

THE EFFECT OF TEACHER'S TEACHING SKILLS ON ACADEMIC AND NON-ACADEMIC ACHIEVEMENTS OF STUDENTS OF SD NEGERI 1 BATUR, BANJARNEGARA REGENCY

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Abstract

This study aimed to analyze the effect of teacher teaching skills on students' academic and non-academic achievement. This type of research is a quantitative description and analyzed using SPSS 22 software. The method in this research is a survey using a questionnaire. This research shows a positive and significant effect between teacher teaching skills on student academic achievement as evidenced by t count 2.52 with a probability of $0.015 < 0.05$. The relationship between students' learning motivation and non-academic achievement showed a positive and significant effect with an at-count of 3.397 with a probability value of $0.01 < 0.05$. The relationship between teacher teaching skills through student motivation on non-academic achievement also shows a positive and significant effect. Teachers' teaching skills have a significant value of 0.012 and students' learning motivation of 0.01, which shows a value of < 0.05 . The analysis results show that teacher teaching skills through student motivation on non-academic achievement is 26.9%, while other factors outside this research model influence the rest.

Keywords: Teaching Skills, Motivation, Academic Achievements, Non-Academic Achievements

INTRODUCTION

Their abilities do not solely determine the success of students' learning. However, it is determined by their interests, attention, and motivation because teachers play an important role in improving the quality of learning, both the quality of the process and the quality of graduates, so that teacher teaching skills are needed (Mulyasa, 2011).

Based on a preliminary study through interviews with supervisors, it was found that the teachers at SD Negeri 1 Batur had carried out active, creative and procedural learning. Teachers of SD Negeri 1 Batur are considered to have competitive advantages and can help students in the learning process at school. School test scores are always proud. National Standard School Exam scores in the 2016/2017 school year total average score are 235.49,

the 2017/2018 school year the average score is 240.23, and the 2018/2019 school year gets an average of 243.40. SD Negeri 1 Batur always ranks first at the elementary school level in the Batur district. National Standard School Examination scores, but students of SD Negeri 1 Batur also have a myriad of achievements in sub-district and district level competitions. In the 2017/2018 academic year, SD Negeri 1 Batur received 22 awards. The 2018/2019 school year won 26 competitions, the 2019/2020 school year when an initial preliminary study was conducted. Not all competitions were contested.

The achievement of only partial achievements was until October 2019 SD Negeri 1 Batur has won 9 competitions. Based on the results of the preliminary study that has been carried out, it is found that the teacher conducts learning

according to the material adapted to the lesson plans so that the material is conveyed clearly and precisely. Teachers also use various learning media such as the internet, books, learning outside the classroom, learning from nature, etc. Extracurricular activities at SD Negeri 1 Batur also vary. Students' ability can not be separated from the motivation of students to learn and try new things. the 2018/2019 school year won 26 competitions, the 2019/2020 school year when an initial preliminary study was conducted; not all competitions were contested. Only some achievements were achieved until October 2019. SD Negeri 1 Batur had won 9 competitions. Based on the results of the preliminary study that has been carried out, it is found that the teacher conducts learning according to the material adapted to the lesson plans so that the material is conveyed clearly and precisely. Teachers also use various learning media such as the internet, books, learning outside the classroom, learning from nature, etc.

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learning media such as the internet, books, learning outside the classroom, learning from nature, etc. Extracurricular activities at SD Negeri 1 Batur also vary. Students' ability can not be separated from the motivation of students to learn and try new things.

This study aims to analyze the effect of teacher teaching skills on academic and non-academic achievement of students at SD Negeri 1 Batur, Banjarnegara Regency. This research is theoretically useful for input in the development of knowledge. It becomes a motivation for achievement, while practically it is useful for students, teachers, school principals, supervisors and the Head of the Youth and Sports Education Office.

METHOD

This type of research uses quantitative by using survey methods. The approach used is correlation analysis, which is an analysis that aims to find out whether there is an influence, and if there is, how closely the influence is and whether or not the influence is meaningful (Arikunto, 2013).

The instrument in this study is a closed questionnaire so that respondents just choose the answers that have been provided. The procedure for collecting data was using questionnaires and documentation and processed using SPSS 22. The population of this study was all students in grades IV, V and VI of SD Negeri 1 Batur, Banjarnegara because these classes took part in academic and non-academic competitions. The entire population is 126 using random samples. Random sampling is a sampling technique that provides equal opportunities for each element of the population to be selected as a random sample regardless of the strata that exist in the population (Sugiyono, 2018). Taro Yamame and Slovin calculated the sample with the results of the calculation of 56 respondents. The following is a grid of questionnaires used by researchers.

Table 1. Teacher Teaching Skills Instrument Grid (X)

Operational definition				
Variable/ sub variable	Dimensions	Indicator	No Item	
Teacher teaching skills	Strengthening Responses increase the likelihood of the behavior repeating itself.	1. Rewards	students' self-confidence Encouraging student talent Motivate students to excel	1,2,3
1.1 Teacher skills provide reinforcement		2. Able to grow		4.5
		3. Encouraging		6,7,8
		4. Motivate students to excel		9,10
1.2 Variation skills	Variation A new atmosphere that can make the teaching and learning atmosphere excited	1. Variety of media usage	of teaching methods Use of ice-breaking interludes	11,12, 13,14
		2. Variety of		15,16,1 7,18
		3. Use of ice-breaking interludes		19,20
1.3 Skills enable student learning.	Enabling student learning Make changes in students from cognitive, psychomotor and affective aspects.	1. The teacher knows the type of student learning.	in classroom learning	21, 22, 23, 24
		2. Teacher strategies in classroom learning		25, 26, 27, 28, 29, 30

Table 2. Student Motivation Grid

Operational definition			
Variable/ sub variable	Dimension s	Indicator	No Item
3.1 Student motivation	Motivation The impulse that arises from the presence of stimuli from inside and outside	1. Persevere in the face of the task	1,2,3,4,5
		2. Tenacious in the face of adversity	6,7,8,9,10,11, 2,13
		3. Show interest quickly on routine tasks	14,15,16,17
		4. Get bored quickly on routine tasks	18,19,20,21,22 ,23,24,25

Table 3. Grid of Students' Academic Achievement Instruments

Operational definition		
Variable	Sub-Variable	Indicator
Student achievement	Academic achievement	1. Language course grades
2.1 Academic Achievements	Final Semester Assessment (PAS) I academic year 2020/2021 in the subjects of language, mathematics and science/science	2. Math subject grades
		3. Value of science/science subjects

Table 4. Non-Academic Achievement Assessment Grid

Operational definition		
Variable	Sub-Variable	Indicator
Non-academic achievements of students	Non-Academic Achievements Non-academic competitions that students get	All non-academic championships are obtained by students from class, school, sub-district, and district levels.
2.1 Non-Academic Achievements		

Of all the questionnaires, the assessment results used a Likert scale with five

indicators with a value range of 1-5. All statements in the questionnaire were declared valid and reliable because they had been tested in this case.

RESULTS AND DISCUSSION

1. Description Analysis

a. Teaching skills of teachers at SD Negeri 1 Batur.

Table 5. Statistics of Teaching Skills for Teachers of SD Negeri 1 Batur

	N	Range	Min	Max	Sum	mean	Std. Dev	Var
Skills	56	48	101	149	7370	131.6	1,651	12.35
Valid N (listwise)	56							

Based on the table above, it is known from 56 respondents that a minimum score of 101 and a maximum of 149 were obtained.

b. Student motivation of SD Negeri 1 Batur.

Table 6. Statistical Data on Student Learning Motivation of SD Negeri 1 Batur

	N	Range	Min	Max	Sum	mean	Std. Dev	Var
Motivation	56	1.63	3.37	5.00	246.4	4,400	,0561	,4202
Valid N (listwise)	56							

Judging from the table above, it can be seen that the statistical data on the value of the learning motivation questionnaire got a minimum score of 3.37 and a maximum value of 5.00

c. Academic achievement of students of SD Negeri 1 Batur

The academic achievement variable uses an average of 3 subjects, namely Indonesian Language, Mathematics and Natural Sciences (IPA)

Table 7. Statistical Data on Academic Achievement of SD Negeri 1 Batur Students

	N	Range	Min	Max	Sum	mean	Std. Dev	Var
average value	56	34	65	99	4743	84.69	1.062	7,946
Valid N (listwise)	56							

Table 7 shows that the minimum score of the student's academic achievement questionnaire is 65, and the maximum score is 99.

d. Non-academic achievements of SD Negeri 1 Batur students.

Table 8. Statistical Data on Non-Academic Achievement of SD Negeri 1 Batur Students (Y2)

	N	Range	Min	Max	Sum	mean	Std. Dev	Var
non-academic achievement	56	3.00	2.00	5.00	217	3,875	,10213	,76426
Valid N (listwise)	56							

As seen in the table above, the minimum score for the non-academic achievement questionnaire is two, and the maximum score is 5.

2. Test Requirements Analysis

a. Normality test

Table 9. One-Simple Kolmogorov-Smirnov Test of Teacher Teaching Skills with Student Academic Achievement (X-Y2)

	Unstandardized Residual
N	57
Normal Parameters, b	mean ,0000000
	Std. Deviation 11,21850697
Most Extreme Differences	Absolute ,085
	Positive ,085
	negative -,082
Test Statistics	,085
asymp. Sig. (2-tailed)	,200c,d

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the table above, it is known that the normality test of the significant value of the teacher's teaching skills variable with student academic achievement is 0.200.

Table 10. One-Sample Kolmogorov-Smirnov Test of Student Motivation on Non-Academic Achievement (Z-Y2)

	Unstandardized Residual
N	56
Normal Parameters, b	mean ,0372511
	Std. Deviation ,69449129
Most Extreme Differences	Absolute ,131
	Positive ,131
	negative -,106
Test Statistics	,131
asymp. Sig. (2-tailed)	0,018c
Monte Carlo Sig. (2-tailed)	Sig. ,265d
	Lower Bound ,253

99% Confidence Interval	Upper Bound	.276
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- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. Based on 10000 sampled tables with starting seed 1314643744.

Based on the One-Sample Kolmogorov-Smirnov Test table above, students' learning motivation towards non-academic achievement obtained a significant result of 0.276

b. Homogeneity test

Table 11. Test of Homogeneity of Variances Teacher Teaching Skills on Student Academic Achievement (X-Y1)

Levene Statistics			
df1	df2	Sig.	
1,845	12	40	,073

It is known that the significant value of the homogeneity test table for the teacher's teaching skills variable on student academic achievement is 0.073.

Table 12. Test of Homogeneity of Variances of Student Learning Motivation on Non-Academic Achievement (Z-Y2)

Levene Statistics			
df1	df2	Sig.	
1.554	3	52	,212

It is known that the significant value of the homogeneity test table for students' learning motivation on non-academic achievement is 0.212

c. Linearity Test

Table 13. ANOVA Table of Teacher Teaching Skills on Academic Achievement of Students at SD Negeri 1 Batur (X-Y1)

		Sum of Squares	df	Mean Square	F	Sig.
academic achievement * skills	Between Groups	(Combined) 2181,797	16	136.362	,960	,514
		linearity 813,705	1	813,705	5,731	,021
		Deviation from Linearity 1368,092	15	91.206	,642	,822
	Within Groups	5679,782	40	141.995		
	Total	7861.579	56			

Based on the table above, the teacher's teaching skills on the academic achievement of SD Negeri 1 Batur students obtained a significance value of 0.822 with F arithmetic 0.642 and F table 1.92.

Table 14. ANOVA Table of Student Learning Motivation on Non-Academic

Achievement of Students at SD Negeri 1 Batur (Z-Y2)

		Sum of Squares	df	Mean Square	F	Sig.
non-academic achievement *	Between Groups	(Combined) 10,170	16	,636	1,129	,364
		linearity 5,656	1	5,656	10,048	,003
		Deviation from Linearity 4,514	15	,301	,535	,904
	Within Groups	21,955	39	,563		
	Total	32,125	55			

Based on the ANOVA table of students' learning motivation on non-academic achievement of SD Negeri 1 Batur students, it is known that Sig. Deviation from linearity is 0.904, and the obtained F count is 0.535 with F table 1.93.

3. Hypothesis test

a. Simple regression.

1) The effect of teacher teaching skills on students' academic achievement at SD Negeri 1 Batur.

Table 15. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,322a	,104	,087	11.32003

Predictors: (Constant), skill
Dependent Variable: academic achievement

Table 16. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	813,705	1	813,705	6,350	0.015b
Residual	7047,874	55	128,143		
Total	7861.579	56			

Dependent Variable: academic achievement
b. Predictors: (Constant), skill

Table 17. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
(Constant)	87,703	15,729			5,576	,000
Skills	,299	,118	,322		2,520	0.015

Dependent Variable: academic achievement

In the Summary table, the value of the correlation/relationship is 0.322. From the output, the coefficient of determination (R Square) is 0.104. The effect of student learning motivation on non-academic achievement.

Table 18. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,420a	,176	,161	,70011

a. Predictor : 9constant), motivation

b. Dependent Variable: non-academic achievement

Table 19. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5,656	1	5,656	11,540	,001b
Residual	26,469	54	,490		
Total	32,125	55			

a. Dependent Variable: non-academic achievement
 b. Predictors: (constant), motivation

Table 20. Coefficients

Model	Unstandardized Coefficients		Std. Coefficients	T	Sig.
	B	Std. Error			
1 (Constant)	,569	,978		,581	,563
Motivation	,752	,221	,420	3,397	,001

The table above explains the magnitude of the correlation value (R), 0.420. From the output, the coefficient of determination (R Square) is 0.176. It is known in the ANOVA table that the calculated F value is 11,540 with a significance level of $0.001 < 0.05$, the regression model can be used to predict non-academic achievement variables, or in other words, there is an influence of student learning motivation variables on non-academic achievement variables.

It is known that the constant value of student learning motivation is 0.569 while the value of non-academic achievement is 0.752, so that the regression equation can be written.

$$Y = a + bZ, Y = 0.569 + 0.752Z$$

c. Intervening variable regression test

Table 21 Coefficients

Model	Unstandardized Coefficients		Std. Coef	T	Sig.
	B	Std. Error			
(Constant)	-.745	1.059		-.703	,485
Teacher Teaching Skills	,404	,156	,305	2,593	0,012
Student's motivation to study	,721	,211	,402	3,420	,001

Dependent Variable: Non-Academic Achievement

Table 22. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,518a	,269	,241	,66572

a. Predictors: (Constant), Student Learning Motivation, Skills

Based on the regression output in the coefficients table, it is known that the significance value of the two variables, namely teacher teaching skills (X) = 0.012 and student learning motivation (Z) = 0.01

is smaller than 0.05. The R Square value contained in the Summary Model is 0.269.

Discussion

1. Description of Teacher Teaching Skills

Six teacher teaching skills need to be mastered so that the teaching and learning process can run smoothly (Ali, 2012). In this study, the questionnaire only focuses on three sub-chapters of teaching skills: skills to provide reinforcement, skills to use teaching variations, and skills to activate students. These subsections are considered important and greatly affect student achievement, both academic and non-academic. For questionnaires that students have filled out, the most score is question number 1, which is 256, meaning that most students strongly agree that the teacher praises students who successfully do the task. This is non-verbal reinforcement so that students are happier when they can answer correctly and feel more valued by the teacher (Sanjaya, 2014).

The teacher teaching skills questionnaire got a statistical value of 131,607 with a standard deviation of 12,359. The highest number of results was obtained, namely the range of values from 121–150, namely 75.5% in the very good category, and it can be concluded that the teaching skills of SD Negeri 1 Batur teachers are very good, seen from the Likert scale that has been determined.

2. Description of Student Learning Motivation

The Variable of student learning motivation is a connecting variable. Statistical data shows the acquisition of a mean of 4.4, which means that the student's score in filling out the questionnaire is close to perfect with a scale of 1-5 and a standard deviation of 0.420. The frequency distribution table shows that 75% of the average ratings are at a frequency of 4.1-5, which means very good, and the remaining 25% shows an interval of 3.10-4.00.

3. Academic Achievement of Students of SD Negeri 1 Batur

The academic achievement variable (Y1) is a variable that measures the value

of 3 subjects from the value of the Final Semester Assessment (PAS) 1 student in grades IV, V and VI of SD Negeri 1 Batur for the 2020/2021 academic year, namely the value of Indonesian Language, Mathematics, and Natural Sciences (IPA) because it is guided by three kinds of academic achievement (Suryabrata, 2010).

The calculation results obtained a maximum value of 99 and a minimum of 65. The results range is 34, the class interval is five, and the number of class intervals is 7. Judging from the frequency distribution of academic achievement, it is found that the average student has a very good score. The average value range is 81-100, which is 69.6%.

4. Non-academic Achievement of State Elementary School 1 Batur

The non-academic achievement variable (Y2) was obtained from the highest championship for each student. The championship consists of a district-level championship with a score of 5, a sub-district level of 4, a school level of 3, a class level of 2 and no championship at all a value of 1, because non-academic achievement is an achievement that cannot be measured and assessed using numbers, so it was decided value with championship level (Kartika, 2016).

Based on the assessment results, the maximum score is five, and the minimum is 2. The formula for the range is 3, the class interval is 5, so the number of class intervals is 0.6. The table in the statistical data above shows that the mean acquisition is 3.8750, and the standard deviation is 0.76426. This study showed that no students did not win; as many as 57.1% of students won the sub-district level competition. It can be concluded that, on average, the students of SD Negeri 1 Batur won the District level.

5. Normality test

The Kolmogorov Smirnov Normality Test is one of the analytical requirements, which means that research data must be tested for normality to proceed to the research stage. Based on the table that has

been processed using SPSS, the significance value of the Variable or Asymp. Sign (2-tailed) of 0.200 is greater than 0.05; it can be concluded that the variable data on teacher teaching skills on academic achievement are normally distributed.

In addition to these variables, the influence of the connecting Variable is sought, namely student motivation (Z) on students' non-academic achievement (Y2). This was also done with the Kolmogorov Smirnov normality test and the results obtained from the SPSS 22 variable significance value or Asymp. Sign (2-tailed) 0.276 means greater than 0.05, and results show that the data is normally distributed.

6. Homogeneous Test

The results obtained from the homogeneity test that the homogeneity test value of the teacher's teaching skills variable on students' academic achievement is 0.073 where the number is greater than 0.05 so that it has the same or homogeneous variance. While the homogeneity test of the connecting Variable of student learning motivation to non-academic achievement (Z-Y2) obtained a significant result of 0.212, which means it is greater than 0.05, and it can be concluded that the two variables have the same variance or are homogeneous.

7. Linearity test

The ANOVA table shows that the significance value is $0.822 > 0.05$, and the calculated F is 0.642 smaller than F table 1.92, so it can be concluded that there is a significant linear relationship. Furthermore, the linearity test of students' learning motivation variables on non-academic achievement was carried out and the results obtained were Sig. Deviation from linearity is $0.904 > 0.05$, and calculated F is 0.535 smaller than F table 1.93, so it can be concluded that there is a significant linear relationship.

8. The Effect of Teacher Teaching Skills Variables on Academic Achievement

Hypothesis testing was carried out to determine the effect of the X-Y1 variable by using a simple regression test. By looking at the summary table, ANOVA and coefficient, it can be concluded that the variable score of the teacher's teaching skills t count = 2.52 with a probability of $0.015 < 0.05$, meaning that there is a significant influence between the variables of teacher teaching skills on student academic achievement so that the working hypothesis (H_a) is accepted. The null hypothesis (H_o) is rejected.

9. The Influence of Student Learning Motivation Variables on Non-Academic Achievement of Students at SD Negeri 1 Batur

The result of t -count = 3.397, with a probability value of $0.01 < 0.05$, meaning that there is a significant influence between students' learning motivation variables on students' non-academic achievement so that the working hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

10. The Influence of Teachers' Teaching Skills Variables through Student Learning Motivation on Students' Non-Academic Achievements

In this study, the intervening Variable or the intermediate Variable is student learning motivation. Based on the regression output in the coefficients table, it is known that the significance value of the two variables, namely teacher teaching skills (X) = 0.012 and student learning motivation (Z) = 0.01 is smaller than 0.05. These results conclude that the regression model is variable X (teaching skills of teachers) has an effect on Z (student learning motivation) and variable Z (student learning motivation) has a significant effect on Y_2 (non-academic achievement) so that H_a is accepted and H_o is rejected.

CONCLUSION

The effect of teacher teaching skills on students' academic achievement at SD Negeri 1 Batur, Banjarnegara Regency is very good because there is a significant

influence between teacher teaching skills and student academic achievement. The influence of student learning motivation on non-academic achievement of students at SD Negeri 1 Batur, Banjarnegara district is included in the good category because as many as 57.1% won the sub-district level competition, and there was a positive or significant influence. Furthermore, the results obtained a positive and significant influence between teacher teaching skills on student learning motivation and student learning motivation on non-academic achievement.

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