



Negative Factors Affecting Interest in Learning: From a Teacher's Perspective

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Abstract: This research examines the perspective of class teachers at SDN 105 Sidorukun regarding negative factors that influence students' interest in learning. So, this type of research is qualitative descriptive research. The subjects of this research were class teachers at SDN 105 who taught or were assigned to the counseling guidance process. The data collection technique uses interview techniques, so the results of the interviews are described by ordering the largest to smallest negative factors that influence students' interest in learning. According to the class teacher's perspective, this study found that the most dominant negative factor influencing interest in learning was playing more actively than studying.

INTRODUCTION

Various challenges and changes in everyday life are a form of education. In the current era of globalization, we must be ready for everything, especially in the field of education, because education is one of the mainstays for preparing the human resources needed to face various challenges of the times in the future. Teaching and learning activities are the most important activities in educational institutions. This means that the success or failure of achieving a learning goal depends on the teaching and learning process carried out by students as students at school (Sinta Kartika, 2019). Where current knowledge and skills are needed everywhere to overcome various life problems, this is inseparable from the latest education in pressing for increased teaching, which requires students to solve all problems, attitudes, skills, and communication and measure the results of what has been obtained during education. It can be seen how the students are in the learning process, whether they are learning or not. So that they can find out how much they like and understand the learning that is given (Siti Nurhasanah and A. Sobandi, 2016).

An interest arises from a persistent desire and will to do something with enthusiasm. Someone who has an interest in something will find it easier to do it without any coercion. Where in the world of education, of course, interest plays an important role in realizing the

skills and desires of its students (Noor Komari Pratiwi, 2001). The status of a teacher can be known from the skills while teaching (Catarina, 2006). These skills are expected to arouse students' interest in learning. In learning, of course, interest is very much a process in forming a student's character. Where they show what they like and don't like in the learning process. Relatively high insight and knowledge is a form of high learning interest in a subject at school. In learning at school, students' interests must be known to understand that children with difficulty with those who are not interested can adjust. Therefore, it should be remembered that student interest in learning certainly greatly influences their learning outcomes later. If they do not like learning, it will not be easy to absorb the knowledge conveyed in class, and they will not be diligent in the applied learning process.

In carrying out education, it must be able to carry out coaching and be able to increase an interest in student learning so that it can achieve the desired results. We often find that many children like some subjects enthusiastically, but not all subjects (Vina Rahmayanti, 2016). As we know that students' interest in learning affects their learning outcomes, therefore it is also necessary to know what are the causal factors. Because with an interest in learning, the knowledge conveyed by students will be easily accepted and applied in everyday life. Changing learning patterns or methods is one way to change students' interests from those who don't like to like them, depending on how a teacher can manage these patterns (Dani Firmansyah, 2015). A teacher also plays an important role in arousing students' interest in learning so that they are involved in lessons with enthusiasm, encourage students to participate directly in learning, learn in a fun way and can use a variety of fun learning methods, strategies, techniques and approaches (Naeklan Simbolon, 2014). This research was conducted in order to increase students' interest in learning in class, with increased interest in learning it will greatly affect the results obtained when studying, meaning that the more students' interest in learning interest, it will greatly affect student learning outcomes which are getting better too (Siti Nurhasanah, A, Sobandi, 2016).

In addition, interest in learning greatly influences student achievement (Ika Wanda Ratnasari, 2017), so it can be concluded that this research is also expected to increase student achievement. Students are also expected to be able to generate interest from within themselves without expecting a compliment, reward or even a prize (A Taufiq, Gigih Siantoro, Amrozi Khamidi, 2021), but by achieving a student, for example by participating in various types of competitions or even being able to win it, praise, rewards and prizes will come by itself, so make it a motivation to be more active in learning. Therefore, because interest in learning plays an important role in achieving educational goals, the researcher prefers the title to be discussed in this study, namely "Negative Factors Affecting Interest in Learning" with a goal of what are the negative factors that affect interest in learning and also researchers want to describe these factors (Christ Sarah, I Nyoman Karma, Awal Nur Kholifatur Rosyidah, 2021) which are especially carried out in SDN. 105/VIII.

METHOD

The type of method used in this research is using descriptive qualitative research method, which in this research method is used with the aim of knowing more about conditions or objects in the field. This will be in line with this research because the researcher wants to describe in more detail the title of this research. In this study, researchers carried out research at Public Elementary School 105/VIII, which is more specifically located in the area of Sidorukun Village, Rimbo Ulu District, Tebo District, Jambi Province. The subject of this study was a class teacher at SDN 105, which consisted of 1 person. The sample that the researchers used in this study was a class teacher at the elementary school. The technique used in this study is the total sampling method. Total sampling itself means a technique that uses the same number of samples and population. Withdrawal of data that researchers use is by conducting interviews with one of the teachers at SDN. 105, an interview is gathering information from a source or carrying out interaction and communication by asking about what results are needed in this study with a teacher.

RESULT AND DISCUSSION

As for the research results that researchers got by interviewing one of the class teachers at SDN. 105 to the negative factors that affect interest in learning which are sorted from the largest to the smallest as shown in table 1.1 below.

Table 1.1 Interview results of negative factors that affect interest in learning

No	Questions	Answer
1	What are the negative factors that affect students' interest in learning?	Students are more active playing than studying during class hours.
2	Do students like the lessons given?	The students did not like the lessons brought by the teacher.
3	How is the process for assigning class hours appropriate?	Improper placement of subject hours.
4	What causes students not to pay attention to their learning?	Addiction of students playing games so that the class does not pay attention to the lessons given.
5	How is student motivation to learn in class?	Lack of motivation to study

From table 1.1 it is found that the negative factors that affect learning interest from the largest to the smallest are students who are more active playing than studying during class hours, students do not like the lessons that are brought by the teacher, the placement of the subject hours is not appropriate, addiction of students playing games so that the class does not pay attention to the lessons given and lack of motivation to learn.

Interest according to Slameto (2010) is a feeling of interest in something or activity, without being told. While the interest in learning is the emergence of a sense of liking and

pleasure to gain knowledge. Implementation in terms of interest in learning can be seen from the activeness of a student in teaching and learning activities at school. If students are interested in learning, students will tend to listen more and pay attention to what is given by the teacher. This interest is very influential in learning because student interest is the main factor that determines student achievement. Because of that, to overcome students who are less interested in learning or for students who do not have the attraction to learn as well as possible. So the teacher should talk to students who are less interested in learning, the teacher must try to create certain conditions, so that students must and want to continue learning. Interest includes elements of cognition (knowledge), emotion (feeling), and conation (desire). Therefore, interest can be considered as a conscious response, otherwise interest would be meaningless.

The element of knowledge means that interest is preceded by knowledge and information about the object of interest, the element of feeling because participation or experience involves certain feelings, for example joy, while the conation element is a continuation of the element of knowledge. Namely, from these two elements, the desire and willingness to carry out activities, including activities at school. So interest is very closely related to learning, learning without interest feels boring, actually not all students learn through their own interests, some develop an interest in subjects due to the influence of teachers, friends, parents. Therefore, the school's duties and responsibilities are to provide situations and conditions that can arouse students' interest in learning (ED Sirait, 2016). Support interest in learning is needed to create an active and effective learning process. Support for learning interest will also directly change learning behavior, from initially not caring to caring (Indah Lestari, 2015). In accordance with the results obtained through interviews with a class teacher at SDN. 105 then in this discussion the researcher wants to explain why these reasons are the main factors of the low interest in learning in students.

The first biggest negative factor that affects students' low interest in learning is that students are more active in playing than learning, with students who are more active in playing it will create a class atmosphere that is not conducive and greatly disrupts the learning process. Why is this factor the main thing because as a teacher you definitely want a conducive situation in the classroom, with a conducive class it will also increase student achievement. Elementary school children tend to like to move and play, everything in class can be an object for playing because they are carried away from childhood. Playing in children is something that can not be separated. According to children, playing is a very fun activity that makes their mindset to continue playing.

The role of the teacher is also very much needed as class authority and class manager, according to Yanti, N (2011) the main task of the teacher is to create an atmosphere conducive to teaching and learning interactions that can motivate students to study well and seriously. With this a teacher can also take advantage of this situation, for example learning while playing, this is also useful for eliminating boredom and boredom of students in the teaching and learning process.

Students in elementary schools still range in age from 6 to 13 years, students who are still in development. At that age of development students like concrete objects that are

captured through the five senses. For example, with decorations in class, this can make students like it, it can also create a conducive atmosphere besides that as a teacher, they must also have tools, teaching aids and media to support the learning process. Children also still lack concentration in learning, that's why they still like to play and it is very influential on their interest in learning. The second biggest negative factor that can affect students' low interest in learning is that students don't like the lessons taught by the teacher. In this case the style, nature or learning method given by the teacher is the main cause in the influence of the low interest in student learning. Examples of students who don't like the lessons brought by the teacher, for example, with constant practice, interactive lectures, boring worksheets, continuous homework (Maufur, H. F, 2020). In addition, teachers who are fierce and angry also affect student interest.

With mere or repetitive practice it will result in students getting bored quickly because of the repetition of material provided by the teacher, besides that it will also reduce student initiative because of the habit of students being given instructions repeatedly. The interactive lecture is explaining material in front of the class and interspersed with questions and answers, although many consider this method to be effective but if it is carried out continuously it will also cause boredom and boredom, besides that it also does not provide access or opportunities for students to participate totally and this interactive lecture is more directed to the memory of students, if students who do not have memory and note it will be difficult to understand it. LKS or student worksheets are teaching materials in the form of paper whose contents are material, summaries/summaries and questions. Sometimes the contents of the LKS are not in accordance with the expected results, the LKS only trains students to answer questions and will produce boring lessons for students. Homework or homework given by the teacher continuously or excessively will cause students to feel bored or can even torture students.

Feeling bored or bored because of things that are done repeatedly results in feeling lazy, lethargic, not enthusiastic about teaching and learning activities. According to Ahmad Furqon Bildhonny (2017) the learning process that students constantly go through and the pressure that comes from both themselves and their environment to achieve maximum learning results can push students to the limit of their physical abilities. Then, students experience physical and emotional (mental) exhaustion. Teachers who are fierce or angry will tend to have a harsh nature, this is very disliked by students because students will feel afraid, anxious, or even traumatized. As a result, students become defensive and hinder success in the teaching and learning process.

In addition to the teacher factor, there are also other factors that are caused by the students themselves. Not all students like all the subjects in school. Of course there are some students who have subjects they like and some don't. This is normal for every student. Some students like studying Religion, some don't like it, some like Indonesian, but many don't like it. Each child has their own interests. Students who are lazy to study can also like a subject, maybe because the lesson is too difficult and the material is boring, or indeed because students don't like the subject because they think the subject is very difficult to understand. The other reason is that students consider a subject to be unimportant, so these students are indifferent to the subject.

The third biggest negative factor that can affect students' low interest in learning is the inappropriate placement of subject hours. When a student studies during the day, he has difficulty getting lessons because his body is tired from following lessons since morning. The difficulty stems from the fact that it is difficult for students to concentrate and think about their tired bodies. On the other hand, when these students have lessons in the morning, they can easily focus and concentrate on the lessons. When in the morning the mindset is still light and fresh and in good physical condition. As a result of the right school time, this effect has a positive impact on student learning outcomes (Aziz, Sam Ali, 2019). With a tired state of the body during the day, an effective way to increase student enthusiasm and interest in learning, a teacher must provide a solution to this problem, with more fun learning methods, for example by using various teaching methods, for example learning outside the classroom and using audio media visuals, etc. Apart from that, you can also do ice breaking or by telling cool stories to your students.

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The next negative factor that causes low student interest in learning is the addiction of students playing games so that the class does not pay attention to the lessons given. Nowadays, elementary school students are no strangers to playing online games, especially during the Covid 19 pandemic, students studied online. This is the reason why elementary school students are familiar with online games. This is also the impact of the times with the development of technology which is increasingly rapidly. According to Nisrinafatin (2020) the notion of a game is an action or activity that is carried out only for pleasure and has certain rules so that it can determine who will be the winner.

According to Adiningtiyas (2017) the notion of online games is games that are connected by a connection or network, while playing online games will have a positive impact if used in moderation and only for entertainment because it can relieve fatigue and can even reduce stress (Novrialdy, 2019). According to research conducted by Nada Kurnada and Rossi Iskandar (2021), online games that are currently popular in elementary schools are *free fire* and *mobile legends*. Apart from these two games, there are other games that children are also interested in, that game is Player Unknown's Battle Ground (PUBG). This game has the theme of a battle royal which contains 100 people who are dropped off in a place without any provisions, players are required to kill each other and whoever survives to the end is the winner (Ach Fauzi, 2019). Free Fire is the same way, but in the form of a video game that is more animated than PUBG which seems as if the quality of the video game is real. Free Fire is only played by 50 participants at a time, unlike PUBG.

Meanwhile, mobile legends are games with the MOBA genre, namely 5 vs 5 battles. All of these games teach violence and killing each other, that's what endangers children to act violently.

Online games nowadays are believed to have a negative effect because in these games there are elements of violence, fighting and fighting. This is what is believed to harm students' brains because they display violence between one another (Ria Susanti Johan, 2019). The decline in student interest in learning was triggered by students' interest in online games which were increasingly being updated so that they were even more interesting. As a result, students spend a lot of time just playing with mobile phones (smartphones) while playing online games, ignoring learning activities both offline and online. Another problem caused by online games is that students procrastinate doing assignments and don't even complete assignments. and teacher homework. Fatigue due to staying up late playing online games also reduces students' ability to concentrate on subject matter, students get tired easily and some even vomit due to lack of sleep, which weakens students' physical condition and this can affect student growth and development (Maria Herlinda Dos Santo, Muhammad Harliawa, Muhammad Ismail, 2021).

The way to deal with children who are addicted to playing games is through character education which has a positive impact on children, because children do not continuously participate in online games and tend to let children do things that are more useful than before and let them play in their surroundings without cellphones. The role of both parents is needed to supervise and control the child's use of mobile phones at home so that the child is not addicted to playing games. Parents need firmness on this problem, if parents have given advice but the child is still addicted to online games then give punishment so that the child is deterrent. Parents are required to be able to take effective actions against children, such as setting limits on children's playing time outside Homes and parents must also pay more attention to children using smartphones so that children are not addicted to online games (Fatimah, Nur, Husain Hamka, Andi Burhanuddin, 2022).

Children who are addicted to playing games keep their thoughts on games, this is what can reduce student interest in learning, students who are addicted to playing games as a result in class will often chat about the game which causes not listening to lessons or even sleeping while studying due to playing games that too late to stay up late. The last factor according to class teachers at SDN. 105 that affects the low interest in learning, namely the lack of motivation to learn. Lack of motivation to learn is divided into two kinds, internal and external factors. Internal factors include the interest in learning itself. According to research conducted by Hidayati, R., Triyanto, M., Sulastri, A., & Husni, M. (2022) said that during the implementation of classroom learning it was seen that students did not like teacher-mediated learning, but students were still seen do something else when learning begins. Students do not seem to like the learning that is being carried out. When the learning process is in progress, sometimes there are those who are allowed to leave or when the bell rings indicating the start of learning activities, there are still those who play, eat, and so on.

In addition, because of the lack of motivation to learn during the teaching and learning process students are busy with their own affairs such as playing, chatting, making

noise so they don't pay attention to the material provided by the teacher. The factor of the lack of motivation to learn within oneself includes from within oneself (internal) and from the influence of other people (external) besides that the lack of motivation to learn can be caused by learning methods, the use of learning media and the lack of facilities and infrastructure to support this education (Hidayati, R., Triyanto, M., Sulastri, A., & Husni, M, 2022).

Internal factors include interest in learning itself, students who have an interest in learning will be happy to learn despite the many assignments or homework given by the teacher, and students who have an interest in learning will be happy to repeat lessons so as not to forget the learning material. , because students who don't have an interest in learning only catch it once, the term goes in the right ear out of the left ear, namely the learning material provided by the teacher only at that time understands, over time it will forget. Students' attitudes towards lessons and students' physical health conditions are also included in the internal factors that can reduce learning motivation. The attitude of students who show a lack of motivation to learn will be lazy or not enthusiastic about learning. Students who are in an unhealthy state will be lazy in learning and will prefer to sleep in class and with these conditions students will concentrate less on listening to the lessons given by the teacher so that their motivation to learn will decrease.

The external factor is motivation from the closest people such as friends, family and the environment. If friends keep inviting them to play, it will lead to a lack of motivation to learn besides family and environmental factors, namely parents as the closest people to students and their environment at the parents' home which is also the source. The lack of motivation and attention given by those closest to them, namely parents, will greatly affect interest in learning, on the other hand if the attention and motivation or support that is continuously given by their parents will encourage students to be more enthusiastic in learning, for example students are promised to be given prizes such as getting champion in class, it will encourage students to study more actively to become champions in class and get the desired prize.

Learning methods that do not vary will also cause a decrease in student motivation to learn, with learning methods that are just like that, students will also lack the experience that can be obtained from other learning methods. The use of learning media is also the same, learning media is needed that attracts students to motivate their learning if not, it will result in a decrease in learning motivation because students feel bored with the learning media used. Infrastructure is also very necessary to support the teaching and learning process, for example, you need air conditioning in class so that students don't overheat while studying. needs, with the AC it will increase student motivation. With the previous research which stated that motivation to learn involves learning goals and strategies that are interrelated to achieve that goal (Brophy, 2013). The teacher is also an important or influential figure because the teacher must foster learning motivation in students for optimal and maximum learning outcomes in any way including creativity as a teacher (Siti Suprihatin, 2015). Those are the factors that cause low interest in learning in students, with students' disinterest in learning, students will be lazy, not paying attention

when the teacher explains, not taking notes when told to take notes, it will result in the student's grade point index going down if not addressed immediately.

CONCLUSION

This study examines the perspective of class teachers at SDN 105 Sidorukun regarding the negative factors that affect students' learning interest. Then this type of research is descriptive qualitative research. The subject of this study was a class teacher at SDN 105, a total of 1 person, while the sample in this study was 1 class teacher using a total sampling technique. As for the technique of data collection using interview techniques then the results of the interviews are described by sorting the largest to smallest negative factors that affect student learning interest. The results of this study found that the most dominant negative factors that affect interest in learning based on the perspective of the class teacher are more active playing than learning, liking the lessons brought by the teacher, placing the hours of subjects that are not appropriate, addiction of students playing games so that the class is not pay attention to the lessons given, lack of motivation to learn. As for suggestions for future researchers it is advisable to look at from various perspectives or perspectives the negative factors of student interest in learning and use clear indicators.

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