

The Influence of Contextual Learning Approach on Student's Learning Motivation Competence of Automation Skills and Office Governance

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Abstract

Students' learning motivation in the archiving learning process of class X, the competence of automation skills, and office management are one of the factors that influence student learning outcomes, with the desire or motivation of students to learn. One of the factors that influence learning motivation is the contextual learning approach. This study aims to determine the description of the teacher's contextual learning approach, student learning motivation, and the effect of contextual learning approach on student learning motivation of automation skills competence and office governance at SMK Negeri 1 Sinjai. To achieve this goal, the researchers used data collection techniques through observation, distributing questionnaires, documentation, and interviews. With a population of 151 students and a sample of 75 students. Data analysis used quantitative analysis in the form of descriptive statistical analysis and inferential statistical analysis. The results showed that the level of the contextual learning approach was in a good category and the students' learning motivation was very high. The results of the analysis and hypothesis testing indicate that there is a positive influence between the contextual learning approach in archival subjects on the learning motivation of class X students, the competence of automation skills and office governance at SMK Negeri 1 Sinjai, and the contextual learning approach provides a positive and significant contribution in increasing learning motivation. class X students with competence in office automation and governance skills at SMK Negeri 1 Sinjai.

Keywords: Approach, contextual learning, learning motivation.

Introduction

Education is life, all learning experiences that take place in all environments and throughout life. Education is all life situations that affect individual growth (Saggaf et al., 2017; Saleh & Arhas, 2019; Syam et al., 2018). Education in the narrow sense is school, this form of education is teaching held in schools as formal educational institutions. Education is all the influence that the school seeks to give to students so that they have perfect abilities and full awareness of social relationships and tasks (Darwis et al., 2019; Ikhsan et al., 2019; Muslimin et al., 2020). The success of a learning process is largely determined by the ability of the teacher. This is because the teacher is the person who deals directly with students. (Wati, 2015).

Based on observations made in February 2021 at SMK Negeri 1 Sinjai, in one of class X (ten), the competence of automation and office governance skills in archiving subjects shows that students' learning motivation is still low. This can be seen in the

learning process, students seem less active in class. In general, it is assumed that in archival learning, especially class X (ten) SMK Negeri 1 Sinjai, students learn only because they are forced or because of obligation, not because of need. So that they do learning activities not wholeheartedly or carelessly, some students just wait for answers from their friends without wanting to find out the answers themselves, so they do not get maximum results. This happens because it is based on the absence of sincere motivation and will in a student, the student's weak motivation in learning so that what is in him is just lazy and no enthusiasm. Facts on the ground show that in the learning process teachers have not used varied learning models. The learning that is done is still mostly using lecture and assignment methods. With the lecture method, students seem to imagine the material explained by the teacher. During the learning process, students often feel bored in paying attention to the teacher's explanation. The learning that is done is still mostly using lecture and assignment methods. With the lecture method, students seem to imagine the material explained by the teacher. During the learning process, students often feel bored in paying attention to the teacher's explanation. The learning that is done is still mostly using lecture and assignment methods. With the lecture method, students seem to imagine the material explained by the teacher. During the learning process, students often feel bored in paying attention to the teacher's explanation.

As it is known that students' learning motivation can be influenced by internal and external factors of students. Internal factors can be in the form of talents, interests, personality, and study persistence, as well as students' physical abilities and intelligence abilities. While external factors include the ability of teachers to teach, school facilities and infrastructure as well as the encouragement and attention of parents (Nur et al., 2019; Saleh et al., 2021; Suprianto et al., 2018). In external factors, the most influential on student learning motivation is the support of the teacher's ability to apply teaching methods. The existence of precise teaching methods can increase high learning enthusiasm even though the student's intelligence is still relatively low. Learning motivation is one of the factors that influence the learning process. Motivation is one of the most important prerequisites in learning, the contextual learning approach is expected to later be able to help teachers relate the material taught to students' real-world situations and encourage students to make connections between their knowledge and its application in their lives as family and community members.

Quality learning depends on the learning motivation of students and the creativity of educators. Students who have high motivation will achieve the target of success in learning. Learning targets can be measured through changes in students' attitudes and abilities through the learning process. The purpose of learning is an effort to influence students so that the learning process occurs. Therefore, it is necessary to strive for a way or method to help the learning process occur so that learning becomes effective, efficient, and directed at the goals set (Cain, 2019; Saban, 2009; Singh et al., 2021)

The learning approach is a set of assumptions that are interconnected and related to learning. The learning approach refers to a learning theory that is used as a principal in the teaching and learning process. A learning approach describes how people acquire knowledge in a particular subject. The indicator learning approach is the

teacher's perspective on the learning process in general based on a particular theory, which underlies the selection of learning strategies and methods(Sani, 2019)

The contextual Teaching and Learning (CTL) approach is a conception that helps teachers relate lesson content to real-world situations and motivates students to make connections between knowledge and its application in their lives as family members, citizens, and the workforce. The CTL approach is a reaction to behaviorism theory. The CTL approach assumes that learning is a complex and multistage process and occurs without a stimulus-response principle. Contextual Learning includes seven learning principles, namely inquiry, questioning, constructivism, learning community, authentic assessment, reflection, and modeling (Firman et al., 2020; Hisbullah & Firman, 2019; Hisbullah & Selvi, 2018).

Motivation is an impulse from within the individual to act in a certain way by the planned goals. The motivation here is a psychological tool to act as a driving force or impetus to do work. While learning motivation is an encouragement that occurs in a person who is learning both from within and from outside the students themselves so that changes in behavior patterns can occur towards a better direction. (Saleh & Nasrullah, 2019).

The elements that affect learning motivation are the ideals or aspirations of students, learning abilities, physical and spiritual conditions of students, environmental conditions of students, dynamic elements of learning, and teacher efforts to teach students. The related indicators in learning motivation are: The existence of a desire and desire to succeed, the encouragement and need in learning, the hopes and aspirations of the future, the appreciation in learning, the existence of interesting activities in learning, and the existence of a conducive learning environment. (Uno,Hamzah B ., Nina Lamatenggo., 2014).

Method

This research is research with a quantitative approach. Quantitative research can be defined as a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, to test predetermined hypotheses. (Sugiyono, 2016)

This study examines two variables, namely the Contextual learning approach as the independent variable and student learning motivation as the dependent variable. The total population in this study was 151 students and researchers took 50%, so the number of students who became the sample of this study was 75 people.

Data collection techniques used in this study are observation techniques, questionnaire techniques, documentation, and interviews. The data analysis technique in this study is a descriptive statistical analysis that aims to describe the two variables using percentage, mean (mean), and standard deviation and inferential statistical analysis to test research hypotheses using normality test, Product Moment correlation analysis, and linear regression analysis simple.

Results

The results of the analysis of the data presented in this study are data obtained from the results of a questionnaire given to 75 respondents who became the research sample which aims to determine the description of the teacher's contextual learning approach and the description of student learning motivation and to analyze the effect

of the contextual learning approach on student learning motivation. the expertise of automation and office management at UPT SMK Negeri 1 Sinjai and the results of the observations presented are the data obtained by the researcher as a supporter of the data from the questionnaire. The data analysis will be described as follows:

Contextual Learning Approach

The variable of the teacher's contextual learning approach in this study was measured based on seven indicators, namely inquiry, questioning, constructivism, learning community, authentic assessment, reflection, and modeling. The results of data analysis for each indicator can be seen in the table below:

Table 1. Results of Data Analysis Indicators of Contextual Learning Approach Variables (X)

No.	Indicator	n	N	%	Category
1.	Inquiry	5011	7125	70.3	Well
2.	Ask	1201	1500	80.1	Well
3.	Constructivism	1467	1875	78.2	Well
4.	Learning Society	870	1125	77.3	Well
5.	Authentic Rating	2394	3000	79.8	Well
6.	Reflection	3511	4500	78.0	Well
7.	Modeling	871	1125	77.4	Well
	Amount	15325	20250	75.7	Well

Source: SPSS data processing results, 2021

Based on the results of data processing, the percentage of the teacher's contextual learning approach variables in class X students, the competence of automation skills, and office governance at SMK Negeri 1 Sinjai in archiving learning, is in the "Good" category with a percentage level of 75.67%.

Based on the results of observations, the use of the inquiry method in the learning process has been carried out well, the learning process is based on students doing their search and discovery through a systematic thinking process, and based on the results of interviews with one of the archiving subject teachers, students are required to search and find various archival learning resources, for example, several archival books, youtube, and the internet. The constructivism method has also been carried out well, this can be seen from observations during the learning process, the teacher applies the students' understanding of their experience or knowledge and makes ideas between experiences and new information received. The use of the learning community method is done well, This can be seen from observations during the learning process, students exchange ideas with their friends. Authentic assessment methods have been carried out well, this can be seen from observations during the learning process the teacher

assesses students who are active in learning, and the teacher also assesses student assignments relevant to the learning context. The reflection method has been done well, this can be seen from observations during the learning process, students review and record what they have learned. The modeling method has been done well, this can be seen from observations during the learning process the teacher demonstrates how the teacher wants his students to learn and do what the teacher wants, such as giving examples of concepts or learning activities, how to operate something. That way the teacher provides a model on how to learn.

Furthermore, the results of the analysis of the average or mean and standard deviation can be seen in the table below.

Table.2 The results of the analysis of the mean and standard deviation of the contextual learning approach variables

N	Valid	75
	Missing	0
mean		242.33
median		250.00
Mode		263
Std. Deviation		35,985
Variance		1294,928
Range		185
Minimum		149
Maximum		334
Sum		18175

Source: SPSS data processing results, 2021

Based on the results of data processing, it can be seen that the average value of the data results of the contextual learning approach variable is 242.33 and the standard deviation value is 39,985.

Student's motivation to study

The variables of student learning motivation in this study were measured based on six indicators including the desire and desire to succeed, the encouragement and need in learning, the hopes and aspirations of the future, the appreciation in learning, the existence of interesting activities in learning, and the existence of a learning environment. conducive. The results of data analysis for each indicator can be seen in table 3:

Table 3. Results of Data Analysis of Students' Learning Motivation Indicators (variable Y)

No.	Indicator	n	N	%	Category
1.	There is a desire and desire to succeed	1525	1875	81.33	Very high
2.	There is a drive and a need for learning	974	1125	86.57	Very high
3.	There are hopes and	991	1125	88.00	Very high

	dreams for the future				
4.	There is an appreciation in learning	813	1125	72.27	Tall
5.	There are interesting activities in learning	969	1125	86.13	Very high
6.	There is a conducive learning environment	1704	1875	90.88	Very high
Amount		6976	8250	84.55	Very high

Source: SPSS data processing results, 2021

Based on the results of data processing, the percentage of learning motivation variables for class X competence in automation and office management skills at SMK Negeri 1 Sinjai is in the "very high" category with a percentage level of 84.55%.

Based on the results of observations, the desire and desire to succeed is very high, this kind of motive comes from the personality and behavior of the students concerned to continue learning. This can be seen when observing the learning process in the classroom with a contextual learning approach, students seem to pay attention to the teacher's explanation and are enthusiastic in participating in learning. The percentage results indicate that the motivation of students with the encouragement and need in learning is very high. Judging from the seriousness of students in learning archives in the classroom. Student motivation with the encouragement and need in learning is very high. Judging from the seriousness of students in learning archives in the classroom. The motivation of students with their hopes and aspirations for the future is very high. This is an awareness for students to continue to learn and develop their skills to reach their hopes and dreams. Student motivation with the appreciation in learning is high. During the learning process, the teacher gives praise to students who ask questions and students who give answers. Student motivation with interesting activities in learning is very high. This is a way for teachers to create interesting activities and how teachers process learning well. Student motivation with a conducive learning environment is very high. Students enjoy learning when the room is comfortable and the teacher can control the classroom. During the learning process, the teacher gives praise to students who ask questions and students who give answers. Student motivation with interesting activities in learning is very high. This is a way for teachers to create interesting activities and how teachers process learning well. Student motivation with a conducive learning environment is very high. Students like to learn when the room feels comfortable and the teacher can control the class situation. During the learning process, the teacher gives praise to students who ask questions and students who give answers. Student motivation with interesting activities in learning is very high. This is a way for teachers to create interesting activities and how teachers process learning well. Student motivation with a conducive learning environment is

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The results of the analysis of the average and standard deviation of learning motivation variables can be seen in table 4:

Table 4. The results of the analysis of the average and standard deviation of students' learning motivation variables.

	Valid	75
N	Missing	0
mean		92.89
median		95.00
Mode		97
Std. Deviation		11,731
Variance		137,610
Range		57
Minimum		53
Maximum		110
Sum		6967

Source: SPSS data processing results, 2021

Based on the results of data processing, it can be seen that the average value of the data results of the student learning motivation variable is 92.89 and the standard deviation value is 11.731.

The Effect of Contextual Learning Approach on Students' Learning Motivation

Before analyzing the effect of the contextual learning approach on students' learning motivation, the data analysis test was conducted using the normality test. Normality test aims to determine the distribution of research data is normally distributed or not so that further statistical methods can be used whether using parametric or nonparametric statistics. The normality test in this study uses the Chi-Square formula. Data testing is done by comparing the calculated Chi-Square price with the Chi-Square table if the calculated Chi-Square price is less than or equal to the Chi-Square table ($X^2_{hitung} \leq X^2_{tabel}$), then the data distribution is declared normal, and greater is declared abnormal. More details can be seen in the following table:

Table 5. Normality Test Results

Variable	X^2_{hitung}	X^2_{tabel}	df	Note.
X : Contextual learning approach	27,600	74,468	56	Normal
Y : Student learning motivation	23,560	44,985	31	Normal

Source: Results of data processing via SPSS

From the table, it can be seen that the Chi-Square rat count ($X^2 h$) the contextual learning approach variable is 27,600 smaller than the Chi-Square table ($X^2 t$) of 74,468 with a df value of 56. While the student learning motivation variable value Chi-Square count ($X^2 h$) as big as 23,560 smaller than the Chi-Square table ($X^2 t$) namely 44,985 with a df value of 31. From the normality test, it shows that the contextual learning approach variables used by teachers in archiving subjects in class X are the competence of automation skills and office governance at SMK Negeri 1 Sinjai and student learning motivation meets the criteria, the data is normally distributed, so that can be used for further data analysis.

After the data is normally distributed, the Product Moment correlation analysis is performed. Product Moment correlation analysis is intended to determine whether there is an effect of the contextual learning approach on the learning motivation of class X students in the competence of automation skills and office governance at SMK Negeri 1 Sinjai. Based on the analysis of the calculation of the Product Moment correlation using the SPSS application, the correlation between the contextual learning approach (X) and student learning motivation (Y) is (r) of 0.458. Then after being consulted on the guideline table for the interpretation of the correlation coefficient of the r-value proposed by Sugiyono, the score is in the interval 0.40 - 0.599 which means it has a moderate level of relationship.

To find out whether the correlation of the calculation results is significant or not, then the comparison between the values of r_{count} of 0.458 with a significant value of 5% with 75 respondents so that it can be seen that the value of 0.227, from the results that have met the requirements, namely the value $> (0.458 > 0.227)$, the results obtained indicate that there is a relationship between the contextual learning approach and learning motivation class X students have competence in office automation and governance skills at UPT SMK Negeri 1 Sinjai. $r_{table} > r_{count} > r_{table}$

After knowing the relationship between variables, then performed a simple linear regression analysis. The purpose of simple linear regression analysis is to analyze the effect of the contextual learning approach on students' learning motivation and test the hypothesis in this study, namely "it is suspected that there is a significant influence between the contextual learning approach and the learning motivation of class X students of SMK Negeri 1 Sinjai.

The test criteria are if F_{count} greater than F_{table} at the 5% significance level test then H_0 rejected stating that there is no effect of contextual learning approach on students' learning motivation and H_1 accepted which states that there is an effect of contextual learning approach on students' learning motivation. More details can be seen in the following table:

Table 6. Simple Linear Regression Analysis

Variable	B	F_{count}	Sig	T_{count}	Sig
Constant	56,726			6,827	0.000
Contextual learning approach	0.149	19,360	0.000	4,400	0.000

Source: Results of data processing via SPSS

Based on the table, the regression equation is obtained = 56.726 and b = 0.149 so

that the resulting linear regression equation is: $Y = 56.726 + 0.149 X$. If every 1% increase in contextual learning approach, then 0.149% increase in learning motivation.

To find out simple linear regression, the F test was used through the Anova table. The accepted hypothesis is: or 0. From the results of the calculation of the F test obtained by 19.360 with (0.05: 1: 75) of 3.97 which means greater than. Thus, because it is greater than ($19.360 > 3.97$) then it is rejected and accepted, which means that there is a dependency nature of the contextual learning approach variable on students' learning motivation so that the results of data management in this study directly with the hypothesis which says "it is suspected that there is an influence a contextual learning approach to the learning motivation of class X students in the competence of automation skills and office governance at SMK Negeri 1 Sinjai."

The results of the analysis of the coefficient of determination = 0.210 or 21%, which means that the influence of contextual learning approaches on the learning motivation of class X students, the competence of automation skills, and office governance at SMK Negeri 1 Snjai is 21%, while the difference is 79% found outside the teacher pedagogical competence variable or other variables. which were not researched. r^2

Discussion

Contextual Learning Approach

Based on the results of research for contextual learning approaches in archiving subjects in class X, the competence of automation and office management skills at SMK Negeri 1 Sinjai is in the percentage level range of 61% - 80% which is considered good. Thus the contextual learning approach is in a Good category, with a percentage level of 75.67%.

The contextual approach seeks to change conditions, namely by creating learning scenarios that start from the context of students' real lives (daily life). In CTL placing students as learning subjects, students who play an active role in the learning process by finding and exploring their understanding of the subject matter. As stated by (Wardani and Friska 2018) said that the contextual learning approach is based on the background that students learn more meaningfully by experiencing activities themselves in a natural environment, not just knowing, remembering, and understanding. In addition, the role of CTL in the process of teaching and learning activities also affects student learning activities, where students are required to be active, interact with each other with friends and teachers, as stated by Suaidin (2013) in(Wardani and Friska 2018) that the characteristics of CTL learning are working together, supporting each other, fun in the sense of not being boring, learning passionately, using various sources, making students active.

According to (Lemay, Bazalais, and Doleck 2021)The contextual learning approach is a concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between their knowledge and its application in their daily lives, by involving seven indicators of an effective contextual learning approach, namely: inquiry (inquiry), asking (questioning), constructivism (constructivism), learning community (learning community), authentic assessment (authentic assessment), reflection (reflection) and modeling (modeling).

With this concept, learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of student activities working and experiencing, not transferring knowledge from teacher to student. Students are encouraged to know what learning means, positioning themselves as those who need provisions for later life.

Student's motivation to study

Based on the results of the research for the learning motivation of class X students, the competence of office automation and governance skills at SMK Negeri 1 Sinjai is in the range of 81% - 100% which is considered very high. Thus, the learning motivation of class X students, the competence of automation skills, and office management at SMK Negeri 1 Sinjai in archiving learning are in the "very high" category, with a percentage level of 84.55%.

According to (Darwis et al. 2019; Sirait, Arhas, and Suprianto 2019) that: learning motivation can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals. While the extrinsic factors are awards, a conducive learning environment, and interesting learning activities. Motivation and learning are two things that influence each other. Learning is a change in behavior that is relatively permanent and potentially occurs as a result of practice or reinforcement based on goals to achieve certain goals. Learning motivation is a psychological condition that encourages a person to learn.

The Influence of Contextual Learning Approach on Students' Learning Motivation

The results of simple linear regression analysis show the equation $Y = 56,726 + 0.149 X$ with the obtained 19.360, 0.458 and 0.210. The price at the 5% significance level is 3.97 and the price at $N=75$ with a 5% significance level is 0.227, which means greater than ($19.360 > 3.97$) and greater than ($0.458 > 0.227$). Based on the results of hypothesis testing, it can be stated that there is a positive influence of the contextual learning approach on the learning motivation of class X students in the competence of automation skills and office governance at SMK Negeri 1 Sinjai.

This states that the better the teacher's contextual learning approach, the higher the student's learning motivation, and conversely the less good the teacher's contextual learning approach, the lower the student's motivation to learn. Thus, the teacher's contextual learning approach in archival learning and student learning motivation are variables that have a direct relationship in carrying out the process of teaching and learning activities that are by the learning needs of students. So it can be said that the teacher's contextual learning approach is one of the important factors to increase student learning motivation. Dimiyati (2010), in(Rahmawati 2016)revealed that one of the factors that influence student learning motivation is the teacher's efforts to teach students. The effort referred to here is how teachers prepare themselves in teaching students starting from mastering the material, how to convey it, attracting students' attention, and regulating order in the classroom or school.

Conclusion

Based on the results of the analysis and discussion described on the effect of contextual learning approaches on student learning motivation, the competence of automatization skills, and office governance at SMK Negeri 1 Sinjai, it can be

concluded as follows: Teacher's contextual learning approach in archival subjects in class X SMK Negeri 1 Sinjai including in the good category, with a percentage value of 75.67%; The learning motivation of class X students, the competence of automation and office management skills at SMK Negeri 1 Sinjai is included in the very high category with a percentage value of 84.55%; There is a positive influence between the teacher's contextual learning approach to the learning motivation of class X students of SMK Negeri 1 Sinjai with a positive level of influence. This is indicated by the regression equation $Y = 56.726 + 0.149 X$.

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