikan.* Jakarta: Rineka Cipta, 2009.

Martono, Nanang . *Metode Penelitian Kuantitatif Analisis Isi dan Analisis Data Sekunder*. Jakarta: PT RajaGrafindo Persada, 2011.

Mulyono, *Strategi Pembelajaran Menuju Efektivitas Pembelajaran di Abad Global*. Malang: UIN Maliki Press, 2012.

Nikmah, Sulikhah Khoirul. “Pengaruh Metode Demonstrasi dan Metode Tanya Jawab Terhadap Peningkatan Peningkatan Materi PAI Kelas X di SMK SORE Tulungagung.” *Skripsi*. Tulungagung: IAIN Tulungagung. 2017.

Observasi pada saat pelaksanaan PPLK II di SMPN 1 Jenangan Ponorogo pada tanggal 16 September - 5 November 2019. 11

Pasaribu, Dewi Sasmita, dkk. “Upaya Meningkatkan Minat dan Hasil Belajar Fisika Siswa Dengan Menggunakan Model Pembelajaran *Talking Stick* Pada Materi Listrik Dinamis Di Kelas X SMAN 10 Muaro Jambi”, *Jurnal EduFisika Vol 02 No 01,* 2017. Permendiknas No. 22 Tahun 2006.

Siswoyo, Dwi. *Ilmu Pendidikan*. Yogyakarta: UNY Press, 2007. Slameto, *Belajar dan Faktor-faktorYang*
Mempengaruhi. Jakarta: Rineka Cipta, 2015.

Sudjana, Nana. *Dasar-dasar Proses Belajar Mengajar.* Bandung: Sinar Baru Algensindo. 2005.

Suryosubroto, B. *Proses Belajar Mengajar di Sekolah.* Jakarta: PT Rineka Cipta, 2009.

Susanto, Ahmad. *Teori Belajar dan Pembelajaran di Sekolah Dasar*. Jakarta: Kencana Prenada Media Group, 2013.

Syaodih, Nana dan Ibrahim. *PerencanaanPengajaran.* Jakarta: Rineka Cipta, 2003 Tafsir, Ahmad. *Ilmu Pendidikan Islam.* Bandung: PT Remaja Offset, 2012. Undang-Undang Republik Indonesia

Widoyoko, S. Eko Putro. *Penelitian Hasil Pembelajaran di Sekolah.* Yogyakarta: Pustaka Pelajar, 2014.

Widyaningrum, Retno. *Statistika Edisi Revisi.* Yogyakarta: Pustaka Felichia, 2015.

Wulansari, Andhita Dessy. *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS.* Ponorogo: STAIN Po Press, 2012