

THE EFFECT OF STUDENTS PERCEPTION OF TEACHING STYLE AND PEER TUTOR ON STUDENTS' LEARNING MOTIVATION OF AKIDAH AKHLAK

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh persepsi siswa tentang gaya mengajar guru dan tutor sebaya terhadap motivasi belajar akidah akhlak kelas X Madrasah Aliyah Negeri Kota Tegal. Penelitian ini menggunakan metode ex post facto, pendekatan kuantitatif. Populasi dalam penelitian ini yaitu berjumlah 480 peserta didik. Pengambilan sampel menggunakan teknik cluster sampling. Penentuan jumlah sampel menggunakan rumus Slovin dengan taraf kesalahan 5%, diperoleh sampel sebanyak 71 peserta didik. Hasil penelitian menunjukkan bahwa: (1) Ada pengaruh yang positif dan signifikan antara gaya mengajar guru terhadap motivasi belajar akidah akhlak ditunjukkan dengan $t_{hitung} > t_{tabel}$ yaitu $6,609 > 1,975$ dan korelasi keduanya sebesar 0,585 atau kategori sedang. Besar sumbangan gaya mengajar sebesar 34,2%; (2) Ada pengaruh yang positif dan signifikan antara tutor sebaya terhadap motivasi belajar akidah akhlak ditunjukkan dengan $t_{hitung} > t_{tabel}$ yaitu $12,182 > 1,988$ dan korelasi keduanya dalam sebesar 0,799 atau kategori sedang. Besar sumbangan tutor sebaya sebesar 63,9%; (3)g Ada pengaruh yang positif dan signifikan antara gaya mengajar guru dan tutor sebaya terhadap motivasi belajar akidah akhlak ditunjukkan dengan $F_{hitung} > F_{tabel}$ yaitu $75,485 > 3,10$ dan korelasi ganda sebesar 0,803 atau kategori sedang. Besar sumbangan gaya mengajar guru dan tutor sebaya sebesar 64,5%.

Kata Kunci: Gaya Mengajar Guru, Motivasi Belajar, Tutor Sebaya

ABSTRACT

This research aims to determine the influence of students' perceptions of the teaching styles of teachers and peer tutors on motivation to learn moral beliefs in Madrasah Aliyah Negeri, Tegal City. This research uses the ex post facto method, a quantitative approach. The population in this study was 480 students. Sampling used the cluster sampling technique. Determining the sample size using the Slovin formula with an error rate of 5%, we obtained a sample of 71 students. The results of the research show that: (1) There is a positive and significant influence between the teacher's teaching style and motivation to learn moral beliefs, as shown by $t_{count} > t_{table}$, namely $6.609 > 1.975$, and the correlation between the two is

0.585, or the medium category. The contribution of teaching style was 34.2%; (2) There is a positive and significant influence between peer tutors on motivation to learn moral beliefs, as shown by $t_{count} > t_{table}$, namely $12.182 > 1.988$, and the correlation between the two is 0.799, or the medium category. The contribution of peer tutors was 63.9%; (3) there is a positive and significant influence between the teaching style of teachers and peer tutors on motivation to learn moral beliefs, as shown by $F_{count} > F_{table}$, namely $75.485 > 3.10$ and a multiple correlation of 0.803 or the medium category. The contribution of the teaching styles of teachers and peer tutors was 64.5%.

Keywords: Teaching Style, Learning Motivation, Peer Tutor

INTRODUCTION

Education cannot be separated from the teaching and learning process. The teaching and learning process involves activities between teachers and students, which, of course, have a reciprocal relationship to achieve national education goals. National education goals will be achieved if they are balanced with learning tools and educational programs that are in accordance with the provisions of the educational curriculum. Based on national education goals, it is clear that education at every level, including at Madrasah Aliyah (MA), must be carried out systematically by building the character of students so that they are able to compete, be ethical, have morals, have good manners, and interact with society. One effort that can be made is through the Aqidah Akhlak subject.

The Aqidah Akhlak subject is a subject that instills character values in citizens through the components of knowledge, awareness or will, and actions to implement these character values both towards God Almighty, oneself and the environment. Aqidah Akhlak education plays a strategic role in the application of character values so that students are expected to be able to participate fully and responsibly in the life of the nation and state. Based on the description above, it can be interpreted that learning Aqidah Akhlak aims to provide understanding to students so they are able to implement character values as humans. An aspect that is also very important in determining the success of learning is motivation. Motivation will encourage someone to do something.

According to Darmadi, motivation to learn occurs because of psychological processes that occur in a person which are influenced by external factors (environment) and internal factors inherent in each person (innate) (Darmadi, 2017). Teachers have an important role in student learning activities. In order for the subject of Aqidah Morals to be enjoyable for students, teachers must be able to increase students' motivation to learn on various occasions through various sources and media.

In the learning process, each teacher has a different teaching style which is usually called "Teaching Style". A teacher's teaching style is a trait or personality

based on the teacher's behavior when teaching, which is a characteristic of the emotional relationship between the teacher and students during the learning process. There are four ways to categorize a teacher's teaching approach, namely classical, technological, personalized and interactional teaching styles (Ali, 2014). Teaching style is an important factor in determining better student learning success.

With different teachers' teaching styles, it will give rise to various student responses to teachers who use teaching styles that are less appropriate to the material being presented. Teachers who use a monotonous, less varied teaching style will create an atmosphere of boredom and students who are less focused on ongoing learning. This will have an impact on learning motivation.

One factor that also influences learning motivation is peers, because students are more likely to be open and spend a lot of time with their peers during the learning process. So teachers use peer tutoring for learning that focuses on student activities to help each other understand the teaching material (Dimiyati & Mudjiono, 2013).

Based on initial observations by researchers at the Tegal City State Madrasah Aliyah, in general, when delivering material to students, teachers have different teaching styles. There are those who use a classic teaching style, in this case the teacher uses the lecture method in delivering the material so that the class atmosphere becomes passive. There are those who use a technological teaching style, in which the teacher delivers material using various tools and media available in the classroom. There are those who use a personalized teaching style, in this case the teacher is more dominant in delivering student material during the learning process, the teacher is only a facilitator so that students have the opportunity to express their opinions according to the students' learning interests. Likewise, there are teachers who use an interactional teaching style. When learning, teachers and students express their opinions to each other so that in the learning process a dialogic relationship occurs and students more easily understand the material presented by the teacher. With different teachers' teaching

styles, it will give rise to various student responses to teachers who use teaching styles that are less appropriate to the material being presented. On the other hand, students' learning motivation is still low in following moral beliefs lessons in the teaching and learning process that occurs, this can be seen when learning takes place, there are students who lack focus and do not pay attention to the teacher, there are still some students who tend to be lazy in receiving the material, students lack of enthusiasm in participating in learning, and conditions in the classroom are sometimes less conducive and there is often commotion when the teacher is in front explaining the material (Masruroh, 2023). In line with that, not all students' level of understanding in teaching moral beliefs is the same, not all Students can easily understand the lessons delivered by the teacher. There are some students who easily understand the lesson material and some who cannot understand it. This is related to the application of the peer tutoring method which influences students to have high learning motivation (Class X Students, 2023).

Different teachers' teaching styles certainly produce different learning motivations. Apart from different teaching styles, teachers' learning motivation is also influenced by their peers. Through tutors, students who do not understand the subject matter can freely ask questions to tutors who are their friends.

The research design used in this research is a quantitative method, or what is called a quantitative type of research. This research uses an ex post facto method. The aim of this research is to analyze and describe the influence of the teaching styles of teachers and peer tutors on the motivation to learn moral beliefs of class X students at Madrasah Aliyah Negeri Tegal City. The population in this study was 840 students of class X Madrasah Aliyah Negeri Tegal City. Sampling used a cluster sampling technique. Determining the sample size used the Slovin formula with an error rate of 5%, so that a sample of 86 students was obtained.

The data collection techniques used in this research are questionnaires, interviews and documentation. Questionnaires were used to collect data related to learning motivation variables, teaching styles of teachers and peer tutors. Interviews were used as a preliminary study. Documentation was used to obtain

data on the list of names of class X students at Madrasah Aliyah Negeri Tegal City. In making a questionnaire, first determine the indicators that will be formulated into a grid, from the questionnaire grid they are then arranged into questionnaire statement items. Before the questionnaire was distributed, internal validity testing was first carried out by an expert, namely Heni Lilia Dewi, M.Pd. as supervising lecturer and Masruroh, S.Ag as teacher of class

The data analysis technique in this research uses descriptive analysis, analysis prerequisite tests and hypothesis testing. Descriptive analysis is used to describe or illustrate the variable data on motivation to learn moral beliefs, teacher teaching styles, and peer tutors that have been obtained. Prerequisite tests are carried out to test the data that has been obtained, so that hypothesis testing can be carried out. The prerequisite analysis tests consist of normality, linearity, heteroscedasticity and autocorrelation tests. Hypothesis testing in this research uses multiple regression analysis and determination test analysis.

DISCUSSION

Descriptive data analysis in this research uses index analysis techniques. The results of the descriptive analysis calculations produce an index value for each statement in the statement item, an indicator index value, a dimension index value and a variable index value.

After calculating the index value of the learning facility variable using Microsoft Excel, it is continued by interpreting the variable index value using the rules in the Three Box Method criteria. The results of calculating the learning motivation variable index value are as follows.

Table 1. Calculation of Learning Motivation Variable Index Values

No	Indicator	Item Number	Index (%)		
			Statement	Indicator	Variable
1	There is passion and desire to succeed	2	57,50%	74,60%	70,06%
		8	81,10%		
		13	61,10%		
		15	74,10%		

		22	83,70%		
		23	90,10%		
2	There is encouragement and need for learning	7	78,70%	76,45%	
		21	78,40%		
		19	75,50%		
		20	73,20%		
3	There are hopes and aspirations for the future	4	58,50%	60,90%	
		11	83,10%		
		18	79,60%		
		9	75,80%		
		16	7,50%		
4	There is appreciation in learning	12	43,00%	63,37%	
		5	79,80%		
		6	67,30%		
5	There are interesting activities in learning	1	56,60%	71,73%	
		3	74,00%		
		24	75,30%		
		10	81,00%		
6	There is a conducive learning environment	14	77,80%	73,30%	
		17	68,80%		

The index value for the learning motivation variable is 70.06%. The lowest index value is found in the indicator "There are hopes and aspirations for the future" with a percentage of 60.90%. This is because students' awareness is still lacking in learning. And they don't yet have an awareness of their hopes and aspirations for the future. Furthermore, the research results show that the highest index value is found in the indicator "the existence of encouragement and need for learning" with an index value of 76.45%. Student motivation occurs because of the encouragement and need for ongoing learning, this encouragement is created by the students themselves with the help of the teacher.

The results of calculating the teacher teaching style variable index value are as follows.

Table 2. Calculation of Teacher Teaching Style Variable Index Values

No	Indicator	Item Number	Index (%)		
			Statement	Indicator	Variable
1	Classic	3	82,20%	80,35%	77,41%

	teaching style	21	78,50%		
2	Technological teaching style	2	75,80%	69,98%	
		11	70,00%		
		13	37,30%		
		8	86,30%		
		9	80,50%		
3	Personalized teaching style	1	84,80%	82,76%	
		10	72,10%		
		18	83,70%		
		4	95,40%		
		6	77,80%		
4	Interactional teaching style	5	77,20%	76,53%	
		7	29,30%		
		14	81,30%		
		15	74,10%		
		12	83,40%		
		16	74,70%		
		17	87,20%		
		19	93,90%		
		120	87,70%		

The index value of the teaching style variable is 77.41%. The highest indicator index value for the teacher teaching style variable is found in the indicator "personalized teaching style" at 82.76%, meaning that the personalized teaching style plays a more dominant role in the teacher's learning process as a facilitator, so that this situation creates an interesting learning atmosphere for students. The lowest index value is found in the indicator "technological teaching style" at 69.98%. This means that the class.

Next, the peer tutor variable index value is as follows.

Table 3. Calculation of Peer Tutor Variable Index Values

No	Indicator	Item Number	Index (%)		
			Statement	Indicator	Variable
1	Have superior intelligence than other students.	4	48,80%	63,77%	74,57%
		8	92,00%		
		14	74,90%		
		20	61,90%		
		7	75,50%		
		15	7,50%		
		16	85,80%		
2	Have the	13	86,30%	73,50%	

	skills to receive lessons delivered by the teacher.	10	80,20%		
		17	49,40%		
		3	78,10%		
3	Have the awareness to help other friends.	2	63,00%	75,47%	
		5	65,90%		
		6	71,50%		
		19	74,00%		
		9	86,90%		
		11	84,50%		
4	Can be accepted and liked by students who receive the tutor program.	12	71,50%	74,05%	
		23	76,60%		
5	Not arrogant, cruel or hard-hearted towards fellow friends	1	78,70%	77,00%	
		21	75,30%		
6	Have sufficient creative power and can explain the material.	24	78,70%	83,65%	
		22	88,60%		

The peer tutor variable index value is 74.57%. The highest peer tutor variable indicator index value is found in the indicator "having sufficient creative power and being able to explain the material" namely 83.65%. This means that students' ability to help fellow students to explain the material presented by the teacher is acceptable among students, the creativity of students who are tutors can also be said to be sufficient, so that friends who are helped in studying can understand the material clearly and it is easier to understand. Meanwhile, the lowest index value is found in the indicator "Having superior intelligence than other students" at 63.77%. This means that not all students who are able to explain material to their peers have superior intelligence than other students. Each

student's ability to grasp material is different and is not always the same all the time, sometimes there are students who are not good at grasping certain material quickly, and conversely there are also students who are clever but slow at grasping certain material presented by the teacher.

The prerequisite tests in this research used normality, linearity, multicollinearity and heteroscedasticity tests. In the normality test using the One Sample Kolmogorov Smirnov Test, the value can be seen in the Asymp column. Sig. (2-tailed). The data is stated to be normally distributed with a significance of $0.200 > 0.05$. So it can be concluded that the data is normally distributed. The results of the normality test can be seen in the following table.

Table 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		86
Normal Parameters, ^{a,b}	Mean	,0000000
	Std. Deviation	5,38752979
Most Extreme Differences	Absolute	,079
	Positive	,079
	Negative	,074
Test Statistic		,079
Asymp. Sig. (2-tailed)		,200 ^{c,d}

In the linearity test using the MWD test, it can be seen in the coefficients table that it is $0.153 > 0.05$ and $0.451 > 0.05$. Thus, it can be stated that the teaching style variable and motivation to learn moral beliefs, as well as the peer tutor variable and motivation to learn moral beliefs, have a linear relationship. The results of the linearity test can be seen in the following table.

Table 5. Linearity Test Results Z₁ with Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	- 409,697	290,340		- 1,411	,162
	Teaching Style	-,209	,283	-,144	-,738	,463
	Peer Tutors	-,881	1,101	-,912	- ,800	,426
	Z ₁	- ,199,231	138,117	,1,818	- ,1442	,153

Table 6. Linearity Test Results Z₂ with Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,803	6,884		,988	,326
	Teaching Style	,177	,129	,122	1,376	,173
	Peer Tutors	,719	,086	,744	8,344	,000
	Z ₂	-1,356E- 35	,000	-,056	-,758	,451

Furthermore, in the heteroscedasticity test, it was discovered that the correlation between the teaching style variables by looking at the Unstandardized Residual table produced a significance value of $0.786 > 0.05$ and the correlation between the peer tutor variables by looking at the Unstandardized Residual table produced a significance value of $0.831 > 0.05$. Thus, it can be stated that in this research no heteroscedasticity problems were found. The following are the results

of processing using Spearman's Rho.

Table 7. Spearman's Rho Results

Correlations					
			Teaching Style	Peer Tutors	Unstandardized Residual
Spearman's rho	Teaching Style	Correlation Coefficient	1.000	,646**	,030
		Sig. (2-tailed)	.	,000	,786
		N	86	86	86
	Peer Tutors	Correlation Coefficient	,646**	1.000	-,023
		Sig. (2-tailed)	,000	.	,831
		N	86	86	86
	Unstandardized Residual	Correlation Coefficient	,030	-,023	1.000
		Sig. (2-tailed)	,786	,831	.
		N	86	86	86

In the autocorrelation test by looking at the Durbin-Watson table, it produces a significance value of $1.6971 < 1.944 < 2.3029$ so that there are no symptoms of autocorrelation. Following are the results of the autocorrelation test analysis.

Table 8. Durbin-Watson Results

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,803 ^a	0,645	0,637	5,452	1,944

There is an influence of the teacher's teaching style on the motivation to

learn moral beliefs in class X Madrasah Aliyah Negeri Tegal City. The results of simple linear regression analysis show a significance value of $0.000 < 0.05$. This shows that H_0 is rejected because the significance value is smaller than 0.05. The correlation coefficient value of 0.852 is positive and included in the medium category. The R^2 results show that the contribution of teaching style to motivation to learn moral beliefs is 34.2%, the remaining 65.8% is determined by other factors not discussed in this research. The results of the simple regression analysis calculations and the results of the coefficient of determination analysis are as follows.

Table 9. Simple Regression Test Results X_1 and Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	15,065	8,359		1,802	,075
	Teaching Style	,852	,129	.585	6,609	,000

Table 10. Results of Analysis of the Determination Coefficient of X_1 against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,585 ^a	,342	,334	7,381

There is an influence of peer tutors on the motivation to learn moral beliefs in class X Madrasah Aliyah Negeri Tegal City. The results of simple linear regression analysis show a significance value of $0.000 < 0.05$. This shows that H_0 is rejected because the significance value is smaller than 0.05. The correlation coefficient value of 0.772 is positive and included in the medium category. The R^2 results show that the contribution of peer tutoring variables to motivation to learn moral beliefs is 63.9%, the remaining 36.1% is determined by other factors not discussed in this research. The results of the simple regression analysis calculations and the results of the coefficient of determination analysis are as

follows.

Table 11. Simple Regression Test Results X₂ and Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14,251	4,619		3,085	,003
	Peer Tutors	.772	.063	,799	12,182	,000

Table 12. Results of Analysis of the Determination Coefficient of X₂ against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,799 ^a	,639	,634	5,470

There is an influence of the teaching style of teachers and peer tutors together on motivation to learn moral beliefs. The multiple correlation value between teaching style and peer tutoring on motivation to learn moral beliefs is 0.158, positive and in the medium category, thus indicating that there is a positive correlation between the three variables. The multiple regression significance value is 0.000. This shows that H₀ is rejected because the significance value is smaller than 0.05 (0.000 < 0.05). This is proven by the Fcount value which is greater than Ftable, namely 75.485 > 3.10. These results indicate that teaching style and peer tutoring have a significant influence on motivation to learn moral beliefs. The contribution of the two independent variables together to the dependent variable is 64.5%, while the remaining 35.5% is influenced by other factors outside the research study. The results of the simple regression analysis calculations and the results of the coefficient of determination analysis are as follows.

Table 13. Multiple Regression Test Results

Anova ^a					
Model	Sum of	Df	Mean	F	Sig.

	Squares		Square		
1 Regression Residual	4487,544	2	2243,772	75,485	,000 ^b
	2467,166	83	29,725		
Total	6954,709	85			

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,018	6,217		1,451	,151
	Teaching Style	,158	,126	,108	1,252	,214
	Peer Tutors	,703	,083	,728	8,422	,000

**Table 14. Results of Determination Coefficient Analysis
X₁ and X₂ against Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,803 ^a	,645	,637	5,452

The results of the research on the influence of the teaching style of teachers and peer tutors on the motivation to learn Aqidah Akhlak of class

From the analysis of research results, it was revealed that peer tutoring has an influence on student learning motivation. This statement is strengthened by the F value of 75.485 or a significance value of $0.000 < 0.05$, so H₀ is rejected. The level of relationship between the teaching style of teachers and peer tutors on student learning motivation is categorized as moderate, with an R coefficient of 0.803. The direction of the relationship is positive, indicating that the higher the value of the teaching style of teachers and peer tutors, the greater the motivation for learning students' moral beliefs. In addition, the R₂ (R Square) value obtained was 0.645, indicating that the contribution of the teaching style variables of teachers and peer

tutors to students' motivation to learn moral beliefs reached 64.5%.

CONCLUSION

Based on the results of research, discussion, data analysis, and hypothesis testing, it can be concluded as follows:

1. The responses given by respondents in this research revealed that the indicator "personalized teaching style" with a percentage of 82.76% showed the highest index value in the teaching style indicator. This means that the class Meanwhile, the peer tutor indicator variable that has the highest index value is "having sufficient creative power and being able to explain the material" namely 83.65%. This shows that students' ability to help each other understand the material presented by the teacher is acceptable. In addition, students who act as tutors are considered quite creative in helping their friends learn by making topics easier and clearer for them.
2. Learning motivation in the Aqidah Akhlak subject is not only influenced by the teacher's teaching methods, but is also influenced by other factors. The results of the research show that the learning motivation of class. Thus, it can be concluded that based on the responses of class
3. There is a positive and significant influence between the teaching styles of teachers and peer tutors on the motivation to learn moral beliefs of class X students at Madrasah Aliyah Negeri Tegal City. This influence is through test results with a significance value of 0.00, which is smaller than the limit of 0.05. A coefficient of 0.645 shows that there is a significant relationship between the teaching style of teachers and peer tutors and motivation to learn moral beliefs. Thus, the influence of the teaching style of teachers and peer tutors on the motivation to learn moral beliefs of class X students at Madrasah Aliyah Negeri Tegal City can be estimated at 64.5%.

This research shows that the teaching style of teachers and peer tutors has a significant influence of 64% on motivation to learn moral beliefs at the Tegal City State Madrasah Aliyah. Research findings also suggest that students' learning motivation may be influenced by other factors that have not yet been fully researched. To deepen understanding of the factors that contribute to student learning motivation, it is recommended that future research explore and develop

other variables that can enrich understanding of increasing learning motivation.

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