

# The Influence of the Implementation of Tutor Learning Strategies on Learning Motivation of Residents Learning Package C at PKBM Achievement Gemilang Lubuk Pakam

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**Abstract.** Motivation for learning is an important aspect in the process of learning activities. With the motivation to learn, the learning process goes smoothly and the objectives of a lesson are achieved. However, motivation to learn can be influenced by several factors, including the learning strategies of teachers and other educators. The study titled "Effects of Implementing Tutor Learning Strategies on Package C Motivation to learn" was conducted at PKBM Prestasi Gemilang Lubuk Pakam. The main objective of the study was to examine whether learning strategies have an impact on motivation to learn. The study used a quantitative descriptive research method. The population for this study consisted of 230 individuals, and a sample of 37 people was selected to represent the population. The researchers employed various survey techniques, including observation, questionnaires, and documentation, to gather data for their analysis. To analyze the collected data, several techniques were applied. First, the normality test, The homogeneity test, the simple linear test, a hypothesis test, the t-test and lastly, a determination test.

**Keywords:** Learning Strategy, Tutor, Package C, PKBM

## 1 Introduction

Education is one of the efforts towards the realization of education in the sense of opening all possibilities for fulfilling all human obligations as God's creatures, individually and socially. In Indonesia, education can be taken through three educational channels, namely informal education, formal education and non-formal education. This is also in line with Law Number 20 of 2003 where non-formal education package c is non-formal education that is structured and tiered and is equivalent to formal education in general and gets a diploma when the students have completed their exams. PKBM is a non-formal educational institution, in the learning process each class will be guided by a tutor. In another sense, tutors can be interpreted as educators in formal education who teach ethics, attitudes, skills and knowledge. In the learning process, tutors also play a role in guiding, directing, stimulating and building learning citizens to take an active role in the educational process provided[1].

In the activities of the learning process, motivation serves as a driver to achieve an achievement in the process of learning activities. Motivation based on perseverance greatly affects learning outcomes so that it is expected to be able to create an achievement for learning

citizens. The motivation within a learning community plays a significant role in the success of the learning process [2]

The low motivation in learning for learning residents is marked by the lack of enthusiasm for learning residents towards the learning process carried out, truancy and lack of focus for learning residents in paying attention to tutors (Rimbarizki, 2017). Low motivation to learn is also experienced by learning residents at PKBM Amanah, Muhamad Rido [16]. where activeness in the learning process of learning residents is still relatively low and learning residents are less active in the learning process [6]. This is also in line with the results of observations that have been made at PKBM Prestasi Gemilang where residents studying Package C in PKBM are also still relatively low. This can be seen from the lack of interaction between learning residents and tutors in the learning process, unfinished tasks given by tutors, less active learning residents and learning residents who are not enthusiastic in participating [7].

The lack of student learning motivation is influenced by external and internal factors. Internal factors related to the physical such as: visual and hearing impairments, age factors, mindsets that think that education has no long-term effect, the emotional state of students in following the learning process and a lack of interest in being able to take part in intense learning [8]. Meanwhile, external factors are influenced by the lack of teaching materials, the lack of facilities and infrastructure, unfavorable environmental conditions, the level of difficulty of material that is challenging for learning residents can vary depending on their individual abilities and educational backgrounds[5].

Based on the description that has been explained, there is one factor that greatly influences the motivation of residents to learn Package C at PKBM Prestasi Gemilang, namely the strategy applied by the tutor in the process of learning activities [10]. In the learning process, it is not uncommon for tutors to focus more on the material provided and there is no interaction between tutors and learning residents during the learning activities. owned by the learner [6]. The effect of the learning strategy applied by the tutor on the motivation to learn of the residents can be identified through research activities. This is the background for conducting a research activity with the title "The Influence of the Implementation of Tutor Learning Strategies on Motivation to learn Package C at PKBM Prestasi Gemilang Lubuk Pakam" [9].

## **2 Research Method**

The population is the general area that will later become the subject of research so that information or study data can be obtained [14]. In the study, the population consisted of 170 students participating in the package C program with a sample of 37 people (taken based on random sampling) [11].

This study uses a quantitative approach with correlational methods. Correlational research serves to measure the relationship between one variable and several other variables [4]. The quantitative approach refers to the philosophy of positivism because it is in line with scientific principles, both in a structured, systematic, rational, concrete, objective, empirical manner [3]. The data collection techniques and data analysis used are as follows.

### **2.1 Data Collection Techniques**

Data collection techniques are methods or procedures used to gather information or data in a systematic and objective manner. In each study, choosing the right method because the selection of research techniques is one of the most important things, because with the data we have obtained we can answer the problem and achieve the objectives of the study [12]. Data

collection techniques in quantitative research use observation techniques, questionnaires or questionnaires, tests and documentation. The observation method is indeed a valuable research approach for studying the behavior and state of a learning community during the learning process. This method involves directly observing and describing the participants' actions, interactions, and behaviors within the learning environment. The data measured in the observation method are:

- a) The behavior of learning residents in exploring and understanding the learning material
- b) The effectiveness of the learning community during the learning process
- c) Learners who complete assignments on time
- d) Achievements of learning residents
- e) Have a feeling of pleasure, enthusiasm and high passion in learning

In the questionnaire data collection technique, there are several components of the tutor's learning strategy that will be measured. The components of the tutor's learning strategy are:

- a) Syntax Learning
- b) Reaction Principle
- c) Social System
- d) Support System

Meanwhile, the motivation of learning citizens as measured in the questionnaire data collection method are:

- a) Citizens' understanding of the material
- b) The effectiveness of learning citizens in the learning process
- c) On time citizens learn to complete tasks
- d) Learning citizens who have achievements or awards
- e) Feelings of joy, enthusiasm and passion that residents have during the learning process

data collection through the distribution of questionnaires conducted to residents  
Studying Package C class X, XI and XII to measure the level of motivation and the influence of tutor learning strategies. In measuring the level of motivation to learn and the strategies used by tutors, data analysis was carried out using a value scale. In addition, this study uses the documentation method to find data on the level of adult learning interest in PKBM Prestasi Gemilang. The data collected in this observation is the attendance list (absence) of residents learning package C class X, XII, XII, learning process activities of learning citizens, teaching materials used during the learning process, personal data of learning residents, and the teaching and learning process carried out by tutors [13].

Before using the instrument in research activities, it is prominent to do the first test of the validity and reliability to obtain a valid and reliable instrument so that it can see the extent to which a measuring instrument is able to measure what is intended to be measured in a study so as to be able to provide a measurement result from the results of the research carried out. consistent in different times and places [15].

## **2.2 Data analysis technique**

In this study, several data analyzes used were Homogeneity Test Analysis, Normality Test, U, Hypothesis Test, Determination Test, t Test and Simple Linear Test. The normality test was carried out to find out whether the sample data for variables X and Y were normally distributed or not. The normality test used in this study is the Chi Square test (Chi Square). While the homogeneity test was conducted to determine whether several population variants were the same in a study. To test the homogeneity in this study using the F test. To see the linearity of the variables X and Y used a linear regression test. Furthermore, to see whether there is an influence from the implementation of the tutor's strategy on learning motivation, a

Hypothesis Test is used. Hypothesis testing can be done by using the product moment equation ( $R_{xy}$ ). In a study, the hypothesis needs to be proven true. To find out whether a hypothesis from this research can be accepted or not, a t-test can be done. The t-test was carried out to prove the results that had been obtained from the results of hypothesis testing and determination tests were carried out to find out how big the contribution of the X variable to the Y variable was [17].

### 3 Result and Discussion

#### 3.1 Description of Tutor's Learning Strategy

Based on the research data achieved from the results of distributing questionnaires regarding the effect of tutor learning strategies on motivation to learn of residents learning package c, it is obtained a recapitulation of research data presented in the following formula:

**Table 1.** Data on Tutor's Learning Strategies and Motivation to learn of Learning Citizens

Results	Tutor Learning Strategy	Motivation to learn of Learning Citizens
Minimum Score	75	66
Maximum Score	116	113
Mean	98,8	86,79
Variance	104,76	126,27
Standard Deviation	10, 23	11, 23
Median	99	87
Mode	98	91,5

The data that has been described is poured and arranged in Table 1, namely the frequency distribution table. The following results from the data in the frequency distribution table are asfollows:

**Table 2.** Frequency Distribution of Tutor Learning Strategies

No.	Class Interval	Frequency (N)	Relatif Frequency	Cumulative Frequency
1.	75 – 81	2	5, 40%	5, 40%
2.	82 – 88	4	10, 81%	16, 21%
3.	89 – 95	8	21, 62%	37 ,83%
4.	96 – 102	9	24, 32%	62, 15%
5.	103 – 109	7	18, 91%	81, 06%
6.	110 – 116	7	18, 91%	99, 97%

Table 2 shows that there are 2 people (5.40%) below the average score, 4 people (10.81%) are below the average score, 21.62% are at the average score, 9 people ( 24.32%) were in the average score, 7 people (18.91%) were below the average score. The results of the recapitulation of the average score of the tutor learning strategy indicators are:

**Table 3.** Recapitulation of the Tutor's Average Learning Strategy Score

No	Indicator	Average value	Category
1	Syntax	3,35	Very good
2	Social System	3,37	Very good
3	Reaction Principle	3,53	Very good

4	Support System	3,11	Good
5	Learning Impact	3,18	Good
Overall Average		3,31	Very good

Based on Table 3, it is known that the tutor's learning strategy which consists of 5 indicators namely syntax (stages in the learning process), social system, reaction principle, support system and learning impact reaches an average value of 3.31(very good).

### 3.2 Description of Motivation to learn of Learning Citizen

Based on the research data obtained from the results of the distribution of the motivation to learn questionnaire for students learning Package C at PKBM Prestasi Gemilang, the following results were obtained:

**Table 4.** Data on Motivation to learn of Learning Citizens

Results	Tutor Learning Strategy	o learn of LearningCitizens
Skor Minimum	75	66
Skor Maximum	116	113
Mean	98,8	86,79
Variants	104,76	126,27
Standard Deviation	10, 23	11, 23
Median	99	87
Modus	98	91,5

The data that has been described are poured and arranged in Table 4. The following data results obtained through the results of calculations and data analysis that have been carried out are compiled and set forth in the frequency distribution table as follows:

**Table 5.** Frequency Distribution of Motivation to learn

No.	Class Interval	Frequency (N)	Relatif Frequency	
1.	66 – 73	5	13,51%	13,51%
2.	74 – 81	8	21,62%	35,13%
3.	82 – 89	8	21, 62%	56,75%
4.	90 – 97	10	27,02%	83,77%
5.	98 – 105	4	10,81%	94,58%
6.	106 – 113	2	5,40%	99, 98%

In Table 5 above shows that there are 5 people (13.51%) are below the average score, 8 people (21.62%) are below the average score, 10 people (27.02%) are at the average score On average, 4 people (10.81%) were below the average score and 2 people (5.40%) were below the average score.

The results of the final score recapitulation of all the variables of Motivation to learn for Learning Citizens Package C are listed in Table 6 below:

**Table 6.** Recapitulation of the Average Score of Motivation to learn for Learning Citizens

No	Indicator	Average value	Category
1	Have a Desire to Study Materials	2,84	Good
2	Active in the Learning Process	2,89	Good
3	Completing Tasks on Time	2,89	Good
4	Desire for Achievement	3,05	Good
5	Feeling happy	3,00	Good
Overall Average		2,93	Good

Based on the data from Table 6, it is known that the Motivation to learn of Learning Citizens which consists of 5 indicators, namely the desire to explore the material, be active in the learning process, complete assignments on time, desire to obtain achievement and feeling happy to achieve an average value of 2.93 which is categorized as good or moderate.

### 3.3 Description and Data Analysis Techniques

To find out whether there is an effect of variable X on Variable Y, it is necessary to analyze the data found in the field. The results of data analysis that have been found are described as follows:

#### a. Normality Test

The calculation of the normality test using chi square is done by comparing the calculated  $X^2_{count}$  value with the  $X^2_{table}$  with the 3 degree of freedom value which is 7.8147 with the test criteria. If  $X^2_{count}$  is smaller than  $X^2_{table}$  then it can be stated that the variable is normally distributed, but if the  $X^2$  value is count is greater than  $X^2_{table}$  then the data on the variable is declared not normally distributed. Based on the results of the normality test calculation (attached), the results of the variable X have a value of  $X^2_{count} = 3.0764$  with a  $X^2_{table}$  value of 7.8147. This means that the value of the variable  $X^2_{count}$  is  $<$  from  $X^2_{table}$  so that the data on the tutor learning strategy variable (X) is declared to be normally distributed. While on the Y variable, the calculation of the normality test using chi square is done by comparing the  $X^2_{count}$  value with the  $X^2_{table}$  with the 3 degree of freedom value which is 7.8147 with the test criteria. If  $X^2_{count}$  is smaller than  $X^2_{table}$  then it can be stated that the variable is normally distributed, but if the value of  $X^2_{count}$  is greater than  $X^2_{table}$  then the data on the variable is declared not normally distributed. Based on the results of the normality test calculation (attached), the results of the variable X have a value of  $X^2_{count} = 2.0139$  with a  $X^2_{table}$  value = 7.8147. This means that the value of the variable  $X^2_{count}$  is  $<$  from  $X^2_{table}$  so that the data on the motivation to learn variable of learning residents in Package C (Y) is declared to be normally distributed.

#### b. Homogeneity Test

The results of the homogeneity test on variables X and Y are described in table 7 below:

**Table 7.** Homogeneity Test

Variable	X	Y
Standard Deviation	10,19354739	11,5240967
Degrees of Freedom	36	36
Fcount	1,130528584	
Ftable	1,742973165	
Conclusion	$F_{count} < F_{table}$ then $H_0$ is accepted	

Based on Table 7, the results of  $F_{count} < F_{table}$  are  $1.1305 < 1.7429$ . This means that  $H_0$  is

accepted and  $H_a$  is rejected so that  $H_o$  = Score of the tutor learning strategy variable (X) with the motivation to learn variable of learning citizens (Y) comes from the same or homogeneous population.

c. Simple Linear Regression Test

From the results of the calculations that have been carried out, it is known that the regression equation is  $\hat{Y} = a + bX$ . The results of simple linear regression analysis are obtained as follows:

$$\hat{Y} = a + bX.$$

$$\hat{Y} = 78,26 + 0,08X$$

From the results of the analysis of these equations, it can be seen that there is an influence between the tutor's learning strategy on the motivation to learn of the learning community. The interpretation of the simple linear regression equation is as follows:

- 1) Constant (a) = 84,80 indicates a constant value, if the value of the independent variable (tutor learning strategy) = 0 then the motivation to learn of learning citizens (Y) will be 84.80
- 2) The regression coefficient (b) of 0.02 indicates that the tutor's learning strategy has an effect on the motivation to learn of the learning community. This means that if the tutor's learning strategy increases by 2, the motivation to learn value of the learning community will increase by 0.02.

d. Hypothesis Test

Based on the results of calculations that have been carried out, it is known that the correlation coefficient ( $r_{xy}$ ) is 0.751. To find out whether the variable X has a significant effect on the variable Y, it is necessary to do a t test. In accordance with the test criteria where if  $t_{count} > t_{table}$ , but on the contrary if  $t_{count} < t_{table}$  then the hypothesis is rejected. Then in consultation with a significant level of 5% with degrees of freedom  $dk = (n-2)$  in order to obtain a  $t_{table}$  value of 1.690 with degrees of freedom 35.

It turns out that from the results of the calculations that have been carried out, it can be obtained that the value of  $t_{count} > t_{table}$  is  $6.725 > 1.690$  with a value of  $n = 35$ . In accordance with the test criteria, it can be concluded that the hypothesis is accepted. Which means there is a significant influence between learning strategies on the motivation to learn of learning residents.

e. Determination Test

Based on the analysis of the coefficient of determination (D) you provided, it indicates that the tutor's learning strategy at PKBM Prestasi Gemilang has a significant influence on the motivation to learn of residents studying Package C. Specifically, the tutor's learning strategy accounts for 56.40% of the variation in the motivation to learn of the residents. However, it's important to note that there are other factors not included in the research analysis that contribute to the remaining 43.60% of the variation in motivation to learn. These factors could include personal characteristics, individual learning preferences, external influences, or other aspects of the learning environment that were not considered in the study.

### 3.4 Discussion

Learning objectives can be achieved if the learning process can run effectively. This can be influenced by the learning motivation that arises from students. Learning motivation is an important factor that arises to further optimize the learning process. Increased learning

motivation will affect students' energy in receiving lessons whether they realize it or not. This can be seen from the process of observing the learning process carried out by the teacher. There are external and internal factors that can affect learning motivation, one of which is the learning strategy carried out by tutors at PKBM Prestasi Gemilang Lubuk Pakam

Learning strategy is an arrangement of a design as well as a method that will be used in achieving a learning goal. In a learning strategy, it certainly contains the stages that are used as a reference in carrying out learning activities so that learning activities can be more structured and systematic. In the learning process activities, Tutor's learning strategy is one of the factors that has a very important role in the motivation to learn of the residents studying Package C at PKBM Prestasi Gemilang. Although the learning strategies used by tutors so far are categorized as good, this does not rule out the possibility that the motivation to learn of learning citizens can be categorized as good.

Oriented to the results of the research that has been analyzed, the results show that the learning strategies applied by tutors affect the motivation to learn of students studying Package C at PKBM Prestasi Gemilang by 56.40%. From these results it can be concluded that if the tutor is able to master and create an atmosphere of a pleasant learning process and is able to adapt to the characteristics possessed by the learning community, the motivation to learn of the learning community will increase.

Data analysis using the t-test was carried out for the purpose of assessing the significance of the relationship between the strategies used in learning (Variable X) and Student Learning Motivation (Variable Y). Based on the results of the t-test, it can be seen that the t count (t count) is 6.725 greater than the critical t value (t table) of 1.690. It can be concluded that the learning strategies implemented by tutors have an influence on student learning motivation.

In this case, the determination coefficient is reported to be 56.40%, indicating that approximately 56.40% of the variance in motivation to learn can be attributed to the tutor's learning strategy. The remaining 43.60% of the variance is likely influenced by other factors that were not considered in this study. Lastly, the average score of the tutor's learning strategy indicator is stated to be 3.31, categorized as "very good." It is important to note that without additional information or context, it is difficult to provide a comprehensive analysis or interpretation of these results. However, based on the information provided, it can be concluded that the learning strategy designed by the tutor has a significant influence on the motivation to learn of learning residents, explaining a substantial proportion of the variance in motivation to learn. Additionally, the average score of 3.31 suggests that the tutor's learning strategy is rated highly.

#### 4 Conclusion

The tutor's learning strategy at PKBM Prestasi Gemilang is categorized as quite good. This can be seen from the stages that have been prepared, the social system built with the learning community, having a reaction to the activities carried out by the learning community, providing learning materials and the visible impact of learning on the learning community. However, the learning strategy applied by the tutor still needed to be evaluated and improved because from the results of the analysis that has been done, the motivation of the residents to learn package c at PKBM Prestasi Gemilang is still relatively moderate.

Motivation to learn is a crucial factor that significantly influences the success and enjoyment of the learning process. The motivation to learn of residents learning package c at PKBM Prestasi Gemilang is not only influenced from within the learning community, but external factors also affect the motivation to learn of learning citizens, one of which is the learning strategy applied by the tutor and still needs to be evaluated and improved to further

increase motivation learning citizens learn package c to be better.

The results of this study is that the implementation of tutor learning strategies has an effect on the motivation to learn of package c students at PKBM Prestasi Gemilang Lubuk Pakam by 56.40% with the remaining 43.60%. influenced by factors other than internal ones. this research. These results were achieved using data analysis tests, namely normality tests, homogeneity tests, simple linear regression, hypothesis tests, t-tests and decision tests.

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