



The Influence of Digital Literacy, Learning Media, Online Learning on Student Learning Outcomes of the Faculty of Economics, State University of Jakarta Semester 113

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Abstract

This study aims to determine the effect of students' digital literacy levels, the effectiveness and quality of using learning media, as well as the effectiveness of online learning carried out during the Covid-19

pandemic, either partially or simultaneously on cognitive learning outcomes in the form of semester. This research is a correlational research with a quantitative approach. The population in this study were students of the Economic Education study program, Faculty of Economics, State University of Jakarta, batch 2018-2020. With Simple Random Sampling technique with the Slovin formula the number of respondents obtained as many as 196 students. Data collection techniques using a questionnaire. The data analysis technique used is multiple regression analysis. The results showed that Digital Literacy has no significant effect on Student Learning Outcomes. There is a positive influence between Learning Media and Learning Outcomes seen from the tcount value of the learning media. There is a negative influence between Online Learning and Learning Outcomes.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh tingkat literasi digital mahasiswa, efektivitas dan kualitas penggunaan media pembelajaran, serta efektivitas pembelajaran online yang dilakukan dalam masa pandemi Covid-19 baik secara parsial maupun simultan terhadap hasil belajar kognitif berupa indeks prestasi. Penelitian ini merupakan penelitian korelasional dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah mahasiswa program studi Pendidikan Ekonomoi Fakultas Ekonomi Universitas Negeri Jakarta angkatan 2018-2020. dengan teknik Simple Random Sampling dengan rumus Slovin jumlah responden didapat sebanyak 196 mahasiswa. Teknik pengumpulan data menggunakan angket. Teknik analisis data yang digunakan adalah analisis regresi berganda. Hasil penelitian menunjukkan bahwa Literasi Digital tidak berpengaruh secara signifikan terhadap Hasil Belajar Mahasiswa. Terdapat pengaruh positif antara Media Pembelajaran dengan Hasil Belajar. Terdapat pengaruh negatif antara Pembelajaran Online dengan Hasil Belajar .

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INTRODUCTION

Education is one of the important factors to improve the quality and level of human resources. Every individual has the right to develop the potential to be independent through education. For this reason, individuals need to be given various abilities in the development of various things, such as concepts, principles, creativity, responsibility, and skills. Education is not only seen as a means for the present life experienced by individuals in their development towards the level of maturity. An individual who learns will experience changes in behavior as a result of his learning activities. Knowledge, skills, and mastery of values will definitely increase with active learning activities. In the 2013 United Nations program, Indonesia's Human Development Index was ranked 112 out of 175 registered countries. This states that from year to year Indonesia still has a relatively low quality of resources and is experiencing a decline. Factors that influence the low quality of human resources is the low level of education. This situation is further exacerbated by the still dominant speech culture (oral) compared to reading culture. In the past, humans still used a lot of books, while now they are not only available in print media but are completely digital because now internet services and other electronic media are available (H.A.R. Tilaar, 2002).

In general, the ability to use technology and information through digital devices can ease any job to be effective and efficient in several life contexts such as academic, career and daily life (Gilster, 1997). Currently there is literacy that is developing very rapidly and can be used in various forms, namely digital literacy where this literacy has the ability to understand and utilize the use of information from various digital sources (Gilster, 1997). So many sources of scientific reference information provided in digital form can now be accessed in digital format (Johar, Rahmah., & Hanum, 2016). This shows that the development of digital technology makes it easier for students to access various information needed both from within and outside the country. So with that, students should have increased learning resources in monitoring the development of their learning process (Setiyani, 2010).

In the learning process, the media has a function as a carrier of information from sources to the recipient (student). According to Daryanto, the point is that learning media occupies a fairly important position as a component of the learning system. Without media, communication will not occur and the learning process as a communication process will also not be able to take place optimally so that learning media is an integral component of the learning system. In order for teaching and learning interactions to run effectively and efficiently, it is necessary to use the right media. The accuracy in question depends on the learning objectives, the message (content) of learning and the characteristics of students involved in learning activities.

According to (Barry Morris, 1989), learning patterns are grouped into 4 learning patterns, one of which is the Media Learning Pattern. This Media Learning Pattern emphasizes the role of the media as the main source of information in learning activities and the teacher is not physically present but is replaced by the media (Online Learning). Online learning places more emphasis on student accuracy and foresight in receiving and processing information presented online. Online learning in Indonesia is starting to be felt from the independent learning process through the tasks given.

Learning outcomes in learning are very important because the success of learning carried out in teaching and learning activities can be seen from student learning outcomes (Ratna, 2013). Learning outcomes are results achieved by students or someone after carrying out learning activities. Students try to get the best learning outcomes to achieve good achievements as well. (Sudijono, 2012) revealing learning outcomes is an evaluation action that can reveal aspects of the thinking process (cognitive domain) can also reveal other psychological aspects, namely aspects of values or attitudes (affective domain) and aspects of skills (psychomotor domain) inherent in each individual. individual learners. This means that through learning outcomes, a holistic description of student achievement can be revealed after going through learning.

Through a circular issued by the Minister of Education and Culture of the Republic of Indonesia, namely Letter Number 4 of 2020 concerning the Implementation of Education Policies in the

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Emergency Period for the Spread of Coronavirus Disease (Covid 19) which is described in point 2, namely the learning process from home is carried out with various provisions, namely, Implementation of Distance Learning from home that can create a meaningful learning experience for students, Focusing on distance learning in the form of life skills, especially regarding the Covid 19 pandemic, effectiveness and assignments in distance learning which can vary. Under these circumstances, students as high-level students are able to absorb learning with essential materials as conventional learning. This will certainly affect learning outcomes where circumstances, time and place sometimes reduce the sense of focus of students in learning.

METHOD

This study will examine the influence of literacy, media, and online learning on student learning outcomes of FE UNJ in semester 113 of the 2018-2020 economic education study program. The approach used in this research is a quantitative approach. While this type of research is correlational, because this research is designed to determine the magnitude of the influence of the independent variables (literacy, media, and online learning) on the dependent variable (learning outcomes). In this way, it will be known from the data that has been obtained that has been analyzed about how much the independent variables (literacy, media, and online learning) have an influence on the dependent variable (learning outcomes) which are indicated by numbers. In this study, the population of quantity was all students of the Economic Education Study Program, Faculty of Economics, Jakarta State University class of 2018-2020 semester 113 and the number of samples needed in this study were 196 students using a sampling technique, namely simple random sampling.

This study uses questionnaires and questionnaires to collect data from the field in order to find out data about digital literacy skills, effectiveness and quality of using learning media and effectiveness of online learning. Indicators of digital literacy instruments are obtained from literacy aspects (Gilster, 1997), indicators of digital literacy instruments are obtained from the quality of learning media (Leong M, 2009) which include the use, use and procurement of learning media, as well as indicators of online learning instruments obtained from (Arsyad, 2003) which includes the suitability of learning, level of understanding, evaluation of online learning and education on the Covid-19 pandemic obtained from the state of learning Covid-19. The data analysis technique used was Multiple Linear Regression with the help of IBM SPSS version 25. The instrument was tested with validity and reliability tests. Description of variable score that is descriptive analysis. Testing the analytical prerequisites with normality test, linearity test. The classical assumption test is multicollinearity test and heteroscedasticity test. As well as hypothesis testing, namely t-test (partially), f-test (simultaneously), and R2 test of determination.

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RESULTS AND DISCUSSION

The total number of respondents using the slovin formula was obtained 196 students of Economic Education class 2018-2020. The following are the characteristics of respondents based on class and generation who have filled out the questionnaire as respondents

Tabel 4. 1 Banyaknya Responden Berdasarkan Kelas dan Angkatan

Kelas	Tahun Angkatan			Jumlah	Persentase
	2018	2019	2020		
Pendidikan Ekonomi Koperasi A	12	20	24	56	29%
Pendidikan Ekonomi Koperasi B	30	25	32	87	44%
Pendidikan Akuntansi	8	33	12	53	27%
Jumlah	50	78	68	196	100%

Sumber: Tabel di olah oleh peneliti

Student Learning Outcomes variable data in the form of Semester Achievement Index scores of 113 were obtained through questionnaires filled out by respondents in the Student Achievement Index column.

Based on the variable data on student learning outcomes, the mean value is 3.60, the median is 3.66, the mode is 3.66 and the standard deviation is 0.28284. Also obtained a minimum value of 2.00 and a maximum value of 4.00.

Furthermore, student learning outcomes in semester 113 are classified into 3 categories of variable tendencies, namely satisfactory, very satisfying and with praise. Thus the classification of the trend of variables can be presented in the following table.

Tabel 4. 2 Klasifikasi Indeks Prestasi Semester 113

Interval IP	Predikat	Frekuensi	Persentase
2,00 - 2,75	-	3	2%
2,76 - 3,00	Memuaskan	4	2%
3,00 - 3,50	Sangat Memuaskan	35	18%
3,51 - 4,00	Pujian	154	79%
Total		196	100%

Sumber: Tabel di olah oleh peneliti

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The table above shows that in the tendency of student cognitive learning outcomes there are 3 students without predicate in semester 113, 4 students with satisfactory predicate, 35 students with very satisfactory predicate and 154 students with honors in semester 113 in the 2018-2020 Faculty of Economics Education Study Program. Jakarta State University Economics. It can be concluded that most students of the 2018-2020 Economic Education Study Program, Faculty of Economics, State University of Jakarta have a Semester Achievement Index score of 113 with honors.

Description of Research Variables

The independent variables as well as the dependent variables in this study will be grouped into several categories, namely very low, low, high, and very high. Categorization is based on the mean and standard deviation of each variable (Djemari Mardapi, 2008), the way of categorizing is as follows:

Tabel 4. 3 Kelompok Kategori Variabel

$M - 1,5 SD > X$	Sangat Rendah
$M > X \geq M - 1,5 SD$	Rendah
$M = 1,5 SD > X \geq M$	Tinggi
$X \geq M + 1,5 SD$	Sangat Tinggi

Sumber: Tabel di olah oleh peneliti

Variables that will be categorized based on the above value criteria include Digital Literacy (X1), Learning Media (X2), Online Learning (X3), and Learning Outcomes (Y) variables. Summary of variable data that will be categorized is presented in table 4.3.

Tabel 4. 4 Ringkasan Data Variabel

Nama Variabel	Mea n	Standar Deviasi
Literasi Digital	62,56	7,24
Media Pembelajaran	39,32	4,26
Pembelajaran Online	65,05	7,53
Hasil Belajar	3,5	0,28

Sumber: Tabel di olah oleh peneliti

Table 4.3 above shows that the mean value for the Digital Literacy variable is 62.56 (in the high category), Learning Media is 39.32 (in the high category), Online Learning is 65.05 (in the high category), and Results Learning has a mean of 3.5 (included in the predicate very satisfying). This shows that on average, students of Economics Education, Faculty of Economics, State University of Jakarta, batch 2018-2020 have a high level of digital literacy and online learning and learning media that run in semester 113 produce very satisfying cognitive learning outcomes for some students.

1. Test Research Instruments

a. Validity test

Validity is a measure that shows the level of validity of an instrument (Arikunto, 2010, p. 211). Calculation of validity test, if $r_{count} > r_{table}$, then the statement item is considered valid and vice versa if the statement item is invalid it should be dropped or not used. It is known that there are 48 Likert scale statements regarding the variables, three independent variables and 2 questions filled in regarding the Student Achievement Index and Learning Impressions in the Covid-19 Pandemic, which were tested on 30 samples of respondents who tested the instrument, so that an r_{table} of 0.361 was obtained. The results showed that the r calculated Pearson Correlation of all research variable statements was greater than r_{table} or $r_{count} > 0.355$. In addition, the significance of the correlation results of all variables is below 0.05 or 5%, the calculation results obtained 39 statement items from 3 (three) variables in the study are said to be valid.

b. Reliability Test

The instrument reliability test was conducted to determine the consistency of the instrument as a measuring instrument, so as to obtain a reliable instrument or measurement result. The instrument can be said to be reliable if the Alpha coefficient 0.600 can be interpreted as $r_{arithmetic}$ greater than or equal to r_{table} , and vice versa (Sugiyono, 2016, p. 257). It is known that all variables have Cronbach's Alpha which is greater than 0.600 so that the variable is declared suitable to be used as a data collection instrument.

2. Analysis Prerequisite Test

a. Normality test

The normality test was carried out using the Kolmogorov-Smirnov formula, the data was normally distributed if the statistical significance level was more than the significance level used, which was 0.05, it could be seen from Asymp. Sig. If the Asymp. Sig. > 0.05 . The output results of the normality test calculation state that the data from all variables in the study, namely Learning Outcomes (Y), Digital Literacy (X1), Learning Media (X2), Online Learning (X3) are normally distributed. The data can be proven by the significance value contained in Asymp. Sig. (2-tailed) of $0.200 > 0.05$. From the results of these calculations, it can be concluded that the data used by the researcher is normally distributed.

b. Linearity Test

The results obtained from the calculation of the significance value of Deviation from Linearity between Digital Literacy (X1) and Cognitive Learning Outcomes (Y) of $0.118 > 0.05$, the significance value of Deviation from Linearity between Learning Media (X2) and Cognitive Learning Outcomes (Y) of $0.741 > 0.05$, the significance value of Deviation from Linearity between Online Learning (X3) and Cognitive Learning Outcomes (Y) is $0.080 > 0.05$. So it can be concluded that the variables of Digital Literacy, Learning Media and Online Learning with Student Learning Outcomes have a linear relationship. Uji Asumsi Klasik

a. Multicollinearity Test

The multicollinearity test is carried out by looking at the Tolerance and VIF values in the Coefficients table. If the Tolerance value is > 0.1 and the VIF value is < 10 , then it can be said no multicollinearity occurs in the regression model. Based on the output, it can be seen that the Tolerance value for the Digital Literacy variable is $0.341 > 0.10$ and the VIF value is $2.933 < 10$, the Learning

Media variable is $0.371 > 0.10$ and the VIF value is 2.699, the Online Learning variable is $0.379 > 0.10$ and the VIF value is < 10 . It can be concluded that the regression model in this study does not occur multicollinearity.

b. Heteroscedasticity Test

Heteroscedasticity testing was carried out using the Spearmans Rho and Scatter Plot methods. The decision-making criteria for the Spearmans Rho method are seen from the significance value of the Correlation output, if the significance value is > 0.05 then there is no symptom of heteroscedasticity. Based on the output correlation table, it is known that the significance value of the Digital Literacy variable is $0.973 > 0.05$, the significance value of the Learning Media variable is $0.852 > 0.05$ and the significance value of the Online Learning variable is $0.910 > 0.05$. So it can be concluded that the regression model in this study does not have heteroscedasticity symptoms. Uji Hipotesis

a. Multiple linear regression

The results of calculations and data processing using IBM SPSS vs. 25, obtained a table of Coefficients which will be explained in the following table. Tabel. 4. 5 Uji Regresi Linear Berganda

Coefficients ^a								
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	3,741	,120					
	X1	,001	,003	,035	,284	,777	,341	2,933
	X2	,010	,005	,260	2,209	,028	,371	2,699
	X3	-,008	,003	-,367	-3,154	,002	,379	2,635

a. Dependent Variable: Y

Sumber: Tabel di olah oleh peneliti

From the table above, it can be seen in the Unstandardized Coefficients, it can be determined the multiple linear regression equation resulting from this study, as follows.

$$Y = 3,741 + 0,001X1 + 0,010X2 + (-0,008)X3 + e$$

The regression equation above can show the relationship between the independent variable and the dependent variable partially, from the equation it can be concluded that.

1. The constant value is 3.741, meaning that if there is no change in the digital literacy variable, learning media and online learning (X1, X2, and X3 values are 0) then the Learning Outcomes variable is worth 3.741.

2. The digital literacy regression coefficient is obtained by a value of 0.001 which means that if the digital literacy variable increases while the online learning and learning media variables are assumed to be constant, the learning outcomes will also increase by 0.001.

3. Learning Media regression coefficient obtained a value of 0.010, meaning that if the learning media variable has increased while the digital literacy and online learning variables are assumed to be constant, the learning outcomes will also increase by 0.010.

4. Online Learning regression coefficient obtained a value of (-0.008) which means that if the Online Learning variable has increased while the Digital Literacy and Online Learning variables are assumed to be constant, the Learning Outcomes variable will also experience an increase of (-0.008).

a. t test

This partial analysis is used to determine the independent variable which has the most dominant relationship variable to the dependent independent variable so that the researcher uses the t test.

Table 4. 6 Individual Parameter Significance Test (t-test)

Coefficientsa

Model Unstandardized Coefficients Standardized Coefficients

t

Sig. Collinearity Statistics

B Std. Error Beta Tolerance VIF

1 (Constant) 3,741 ,120 31,154,000

X1 ,001 ,003 ,035 ,284 ,777 ,341 2,933

X2 ,010,005 ,260 2,209 ,028 ,371 2,699

X3 -,008 ,003 -,367 -3,154 ,002 ,379 2,635

a. Dependent Variable: Y

Source: Table processed by researchers

Based on the results of the t-test above, it can be seen that the tcount of Digital Literacy is 0.284 and the ttable is 1.65318 at a significance of 0.05 with $df = n-k-1$ or $df = 188-3-1=$

184, then the ttable is 1.65318. Thus it can be concluded that

tcount < ttable ($0.284 < 1.65318$) and significance ($0.777 > 0.05$), meaning that there is no relationship between Digital Literacy and Learning Outcomes.

Furthermore, it can be seen that the tcount of Learning Media is 2.209 and the ttable is 1.65318 at a significance of 0.05 with $df = n-k-1$ or $df = 188-3-1 = 184$, then the ttable is 1.65318. Thus, it can be concluded that tcount > t table ($2.209 > 1.65318$) and significance ($0.028 < 0.05$), meaning that there is a positive and significant relationship between Learning Media and Learning Outcomes.

Then it is known that the tcount of Online Learning is -3.154 and ttable at a significance of 0.05 with a ttable of 1.65318 at a significance of 0.05 with $df = n-k-$

1 or $df = 188-3-1 = 184$, then the ttable is 1.65318. Thus can

concluded that tcount > t table ($-3.154 > 1.65318$) and significance ($0.002 < 0.05$), meaning that there is a negative and significant relationship between Online Learning and Learning Outcomes.

b. F Uji test

Simultaneous test analysis is used to determine or determine the independent variables that

have a jointly significant influence on the dependent variable. If $F_{count} < F_{table}$ then H_0 is accepted and H_a is rejected, then it means that there is no simultaneous influence by variables X and Y. And if $F_{count} > F_{table}$ then H_0 is rejected and H_a is accepted, ini berarti terdapat pengaruh simultan oleh variabel X dan Y

a. Uji t

This partial analysis is used to determine the independent variable which has the most dominant relationship variable to the dependent independent variable so that the researcher uses the t test.

Tabel 4. 6 Uji Signifikansi Parameter Individual (Uji-t) Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	3,741	,120		31,154	,000		
X1	,001	,003	,035	,284	,777	,341	2,933
X2	,010	,005	,260	2,209	,028	,371	2,699
X3	-,008	,003	-,367	-3,154	,002	,379	2,635

a. Dependent Variable: Y

Sumber: Tabel di olah oleh peneliti

Based on the results of the t-test above, it can be seen that the tcount of Digital Literacy is 0.284 and the ttable is 1.65318 at a significance of 0.05 with $df = n-k-1$ or $df = 188-3-1=$

184, then the ttable is 1.65318. Thus it can be concluded that

tcount < ttable ($0.284 < 1.65318$) and significance ($0.777 > 0.05$), meaning that there is no relationship between Digital Literacy and Learning Outcomes.

Furthermore, it can be seen that the tcount of Learning Media is 2.209 and the ttable is 1.65318 at a significance of 0.05 with $df = n-k-1$ or $df = 188-3-1 = 184$, then the ttable is 1.65318. Thus, it can be concluded that tcount > t table ($2.209 > 1.65318$) and significance ($0.028 < 0.05$), meaning that there is a positive and significant relationship between Learning Media and Learning Outcomes.

Then it is known that the tcount of Online Learning is -3.154 and ttable at a significance of 0.05 with a ttable of 1.65318 at a significance of 0.05 with $df = n-k-$

1 or $df = 188-3-1 = 184$, then the ttable is 1.65318. Thus can

concluded that tcount > t table ($-3.154 > 1.65318$) and significance ($0.002 < 0.05$), meaning that there is a negative and significant relationship between Online Learning and Learning Outcomes.

b. F Uji test

Simultaneous test analysis is used to determine or determine the independent variables that have a jointly significant influence on the dependent variable. If $F_{count} < F_{table}$ then H_0 is accepted and H_a is rejected, it means that there is no simultaneous effect by variables X and Y. And if $F_{count} > F_{table}$ then H_0 is rejected and H_a is accepted, this means that there is a simultaneous effect by variables X and Y

Table 4. 7 F Statistical Test

ANOVAa

Model Sum of Squares df Mean Square F Sig.

1 Regression ,323 3 ,108 3,875 ,010b

Residual 5.087 183 0.028

Total 5,410 186

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

Source: Table processed by researchers

From the output above, it is known that Fcount is 3.875. The value of Ftable can be found in the distribution table F with a significance level of 0.05 where $df1 = \text{number of variables} - 1$ or $4 - 1$

$= 3$, and $df2 = n - k - 1 = 184$, then we get 2.65. Thus it can be concluded that $F_{\text{count}} > F_{\text{table}}$ ($3.875 > 2.65$) and significance ($0.010 < 0.05$) which means that Digital Literacy, Learning Media, and Online Learning are simultaneously or jointly related to Student Cognitive Learning Outcomes.

c. Coefficient of Determination Test (R^2)

This test was conducted to determine the extent of the relationship between the dependent variable and the independent variable. The following is the output of the calculation of the coefficient of determination with IBM SPSS vs 26.

Tabel 4. 8 Uji Koefisien Determinasi

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,244 ^a	,060	,044	,16673
a. Predictors: (Constant), Pembelajaran_Online, Media_Pembelajaran, Literasi_Digital				
b. Dependent Variable: Hasil_Belajar				

Sumber: Tabel di olah oleh peneliti

From the output above, it can be seen that R Square or R^2 in the model summary table is 0.060. It can be concluded that the correlation between the variables of Digital Literacy, Learning Media, and Online Learning together with the Student Learning Outcomes variable is 60%, while the rest is influenced by other factors not examined by researchers.

CONCLUSIONS AND SUGGESTIONS

1. Digital literacy has no significant effect on student learning outcomes.
2. Learning media has a positive effect on student learning outcomes.
3. Online learning has a negative effect on student learning outcomes.

It is hoped that every school and university education institution can be more active in implementing aspects of digital literacy, the effectiveness and quality of the use of learning media, and effectiveness in online learning considering that almost all educational institutions carry out distance learning during the COVID-19 pandemic.

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