



The Influence of Self-Efficacy on Learning Motivation and Learning Achievement in Class V of SD Negeri 006 Petani Pelalawan Regency

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Abstract: The purpose of this research is to find out whether there is an influence of self-efficacy on student learning achievement. This research analyzes data in the form of numerical values with improved methodology using quantitative methodology. The research was conducted at Tani School 006, Bunut District, Pelalawan Regency. Once the project has been vetted, which is scheduled to begin in July and August 2024, this study will be conducted. The population in this study were all fifth grade students at SD Negeri 006 Tantani, totaling 44 students in Bunut District, Pelalawan Regency. Research findings show that the self-efficacy variable has a large and good influence on student learning achievement. In other words, learning achievement increases along with student self-efficacy; On the other hand, learning achievement decreases along with student self-efficacy. This statement is supported by analysis findings which show a result of 20.5% with a significance value of $0.000 < 0.05$ and a calculated f of 0.849. It is hoped that based on the theory used, future researchers can investigate the impact of self-efficacy on additional factors or supporting data

INTRODUCTION

Through techniques such as teaching, practice, and scientific inquiry, knowledge, skills, and behavior are passed from one generation to the next through the educational process. Whether through direct teaching or independent learning, education is a

human effort to help children grow and develop the information, character, and skills necessary to live a better life.

Learning achievement really depends on the individual's awareness of his or her talents (Azis, 2024). The degree of a person's self-efficacy shows how confident he is in his abilities,



according to (Prasetyo, 2016). A person's belief in their capacity to organize and implement plans of action that facilitate the achievement of certain goals is referred to as self-efficacy. Here, self-efficacy refers to an individual's belief in their own ability to plan and execute the actions necessary to produce desired outcomes.

A strong belief that people can complete the tasks necessary to achieve certain goals and that their efforts will produce desired results is the foundation of high levels of self-efficacy. Therefore, developing a plan to complete the task at hand and overcome various obstacles to obtain the desired results depends largely on a person's level of self-confidence. A high level of self-efficiency is very important for students because it can increase their learning motivation (Parsons et al., 2001).

The capacity to learn from the past, the ability to solve difficulties to reduce stress levels, and a persistent drive to obtain the best results are characteristics of great self-efficacy. On the other hand, symptoms of low self-efficacy include the inability to complete tasks, the inability to learn lessons from previous

mistakes, often feeling anxious or depressed, increased stress levels, and indifference to problem solving (in Rindu Evan Dhani & Kurniawan, 2021).

Low student motivation to learn is often the root cause of low levels of self-efficacy. A less supportive learning environment can also play an important role in inhibiting growth and reducing student motivation. If efforts to provide a friendly, comfortable and encouraging learning atmosphere are not made to improve this situation, it will have a major impact on students' willingness to learn.

Educational gain drive refers to the inner motivation that drives students to achieve learning goals, such as mastering content or acquiring new abilities. When students are encouraged, they will be motivated to learn even if there is no external pressure. According to (Bukhari & Pasaribu, 2019), motivation is a force that encourages people to take certain actions towards their goals. Students' educational experiences are greatly influenced by their passion for learning. Students are maximally motivated to participate in the learning process with this incentive. Students who have great

intellectual intelligence, talent and curiosity may not achieve their maximum learning potential if they do not have a strong desire to learn.

One of the internal elements that influences student learning outcomes is motivation. The teacher functions as a facilitator and motivator for his students in class. Students' encouragement or desire to complete learning tasks in order to achieve successful learning outcomes can be understood as motivation in the learning context. If a student lacks motivation, he will have difficulty learning and remain unaware of what he has learned, thereby preventing him from achieving adequate learning outcomes (Ain & Sakdia, 2024).

There are two types of motivation in education: intrinsic motivation and extrinsic motivation. (Anggraini & Sukartono, 2022) emphasizes that motivation plays an important role in achieving ideal learning goals. When a student is driven solely by internal factors, such as ambition, academic excellence, or a desire to learn and learn new things, they are said to be motivated by intrinsic motivation, which is very important in a learning

environment. On the other hand, external factors such as attention, affirmation, and recognition from parents and teachers have an impact on extrinsic encouragement.

Since learning motivation plays a major role in generating interest in the process, it is an important step in the learning process. Students' strong interest and desire to understand new ideas is a source of learning motivation, according to (Wahyuni et al., 2018). Students who have good reading habits can discover things they were previously unaware of and maintain their interest in reading more of that content. Furthermore, (Daytona & Sunasih, 2020) show that providing reading resources to children that suit their interests is a successful way to trigger their curiosity about reading. Lack of desire to learn is often the cause of children's low interest in reading.

The level of a child's confidence in their ability to complete homework given by the teacher, write reports, and study for school exams is known as self-efficacy in the educational context. Confident students will not shy away from assignments. - Given by teachers, assignments can help students learn

more effectively. However, if students have poor self-efficacy, they will tend not to complete assignments and will most likely give up when faced with the assignment (Susanto, 2018).

One of the elementary schools in Pekanbaru City, Riau Province, is SDN 006 Tantani in Bunut District, Pelalawan Regency. Monday to Saturday is when this school holds classes. Students' learning motivation at this school has not yet reached its peak, based on the findings of an interview conducted with a fifth grade teacher. Several factors make it possible to observe this: Academic performance shows that certain students have not achieved passing grades and some students do not attend class and are absent. (2) Lack of student enthusiasm in participating in class learning. ((3) The disposition of students who, even though they lack focus, still do their work when the teacher is not there. (4) Lack of confidence in their own abilities makes students feel awkward when asking questions or voicing their ideas. (5) Low student self-efficacy is caused by low achievement learning related to the skills they have. Students with low self-efficacy may be less motivated to learn

and experience difficulties during their school years.

According to (Nita & Agustika, 2023), there are several indicators of low student learning motivation, including the inability to concentrate on the teacher's explanation, considering certain subjects to be challenging and boring, the tendency to fake assignments, and not being present at certain times. time. class period. Students' lack of self-confidence in their talents is a common cause of low enthusiasm for learning. Some students still lack confidence in their ability to get the best learning results in class. Students who say the teacher's assignment is too hard even though they don't try to complete it are an example.

(Aqzayunarsih, 2022) emphasized that not all students are proficient in biology subjects. Students who are unsure of their abilities are common when studying biology. For example, before trying to solve a problem or give a verbal response, students often ask an acquaintance sitting next to them for help. This behavior shows how confident the student is in his ability to answer the questions asked. In the era of

globalization and the world of work, confidence in skills is essential for competitive success. But unfortunately, we often see students in the world of education still feeling doubtful or even resigned to their fate.

In this regard, the researcher will research what is referred to under the following title: "The Influence of Self-Efficacy on the Motivation and Learning Achievement of Class V Students of Elementary School 006 Farmer, Bunut District, Pelalawan Regency".

METHOD

This research analyzes data in the form of numerical values with improved methodology using quantitative methodology. This research is part of a series of Ex-post facto research that examines how self-efficacy influences student motivation and performance. While related factors (learning motivation and student achievement) are influenced by self-efficacy variables, self-efficacy variables in this type of research cannot be modified by learning. Multiple correlation model analysis is used to understand the pattern of influence between these factors. Following are

several explanations regarding the design of this research:

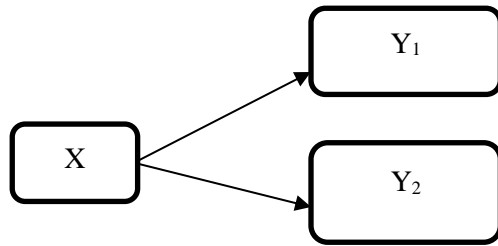


Figure 1 Research Design

Information:

X : *Self Efficacy*

Y₁ : Motivation to learn

Y₂ : Learning achievement

The research was conducted at Farmer School 006, Bunut District, Pelalawan Regency. After the proposal examination which is scheduled to begin in July and August 2024, this research will be completed. Within the framework of this research, 44 fifth grade students of SD Negeri 006 Tantani, Bunut District, Pelalawan Regency have been identified as the population.

Sampling from the population must be carried out according to rules, namely that the sample must be representative or representative of the population as a whole. (Arikunto, 2019) defines a sample as a part or representative of the population being studied. In the context of this study,

because the population was less than 100 respondents, therefore the entire population was sampled. Therefore, the sample in this study was 44 people.

Data Collection Technique

This study used a closed questionnaire to collect information about student achievement, learning motivation, and self-efficacy. Additionally, documentation is used to track student behavior and related data.

a. Data collection technique

In this research, the data collection techniques used are as follows:

1) Questionnaire

This research uses a questionnaire as a data collection tool. A study tool in the form of a collection of written statements was used in this study, where respondents were asked to fill in according to the instructions provided (Sriyanti, 2019). This study tool uses a closed questionnaire, in which respondents are asked to choose from a series of answer choices that have been prepared by the researcher. The Likert scale was used to assess respondents'

attitudes, views and perceptions regarding self-efficacy, learning motivation and student learning achievement (Setiana & Nuraeni, 2021).

2) Documentation

Documentation is used as a non-behavioral data collection method, which systematically records the symptoms studied (Sugiyono, 2018). In the context of this research, the author documents student behavior and collects data related to self-efficacy, learning motivation and learning achievement of class V students at Elementary School 006 Tantani, Bunut District, Pelalawan Regency.

Table 1 Self Efficacy Questionnaire Grid

Variabel	Indikator
Self Efficacy	Magnitude (Tingkat kesulitan tugas)
	Strenght (Derajat kemantapan, keyakinan atau penghargaan)
	Generality (Luas bidang perilaku)

Source: (Fitriyah et al., 2020)

In this research, data was collected through the use of closed questionnaires to obtain data about self-efficacy, learning

motivation and student learning achievement, as well as through documentation to record student behavior and related data.

Adanya harapan ataupun cita-cita masa depan
 Adanya penghargaan dalam belajar
 Adanya kegiatan yang menarik dalam belajar
 Adanya lingkungan belajar yang kondusif, sehingga memungkinkan seorang siswa bisa belajar dengan baik

b. Data Collection Instrument

1) Questionnaire

The following is the scale for measuring questionnaires for scores 1-4 in this study, namely:

Table 2 Questionnaire Measurement Scale

Keterangan	Skor
Selalu	4
Sering	3
Kadang-kadang	2
Tidak pernah	1

Source (Rohmad & Sarah, 2021):

Respondents used a questionnaire with a tick option to choose one of four answer choices, namely always (SL), often (SR), sometimes (KD), or never (TP). The score is given by assigning a value of 4 to the always option, 3 to the frequent option, 2 to the rarely option, and 1 to the never option. The study tool consists of a questionnaire designed to measure the level of student self-efficacy, learning motivation and learning achievement.

Table 3 Learning Motivation Questionnaire Grid

Variabel	Indikator
Motivasi Belajar	Adanya hasrat serta keinginan berhasil
	Adanya dorongan serta kebutuhan dalam belajar

Source: Uno in (Nasrah & Muafiah, 2020).

2) Documentation

The instrument used is a documentation guide sheet. Documentation guidelines are used to collect data regarding the results of recording or reporting, written statements, illustrations, or prints regarding what is required. Documentation guidelines are used to help researchers obtain data that can be used in the form of archives/documents, which cannot be obtained using other techniques. Documentation guide sheet for asking about intelligence from intelligence tests conducted by the school and student learning achievements obtained from student test scores.

Data Analysis

a. Test Research Instruments

The research instrument was tested using validity and reliability tests. The following is the explanation:

1) Validity Test

According to (Abdussamad, 2021), instrument validity refers to how well the measuring tool used can measure the aspects that should be measured. There are specific criteria used to draw conclusions about the validity of the test. A variable is said to be valid if the calculated r value is $>$ table r value (with a significance level of 5%). Conversely, a variable is said to be invalid if the calculated r value is $<$ table r value (with a significance level of 5%).

2) Reliability Test

An instrument is considered reliable if the test statistical value (r_{count}) obtained is $>$ or equal to the critical value (r_{table}). Conversely, if the r_{count} value $<$ r_{table} value, the instrument is considered unreliable.

b. Descriptive Statistical Analysis

Descriptive statistical analysis is the process of summarizing and describing data numerically or graphically. It involves the use of statistical methods to describe and

summarize the basic characteristics of an observed data set. This method helps researchers understand general patterns, distribution and relationships between variables in the data (Sugiyono, 2018).

1) Analysis Prerequisite Test

a. Normality Test

This test is to find out whether the data that has been collected has a normal distribution or not. The normality test was carried out using the SPSS version 22 program via One Sample Kolmogorov-Smirnov. In determining whether the data is normal or not, it can be seen at the significant level (Asymp Sig. 2-tailed) including: Parametric (normal) is if the significance is ≥ 0.05 so the data is normal. Non Parametric (not normal) is if the significance is ≤ 0.05 so the data is not normally distributed.

b. Homogeneity Test

The F test formula is like:

$$F = \frac{\text{variance between groups}}{\text{variance within groups}}$$

It is important to carry out this homogeneity test to ensure that the groups being compared have uniform variance so that it can be ensured that comparisons between groups can be carried out more accurately.

c. Pengujian Hipotesis

Hypothesis testing is a statistical procedure used to make decisions about the truth or validity of a statement regarding population parameters. In hypothesis testing, there are two hypotheses proposed: the null hypothesis and the alternative hypothesis. To measure the influence of the independent variable (Self Efficacy) on the dependent variable (Learning Motivation and Learning Achievement).

$$Y_1 = a + bX$$

$$Y_2 = a + bX$$

Information:

$$Y_1 = \text{student learning motivation}$$

$$Y_2 = \text{student learning achievement}$$

$$a = \text{constant number}$$

$$b = \text{independent variable coefficient}$$

$$X = \text{Self Efficacy}$$

Table 5 Criteria for Level of Influence or Variable Correlation

Interval Koefisien	Tingkat Hubungan
0.00 - 20%	Sangat rendah
20 - 40%	Rendah
40 - 60%	Cukup
60 - 80%	Tinggi
80 - 100%	Sangat Tinggi

Source: (Rosalina et al., 2023)

Based on the table above, it explains that the criteria for influence between variables consist of 5, namely very low (0 - 20%), low (20-40%), medium (40-60%), strong (60-80%) and very strong (80-100%).

RESULT & DICUSSION

Results

Data description is an explanation of the information collected and checked by researchers during their work. In this research, 44 students from two elementary schools, namely SDN 006 Tantani and SDN 013 Tonok were selected as samples by the researchers. The error rate used, or alpha, is 5%, or 0.050. Data tabulation and data analysis

by researchers followed the completion of the questionnaire by respondents.

The R table is 0.361 based on the findings of instrument trials conducted at SDN 006 Tantani Bunut District with a total of 44 students (N=44) at a significance level of 5%. Of the thirty questions assessed, there were three questions that were invalid or invalid based on the results of validity tests carried out using the SPSS 22.0 program. The results of reliability testing using the Cronbach's Alpha formula show that the self-efficacy variable has a value of $0.859 > 0.600$. The self-efficacy variable questionnaire can be considered very reliable based on these findings, because the Cronbach's Alpha score is higher than 0.600.

Normality and linearity checks are part of the analysis preparation test. By utilizing Kolmogorov-Smirnov together with SPSS software, the normality test produces a value of 0.200, the most extreme positive differential is 0.092, and the asymptotic sig value is 0.200. It can be concluded that this research data is normally distributed based on the sig aysmp value being greater than 0.05. There is a significant linear relationship between the self-efficiency variable and

the learning achievement variable, although the linearity test produces a Deviation from Linearity score > 0.05 or $0.849 > 0.05$.

Obtained sig value. the deviation of linearity is $0.849 > 0.05$ which shows that both data are linear.

The correlation coefficient (rxly) value of 0.452 shows positive results and the student's self-ability variable has a positive influence on the learning achievement of SD 006 Petani. These findings are based on calculations carried out using simple regression analysis using SPSS Statistics 22.0 for Windows. The coefficient of determination (r^2_{xy}) is 0.205; converting this value to a percentage yields a result of 20.5%. From this it can be concluded that self-efficacy accounts for 20.5% of the variation in student learning performance. However, it is likely that 79.5% of the elements that can influence student learning achievement are not yet known to researchers.

A significance value of $0.000 < 0.05$ with an fcount of 0.849 was achieved based on the results of the hypothesis significance. These findings indicate that student learning achievement at SDN 006 Petani is influenced positively

and significantly by self-efficacy. These findings indicate that self-efficacy has a good and significant influence on student learning achievement at SDN 006 Petani.

Discussion

Based on research findings, the research subjects were 44 students of SDN 006 Petani, Bunut Regency. This means that the results are in accordance with the problem formulation that has been identified as follows:

According to (Hasanah et al., 2019), self-efficacy is defined by Albert Bandura as an assessment of an individual's capacity to complete a task, achieve goals, and overcome obstacles. Self-efficacy is a key component that influences student achievement, according to Albert Bandura (Santrock, 2016).

Students must have high learning motivation from teachers, parents and themselves in order to achieve the learning goals outlined in the law. Only in this way can these goals be achieved effectively and produce positive learning outcomes. Self-efficacy is actually needed to increase self-motivation. Self-efficacy is confidence

or belief in one's ability to overcome an obstacle (Nurhijatina & Ar Rosikh, 2022).

Researchers calculated descriptive statistical data to determine the level of student self-efficacy at SDN 006 Petani. According to (Junaidi, 2015), descriptive statistics are statistical tests that attempt to characterize or characterize data. Descriptive statistics is a type of data analysis in research that is used to draw conclusions about research findings based on samples, according to Hasan (in Nasution, 2017).

The level of Self-Efficacy at SDN 006 Petani is included in the medium group according to the SPSS program. This shows that the majority of respondents fall into the medium group. It can be concluded that the self-efficacy of SDN 006 Petani is very good. And at SDN 006 Petani, self-efficacy tends to fall into the Generality dimension based on the average number of each dimension. when students' confidence in general problem-solving abilities exceeds specifics.

Self-Efficaciousness is influenced by external and internal elements (Pujiastuti & Fitriani, 2021). Previous research shows that low student

mathematics learning outcomes are influenced by three factors, namely the use of less interesting media, the lecture format of learning activities, and students' perceptions of the difficulty of the topic. This is also caused by the limited teaching time of teachers. According to (Subaidi, 2016), teachers must build a positive learning environment and increase students' self-esteem by offering strong incentives to encourage high self-efficacy. For students to effectively improve their learning outcomes.

CONCLUSION

Based on the findings of research conducted at SDN 006 Petani regarding the relationship between self-efficacy and student learning achievement, it can be concluded that there is a positive and substantial relationship between these two variables. This means that a student's learning achievement will increase along with their level of self-efficacy and decrease with their low level of self-efficacy.

This statement is supported by analysis findings which show a result of 20.5% with a significance value of $0.000 < 0.05$ and a calculated f of 0.849. It

is hoped that based on the theory used, future researchers will be able to investigate the impact of self-efficacy on additional factors or supporting data.

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