

Technium.

49/2023



The 7th International Conference on Social Sciences
Organized by Faculty of Social Science
and Law Manado State University

The Innovation Breakthrough
in Digital and Disruptive Era



Powered by

PLUS
COMMUNICATION



The Role of The Teacher in Increasing Students' Interest in Study of Social Sciences at The State Middle High School 2 Tondano

Paulus Robert Tuerah^{1*}, Grystin Djein Sumilat², Nicky Maukar³, Manuel Vidi Korompis⁴, Romi Mesra⁵, Rahmania Rahman⁶

¹²³⁴⁶ *Social Science Study Program, Manado State University, Indonesia*

⁵ *Sociology Education Study Program, Manado State University, Indonesia*

*Corresponding author. Email: paulustuerah@unima.ac.id

ABSTRACT

The purpose of this study is to learn about the teacher's attempts to increase student learning interest in social studies courses at The State Middle High School 2 Tondano. The approach employed is qualitative, with the major data gathering tools being observation, documentation, and interviews. Purposive sampling was used to choose the research sample, and the social studies instructor was chosen as the study informant. The data analysis method employed is qualitative analysis with three stages: data reduction, data presentation, and verification or conclusion. The findings of this study: (1) IPS topic instructors at The State Middle High School 2 Tondano have focused on preparations to boost students' enthusiasm in learning Social Studies, such as creating lesson plans, developing acceptable learning objectives, creating learning resources, and defining relevant learning models. (2) The State Middle High School 2 Tondano teachers have made positive efforts to develop students' interest in learning social studies by doing things like: creating a good learning atmosphere, providing motivation, developing student creativity, providing opportunities to submit creative ideas, providing guidance, providing a good learning environment, and rewarding students. Everything is done to pique students' interest in social studies education.

Keywords: *Skills, Leading Discussions, Small Groups, Elementary Students*

1. INTRODUCTION

Interest is a feeling of happiness or pleasure in something that he thinks is interesting to learn [1]. According to the Big Indonesian Dictionary, "interest" refers to a "tendency" or "high and big feeling of heart" towards something; desire, passion. In addition, interest shows a strong inclination, passion, or desire for something. Interest is defined as having (placing) interest, inclination of the heart for, and wanting (to be), also interpreted as a high inclination of the heart towards something, desire, or desire [2]. The loyalty of the soul to receive something from outside is what is meant with flowers [3].

Teachers [4] must carry out expressive learning by taking a creative approach to encourage student independence, monitor and assess student balance and

assess attitudes to increase student learning interest [5]. Because teachers have more opportunities to stimulate student enthusiasm than parents so teachers must make various creations and innovation to increase students' interest in learning [6].

The role of the teacher in schools [7] is as a teaching designer, teaching implementer, and teaching assessor. Therefore, in conveying subject matter, the teacher must have a strategy [8] so that students can learn effectively, efficiently, easily understand the lesson being delivered, and hit the target. Using the right strategy will make it easier for students to capture and understand the material presented [9].

The teacher's role [10] is very large in the teaching and learning process in schools not only delivering lessons, the teacher is also tasked with being a student

learning motivator, to arouse student motivators so they can study more diligently. There are still many teachers [11] who are reluctant to use media in the learning process, both simple media and sophisticated media [12].

According to Djoko [13], strong interest will lead to persistent, serious efforts and not easily give up in facing challenges. If a student has a desire to learn, he will quickly understand and remember it [14]. The learning process really requires an interest in learning within students. Students who have an interest in learning will be able to follow all learning activities well. Conversely, if students do not have an interest in learning, it will be difficult for students to follow learning which results in a decrease in student achievement [15].

Many students who do not have an interest in learning [16] tend to be less active in participating in learning activities, students who are not serious in learning or just playing, students often ask permission to leave class or quickly feel bored because the learning process is not fun so it does not build students' interest in learning. This is a common condition that often occurs in the learning process at school [17].

This motivates researchers to research students who are less active in learning, students who are not serious or only play during learning, and also students who get bored quickly because the learning process is not fun. Based on the background of the problem above, the researcher put forward a qualitative research focus, namely "The teacher's role in increasing student learning interest in subjects at The State Middle High School 2 Tondano" with the following research sub-focus: (1) Preparation by the teacher to increase student learning interest (2) Efforts of teachers in increasing student learning interest

The teacher is a teacher of a science. According to Imran [18], a teacher is a position or profession that requires special expertise in its main tasks such as educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal, basic, and secondary education [19]. In the world of education, the teacher is a very important and primary individual because the teacher is the person who is responsible for the physical and spiritual development of students [20].

Ryan A. Hidayat [21], explains that, interest is a tendency towards something to do because of liking for it. Interest means a high tendency and enthusiasm or a great desire for something. Interest affects the quality of achievement of student learning outcomes in learning [22]. Interest is a preference for and a sense of connection with the developments experienced by each individual anywhere, anytime and by anyone. Learning is an interactive process of the results of the activities of

educators and students in a particular learning environment [23].

Learning is a basic process of the development of knowledge and the human person; through learning humans can make changes and produce achievements that are useful for human life [24]. Learning is an effort made by individuals to change their behavior as a whole as a result of interactions they do with other people in their environment. Based on the point of view mentioned above, it can be concluded that any and all mental and psychic activities are a person involved in changing behavior. different between after learning and before learning [25].

According to Andriani and Rasto [26] explain that in carrying out various learning activities, it is very important for students to have an interest in learning, because with an interest in learning, one can carry out their activities. Interest in learning can be interpreted as an attitude of obedience in following the learning process. So interest in learning related to one's pleasure in learning [27].

Learning is an activity or certain procedures that are carried out with the aim of increasing productivity, increasing skills, increasing behavioral attitudes, and strengthening personality [28]. The learning process is one of several ways to increase productivity. The use of the description above is learning is one of the methods used by individuals for the purpose of changing behavior through interaction with the environment [29].

According to Sudaryono [30], that to find out how much interest in student learning can be measured through: liking, interest, attention and involvement. Enjoyment can be seen from the enthusiasm of students in participating in lessons. Interest can be measured from a person's response to something. Teachers can trigger student interest [31] in several ways, including: comparing the needs that students have to want to learn without being forced to establish relationships between learning materials provided with actual student challenges and experiences to facilitate student acceptance of the material, by creating an environment that is conducive to learning. creativity and learning that provide opportunities for students to achieve positive learning outcomes, by utilizing a variety of teaching methods given the diverse learning styles of students [32].

Observation results as a preliminary study obtained several problems that exist in the social studies learning process at The State Middle High School 2 Tondano, including; students pay less attention to learning activities, are less enthusiastic about participating in learning activities, these conditions have an influence on learning outcomes.

2. RESEARCH METHOD

This research took place at The State Middle High School 2 Tondano. This research lasted for approximately 3 months, from April to June 2022. The approach used is a qualitative approach which has natural characteristics (natural setting) as a direct data source.

Because this qualitative approach [33] reveals all the facts that occur in the school field, the researcher uses a qualitative approach. The type of research used is descriptive research, namely a research conducted to study the situation and circumstances of a phenomenon intensively.

In this type of research, interviews and documentation were carried out in order to collect valid data so that it would be known how to increase students' interest in learning. In this research activity, the theoretical basis is applied in a qualitative approach, namely the phenomenological approach, in this case the researcher tries to understand events in certain situations [34].

Data obtained directly through interviews with informants or other direct sources are referred to as primary data sources. Primary sources are data sources that provide data directly to researchers or data collectors. The primary data sources in this study were school residents, namely social studies teachers and school principals at The State Middle High School 2 Tondano.

Due to the many obstacles faced by informants, researchers in the field used unstructured interview techniques. To avoid inconvenience to informants, this unstructured interview method was chosen. Data Analysis Method Researchers in this study used qualitative data analysis, which was based on the ideas put forward by Miles and Huberman [35].

3. RESULTS AND DISCUSSION

3.1. Preparations made by the teacher to increase student learning interest

Based on the research data, it will then be analyzed using qualitative data analysis techniques, following the concept of the analytical approach given by Miles and Huberman [36] which includes 3 stages namely data reduction, data display and data withdrawal. conclusion.

How the preparations made by the teacher to increase student interest in learning can be seen in the teacher's answers as follows:

No	Informant Comments	Informant Answer
1	Interview 1 There are several things that we do as	1. Prepare a lesson plan, 2. Prepare learning

	<p>teachers as a form of preparation in an effort to increase student interest in learning, while the things we do are: prepare lesson plans, including preparing material according to learning objectives.</p> <p>Interview 2</p> <p>Important things that we do as teachers, in an effort to increase students' interest in social studies learning include: preparing lesson plans and learning materials that are expected to be able to stimulate students in learning.</p>	<p>materials,</p> <p>3. Determine learning objectives</p>
2	<p>Interview 1</p> <p>As teachers we make preparations in learning, including in supporting efforts to increase students' interest in learning. The things we do as teachers such as; determine learning objectives well, determine innovative learning models and methods so that students are interested in learning.</p> <p>Interview 2</p> <p>As teachers we realize that one of the problems that many students have is related to their learning interest in learning, therefore we as teachers certainly determine steps in an effort to support students to increase their learning interest by setting learning</p>	<p>1. Determine learning objectives</p> <p>2. Prepare learning models and methods,</p> <p>3. Determine the criteria for learning success.</p>

	objectives and also determining success criteria. learning by paying attention to the conditions of existing students.	
3	<p>Interview 1</p> <p>Related to efforts to increase students' interest in learning, as teachers there are things that we do as a preparatory step including preparing systematic learning designs, preparing subject matter, determining good learning steps and determining learning models that are appropriate to the material and conditions of students which exists.</p> <p>Interview 2</p> <p>We as teachers are very concerned about a number of things related to efforts to increase students' interest in learning, therefore we prepare the material well to determine the steps that are in accordance with the learning model that we will apply.</p>	<ol style="list-style-type: none"> 1. Prepare a lesson plan, 2. Prepare learning materials, 3. Prepare learning models and methods, 4. Prepare learning steps

Table 1. Research interview results about how the preparations made by the teacher to increase student interest in learning

Based on the data presentation chart above, as a form of teacher preparation, it is evident that the social studies teacher at The State Middle High School 2 Tondano has done and paid attention to things in an effort to arouse students' interest in social studies subjects. In preparation for efforts to increase student interest in learning, the teacher does a number of things, including: preparing lesson plans, formulating effective learning objectives, preparing learning materials, determining appropriate learning models, preparing learning steps, and setting learning success criteria are aspects important part of this process. Based on the answers given above, it appears that the social studies teacher at The State Middle High School 2 Tondano

makes serious preparations to arouse students' interest in this subject.

The research results mentioned above are supported by several opinions related to learning. According to Abin [37], explained that in all efforts made by teachers related to learning, teachers should pay attention to important elements in learning such as determining and setting learning goals, and also considering and choosing an approach and learning system that is appropriate in the view of the most effective, and will also consider and determine a step or procedure, learning methods and techniques, and determine the criteria and measures of learning success.

Furthermore, Iif Khoiru Ahmadi [38], argued that in learning, the teacher must pay attention to all components related to learning such as methods, materials, and any evaluation, but he must consider the components as a whole. So the teacher should not only pay attention to certain components but must pay attention comprehensively to matters relating to learning [39].

3.2. The teacher's efforts to increase student learning interest in social studies learning

How are the efforts made by social studies teachers in their efforts to increase interest in learning in social studies learning seen in the answers from informants in the following data:

No	Informant Comments	Informant Answer
1	<p>Interview 1</p> <p>There have been efforts that we have made so far as social studies teachers to increase students' interest in learning, including; we try to create a conducive learning atmosphere, provide motivation in learning and always provide opportunities for students to submit their opinions of course good opinions related to social studies learning.</p> <p>Interview 2</p> <p>What we have done as an effort to increase student interest in learning is to give students rewards when</p>	<ol style="list-style-type: none"> 1. Create a conducive learning atmosphere, 2. Provide achievement motivation, 3. Provide opportunities to submit creative ideas, 4. Give awards,

	they do something good in learning, to provide continued motivation about learning so that in this way it is hoped that students will be more interested in learning.	
2	<p>Interview 1.</p> <p>For us, as teachers, of course we feel proud because we have made various efforts to increase student interest in learning, especially in social studies learning, while what we have done includes developing student potential, developing student learning creativity, all done so that student learning interest increases.</p> <p>Interview 2</p> <p>The efforts we have made to increase students' interest in learning such as providing a good learning environment, providing guidance so that students' potential develops in the learning process.</p>	<ol style="list-style-type: none"> 1. Develop students' potential, 2. Develop creativity, 3. Give awards, 4. Provide guidance, 5. Provide a good learning environment.
3	<p>Interview 1</p> <p>Some of the important things that our teachers have done for students so that their learning interest in learning increases, among others, continuing to provide motivation to learn, when students show meaningful learning activities are rewarded.</p> <p>Interview 2</p> <p>There are several important things that we have done for students, including continuing to develop student learning creativity and providing</p>	<ol style="list-style-type: none"> 1. Provide achievement motivation, 2. Give awards, 3. Develop the potential of students, 4. Develop creativity,

	motivation so that students study diligently. This is done so that students' interest in learning continues and increases in social studies learning in particular and learning in general.	
--	---	--

Table 1. Research interview results about the teacher's efforts to increase student learning interest in social studies learning.

If examining what is in the chart above, as display data, the researcher may provide a description that the social studies subject teacher at The State Middle High School 2 Tondano has made positive efforts to develop a student's interest in learning in social studies learning. This is something that can be seen as an effort that will be made by a teacher in the form of: the teacher creates an atmosphere of good learning conditions, always provides motivation to build, develops ideas and creativity of a student, always gives opportunities to students for their creative ideas, always provides guidance, providing a learning environment that is both comfortable and rewarding students in the classroom. Everything that is done is to increase an interest in and learn from students in social studies learning.

The results of this study have something to do with how a view that will explain where in how to increase a student's interest and learning, efforts are needed by the teacher in developing interest in learning from students in the class, in this case Abin Syamsudin [40] the efforts that must be made by the teacher are as follows: (a) as much as possible to avoid negative suggestions and questions that can weaken or dim learning activities; (b) as much as possible to be able to create a good and constructive situation between individuals and groups/classes or self-competition; (c) provide self competition by providing information on achievements that have been achieved from time to time, from field of study to other fields of study; (d) provide an opportunity for each individual/group to distribute their aspirations rationally; (e) Give awards to students who excel; (f) Show the benefits of the lesson concerned to students. This can increase student learning interest.

Slameto [41] emphasized that several teacher efforts are needed to increase student interest: (1) Develop and direct students' basic potential. 2. Provide facilities and infrastructure to encourage interest. (3) Giving children the opportunity to express themselves creatively. (4) Giving children gifts, praise, attention, and other forms of appreciation. (5) Giving direction and motivation to students. Some efforts are made to generate interest, namely: (a) Generating one's own needs such as spiritual, physical, social needs, and so on. This sense of need will lead to more circumstances, dissatisfaction

that requires satisfaction. (b) The experiences that one wants to instill should be based on the experiences one has already had. (c) Provide opportunities to participate to achieve the desired results. (d) Using visual aids and learning models (Wida, 2018). The results of the study show that it turns out that social studies teachers who are at school will carry out a good effort as increasing an interest in learning by students towards ongoing learning

The results of the first sub-focus research provide an indication that a social studies teacher at The State Middle High School 2 Tondano has paid attention to a good preparation in how to increase an interest in and learn from students in learning. As for the things that a teacher will do to prepare to carry out student learning interest efforts, namely: preparing lesson plans, formulating learning objectives properly, preparing learning materials, determining appropriate learning models, preparing learning steps and determining criteria study success.

With the answers as presented above, this provides an indication that the social studies teacher at The State Middle High School 2 Tondano pays attention to preparations in order to increase students' interest in learning social studies.

The results of the research on the second sub focus explain that the subject teachers of The State Middle High School 2 Tondano have made a positive effort to develop students' interest in learning in a subject, especially social studies. This can also be seen as some of the efforts that a teacher will make, namely: how can a teacher create a good learning atmosphere, the teacher provides a positive motivation, develops creativity in students, always provides opportunities to develop ideas that creativity of students in the implementation of learning, provide good guidance, always provide a fun learning environment and give awards to students in the classroom. Everything is done in order to increase an interest in student learning in the classroom.

4. CONCLUSION

Based on the description in the previous chapter, the researcher can conclude a number of things as follows: The results of the study provide an indication that social studies teachers at The State Middle High School 2 Tondano have paid attention to preparation as an important matter in an effort to increase students' interest in learning social studies. In addition, a teacher has done several things to prepare efforts to increase student interest in learning, including: preparing learning materials, determining appropriate learning models, and preparing learning steps in addition to preparing lesson plans and formulating good learning objectives. .and find out what makes learning work. Teacher students at The State Middle High School 2

Tondano have made positive efforts to generate interest in learning social studies. This can be seen from several efforts made by the teacher, including: fostering a positive learning environment, motivating students, encouraging student creativity, allowing students to submit original ideas, offering direction, and rewarding students are all goals. All of this is done to make IPS more attractive to students

ACKNOWLEDGMENTS

I'd want to thank my family for their encouragement to me and the team while we worked on this article. Furthermore, many thanks to the writers, lecturer, and students that worked tirelessly to conduct research and complete this article.

REFERENCES

- [1] P. R. Tuerah, R. R. Mokoagow, S. Ansyu, and R. Mesra, "Faktor-Faktor Yang Menghambat Keaktifan Belajar Siswa Kelas IV SD Inpres Timbukar Tahun Ajaran 2022 / 2023," vol. 8, no. 2, pp. 412–417, 2023.
- [2] M. Yaumi, *Prinsip-prinsip desain pembelajaran: Disesuaikan dengan kurikulum 2013 edisi Kedua*. Kencana, 2017.
- [3] M. Romi, *Patterns of Social Adaptation of Boarding Students With Local Communities in Gunung Pangilun Village , North of Padang Sub-district , Padang City*. Atlantis Press SARL, 2023. doi: 10.2991/978-2-494069-35-0.
- [4] B. Wangi, P. R. Tuerah, S. D. M. Sumual, N. Hengkeng, and R. Mesra, "Budaya Menjalani Rutinitas Struktural dalam Dunia Pendidikan Berdasarkan Sudut Pandang Sosiologis dan Manajemen Pendidikan," vol. 8, no. 2, pp. 432–439, 2023.
- [5] Y. D. A. Santie and R. Mesra, "Manajemen Kelas Dosen Pendidikan Sosiologi Unima dalam Meningkatkan Semangat Belajar Mahasiswa pada Pembelajaran Online," *Ideas J. Pendidikan, Sos. dan Budaya*, vol. 8, no. 3, p. 1039, 2022, doi: 10.32884/ideas.v8i3.958.
- [6] V. E. T. Salem and R. Mesra, "Efektifitas Kehadiran Mahasiswa KKN MBKM Program Studi Pendidikan Sosiologi UNIMA dalam Membantu Kinerja Pemerintah Kelurahan Rurukan , Kecamatan Tomohon Timur." vol. 7, no. 2, pp. 1564–1573, 2023, doi: 10.58258/jisip.v7i1.4971/http.
- [7] L. Wunoy *et al.*, "Antara Realitas dan Pencitraan Institusi Pendidikan," vol. 8, no. 2, pp. 443–448, 2023.
- [8] R. Mesra *et al.*, *Teknologi Pendidikan*. Banten: Sada Kurnia Pustaka, 2023.

- [9] F. H. Mamonto and R. Mesra, "Persepsi Mahasiswa FISH UNIMA tentang Implementasi Materi Mata Kuliah dalam Pembentukan Karakter dan di Kehidupan Sosial," vol. 9, no. 1, pp. 382–391, 2023, doi: 10.58258/jime.v9i1.4603/http.
- [10] M. F. Hidayat, C. V Mulyu, and R. Mesra, "Peran guru dalam meningkatkan disiplin siswa di SMA Negeri 1 Motoling," *urnal Integr. dan Harmon. Inov. Ilmu-Ilmu Sos.*, vol. 3, no. 5, pp. 525–532, 2023, doi: 10.17977/um063v3i52023p525-532.
- [11] F. Mesra, Umaternate, "Application of the Learning Model 'Baca Dulu' Break Out Class Daring and Luring as an Effort to Overcome the Various Obstacles of Online Learning During The Covid-19 Pandemic at UNIMA Sociology Education Study Program," in *Proceeding ICHELSS 2021*, 2021, pp. 639–645. [Online]. Available: <http://journal.unj.ac.id/unj/index.php/hispisi/article/view/22394>
- [12] Y. D. A. Santie, R. Mesra, and P. R. Tuerah, "Management of Character Education (Analysis on Students at Unima Sociology Education Study Program)," in *3rd International Conference on Social Sciences (ICSS 2020)*, 2020, vol. 473, no. Ic. pp. 184–187. doi: 10.2991/assehr.k.201014.041.
- [13] L. Etienne *et al.*, "Characterization of a new simian immunodeficiency virus strain in a naturally infected Pan troglodytes troglodyteschimpanzee with AIDS related symptoms," *Retrovirology*, vol. 8, no. 1, pp. 1–13, 2011.
- [14] R. Mesra, M. F. Hidayat, V. E. T. Salem, and T. Tanase, "Lecturer Creativity in the Use of Online Learning Media at Manado State University," vol. 5, no. 3, pp. 250–261, 2022.
- [15] R. Mesra, T. Pangalila, A. Laebe, R. Risal, and N. Rahmawati, "Analisis Keterampilan Guru Dalam Menutup Pembelajaran Guna Mencapai Tujuan Pembelajaran dan Membentuk Karakter Siswa di SD Inpres Kema III," *Civ. Educ. Media Kaji. Pancasila dan Kewarganegaraan*, vol. 7, no. 1, pp. 28–36, 2023.
- [16] R. Mesra and V. E. T. Salem, *Pengembangan Kurikulum*. Deli Serdang: PT. Mifandi Mandiri Digital, 2023.
- [17] R. M. Feibe Engeline Pijoh, Helmyani A. S. Tangdialla, Kristianto Menjang, Senden Sakka, Afnike E. Goha, Alprince T. Kadamehang, "Peran Mahasiswa Kkn Mbkm Dalam Mendukung Pengadaan Air Bersih Oleh Pemerintah Kelurahan Wewelen Berdasarkan PP No. 122 Tahun 2015," *JUPE J. Pendidik. Mandala*, vol. 7, no. 4, 2022.
- [18] M. Jamshidian, E. A. Tehrany, M. Imran, M. Jacquot, and S. Desobry, "Poly-lactic acid: production, applications, nanocomposites, and release studies," *Compr. Rev. food Sci. food Saf.*, vol. 9, no. 5, pp. 552–571, 2010.
- [19] Mesra. dkk, "The Phenomenon of Student Life Who is Studying While Working in the City of Padang," in *International Joined Conference on Social Science (ICSS 2021)*, 2021, vol. 603, no. Ic. pp. 319–325.
- [20] H. P. Dolonseda, C. A. V Tokio, T. W. Kaempe, and R. Mesra, "Realitas Pendidikan Dan Kondisi Ekonomi Keluarga Petani Wortel Di Kelurahan Rurukan," vol. 7, no. 4, 2022.
- [21] R. A. Hidayat, "Hubungan Fasilitas Belajar Dan Minat Belajar Terhadap Hasil Belajar Kewirausahaan Siswa Kelas Xi SMK YPP Purworejo." *Pendidikan Ekonomi-FKIP*, 2014.
- [22] S. D. M. Sumual, P. R. Tuerah, L. F. Pontoh, O. Taroreh, F. Repi, and R. Mesra, "Implikasi Terbatasnya Infrastruktur Dalam Upaya Mencapai Tujuan Pendidikan," vol. 8, no. 2, pp. 418–424, 2023.
- [23] S. P. Tama, N. Sari, K. Anwar, M. Pertiwi, and R. Mesra, "Kreativitas Guru Ppkn Dalam Pembelajaran Daring Pada Masa Pandemi Covid 19 Di Sma Muhammadiyah Padang Panjang," vol. 8, no. 1, pp. 188–194, 2023.
- [24] R. Mesra, N. Mononege, and Y. C. Korah, "Efektifitas Pembelajaran Online Dan Offline (Hybrid Learning) Bagi Siswa Di Sma Negeri 1 Tondano," vol. 8, no. 3, pp. 2287–2294, 2022, doi: 10.36312/jime.v8i2.3710/http.
- [25] M. L. Kumajas *et al.*, "Analisis Sosiologi Hukum Maraknya Siswa di Amurang Membawa Kendaraan ke Sekolah Berdasarkan UU Nomor 22 , Pasal 77 Ayat 1 Pages 41-49 Sociological Analysis of Law The Rise of Students in Amurang Bringing Vehicles to School Based of Law Number 22 of 2009 C," *Indones. J. Sociol. Educ. Dev.*, vol. 5, no. 1, pp. 41–49, 2023.
- [26] R. Andriani and R. Rasto, "Motivasi belajar sebagai determinan hasil belajar siswa," *J. Pendidik. Manaj. Perkantoran*, vol. 4, no. 1, pp. 80–86, 2019.
- [27] M. I. B and R. Mesra, *Optimizing the Role and Function of Teachers in History Learning in the Time of the Covid 19*. Atlantis Press SARL, 2023. doi: 10.2991/978-2-494069-35-0.
- [28] R. Mesra, "Implementation of Online Learning Via YouTube Media in Unima Sociological Education Study Program," vol. 01021, 2022.
- [29] Y. D. A. Santie, R. Mesra, and P. R. Tuerah,

- “Management of Character Education (Analysis on Students at Unima Sociology Education Study Program),” vol. 473, no. Ic55, pp. 184–187, 2020, doi: 10.2991/assehr.k.201014.041.
- [30] N. Simbolon, “Faktor-faktor yang mempengaruhi minat belajar peserta didik,” *Elem. Sch. J. Pgsd Fip Unimed*, vol. 1, no. 2, 2014.
- [31] R. Mesra, “Pengaruh Media Pembelajaran Berbasis Online Pada Mata Pelajaran IPS Di Sma Negeri 2 Tondano Media Pembelajaran Berbasis Online Pada Mata Pelajaran IPS Media Pembelajaran Berbasis Online Pada Mata Pelajaran IPS Di,” *J. Ilm. Mandala Educ.*, vol. 8, no. 3, pp. 2124–2133, 2022, doi: 10.36312/jime.v8i2.362.
- [32] J. J. Lanawaang and R. Mesra, “Faktor Penyebab Anak Putus Sekolah di Kelurahan Tuutu Analisis Pasal 31 Ayat 1, 2, dan 3 UUD 1945,” *J. Ilm. Mandala Educ.*, vol. 9, no. 2, pp. 1375–1381, 2023, doi: 10.58258/jime.v9i1.5103/http.
- [33] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2019.
- [34] Afrizal, *Pengantar Metode Penelitian Kualitatif: Dari Pengertian Sampai Penulisan Laporan*. Padang: Laboratorium Sosiologi FISIP Unand, 2008.
- [35] M. Huberman, “Analisis Data Kualitatif,” *Jakarta UI Pres, TT*, 1992.
- [36] M. A. Ramadhan and S. Sugiyono, “Pengembangan sumber dana sekolah pada sekolah menengah kejuruan,” *J. Pendidik. Vokasi*, vol. 5, no. 3, pp. 340–351, 2015.
- [37] Zuchri Abdussamad, *Metode Penelitian Kualitatif*, vol. 7, no. 1. Makasar: CV. syakir Media Press, 2021. [Online]. Available: https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civilwars_12December2010.pdf%0Ahttps://think-asia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625
- [38] F. Ahmadi, *Guru SD di era digital: pendekatan, media, inovasi*. CV. Pilar Nusantara, 2017.
- [39] M. Imbar and R. Mesra, “Faktor-Faktor Krusial dalam Manajemen Pembelajaran Sejarah di Masa Pandemi (Studi Pada Jurusan Pendidikan Sejarah Unima),” *J. Ilm. Mandala Educ.*, vol. 8, no. 3, pp. 2174–2184, 2022, doi: 10.36312/jime.v8i2.3672/http.
- [40] R. Mesra, *Research & Development Dalam Pendidikan*. Deli Serdang: PT. Mifandi Mandiri Digital, 2023.
- [41] N. Handayani and E. H. R. Slameto, “Efektivitas Model Pembelajaran Two Stay Two Stray (TSTS) Ditinjau dari Hasil Belajar Siswa Kelas V SD pada Mata Pelajaran Matematika,” *Int. J. Elem. Educ.*, vol. 2, no. 1, pp. 15–21, 2018.