

THE EFFECTS OF PERCEPTION ON TEACHING MEDIA AND AUTONOMOUS LEARNING TOWARDS LISTENING SKILL (SURVEY AT PRIVATE SMK IN REGENCY LEBAK

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Abstract

The purpose of this study is to describe the Effect' perceptions of teaching media and autonomous learning—both simultaneously and individually—on their listening skills, particularly in understanding narrative texts among vocational high school students in Lebak during the 2024/2025 academic year. This research employed a survey method with a sample size of 80 respondents. Data were collected through questionnaires and English listening comprehension tests. The results of the study indicate that: There is a significant simultaneous influence of students' perceptions of music videos and autonomous learning on their listening comprehension, as evidenced by a significance value of $0.000 < 0.05$ and an F-value of 73.592. There is a significant influence of students' perceptions of music videos on their listening skills, with a significance value of $0.000 < 0.05$ and a t-value of 4.974. There is a significant influence of autonomous learning on students' listening comprehension, supported by a significance value of $0.000 < 0.05$ and a t-value of 6.783. Based on these findings, it is recommended that teachers optimize the use of music videos and the implementation of autonomous learning in teaching listening skills. Future studies are encouraged to explore additional variables or different educational context

Keywords: Teaching Media; Autonomous Learning; Listening Skills

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan pengaruh persepsi siswa atas Media Pembelajaran dan Pembelajaran Mandiri secara bersama-sama terhadap keterampilan Mendengarkan siswa, serta pengaruh individual persepsi atas Video musik dan pembelajaran Autonom terhadap keterampilan membaca siswa dalam teks naratif di Sekolah Menengah Kejuruan di Lebak Tahun Ajaran 2024/2025. Metode penelitian yang digunakan adalah survei dengan sampel sebanyak 80 responden. Pengumpulan data dilakukan dengan cara penyebaran kuesioner dan tes kemampuan mendengarkan dalam Bahasa Inggris. Hasil penelitian menunjukkan bahwa: (1) Terdapat pengaruh yang signifikan dari persepsi siswa terhadap Media Pembelajaran dan pembelajaran Mandiri secara simultan terhadap pemahaman membaca mereka di Sekolah Menengah Kejuruan di Lebak. Hal ini dibuktikan dengan nilai signifikansi (Sig) sebesar $0,000 < 0,05$ dan nilai F hitung sebesar 73.592. (2) Terdapat pengaruh yang signifikan dari persepsi siswa terhadap Media Pembelajaran dalam kemampuan mendengarkan. Hal ini dibuktikan dengan nilai signifikansi sebesar $0,000 < 0,05$ dan nilai t hitung sebesar 4.974. (3) Terdapat pengaruh yang signifikan dari Pembelajaran Mandiri terhadap pemahaman mendengarkan siswa. Hal ini dibuktikan dengan nilai signifikansi sebesar $0,000 < 0,05$ dan nilai t hitung sebesar 6.783. Saran dari hasil penelitian ini adalah agar guru dapat mengoptimalkan penggunaan Media Pembelajaran dan penerapan Pembelajaran Autonom dalam pembelajaran Mendengarkan, serta penelitian lanjutan dapat mengeksplorasi variabel lain atau konteks yang berbeda..

Kata kunci: Media Pembelajaran; Pembelajaran Mandiri; Keterampilan Mendengarkan

INTRODUCTION

The effect of perception in previous research was examined by Hudawsi Purnama (2021) in a study entitled “Students’ Perceptions on the Use of WhatsApp During the COVID-19 Pandemic in Arabic Language Learning of Grade X MIPA 4 at MAN Pinrang.” The findings revealed that students supported online learning through WhatsApp and agreed with the application's accessibility features. This is further supported by the research conducted by Jamaludin (2021), entitled “Perceptions of Students of the Faculty of Communication Sciences at the Islamic University of Riau in Watching the Paranormal League Program on Trans TV.” The study indicated that students' interest in watching the Paranormal League program on Trans TV fulfilled their curiosity and expanded their knowledge of the mystical.

From both studies on perception, it can be concluded that perception is the process of assigning meaning or understanding to information received through the senses. It involves selection, interpretation, and the formation of conclusions based on the stimuli received. Students’ perceptions help us to maximize their existing potential. In this context, the researcher focuses on the English subject, specifically on students’ listening skills. Perception can influence the direction of success in learning, supported by teaching methods, instructional media, and educational facilities and infrastructure.

English as a subject requires the processing of information through the senses. For instance, listening involves the sense of hearing to accurately perceive English vocabulary. The effective use of sensory input can yield significant outcomes when optimized. Through perception, English language learning can become more engaging and meaningful for students. Autonomous learning, as demonstrated in the research by Elsa Zakiati (2021), has been proven effective in improving learning outcomes through the use of instructional tools oriented toward learner autonomy. Furthermore, according to the study conducted by Zaini Muhammad (2021), the findings indicate that: (a) student- centered autonomous learning can enhance students’ science process skills in physics; (b) autonomous learning fosters the development of higher-order thinking skills among students, as evidenced by: (1) students’ learning activities that reflect increased learning independence; (2) students who took the higher-order thinking skills test achieved a score of 0.77, which falls into the high category; and (3) students’ responses, in terms of interest and motivation toward autonomy-based learning, were positive.

These research findings suggest that autonomous learning can effectively enhance both students’ abilities and their independence in the learning process. As time progresses, there is an increasing need for innovation in education, particularly in English language learning, to ensure that students are able to effectively absorb the material. Autonomous learning centers on shared control between teachers and students, allowing the learning process to be tailored according to individual needs. In this model, students are not overly dependent on the teacher. Instead, autonomous learning fosters creativity, enabling students to



engage in learning in a way that aligns with their personal understanding and interests, which in turn supports the development of their comprehension, especially in English language instruction. In discussing autonomous learning, the researcher refers to the study by Rizal Muhammad Syahrul et al. (2021), entitled “Analysis of Autonomous Learning Capacity of Students at the Faculty of Education, University of Pahlawan Tuanku Tambusai,” which reveals that learning designed by lecturers enables students to develop independent learning skills. This demonstrates that autonomous learning can effectively foster learner autonomy. This argument is further supported by research conducted by Al Jawad Ulil Albab et al. (2024), entitled “Educational Theories and Their Implications for Learning and Teaching,” which states that each learning theory offers distinct perspectives and approaches to understanding the learning process, with significant implications for educational practice. These theories acknowledge the relevance of various instructional methods, including autonomous learning. The discovery learning model is particularly relevant in teaching listening skills, one of the techniques that can be implemented to enhance students’ listening abilities is the use of audiovisual media. Audio-lingual or audiovisual methods are highly engaging in the learning process. These methods aim to help students comprehend the target language, speak with acceptable pronunciation and grammatical accuracy, and understand the content being presented. Suleiman (1985:11) emphasizes that audiovisual or audio-lingual media involve tools that can be seen and heard to support communication.

One such medium is video, which can be played according to the required material and used to watch films or music clips, thereby improving student comprehension through visual and auditory stimulation According to Sutari et al. (1997:17), listening involves the act of attentively focusing on and interpreting what others are saying.

Listening is an intentional activity, with a greater degree of cognitive engagement compared to passive hearing, as it requires the listener to make an effort to understand what is being heard. In the listening process, linguistic sounds captured by the ears are identified and structured into syllables, words, phrases, clauses, sentences, and eventually discourse. In a study conducted by Latviana Utin (2023), entitled “Improving English Listening Skills Through Audiovisual Media for Eighth Grade Students,” the findings revealed that, initially, most students scored below the minimum standard. However, after the implementation of audiovisual-based instruction, their listening skills improved significantly, and all students achieved the required level of proficiency.

RESEARCH METHOD

The research was conducted at SMK Islam Al-Ghaita and SMK Mathla’ul Anwar Cibuah, both of which are vocational high schools located in Lebak Regency. These institutions were selected based on their proximity to the researcher’s residence, which facilitated access and coordination during the research process. Additionally, samples were drawn from both schools to enhance

the validity and comprehensiveness of the findings, thereby supporting the achievement of more robust and meaningful research outcomes.

This study was conducted over a period of three months, from March 2025 to June 2025.

Quantitative research is a method that relies on objective measurement and mathematical (statistical) analysis of data samples obtained through questionnaires, surveys, tests, or other research instruments, in order to verify or test hypotheses proposed in the study. Supporting this definition, Sugiyono (2018, p. 14) defines quantitative research as a method rooted in the philosophy of positivism (which emphasizes empiricism), used to study a particular population or sample.

Sampling techniques are generally conducted randomly, data collection is carried out using objective research instruments, and data analysis is quantitative or statistical in nature, with the primary goal of testing predetermined hypotheses. This study employed a survey method, with a focus on quantitative analysis.

According to Sugiyono (2018), quantitative research is grounded in the philosophy of positivism, designed to study specific populations or samples. Data collection is carried out using research instruments, and the analysis is quantitative or statistical in nature, aiming to describe and test predetermined hypotheses. In this study, a questionnaire was used as the primary instrument for data collection. The population is the area of generalization, consisting of objects/subjects with specific characteristics and qualities, which the researcher has determined to study in order to draw conclusions (Sugiyono, 2016). In this study, the population consists of students from SMK Islam Al-Ghaitsa and SMK Mathla'ul Anwar for the academic year 2024/2025. In quantitative research, or research that does not involve generalization, according to Sugiyono (2016), there are several criteria for determining the sample size.

This study selects a sample of 80 students from a population of 533 students enrolled at SMK Islam Al-Ghaitsa and SMK Mathla'ul Anwar. This study uses simple random sampling to collect the data. Simple random sampling is a technique or method used to select samples randomly from members of the existing population. This sampling technique is the simplest, meaning the process of sample selection is straightforward. The validity level in random samples is relatively high due to the large sample size, which allows simple random sampling to better represent the characteristics of the population. This process is appropriate when the type of analysis in the study is descriptive and involves simple characteristic.

The method used in this study is quantitative. Quantitative research is a method that aims to estimate a phenomenon or social condition that will occur in society, whether related or not. This method utilizes a deductive logic approach, where the goal is to find results by examining empirical components or variables, which are then represented numerically (Sudaryono, 2018, p. 92). All research involves data collection to test the hypotheses established within the study. Generally, researchers use instruments to gather research data. Sappaille (2007) mentions that an instrument is a tool that meets academic standards, allowing it to be used to measure an object or to collect data on a particular variable. Instruments can

take the form of tests or non-tests; however, to obtain behavioral samples from the cognitive domain, tests are used.

Quantitative data analysis techniques refer to a set of methods and procedures used to process, analyze, and interpret numerical or statistical data. The primary goal is to obtain meaningful information that supports data-driven decision-making. In quantitative research, data analysis techniques play a crucial role in transforming raw data into insights that can be used to answer research questions or test hypotheses. This process involves the use of various statistical and computational tools to identify patterns, trends, and relationships within the data. Quantitative data analysis techniques are particularly essential in this study, as they provide the foundation for evaluating the effects of the independent variables on the dependent variable. Descriptive Data Analysis, The data obtained are quantitative, consisting of questionnaire and test scores, which allow for the analysis of students' perceptions regarding music videos and autonomous learning in relation to improving their listening skills. From the results of the students' questionnaires and tests, it will be possible to observe the influence of music video usage and autonomous learning on students' listening abilities.

Before conducting statistical tests on the scores related to the improvement of students' listening skills, prerequisite tests must be performed—namely, normality and homogeneity tests. These prerequisite tests are conducted to determine whether the sample data are drawn from a population that is normally distributed and whether the data have homogeneous variance.

Data Analysis Assumption Testing, Prerequisite testing for data analysis is conducted to determine whether the data meet the necessary conditions for the chosen analytical techniques. It also serves to assess whether the data are suitable for regression analysis. types: validity testing and linearity testing. Validity Testing, According to Sugiyono (2017, p. 267), validity refers to the degree of accuracy between the data that actually occur in the research object and the data reported by the researcher. Therefore, valid data are those in which there is no difference between what is reported by the researcher and what actually occurs in the research subject. Reliability Test According to Ghazali (2016, p. 78), "reliability is a tool used to measure a questionnaire, which serves as an indicator of a variable or construct.

A questionnaire is considered reliable or dependable if a person's responses to the questions are consistent or stable over time." Hypothesis testing is conducted after the prerequisite tests to examine the comparison between the two samples. Hypothesis testing aims to determine whether there is an effect of students' perceptions of music videos and autonomous learning towards listening skills.

In this study, learning is said to have an effect if there is an improvement in students' listening abilities through the use of music videos and autonomous learning. Statistical Hypothesis is an operational hypothesis that is translated into numerical values corresponding to the measurement tools selected by the researcher.

Based on the normality and homogeneity tests of the data on the improvement of students' listening skills, the results show that the data from students who used music videos and autonomous learning to enhance their listening skills come from

a normally distributed population with equal variances. Therefore, further analysis will be conducted using a two-sample t- test, with the following hypotheses: $H_0: \mu_1 = \mu_2$ (There is no difference in the mean gain scores of students' critical thinking skills in mathematics who engaged with students' perceptions of music videos and autonomous learning to improve listening skills compared to the mean gain scores.) $H_1: \mu_1 > \mu_2$ (The mean gain score of students' listening skills through the use of music videos and autonomous learning is higher than the mean gain score of autonomous learning to improve students' listening skills. descriptive statistics for all research variables: Perception of Teaching Media (X_1), Autonomous Learning (X_2), and Listening Skills (Y). It also provides a summary table and visual interpretation through histograms.

In conducting regression analysis, it is crucial to ensure that several classical assumptions are met to produce valid, reliable, and unbiased results. These assumptions must be satisfied to guarantee that the regression estimates fulfill the criteria of the Best Linear Unbiased Estimator (BLUE). The classical assumption tests performed in this study include normality, linearity, multicollinearity, and heteroscedasticity tests.

The normality test is conducted to determine whether the data for each variable—simple past tense verbs (X_1), vocabulary mastery (X_2), and students' writing skills in recount texts (Y)—are normally distributed. This assumption is crucial for parametric statistical procedures, such as regression analysis. The Shapiro-Wilk test was employed, as it is more appropriate for small to moderate sample sizes ($n < 200$) Based on the results of the normality tests using both the Kolmogorov-Smirnov methods, it can be concluded that the data for all three variables—Perception of Teaching Media (X_1), Autonomous Learning (X_2), and Students' Listening Skills (Y)—are normally distributed. This conclusion is drawn because all significance values (p-values) are above the 0.05 threshold, indicating no significant deviation from normality.

The linearity test is conducted to assess whether there is a linear relationship between the independent variables (X_1 and X_2) and the dependent variable (Y). This test is performed using ANOVA the results of the linearity test between Perception of Teaching Media (X_1), Autonomous Learning (X_2), and Students' Listening Skills (Y) in Recount Texts. The "Deviation from Linearity" test yielded a significance value (Sig.) of 0.000, which is smaller than the 0.05 threshold. This indicates that the relationship between the independent variables (X_1 and X_2) and the dependent variable (Y) is linear. Listening Skills (Y)The average score of students on the Listening Skills instrument was 12.15 (SD = 3,226), with a range of 15 and a mode of 30. Scores ranged from a minimum of 5 to a maximum of 20. The close alignment between the mean and median indicates a relatively symmetric distribution.

RESULTS AND DISCUSSION



The data description is provided in the appendix. This chapter presents the statistical description of the results obtained from the tests conducted using IBM SPSS Statistics 22.0, including analysis and interpretation. This section offers descriptive statistics for all research variables: Perception of Teaching Media (X_1), Autonomous Learning (X_2), and Listening Skills (Y). It also provides a summary table and visual interpretation through histograms.

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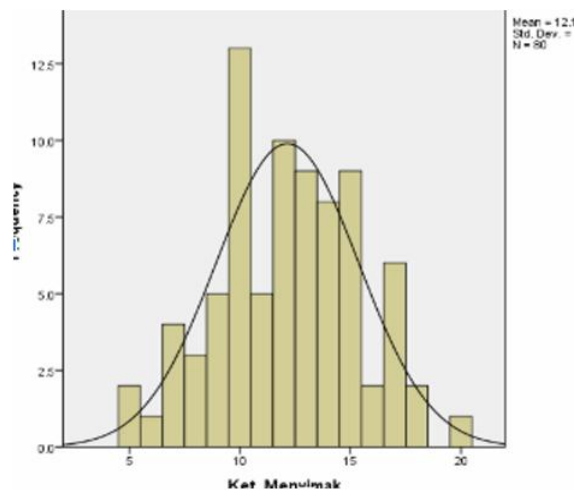


Figure 4.1 Histogram of Students' Listening Skills (Y)

The histogram in Figure 4.1 illustrates the distribution of students' listening skills scores. The distribution exhibits a peak between scores of 17 and 20, with a smooth decline toward both ends. This bell-shaped, symmetric curve without pronounced tails aligns with the characteristics of a normal distribution. Such a distribution supports the assumption of normality, validating the use of parametric statistical analyses. Perception of Teaching Media (X_1) On average, students scored 110,94 on the Perception of Teaching Media instrument ($S'' = 15.246$), with a range of 29. The minimum score was 77, and the maximum was 145. The close alignment between the mean and median suggests that the data is approximately normally distributed, with minimal skewness in students' perceptions of Teaching Media.

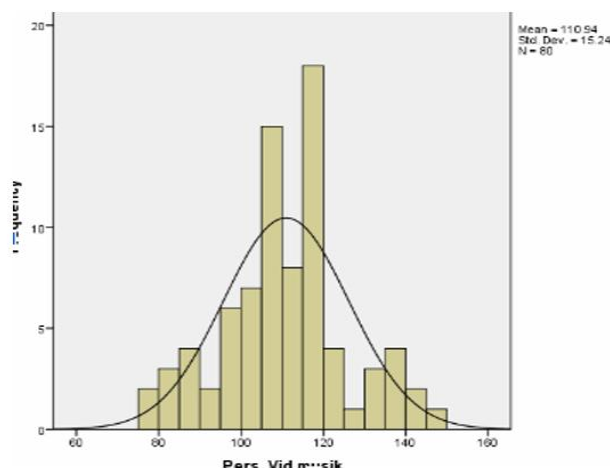


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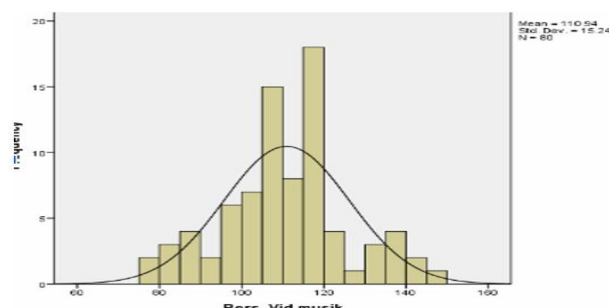


Figure 4.2 Histogram of Perception of Music Videos (X_1)

The histogram in Figure 4.2 illustrates the distribution of students' perceptions of music videos. The distribution exhibits a peak between scores of 110 and 115, with a smooth decline toward both ends. This bell-shaped, symmetric curve without pronounced tails aligns with the characteristics of a normal distribution. Such a distribution supports the assumption of normality, validating the use of parametric statistical analyses. Autonomous Learning (X_2) The average score of students on the Autonomous Learning instrument was 117.23 (SD = 8.088), with a range of 83. The scores ranged from a minimum of 99 to a maximum of 140. The close alignment between the mean, median, and mode suggests a slight positive skewness in the distribution. However, the distribution remains generally acceptable for parametric analysis, with no extreme outliers observed.

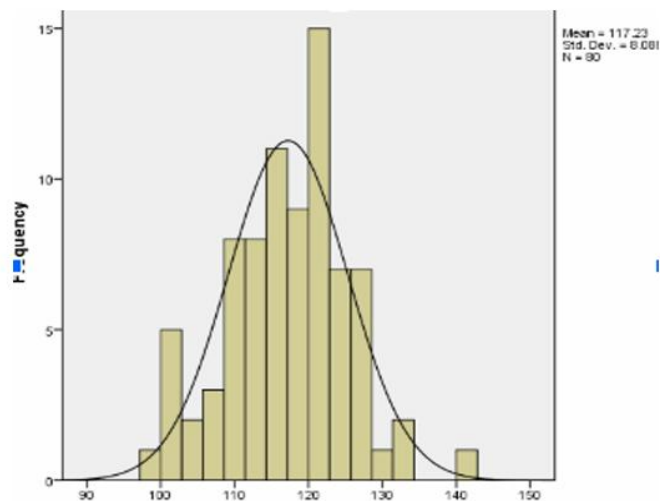


Figure 4.3 Histogram of Autonomous Learning (X_2)

The histogram in Figure 4.3 illustrates the distribution of students' autonomous learning scores. The distribution exhibits a peak between scores of 115 and 120, with a smooth decline toward both ends. The close alignment between the mean, median, and mode suggests a slight positive skewness in the distribution. However, the distribution remains generally acceptable for parametric analysis, with no extreme outliers observed.

Based on the above results, for this study titled “The effects of Perception on Teaching Media and autonomous Learning Toward Listening Skills,” the research findings can be described as follows: The Effects of Perception on Teaching Media towards Listening Skills: Based for X_1 , the t-value is 4.974 with a

significance level of 0.000, which is less than the alpha level of 0.05. This shows that the regression model is statistically significant. Therefore, it can be concluded that teaching media have a positive and significant effects towards listening skills (H_1 is accepted).

The Effects of autonomous Learning towards Listening Skills: Based For X^2 , the t-value is 6.783 with a significance level of 0.000, which is less than the alpha level of 0.05. This confirms that the regression model is statistically significant. Therefore, it can be concluded that autonomous learning has an effects towards listening skills. The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1 is accepted). The Effects of Perception on Teaching Media and autonomous Learning towards Listening Skills: Based on the data description obtained after analyzing the correlation and regression, the correlation coefficient is 0.810 and the coefficient of determination (R square) is 0.657. This means that the perception of teaching media and autonomous learning together contribute 65.7% to the improvement of listening skills, while the remaining 34,3% is influenced by other factors not examined in this study.

CONCLUSIONS

Based on the results of data analysis and the findings presented in the previous chapter, the following conclusions can be drawn: Simultaneous effects of perception on teaching media and autonomous learning. There is a significant effects of perception on teaching media and autonomous learning towards listening Skills at private SMK in Lebak Regency. this is evidenced by the sig value of $0.000 < 0.05$ and f count = 73.592

Effects of perception on teaching media There is a significant effects of Perception on Teaching Media towards Listening Skills at private SMK in Lebak Regency. this is confirmed by the sig value of $0.000 < 0.05$ and t count = 4.974. Effects of autonomous learning There a significant Effect of Autonomous Learning towards Listening Skills at private SMK in Lebak Regency. This is substantiated by the sig value of $0.000 < 0.05$. and t count = 6.783. Although the results of this study indicate that perception of teaching media and autonomous learning individually do not have a significant effects towards listening skills, together they have a significant simultaneous effect. This highlights the importance of integrating engaging learning media (such as teaching media) with teaching approaches that encourage student independence. Teachers should not rely on a single method but rather combine various approaches to make the learning process more effective. The results of this study indicate that listening skills can be improved when students are able to combine a positive perception of learning media with autonomous learning abilities. This underscores the importance of students' proactive attitude in utilizing learning media, such as music videos, as supportive tools to enhance their independent learning process. These findings suggest that a curriculum focusing solely on conventional teaching methods may be less effective in developing listening skills.

The These findings suggest that a curriculum focusing solely on conventional teaching methods may be less effective in developing listening skills. Since the effects of each variable individually were not significant, future research could expand the scope by including variables such as types of music videos, students' motivation levels, autonomous learning strategies, or duration of exposure to the media. This may help clarify the conditions or factors that strengthen the influence of these variables. This study has limitations in terms of sample size and the variables used. Therefore, future researchers are advised to broaden the scope of the study, both in terms of the number of respondents and educational levels, as well as by incorporating other variables such as learning motivation, listening strategies, or the quality of the music videos used. Further research could also employ a qualitative or mixed-methods approach to gain a deeper understanding of the topic.

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