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The Influence of Learning Media on Learning Motivation in Class IV Students at Siburbur Elementary School, Halongonan District, South Tapanuli Regency with Indonesian Language Subjects

Dewi Sartika Panggabean[1], Kharida Shaleha[2]
Universitas Battuta Medan

ARTICLEINFO	ABSTRACT
	*The results of the study indicate that the level of use of learning media belongs to the good category in terms of indicators of visual media, audio media and audio visual media. The level of student learning motivation is classified as very high in terms of indicators that excite students, provide realistic expectations, provide incentives, and direct student behavior. The results of the analysis and hypothesis testing indicate that there is a significant influence of learning media on the learning motivation of fourth grade elementary school students with Indonesian language subjects. *

Corresponding Author:
Dewi Sartika Panggabean[1], Kharida Shaleha[2]
Universitas Battuta Medan
E-mail: tikapanggabean.n@gmail.com , kharidashaleha10@gmail.com

1. INTRODUCTION

Education is something that is very important for human life, because education can affect the quality of life. Moreover, currently technological developments are happening so quickly, forcing us all to be able to keep up with the times if we don't want to be left behind. Not all of the education received at school is well received by students. Because not all students have the same opinions, thoughts and understanding of the lesson material conveyed by the teacher. Therefore, teachers who are communicators in the learning process in the classroom must be able to master the class. A teacher must be able to create conditions or processes that are able to direct students to carry out learning activities.

So a teacher must be able to grow and motivate his students. Mc. Donald in Sardiman said that "motivation is a change in energy within a person which is marked by the emergence of "feelings" and is preceded by a response to a goal." To study well you also need good motivation. Students who take lessons without motivation will not get good results from the teaching and learning process. Therefore, it can be said that motivation is the driving force within students to be able to learn, which can ensure the continuity of the teaching and learning process and provide direction to learning activities, so that the goals to be achieved in the learning process can be realized.

The use of media in the learning process is one way that can be used to raise students' learning motivation. Because media is an absolute thing in the learning process.

Therefore, as much as possible teachers must be able to use learning media in the learning process. Gerlach and Ely in Hamdani say that "media, if understood broadly, is humans, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes."

Interesting media will influence learning motivation, when students judge that what the

teacher displays is interesting then they will be encouraged or feel challenged to find out what the teacher will convey so that the learning process will be more enjoyable. But on the other hand, if students think that what the teacher displays is not interesting, then students will just be flat in following the learning process. From the description above, it can be concluded that learning media can influence students' learning motivation, because choosing varied media requires a teacher to be more skilled in choosing learning media that is appropriate to the material and learning methods that will be used in teaching. so that the learning process can be enjoyable and students feel motivated to take part in Indonesian language lessons. However, in reality, there are still some teachers who carry out the learning process without using learning media such as visual media, audio media or audio-visual media. So that during the learning process, many students are playing around, telling stories with their friends, so they lose concentration so that the learning objectives are not achieved as well as expected.

According to Djamarah, "the word media comes from Latin and is the plural form of the word "medium" which literally means intermediary or introduction." Thus, media are all the tools used by teachers in the learning process. So, media can make it easier for a teacher to teach, besides that the use of media can raise students' learning motivation. Sadiman, in Haling stated that "the word "media" comes from Latin which literally means "intermediary" or introduction". Gagne and Briggs in Arsyad stated implicitly that learning media includes tools that are physically used to convey the content of teaching material, which consists of, among other things, books, tape recorders, films, slides, (picture frames), photos, drawings, graphics, television, and computer. In other words,

Gerlach and P. Ely in Haling also stated that media in a broad sense and in a narrow sense, in a broad sense, media are people, materials, or events that can create conditions that enable students to acquire new knowledge, skills, or attitudes. In this sense, students, books and the school environment are media. Meanwhile, in the narrow sense, what is meant by media are graphics, portraits, images, mechanical and electronic devices used to capture, process and convey visual or verbal information, each medium is a tool to achieve a goal. From the expert opinions above, it can be concluded that media is one of the alternatives used by a teacher in presenting material in front of the class.

2.   METHODS
Research Approaches and Types
This research uses a quantitative approach with a correlational research type to determine whether there is an influence between learning media variables on learning motivation in class IV Indonesian language subjects at Siburbur Elementary School, Halongonan District, Palas Regency.

Research variable
Sugiyono states that a research variable is "an attribute or trait or value of a person, object or activity that has certain variations that is determined by the researcher to be studied and then drawn conclusions". Researchers studied two variables, namely "learning media" as an independent (free) variable or as an influencing variable, which is depicted with the symbol X, and "learning motivation" as a dependent (bound) variable or as an influenced variable, which is depicted with Y symbol.

Research design
The design of this research is the relationship between variable X and variable Y. Therefore, this research is correlational, namely research that describes the relationship between these two variables. Based on this, this research approach is a quantitative approach

Operational Definition and Variable Measurement
Basically an operational definition to make data retrieval easier. Having an operational definition will clarify the scope of the research variables. This research was conducted to determine the effect of learning media on the learning motivation of fourth grade students at Siburbur Elementary School with Indonesian language subjects. The operational definition of this research is:

Learning media is anything that is used to convey messages from teachers to students in the

Figure 1. Research Design Model

Keterangan :

X: Media Pembelajaran

Y: Motivasi Belajar

learning process, so that the lesson material can be well received by students. Learning media indicators include:

1. Visual media are materials and equipment used by teachers in the learning process using only the sense of sight. Therefore, this type of media is very dependent on students' visual abilities, for example pictures, module package books, and power points.
2. Audio media are materials and equipment that teachers use in the learning process using only the sense of hearing. Therefore, this type of media is very dependent on students' hearing, for example radio and tape recorders.
3. Audio-visual media, namely the materials and equipment used by teachers in the learning process, are considered complete because apart from being able to use sight, they can also be listened to, for example, videos.

Learning Motivation is encouragement that arises from outside and within oneself which is able to influence and move students, thereby making changes in behavior in the learning process. Indicators of learning motivation, namely:

Excite students

1. One way that teachers can attract students' attention in learning is by using media to attract students' interest in learning, so that the learning atmosphere and conditions are created to be more enjoyable, students feel happy, motivated and enthusiastic in following the lesson.

Provide realistic expectations

2. To see students succeed in the learning process, teachers must provide realistic expectations, for example the teacher tells them how to succeed in their lessons. But teachers must really implement this so that students don't feel like they are being given false hope because students won't like it.
    a. Provide incentives
3. If students have good achievements, then a teacher must be able to provide incentives. In this case, the incentive in question can be in the form of praise or good grades, so that students are motivated to further improve their achievements.

Directing student behavior

4. A teacher is required to be able to pay attention to all students in the learning process. Starting from students who actively take part in lessons and those who don't. So students who are not active must be given special attention by the teacher, for example, given educational warnings, given assignments and then guided.

Population and Sample

5. To obtain the data needed for data processing based on the problems studied by researchers, a population is needed as the target in this research. According to Sugiyono, "population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then draw conclusions."

Based on the definition of population above, the population is the totality of the objects to be studied with all the characteristics they have. In this case, the population is the fourth grade students of Siburbur Elementary School with Indonesian language subjects. i For more details, the research population is detailed in

Table 1. Siburbur Elementary School Administration

No	Class	Amount
1	Class IV A	32 People
2	Class IV B	28 People
3	Class IV C	30 People
	Total	90 People

To measure this variable, a questionnaire instrument was used which was submitted to respondents using a Likert scale. According to Sugiyono, "the Likert scale is used to measure the attitudes, opinions, perceptions of a person or group of people about social phenomena." With a Likert scale, the variables to be measured are described into variable indicators, then these indicators are used as a starting point for compiling instrument items which can be in the form of statements or questions.

Sugiyono said "the answer to each instrument item using a Likert scale has a gradation from very positive to very negative, which can be in the form of words including:

Table 2. Calculation of instrument items

Options	Statement Items	Secor
a	Strongly agree	5
b	Agree	4
c	Doubtful	3
d	Don't agree	2
e	Strongly Disagree	1

Measurements for each instrument use categories as stated by Riduwan "namely 81% - 100% are categorized as very good, 61% - 80% are categorized as good, 41% - 60% are categorized as quite good, 21% - 40% are categorized as poor good and below 20% is categorized as not good".

Therefore, to determine the use of learning media and learning motivation of fourth grade students at Siburbur Elementary School, the learning media variables were measured using the categories very good, good, quite good, not so good, not good. Meanwhile, learning motivation can be measured using the categories very high, high, quite high, low and very low.

Data collection technique

In order to obtain accurate data and information, this research used a number of data collection techniques such as:

1. Observation (Observation)

   Observation is a data collection technique by making direct initial observations of the research location. This observation was carried out to observe directly the problem of the influence of learning media on the learning motivation of class IV students at Siburbur Elementary School. This is done by paying direct attention to the student learning process, student behavior during the lesson and observing the teacher teaching.

2. Questionnaire (Questionnaire)

   A questionnaire is one method used to collect data by distributing a list containing written questions to respondents. The questionnaire technique is the main technique used by researchers in collecting data in this research. The number of respondents who will fill out

the questionnaire in this research is 90 people.
3. Documentation
   Documentation techniques are used to obtain supporting data in this research, for example a description of the research location and organizational structure and vision and mission.

Data analysis technique
4. Descriptive Statistical Analysis
   This descriptive analysis is intended to describe the two variables using the following formula:
5. Data Normality Test
   The data normality test aims to determine the normality of data about learning media and learning motivation. The normality test used is the Chi Square formula proposed by Sugiyono, namely:

$$x^2 = \sum_{i=1}^{k} \frac{(f_o - f_h)^2}{f_h}$$

Dimana :
X^2 = Harga chi kuadrat
f_o = Frekuensi yang diobservasi
f_h = Frekuensi yang diharapkan

The test criteria are by comparing the calculated chi square value with the chi square table. If the chi square of the calculated table is smaller or equal to the chi square of the table ($X2 \leq$

3. RESULTS AND DISCUSSION

To determine the effect of learning media on the learning motivation of fourth grade students at Siburbur Elementary School in Indonesian language subjects, a questionnaire instrument (questionnaire) was used as a data collection technique for both variable X and variable Y. Furthermore, in terms of hypothesis testing, a quantitative test was carried out using the formula statistics and computer software with the Statistical Product Standard Solution (SPSS) program which is considered relevant for data analysis which aims to determine the level of influence of learning media on the learning motivation of fourth grade students at Siburbur Elementary School in Indonesian language subjects. Below we will describe the results of variable data processing X and Y per question item.

Visual Media

Visual media is one of the learning media that relies on students' sense of sight in receiving lessons. With a variety of visual media, it is hoped that it can attract students' learning motivation so that students will find it easier to accept lessons and lessons can be more enjoyable. To find out the use of images to attract students' interest in learning, this is detailed in the table.

Table 3. Use of Images to Attract Students' Interest in Learning

Options	Answer Categories	Frequency	Percentage (%)
a	Always	10	11.11
b	Often	30	33.33
c	Sometimes	40	44.44
d	Almost never	5	5.55
e	Never	5	5.55
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 1

Based on the results in table 3, it shows that of the 90 respondents, 10 respondents or 11.11 percent said always, 30 respondents or 33.33 percent said often, 40 respondents or 44.44 percent said sometimes, 5 respondents or 5.55 percent said almost never, and 5 respondents or 5.55 said never. Based on the results of data processing, Siburbur Grade IV Elementary School teachers sometimes use pictures in the learning process to attract students' interest in learning.

Table 4. Using pictures makes it easier for students to receive lessons

Options	Answer Categories	Frequency	Percentage (%)
a	Always	20	22.22
b	Often	20	22.22
c	Sometimes	30	33.33
d	Almost never	10	11.11
e	Never	10	11.11
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 2

Based on the results in table 4, it shows that of the 90 respondents, 20 respondents or 22.22 percent said always, 20 respondents or 22.22 percent said often, 30 respondents or 33.33 percent said sometimes, 10 respondents or 11.11 percent said almost never, and 10 respondents or 11.11 stated never. Based on the results of data processing, Siburbur Grade IV elementary school teachers sometimes use pictures in the learning process to attract students' interest in learning.

Table 5. Use of Package Books for the Learning Process

Options	Answer Categories	Frequency	Percentage (%)
a	Always	50	55.55
b	Often	30	33.33
c	Sometimes	10	11.11
d	Almost never	5	5.55
e	Never	5	5.55
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 3

Based on the results in table 5, it shows that of the 90 respondents, 50 respondents or 55.55 percent said always, 30 respondents or 33.33 percent said often, 10 respondents or 11.11 percent said sometimes, 5 respondents or 5.55 percent said almost never, and 5 respondents or 5.55 said never. Based on the results of data processing, Siburbur Grade IV elementary school teachers sometimes use pictures in the learning process to attract students' interest in learning.

Table 6. Use of Module Books in the Learning Process

Options	Answer Categories	Frequency	Percentage (%)
a	Always	5	5.55
b	Often	5	5.55
c	Sometimes	10	11.11
d	Almost never	40	44.44
e	Never	30	33.33
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 4

Based on the results in table 6, it shows that of the 90 respondents, 5 respondents or 5.55 percent

said always, 5 respondents or 5.55 percent said often, 10 respondents or 11.11 percent said sometimes, 40 respondents or 44.44 percent said almost never, and 30 respondents or 33.33 said never. Based on the results of data processing, grade IV Siburbur Elementary School teachers almost never use module books in the learning process to attract students' interest in learning.

Table 7. Using Module Books Makes Students More Motivated to Learn

Options	Answer Categories	Frequency	Percentage (%)
a	Always	5	5.55
b	Often	5	5.55
c	Sometimes	10	11.11
d	Almost never	40	44.44
e	Never	30	33.33
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 5

Based on the results in table 7, it shows that of the 90 respondents, 5 respondents or 5.55 percent said always, 5 respondents or 5.55 percent said often, 10 respondents or 11.11 percent said sometimes, 40 respondents or 44.44 percent said almost never, and 30 respondents or 33.33 said never. Based on the results of data processing, grade IV Siburbur Elementary School teachers almost never use module books in the learning process to attract students' interest in learning.

Table 8. Use of Power Points in the Learning Process

Options	Answer Categories	Frequency	Percentage (%)
a	Always	60	66.66
b	Often	20	22.22
c	Sometimes	5	5.55
d	Almost never	5	5.55
e	Never	0	0
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 6

Based on the results in table 8, it shows that of the 90 respondents, 60 respondents or 66.66 percent said always, 20 respondents or 22.22 percent said often, 10 respondents or 11.11 percent said sometimes, 5 respondents or 5.55 percent said almost never, and 5 respondents or 5.55 said never. Based on the results of data processing, Siburbur grade IV elementary school teachers always use power points in the learning process to attract students' interest in learning.

Table 9. Using Power Point makes it easier to receive lessons

Options	Answer Categories	Frequency	Percentage (%)
a	Always	60	66.66
b	Often	20	22.22
c	Sometimes	5	5.55
d	Almost never	5	5.55
e	Never	0	0
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 7

Based on the results in table 8, it shows that out of 90 respondents there were 60 Respondents or 66.66 percent said always, 20 respondents or 22.22 percent said often, 10 respondents or 11.11 percent said sometimes, 5 respondents or 5.55 percent said almost never, and 5 respondents or

5.55 said never. Based on the results of data processing, Siburbur Grade IV Elementary School teachers sometimes use pictures in the learning process to attract students' interest in learning.

Based on the results of data processing, grade IV Sibubur Elementary School teachers in Indonesian language subjects always use PowerPoint to make it easier for students to receive lessons.

Audio Media

Audio media is a learning media that relies on students' sense of hearing to understand the lesson material. Audio media has various forms that can make students more motivated to learn.

Table 10. Using Power Point makes it easier to receive lessons

Options	Answer Categories	Frequency	Percentage (%)
a	Always	5	5.55
b	Often	5	5.55
c	Sometimes	10	11.11
d	Almost never	20	22.22
e	Never	50	55.55
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 8

Based on the results in table 10, it shows that out of 90 respondents, 5 respondents or 5.55 percent said always, 5 respondents or 5.55 percent said often, 10 respondents or 11.11 percent said sometimes, 5 respondents or 5.55 percent said almost never, and 5 respondents or 5.55 said never. Based on the results of data processing, Siburbur Grade IV Elementary School teachers sometimes use pictures in the learning process to attract students' interest in learning.

Based on the results of data processing, the Sibubur grade IV elementary school teacher in Indonesian language subjects never used a tape recorder to attract fourth grade elementary school students' interest in learning in Indonesian language subjects.

Audio Visual Media

Audio visual media is media that uses the sense of sight as well as the sense of hearing in the learning process. Therefore, with varied audio visual media, it can attract students' learning interest and increase students' learning motivation so that the expected goals in data processing are achieved.

Table 11. Using videos can attract interest in learning

Options	Answer Categories	Frequency	Percentage (%)
a	Always	30	33.33
b	Often	35	38.88
c	Sometimes	10	11.11
d	Almost never	10	11.11
e	Never	5	5.55
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 9

Based on the results in table 11, it shows that of the 90 respondents, 30 respondents or 33.33 percent said always, 35 respondents or 38.88 percent said often, 10 respondents or 11.11 percent said sometimes, 10 respondents or 11.11 percent said almost never, and 5 respondents or 5.55 said never. Based on the results of data processing, Siburbur Grade IV Elementary School teachers often use audio visuals in the learning process to attract students' interest in learning.

Motivation to learn

A teacher is required to always maintain his students' interest in learning. Therefore, a teacher must be able to create a pleasant learning atmosphere so that students will be more enthusiastic about following the lessons taught by the teacher. To find out if the teacher is trying to attract students' interest in learning, this is detailed in Table 12.

Table 12. Efforts to Attract Interest in Learning

Options	Answer Categories	Frequency	Percentage (%)
a	Always	35	38.88
b	Often	30	33.33
c	Sometimes	10	11.11
d	Almost never	10	11.11
e	Never	5	5.55
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 10

Based on the results in table 11, it shows that of the 90 respondents, 35 respondents or 38.88 percent said always, 30 respondents or 33.33 percent said often, 10 respondents or 11.11 percent said sometimes, 10 respondents or 11.11 percent said almost never, and 5 respondents or 5.55 said never. Based on the results of data processing, Siburbur Grade IV Elementary School teachers often provide interesting learning motivation in the learning process to attract students' interest in learning.

Provide Realistic Expectations

To make students successful, a teacher gives realistic expectations, for example the teacher tells how to succeed in the learning process, but the expectations given must be in accordance with reality so that students do not feel disappointed. To find out that students are trying to make students successful in the learning process, this is detailed in Table 13.

Table 13. Striving for Success in the Learning Process

Options	Answer Categories	Frequency	Percentage (%)
a	Always	50	55.55
b	Often	20	22.22
c	Sometimes	10	11.11
d	Almost never	10	11.11
e	Never	0	0
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 11

Based on the results in table 11, it shows that of the 90 respondents, 50 respondents or 55.55 percent said always, 20 respondents or 22.22 percent said often, 10 respondents or 11.11 percent said sometimes, 10 respondents or 11.11 percent said almost never, and 0 respondents or 0 stated never.

Based on the results of data processing, Siburbur Grade IV Elementary School teachers always make efforts to succeed in the learning process.

Provide Incentives

Teachers must be able to provide incentives to students who have achievements. The incentives in question can be in the form of praise, good grades, or prizes that can make students more motivated to learn. To know that the teacher gives praise if students are successful in the learning process, this is detailed in Table 14.

Table 14. Giving praise

Options	Answer Categories	Frequency	Percentage (%)
a	Always	70	77.77
b	Often	10	11.11
c	Sometimes	5	5.55
d	Almost never	5	5.55
e	Never	0	0
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 12

Based on the results in table 14, it shows that of the 90 respondents, 70 respondents or 77.77 percent said always, 10 respondents or 11.11 percent said often, 5 respondents or 5.55 percent said sometimes, 5 respondents or 5.55 percent said almost never, and 0 respondents or 0 stated never.

Based on the results of data processing, Siburbur Grade IV Elementary School teachers always give praise to students.

Directing Student Behavior

A teacher is required to pay attention to all students in the learning process, both active and inactive students. For example, students who are not active are given special attention such as educational warnings and given assignments and then guided.

To find out if the teacher is trying to provide guidance to students in the learning process, this is detailed in Table 15.

Table 15. Directing student behavior

Options	Answer Categories	Frequency	Percentage (%)
a	Always	80	88.88
b	Often	5	11.11
c	Sometimes	5	5.55
d	Almost never	0	0
e	Never	0	0
	Amount	90	100.00

Source: Data Processing Results of Questionnaire No. 13

Based on the results in table 14, it shows that of the 90 respondents, 80 respondents or 88.88 percent said always, 5 respondents or 5.55 percent said often, 5 respondents or 5.55 percent said sometimes, 0 respondents or 0 percent said almost never, and 0 respondents said or 0 indicates never.

Based on the results of data processing, Siburbur Grade IV Elementary School teachers always provide guidance on student behavior.

4. CONCLUSION

The results of this research show that learning media influences the learning motivation of fourth grade students at Siburbur Elementary School in Indonesian language subjects, the correlation or relationship between learning media and students' learning motivation is found to be in the low category. This means that there is a positive correlational relationship between learning media and learning motivation. The learning media used by teachers varies, including visual media (such as pictures, textbooks, power point modules), audio media (such as radio, tape recorders) and audio-visual media (such as videos) which can influence and increase students' learning motivation in understanding and receive the lesson material delivered by the teacher.

Based on the results of the research above, it can be concluded that the learning media in elementary school class IV in Indonesian language subjects, this can be seen from the use of visual media, audio media and audio-visual media used by teachers in delivering material in the learning process. This means that Siburbur Elementary School has made efforts and developed learning media to improve the quality of education for students. Meanwhile, the learning motivation of fourth grade students at Siburbur Elementary School in Indonesian language subjects is very high, this can be seen from the students' desire to always try to succeed in the learning process so that students can achieve good achievements.

Where this can be seen from the provision of learning materials to achieve the learning objectives that have been set, supported by adequate learning media that can motivate students to succeed in the learning process. Based on the results of hypothesis testing, there is an influence of learning media variables on the learning motivation variables of fourth grade students at Siburbur Elementary School. The research results show that learning media is one of several factors that can influence student learning motivation. The essence of this research is that the use of learning media can increase students' learning motivation if it is implemented well, so this research can be developed to determine the use of learning media in schools.

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