
Student Motivation In Learning Corner In Face To Face Is Limited

Riski¹⁾, Oki Candra²⁾
^{1,2)} Universitas Islam Riau

*Corresponding Author
Email : riski@student.uir.ac.id

Abstract

This research was conducted with the aim of finding out how much motivation students have when learning PJOK during the Coronavirus Disease 2019 (Covid-19) at SMAN 1 Pangkalan Kerinci. Coronavirus Disease 2019 (Covid-19) at SMAN 1 kerinci base. This research is a descriptive method with a survey type using a questionnaire as an instrument. Descriptive research is research conducted to describe certain symptoms, phenomena or events. Data collection is carried out to obtain information related to certain phenomena, conditions or variables and does not intend to test hypotheses. The population in this study were all class X students of SMAN 1 Pangkalan Kerinci, totaling 133 for the 2022 academic year. In this study, the total sampling technique was used for taking the sample. The samples in this study were all students at SMAN 1 Pangkalan Kerinci, totaling 133. The results of the study show that the motivation of Pangkalan Kerinci 1 Public High School students in participating in limited face-to-face PJOK online learning for the 2022/2023 academic year is in the very high category (7%) 9 students, high category with a percentage of (28%) 37 students, medium category with a percentage (38%) of 50 students, low category with a percentage (18%) of 24 students, very low category with a percentage (10%) of 13 students. It was concluded that the category of students at SMAN 1 Pangkalan Kerinci was in the medium category.

Keywords: Motivation, Learning, Physical Education, Limited Face-To-Face

INTRODUCTION

Physical Education is a physical activity organized to be a medium for educational activities. Educational activities which are processes for developing spiritual abilities and attitudes which include mental, intellectual and even spiritual aspects. As part of educational activities, physical education is a form of approach to aspects of spiritual well-being (through physical activity), which within the scope of WHO health means spiritual health. (Mulana et al., 2022). Sport and Health Physical Education (PJOK) in learning is essentially an integral part of the education system in general which aims to develop aspects of health, physical fitness, physical skills, critical thinking skills, emotional maturity, social skills, reasoning and moral action through physical activity and sports (Adiraga, 2021). Furthermore, another quote explains that Physical Education, Sport and Health (PJOK) is a subject that places students in learning about all the advantages and habituation of a physically active lifestyle and skills and knowledge about physical activity and the satisfaction of physical activity in life. (Peakasa, 2015)

The ultimate goal of sport and physical education lies in its role as a vehicle for perfecting character, and as a vehicle for having and forming a strong personality, good character and noble character. Only people who have moral virtues like these will become good citizens. useful (Aritianto & Hartoto, 2015). Sports and Health Physical Education is essentially an educational process that utilizes physical activity to be fit and produce holistic changes in individual quality, both physically, mentally and emotionally. The opinion above explains that the meaning of physical education is very broad, not only centered on the organs of the body. because basically it also has to be linked to pedagogic elements. Physical

education also has tasks that aim to place students in a healthy lifestyle and carry out healthy activities.

PJOK actually aims to help students grow and develop naturally in accordance with national education goals, namely to become human beings as they should be (Bile et al., 2021). Physical education is a process of educating a person as an individual or a member of society which is carried out consciously and systematically through various physical activities to obtain physical growth, health and physical fitness, abilities and skills, intelligence and the development of harmonious character and personality in the aim of forming quality Indonesian human beings. based on Pancasila (Arifin, 2017). The explanation from the quote above explains that physical education is a process that is in line with the goals of national education. By carrying out physical activities, it can form quality human beings in terms of physical growth, health, skills, skills, intelligence, development of harmonious character and personality in accordance with Pancasila, the goals of education.

Sports and health physical education aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle, which are a complementary part of the overall education. Students are given direct opportunities to engage in a variety of learning experiences through selected and regular physical, sports and health activities is an important role for physical, sports and health education

Motivation is a fixed tendency to pay attention to and remember some activities. Ha imi is supported by theory (Suprihatin, 2019). Motivation is a power or strength arising from in students to give readiness for the goals that have been set achieved (Candra & Wahyudi, 2020). Motivation is defined as strength, encouragement, need, enthusiasm, pressure, or psychological mechanism that encourages a person or group of people to achieve certain achievements in accordance with what they want. Menurut (Haq, 2018) Someone who does not have motivation to learn is not possible to carry out learning activities, because the motivation that exists in a person is in the form of real activities or activities. Basically motivation is the will, will, desire, the power that drives a person to do an activity, also experts and psychologists agree that motivation is very important for student success in learning because it has a real effect on someone's change. (Warti, 2018). The definition of motivation is the ability to try to meet an organizational need, then it is applied by behaving in a certain way to fulfill self-motivation based on where the motivation comes from so that someone acts, trying to achieve is defined as giving motives as their desires and needs. The motivation can be organizational goals (Pramesti, 2017).

Some of the meanings above can be taken to mean that learning motivation is an encouragement or driving force from within the individual that gives direction and enthusiasm to learning activities, so that they can achieve the desired goals. So the role of motivation for students in learning is very important. With motivation, it will increase, strengthen and direct the learning process, so that effectiveness in learning will be obtained. Activities that are of interest to someone, pay attention to continuously accompanied by pleasure. (Hartini, 2021). Motivation has a big influence on learning. Because students learn based on their liking for learning. Motivation is related to learning discipline because students will learn if there is pleasure in carrying out learning activities and these activities are carried out continuously so that the results obtained are students become skilled in learning, because with motivation students can increase and foster attention to a lesson, so that children can easily understand lessons, especially in physical education subjects, sports and health.

At this time the Pandemic Covid-19 has enormous impact on the development of human life. All aspects of life have been greatly affected by the Covid-19 outbreak. Various

efforts have been made by various countries to tackle the spread of Covid-19 and minimize the impact it causes, the policies adopted (Herdiana, 2020) The education sector is one that feels the impact. It seems that the teaching and learning activities in the classroom that have been implemented so far have changed in line with the government's policy to work, study and worship at home. That is, by learning from home, it requires educators to ensure that teaching and learning activities continue, even though students study from their respective homes. Covid-19 affects the process of students in various learning at school, especially in physical and spiritual education subjects where the learning process should be carried out in the form of direct practice in the field into online activities, which requires teachers to be more skilled in making this learning more effective for students, in this case physical and spiritual education learning has a very big challenge to form active students as written in (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2006) PJOK learning objectives one of which is to develop physical skills through good physical and psychological activities, as well as to put in place strong moral character such as being honest, sportsmanlike, disciplined and responsible, working together, good at socializing, confident and democratic and good at maintaining skills and maintaining safety self and others in the environment.

Learning at this time at SMA Negeri 1 Pangkalan Kerinci is carried out using two methods, namely limited face-to-face and online. Because it is endemic it is still often a major problem. This TMT is carried out by means of students entering 50% of the total number of existing students. along with changing government regulations, online learning methods are also implemented because they can prevent transmission of this disease. Based on the results of observations of researchers in the field that at SMA Negeri 1 Pangkalan Kerinci there were several findings in the field that teachers still find it difficult to convey student material by conducting limited online and face-to-face learning, because this is a transition from previous learning, namely face-to-face directly changed to limited face-to-face and online learning caused by the Covid 19 pandemic.

The results of observations of researchers in the learning process of Physical Education Sports and Health are still limited in conveying material and students accept what is conveyed by the teacher because in the limited face-to-face process the teacher has to repeat material that was previously given to online students because many of the students do not understand the material added Again, physical education is centered on movements that must be mentored or paid close attention to in movements and theories. This situation should not occur considering that there are many educational goals that can be achieved through physical education. In order for Physical Education to be an attraction, it requires the creativity of physical education teachers to students with the right method and correct information that will be able to increase student motivation to take part in Physical Education Sports and Health lessons at SMA Negeri 1 Pangkalan Kerinci will be maximally achieved and good. Based on the title "Student Motivation during the Covid-19 pandemic towards PJOK Learning at SMA Negeri 1 Pangkalan Kerinci".

RESEARCH METHODS

This research is a descriptive method with a survey type using a questionnaire as an instrument. (Maksum, 2012) suggests that descriptive research is research conducted to describe certain symptoms, phenomena or events. Data collection is carried out to obtain information related to certain phenomena, conditions or variables and does not intend to conduct hypothesis testing. According to (Arikunto, 2006) population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that are

determined by researchers to be studied and then conclusions drawn. The population in this study were all class X students of SMAN 1 Pangkalan Kerinci, totaling 133 for the 2022 academic year. The sample is part or part representative of the population studied. As for this study, the sampling technique used was total sampling. According to (Kharisma & Mubarak, 2020) states that total sampling is sampling using all members of the population as samples. The sample in this study were all 133 students of SMAN 1 Pangkalan Kerinci.

The instrument used in this study was a Likert scale or questionnaire method. Questionnaire or questionnaire is a technique of collecting data through a form in the form of questions that are developed in accordance with the research objectives and these questions do not complicate the respondent nor are there too many or too few. With a Likert scale, the variables to be measured are translated 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.

Table 1. Questionnaire Grid

Variable	Indicator	Statement	
		Positive	Negative
Motivation to learn	a. Persevere in facing the task	1, 2, 3, 4, 7, 8, 9	5, 6
	b. Tenacious face adversity	11, 12, 16, 17	13
	c. Shows interest in learning	21, 22, 23, 24, 26, 31	28, 30
	d. Happy to find and solve problems	33, 34, 36, 39, 40, 41, 42	38

(Sardiman, 2011)

This research was carried out using a qualitative approach and the researchers collected it using a questionnaire technique, to collect the necessary data, in this case the author distributed questionnaires at SMAN 1 Pangkalan Kerinci in the 2022/2023 school year. Observation, to make direct observations of the object to be studied. Validity is a measure that shows the levels of validity or validity of an instrument. A valid or valid instrument has high validity. Conversely, an instrument that is less valid means it has low validity. The researcher uses the Product Moment Correlation formula, namely by correlating the number of item scores with the total score (Corrected ItemTotal) with the following formula: After the data is collected through a questionnaire, the data is processed using the percentage formula (Sudijono, 2009):

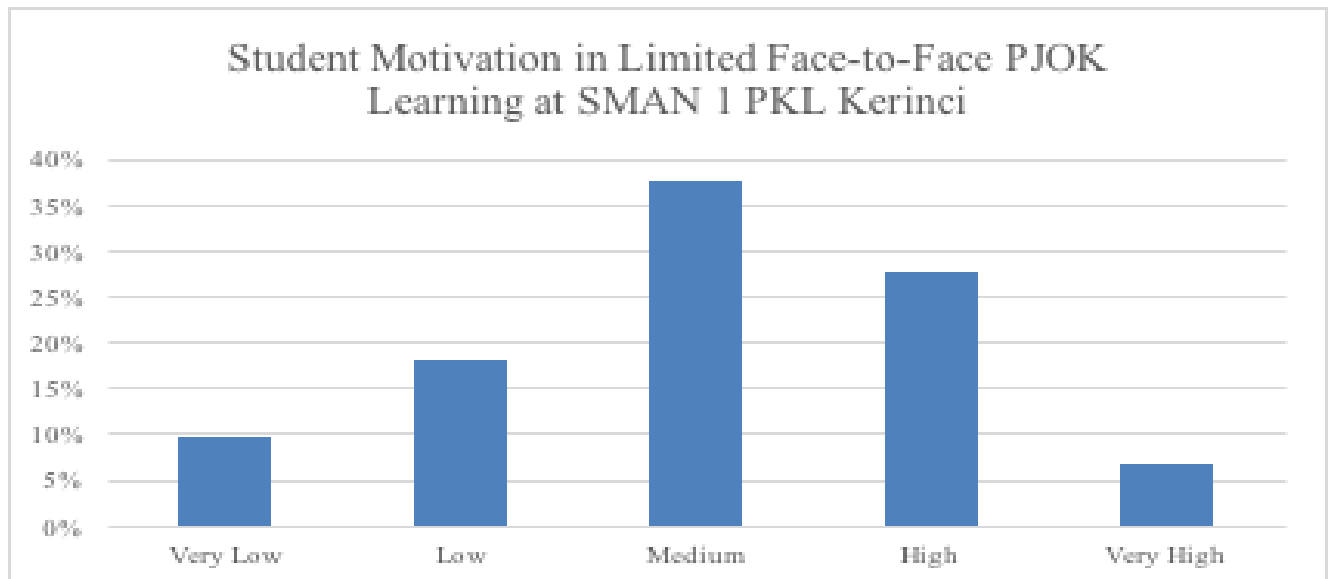
$$P = \frac{F}{N} \times 100$$

RESULTS AND DISCUSSION

The research was conducted on October 10 - November 7 2022, with research subjects in class IX IPS at SMAN 1 Pangkalan Kerinci with a population of 133 students consisting of 5 classes with 133 respondents as a sample. The results of this study are to describe data about how high student motivation is in participating in limited face-to-face PJOK subjects at SMAN 1 Pangkalan Kerinci, by distributing a questionnaire totaling 30 questions of statements and statements and divided into five indicators, namely (1) Diligence in facing assignments , (2) Tenacious in the Face of Difficulties, (3) Shows Interest in Learning, (4) Enjoys Solving Problems. The results of research data analysis on students' motivation in participating in limited face-to-face lessons at SMAN 1 Pangkalan Kerinci are as follows:

Table 2. Frequency Distribution of Student Motivation in Limited Face-to-face PJOK Learning at SMAN 1 Pangkalan Kerinci.

No	Interval	Category	Frequency	%
1	96	Very low	13	10%
2	107	Low	24	18%
3	118	Medium	50	38%
4	129	High	37	28%
5	150	Very high	9	7%
Jumlah			133	100%

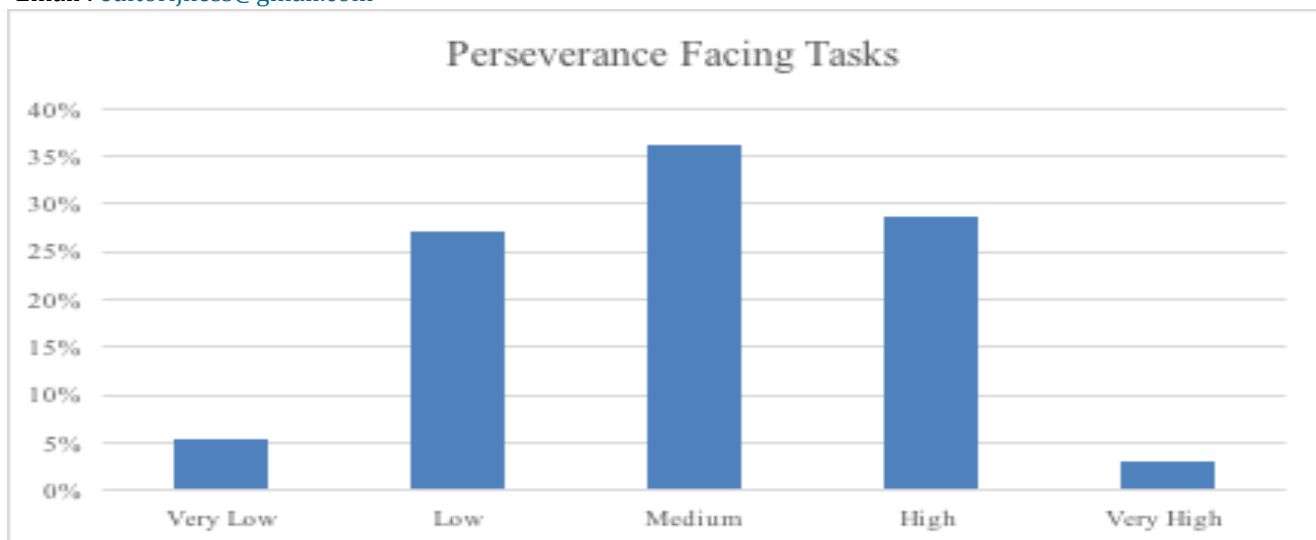
**Graph 1. Student Motivation in Limited Face-to-Face PJOK Learning at SMAN 1 PKL Kerinci**

1. Diligent in Facing Tasks

The results of data calculations that describe indicators of perseverance in facing student motivational tasks in participating in limited face-to-face learning at SMAN 1 Pangkalan Kerinci are as follows.

Table 3. Frequency Distribution of Diligence in Facing Tasks

No	Interval	Category	Frequency	%
1	29	Very low	7	5%
2	33	Low	36	27%
3	36	Medium	48	36%
4	41	High	38	29%
5	45	Very high	4	3%
Amount			133	100%



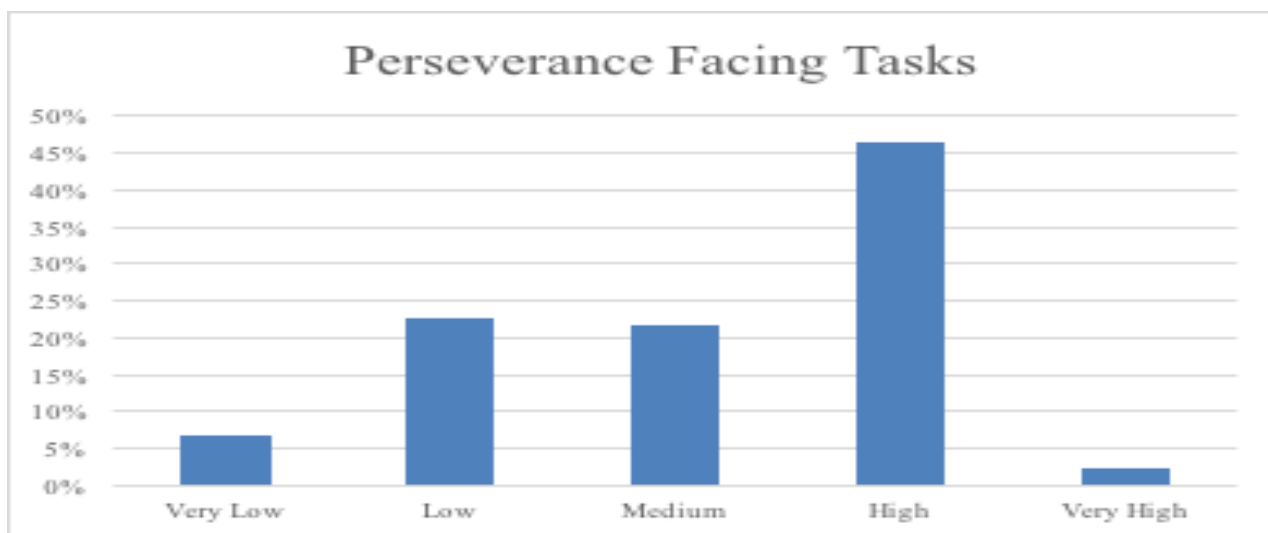
Graph 2 . Diagram Diligent Facing the Task Diagram

2. Tenacious in the Face of Difficulties

The results of data calculations that describe tenacious indicators in facing students' motivational difficulties in participating in limited face-to-face learning at SMAN 1 Pangkalan Kerinci are as follows:

Table 4. Frequency Distribution of Tenacity in the Face of Adversity

No	Interval	Category	Frequency	%
1	18	Very low	9	7%
2	121	Low	30	23%
3	24	Medium	29	22%
4	26	High	62	47%
5	30	Very high	3	2%
Amount			133	100%



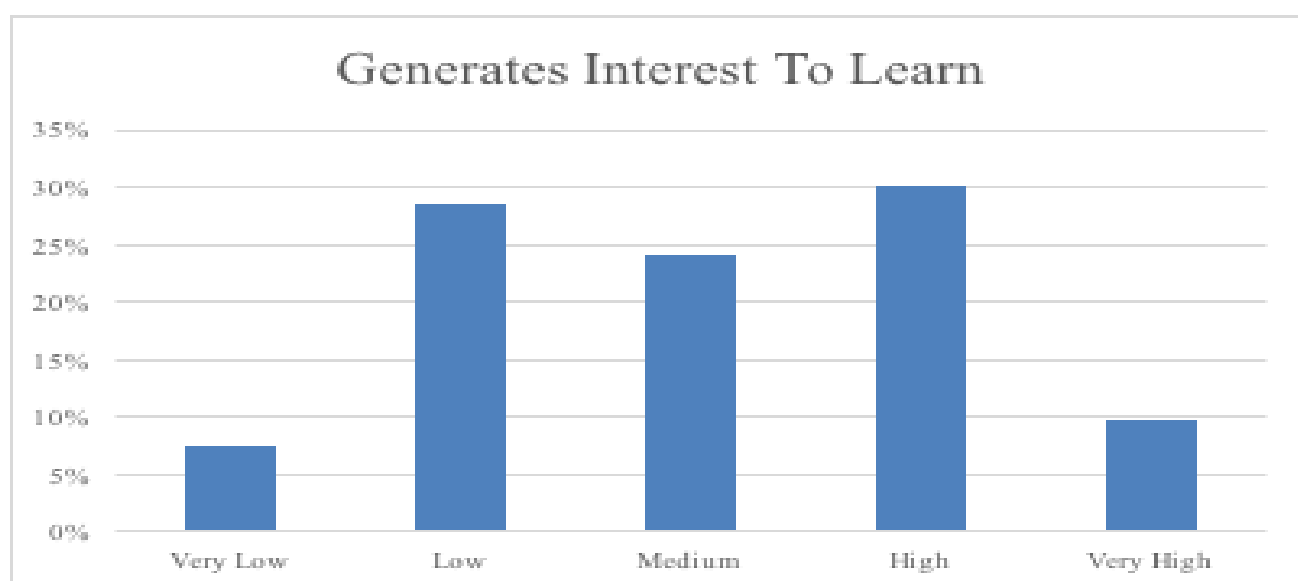
Grafik 3. Diagram Perseverance Facing Tasks

3. Shows Interest To Learn

The results of data calculations that describe interest in learning students' motivation in participating in limited face-to-face learning at SMAN 1 Pangkalan Kerinci are as follows:

Table 5. Frequency Distribution of Interest in Learning

No	Interval	Category	Frequency	%
1	20	Very low	10	8%
2	24	Low	38	29%
3	28	Medium	32	24%
4	31	High	40	30%
5	35	Very high	13	10%
Amount			133	100%



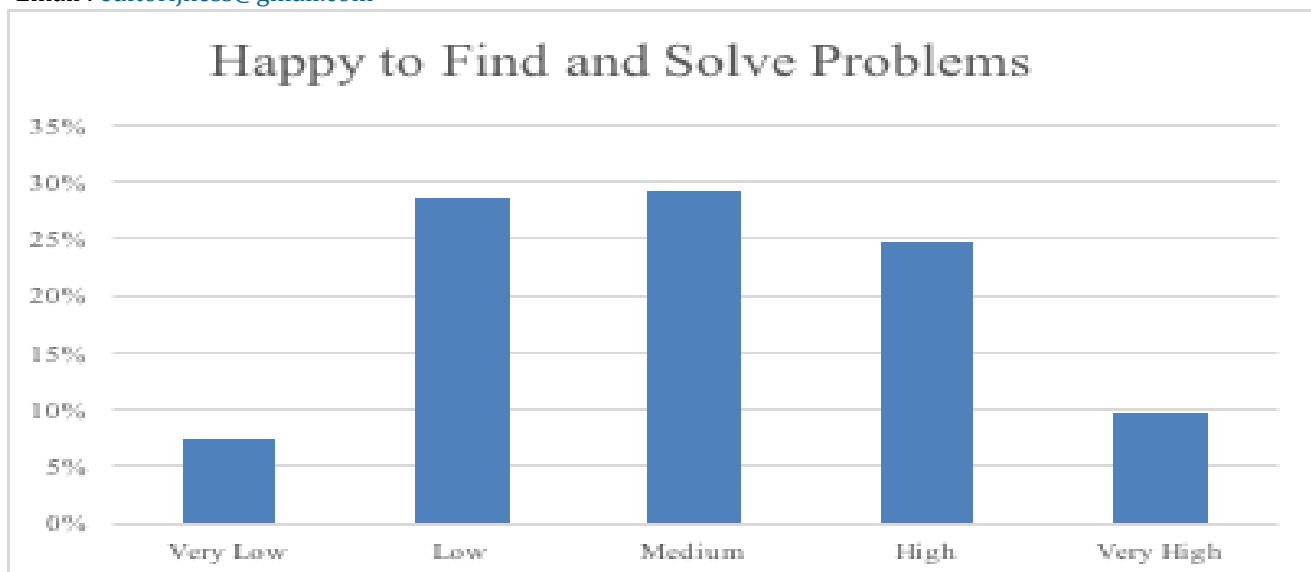
Graph 4. Diagram Showing Interest in Learning

4. Happy to Seek and Solve Problems

The results of data calculations that describe the indicators of Happy Finding and Solving Problems students' motivation in participating in limited face-to-face learning at SMAN 1 Pangkalan Kerinci are as follows:

Table 6. Frequency distribution of Happy Finding and Solving Problems.

No	Interval	Category	Frequency	%
1	28	Very low	7	5%
2	32	Low	36	27%
3	36	Medium	48	36%
4	40	High	38	29%
5	45	Very high	4	3%
Amount			133	100%



Graph 5. Diagram Happy to Seek and Solve Problems

Student motivation in PJOK learning during limited face-to-face meetings is something that needs to be considered so that the learning objectives are right on target. In the learning process there are many factors that can be found as a form of motivation, both increasing and decreasing the motivation of these students. Especially where the pandemic has made many learning changes that were originally carried out face-to-face to be changed quickly online or online. This is very ineffective, especially for PJOK subjects, where we know that PJOK uses direct interaction in its learning so this is not effective when done online.

An important role for educators in creating an effective and enjoyable learning atmosphere so that the delivery of material can be well received by students (Muspiroh, 2016). Educators must be more active in choosing teaching methods, this is very important considering the needs of direct learning and online learning are very different (Maswar, 2019). It is hoped that the changes in methods that occur due to nature are a pleasant atmosphere and teaching spaces that are easy for students to access both from teaching methods and from other factors. The author is interested in conducting research by focusing on student motivation when face-to-face meetings are limited during the Covid-19 pandemic so that they get answers to the problems that exist in the learning process during the pandemic. Because the pandemic has brought many changes from all directions in learning, both methods and facilities that must be completed.

Based on predetermined criteria, and after direct research and discussion of various indicators. The results of the data analysis showed that the category was very high with a percentage of (7%) or 9 students, the category was high with a percentage of (28%) or 37 students, the category was moderate with a percentage (38%) or 50 students, the category was low with a percentage (18%) or 24 students, very low category with a percentage (10%) or 13 students. Data obtained from 133 respondents. Therefore, according to the results of the data analysis, it can be seen that the students' motivation in participating in PJOK learning during limited face-to-face meetings at SMAN 1 Pangkalan Kerinci is in the medium category with a percentage of (38%) or 50 out of 133 respondents.

These results indicate the level of motivation of students at SMAN 1 Kerinci base is in the medium category. Some teachers show that physical education is still lacking in the

scientific field, teaching skills, the substance of each branch of sports, the ability to think which is still lacking and there are still many other deficiencies. It is hoped that to foster student learning motivation, the teacher will correct deficiencies and teach according to the times by increasing creativity, work motivation, and self-motivation. Achieving good performance requires high motivation from students in participating in learning. from the school and family environment should also create motivation in students so that they have high motivation in participating in learning. It aims to achieve maximum learning objectives due to high motivation.

This research has previously been carried out by previous researchers conducted by [Saputra & Satyawan \(2021\)](#) "Students' Motivation in Participating in PJOK Learning during the Covid-19 Pandemic" the results of research on students' motivation in participating in PJOK learning during the co-19 pandemic in SMP Negeri 2 Seririt in the high category. This is evidenced from 52 students 19 people are in the very high category, 27 people are in the high category, 5 people are in the medium category, and 1 person is in the low category. In addition, from the 20 question analysis obtained student motivation with an average score of 58 which, when converted into the criteria table, is in the high criteria. Which is based on two factors, namely internal and external. many.

[Candra Dewi et dkk \(2020\)](#) also conducted the same research entitled "Student Motivation of Health and Recreation Physical Education Study Program Faculty of Sports and Health Maintaining Physical Fitness During the Covid-19 Pandemic" motivation of students of Physical Education Health and Recreation Study Program Faculty of Sports and Health teaches fitness during the Covid-19 Pandemic was a score of 83% calculated from the total percentage of 86% intrinsic motivation and 80% extrinsic motivation, and on the rating scale the category was said to be very high.

In line with [\(Septiana et al., 2021\)](#) in his research entitled "Students' Learning Motivation in Physical Education Subjects, Sport and Health During the Covid-19 Pandemic". That a teacher must foster student learning motivation ([Indriani & Asfaqi, 2021](#)). In learning to obtain maximum learning outcomes, teachers are required to be creative in increasing student learning motivation. Because if the teacher makes creative learning it will make students excited and make the learning atmosphere conducive and not boring for students. A conducive learning atmosphere is able to maintain students' learning motivation so that learning objectives can be achieved. However, online learning makes it difficult for teachers to control and maintain a learning atmosphere due to limited virtual space.

CONCLUSION

Based on the results of the study, it showed that the motivation of Pangkalan Kerinci 1 Public High School students in participating in limited face-to-face PJOK online learning for the 2022/2023 academic year was in the very high category (7%) 9 students, high category with a percentage of (28%) 37 students, medium category with a percentage (38%) of 50 students, low category with a percentage (18%) of 24 students, very low category with a percentage (10%) of 13 students. It was concluded that the category of students at SMAN 1 Pangkalan Kerinci was in "moderate". There are several suggestions related to the results of the research conclusions, so several suggestions related to the state of physical fitness are proposed, namely 1) Teachers are expected to be able to increase student motivation in teaching PJOK so that lessons take place well as expected, 2) parents should be able to provide guidance and facilitation to always increase children's motivation in learning during a

pandemic, 3) To the next researcher as a reference and material for consideration for conducting research with the same study or other similar aspects in the future.

REFERENCES

- Adiraga. (2021). Penerapan Model Pembelajaran Kooperatif Tipe NHT Untuk Meningkatkan Motivasi Dan Prestasi Belajar PJOK Siswa Kelas X MIA 3 Sma Negeri 1 Kubu Pada Semester Ganjil. *Jurnal Penelitian Olahraga*, 7(2), 25–41. <https://doi.org/https://doi.org/10.36456/adiraga.v7i2.4539>
- Arifin, S. (2017). Peran Guru Pendidikan Jasmani Dalam Pembentukan Pendidikan Karakter Peserta Didik. *Multilateral Jurnal Pendidikan Jasmani Dan Olahraga*, 16(1), 78–91. <https://doi.org/10.20527/multilateral.v16i1.3666>
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. PT. Rineka Cipta.
- Aritianto, A., & Hartoto, S. (2015). Pengaruh pengembangan pembelajaran renang gaya dada terhadap keterampilan renang gaya dada. *Jurnal-Pendidikan-Jasmani*, 03(02), 355–360.
- Bile, R. L., Tapo, Y. B. O., & Desi, A. K. (2021). Pengembangan Model Latihan Kebugaran Jasmani Berbasis Permainan Tradisional Sebagai Aktivitas Belajar Siswa Dalam Pembelajaran PJOK. *Jurnal Penjakora*, 8(1), 71. <https://doi.org/10.23887/penjakora.v8i1.30752>
- Candra Dewi, N. K. A. T., Astra, I. K. B., & Suwiwa, I. G. (2020). Motivasi Mahasiswa Prodi Pendidikan Jasmani Kesehatan Dan Rekreasi Fakultas Olahraga Dan Kesehatan Menjaga Kebugaran Jasmani Pada Masa Pandemi Covid-19. *Jurnal Ilmu Keolahragaan Undiksha*, 8(1). <https://doi.org/10.23887/jiku.v8i1.29573>
- Candra, O., & Wahyudi, W. (2020). Motivasi Siswa dalam Mengikuti kegiatan Ekstrakurikuler Bola Basket di SMP Negeri 9 Pekanbaru. *Journal Of Sport Education (JOPE)*, 2(2), 70. <https://doi.org/10.31258/jope.2.2.70-78>
- Haq, A. (2018). Motivasi Belajar Dalam Meraih Prestasi. *Jurnal Pendidikan Islam Victratina*, 3(1), 193–214.
- Hartini, U. P. (2021). Upaya Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Fiqih Melalui Metode Demonstrasi Kelas VIII DI MTS Miftahusslam Medan. *Jurnal Pncabudi*, 2(2), 1–20.
- Herdiana, D. (2020). Implementasi Kebijakan Pembatasan Sosial Berskala Besar (Psbb) Sebagai Upaya Penanggulangan Corona Virus Disease 2019 (Covid-19). *Decision: Jurnal Administrasi Publik*, 2(2). <https://doi.org/10.23969/decision.v2i2.2978>
- Kharisma, Y., & Mubarak, M. Z. (2020). Analisis Tingkat Daya Tahan Aerobik Pada Atlet Futsal Putri AFKAB Indramayu. *Physical Activity Journal*, 1(2), 125–132. <https://doi.org/10.20884/1.paju.2020.1.2.2349>
- Maksum, A. (2012). *Metodologi Penelitian Dalam Olahraga*. Unesa University press.
- Maswar, M. (2019). Strategi Pembelajaran Matematika Menyenangkan Siswa (Mms) Berbasis Metode Permainan Mathemagic, Teka-Teki Dan Cerita Matematis. *Alifmatika: Jurnal Pendidikan Dan Pembelajaran Matematika*, 1(1), 28–43. <https://doi.org/10.35316/alifmatika.2019.v1i1.28-43>
- Mulana, R., Nasution, N. S., & Sumarno, A. (2022). Implementasi Pembelajaran Pendidikan Jasmani pada Tatap Muka Terbatas di SMKN 1 Batujaya. *Jurnal Pendidikan Dan Konseling*, 4(4), 1707–1715. <https://doi.org/https://doi.org/10.31004/jpdk.v4i4.5993>
- Muspiroh, N. (2016). Peran Kompetensi Sosial Guru dalam Menciptakan Efektifitas Pembelajaran. *Jurnal Pendidikan Sosial & Ekonomi*, 4(2), 1–19.

<http://www.syekhnurjati.ac.id/jurnal/index.php/edueksos/article/view/655>

- Peakasa, P. A. (2015). Survei Tingkat Pemahaman Guru PJOK terhadap Pelaksanaan Kurikulum 2013 di SMP Negeri Se-Surabaya Selatan. *Jurnal Pendidikan Olahraga Dan Kesehatan Volume*, 3(3), 651–658.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia. (2006). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 Tentang Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah*.
- Pramesti, M. W. (2017). Motivasi : Pengertian, Proses dan Arti Penting dalam Organisasi. *Jurnal Fakultas Ekonomi Dan Ilmu Sosial Universitas Sultan Fatah Demak*, 5(1), 19–38.
- Saputra, D. A., & Satyawan, I. M. (2021). *Motivasi Peserta Didik dalam Mengikuti Pembelajaran PJOK di Masa Pandemi Covid-19*. 9(1), 40–45.
- Sardiman, A. M. (2011). *Interaksi dan Motivasi Belajar Mengajar*. PT Raja Grafindo Persada.
- Septiana, R. adha, Hasmarita, S., Hadyansah, D., & Karisman, V. A. (2021). Motivasi Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Jasmani Olahraga Dan Kesehatan Di Masa Pandemi Covid-19. *Jpoe*, 3(2), 194–204. <https://doi.org/10.37742/jpoe.v3i2.129>
- Sudijono, A. (2009). *Pengantar statistik pendidikan*. PT Raja Grafindo Persada.
- Suprihatin, S. (2019). Upaya Meningkatkan Motivasi Belajar Siswa. *Jurnal Bimbingan Dan Konseling*, 3(1), 73–82. <https://doi.org/10.31316/g.couns.v3i1.89>
- Warti, E. (2018). Pengaruh Motivasi Belajar Siswa terhadap Hasil Belajar Matematika Siswa di SD Angkasa 10 Halim Perdana Kusuma Jakarta Timur. *Mosharafa: Jurnal Pendidikan Matematika*, 5(2), 177–185. <https://doi.org/10.31980/mosharafa.v5i2.273>