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LOOKING AT THE LINK OF THE STUDENTS' HABIT OF ASKING AND LEARNING ACHIEVEMENT ON ISLAMIC EDUCATION SUBJECT IN SMPN 4 PALU

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ABSTRACT

The habit of asking on the subject of Islamic education subject is one important part of the success of the learning process. This research is descriptive correlational research. The instruments of data collection used were questionnaires, interview, and documentation. The results of descriptive research indicate that the average value of students' habit of asking was a high category. Then, based on statistical analysis for simple correlation obtained r-value was in the range 0,40-0,559 where the correlation level is strong enough to contribute to the habit of asking and the students' learning achievement and many other contributions are not taken into account in this research. While Z-count obtained for t-count > t-table. This shows that there is a significant correlation of students' habit of asking and students' learning achievement in class VIII of SMPN Palu. The conclusion presented that description of the habit of asking students class VIII of SMPN 4 Palu is seen from the descriptive analysis is in the high category, overview of students' learning achievement is in the high category, and there is a significant relationship with a fairly strong interpretation of the habit of asking with the students' learning achievement.

Keywords: Students' Habit of Asking; Learning Achievement; Correlation Study

INTRODUCTION

Islamic education is one of the important things for improving the quality of learners. It is one of the foundations and pillars of an educational discourse. Therefore, Islamic religious education cannot be separated from the two basic principles of Islamic law namely the Qur'an and the Hadith. Good communication between Education and learners is one form of successful learning (Marzuki, 2017).

Education plays an important role and is the foundation of hope in educating children. Every child of Indonesia has the potential to grow and develop by its level, the success of the learning process can be determined from the mastery of learners in understanding the lessons that have been submitted by the Educator (Marzuki, 2016). Educators are required to be able to manage the teaching and learning process that can attract learners to always be motivated in terms of learning because the main subject of education is learners (Atanes, et al., 2015; Agbi, 2016;).

Learning in SMPN 4 Palu, based on the results of observation shows that habits ask learners can affect learning achievement so that the two are related. Students who actively ask questions will have different insights both in terms of mental and daily life in the learning process in school compared with those who do not have the liveliness learn by getting used to asking the materials that have not been understood. So that can be a benchmark for an educator in evaluating the students. The main task Teachers who teach the study of Islamic education subject need to pay attention to learners in terms of ability to understand the lesson by getting used to love lessons then understand and pay attention to the explanation of the educator.

A habit of asking is important for the success of learners in learning achievement. By asking or answering questions, the knowledge gained will be easy to remember (Azhari, 2004; Bickerdike et al., 2016; Geller et al., 2018; Gardner et al., 2019). The urgent problem faced by an educator is if the learners do not achieve the results of such evaluation with the purpose of learning in the classroom. Therefore, the importance of learner activity in the learning process can encourage learners to pour ideas and opinions. The habit of asking learners is an integral part of the learning outcomes that are part of the success in instructional classroom management. Through the habit of asking, Educators can evaluate the constraints in

the learning process of students (Easton, 2015; Rahafar et al., 2016; Hugerat, 2016; Rodrigues & Girandola, 2017; Gardner et al., 2020).

Thus, educators can develop more effective classroom management. Islamic Education (PAI) not only emphasizes intellectual-oriented learning but emphasizes education that leads to the level of personality formation of learners both in terms of intellectual prowess and religion especially with the Islamic education subject (Darmadi, 2013; Sofiandi, 2016).

Based on the above definition, it can be seen that education is a conscious and planned effort, realizing the learning atmosphere and the learning process so that learners actively develop their potential and then have spiritual strength, self-control, personality, intelligence, noble character, and skills needed him, society, nation, and state. The educator acts as a facilitator who can arouse students' interest in their learning through observing, asking, information, associating, communicating what is termed by the scientific approach (Deiorio et al., 2016).

A habit of asking is one important part of the achievement of optimal learning outcomes. By asking they are trained to think, to develop information, and to train their personality to be more confident. By asking, learners will be trained to think about the lessons they have received by asking questions relating to the lessons presented. They think and manage the lessons that are received into his brain, so they can raise questions about lessons he does not yet understand.

A habit of asking is one part of the realization of a learning process centered on learners. Various factors encourage learners to ask questions, including curiosity. Questions expressed by learners may indicate the lack of understanding they have with the material delivered to them. Habit of asking on the subject of Islamic education subject is one important part for the success of the learning process.

Based on the observations in SMPN 4 Palu, most of the students in terms of learning especially on the subjects of Islamic education subject in general were less satisfactory. The factor is the lack of good communication between learners with Educators other than that the lack of active learners in asking lessons that have not been understood during the learning process took place so that the final results to be achieved not by the expected.

Based on the above background, the researchers feel interested to raise issues related to "Relationship between habits of asking and learning achievement of students on Islamic education subject in SMPN 4 Palu."

RESEARCH METHOD

A. Research Design

The approach used in this research is a quantitative approach and the research type is a descriptive correlation. Descriptive research is research that attempts to describe and interpret the object by what it is (Sugiyono , 2011; Darmadi, 2013). This research is also often referred to as non-experimental research because in this study researchers do not control and manipulate research variables (Arikunto, 2007; Purwanto, 2011; Ceci & Kumar, 2016; Chen et al., 2016). This research is looking for the relationship of the habit of asking the students to the achievement of the students of class VIII in SMPN 4 Palu. The population in this study is all students of SMPN 4 Palu class VIII on the subjects of Islamic Education. The Sampling method used a minimum sample that is use the Slovin formula and the result of the calculation is 66. The instruments used are documentation, questionnaires, and interviews.

RESEARCH RESULT AND DISCUSSION

A. Research Results

The results of this study are the answer to the formulation of predetermined problems that can strengthen a hypothesis or a temporary answer. This study was conducted in SMPN 4 Palu which is the respondent is class VIII. This research was conducted to find out the correlation between questioning habit and learning achievement of PAI of class VIII of SMPN 4 Palu. To take the data both variables are used psychology and documentation scale. A psychological scale is the habit of asking with the documentation of learning achievement. After the data collected then analyzed by using descriptive statistical analysis to know the description of each variable and inferential statistics to know the relation of the variable.

1. Questionnaire validity and reliability

a. Content validity

Questionnaires that have been analyzed by expert lecturers were then tested on 66 students at SMPN 4 Palu. The test results Questionnaire scale habits of asking there are 4 invalid statements. The validity of the questionnaire content questioned was analyzed using the product-moment formula with the help of SPSS 17.

The result of validity analysis of questionnaire content of interest in learning by using product moment formula with the help of SPSS 17 then categorized by content validity category. From the categorical result of 29 statements, 25 valid statements are in the category of $0.244 <$ and 4 invalid statements are in the category $r_x < 0,244$.

b. Reliability

The questionnaire asked students to be analyzed using Cronbach's Alpha formula with the help of SPSS 17. From the results of this reliability analysis questionnaire interest in learning by using the formula Cronbach's Alpha with the help of SPSS22 obtained the following results:

Table 1. Results of Reliability Analysis Questionnaire questioning

Nilai <i>Cronbach's Alpha</i>	Category
0,776	strong

From the results of the analysis of questionnaire learning habit using Cronbach's Alpha formula with the help of SPSS 17 in obtaining 0.418 based on internal reliability category hence question questionnaire questioning habits gained in this research is in the category of reliably ($0.70 \leq \leq 0.90$) so that the instrument can be analyzed to the next stage.

2. Descriptive analysis

a. The result of descriptive analysis of habit values asked students of class VIII SMPN 4 Palu

Based on the results of research conducted at SMPN 4 Palu, amounting to 159 learners with 66 respondents who were taken at random then the researchers can

collect data through a questionnaire filled by students who then given a score on each item question so that the data can analyzed descriptively.

Based on the data, then to find out the average daily test results of students VIII of class SMPN 4 Palu done with the steps as seen below:

Maximum Score : 88

Minimum Score 41

N 66

- 1) Range: $88-41=47$
- 2) Determining the class interval

The number of classes is often taken at least 5 classes and at most 15 classes, and can be selected directly as needed if the number of research samples is smaller than 200 Based on this case the researchers chose the number of classes as much as 7 classes of intervals.

- 3) Determining the class interval $p: 7$

After knowing the range, the interval class, the interval class length, the researcher makes the frequency distribution table of the questioning habit of asking.

Table 2. Quality frequency distribution asks

1	41-47	1
2	48-54	4
3	55-61	13
4	62-68	18
5	69-75	12
6	76-82	14
7	83-89	4
	Total	66

The data in Table 2 above serve as a reference in the processing of descriptive analysis. The results of the descriptive analysis of table 2 above can be shown in the following table 3 below:

Table 4. Data habit of asking students in class VIII SMPN 4 Palu

Parameter	Grade
Maximum	88
Minimum	41
Mean	67,97
Deviation Standard	9,90

Based on Table 4, it is explained that the maximum value is the value of the highest questioning habits of learners 88. While the minimum value of the lowest score obtained by learners for 41 with an average value of 67.97 and standard deviation 9.90.

4) Category of respondents score

Categorization of respondents score is used to make it easier to know the level of habits asking. Details include low, enough, high, very high.

Table 5. Categorize habits of asking

category	value	F	Percentage
low	25–43	1	2%
middle	44–62	18	27%
high	63–81	43	65 %
very high	82– 101	4	6%

Based on Table 5 can be obtained the scope of habits question ask physics learners based on the category of the frequency distribution. There is 1 learner in the low category with 2% percentage of student number. There are 18 students insufficient category with a percentage of 27% of the total students, there are 43 students in the high category with a percentage of 65% of the number of students and there are 4 students in t h e very high category. So it can be concluded

that the habit of asking learners subjects PAI class VIII of SMPN 4 Palu including the high category.

Based on the histogram in figure 4.1 above, it is shown the categorization of the habit value of asking the learner most in the high category with the value range 63 - 81 and 4 students are in a very high category in the range of values 82 - 101, sufficient categories are in the range, 44-62 and the habit of inquiring least achieved in the low category that is equal to 1 peserta students with a range of 25-43.

b. Descriptive Analysis of Learning achievement of Class VII SMPN 4 Palu

Based on the results of research conducted in SMPN 4 Palu, amounting to 66 students from 6 classes VIII is taken by random then the researchers can collect data through the documentation with the value of daily test class VIII then analyzed descriptively.

1) Based on the sequence data, then to know the average of daily test results of students VIII SMPN 4 Palu done with the steps as seen below

1) Specifying Range (Range)

$$\begin{aligned} R &= S \text{ max} - S \text{ min} \\ &= 96 - 48 \\ &= 48 \end{aligned}$$

2) Determine many class intervals

The number of classes is often taken at least 5 classes and at most 15 classes, and can be selected directly as needed if the sample size of the study is smaller than 200. Based on this, the researchers chose the number of classes as many as 7 interval classes.

3) Determining the class interval p: 7

After knowing the range, interval class, interval class length, the researcher makes the frequency distribution table of the learning result score.

Table 6. Data on Student Achievement The Results Class VIII SMPN 4 Palu

Parameter	Grad
Maximum value	96
Minimum value	48
Average	77,41
Deviation standard	10,33

Based on Table 6 above, it is explained that the maximum value is the highest questioning habits of learners 96. While the minimum value of the lowest score obtained by learners for 48 with an average value of 77.41 and standard deviation of 10.33

4) Categorization

The details include five categories: very low, low, medium, high, and very high.

Table 7. Data category Learning achievement Students Class VIII of SMPN 4 Palu

Learning achievement	Frequency	Percentage (%)	Category
0 - 34	0	0	Very low
35 -54	3	4,6	low
55 - 64	5	7,6	Middle
65 - 84	48	72,7	high
85 - 100	10	15,1	Very high
amount	66	100	

Based on Table 7 can be obtained scores of students learning achievement of PAI class VIII based on the frequency distribution category. There are 0 students in the very low category with 0% percentage of students. There are 3 students in the low category with a percentage of 4.6% of the total students. There are 5 students in the moderate category with a percentage of 7.6% of the total students. There are 48 students with a percentage of 72.7% of all respondents. Finally, there are 10 students

very high category with a percentage of 15.1%. So it can be concluded that the results of students learning achievement class VIII SMPN 4 Palu including the high category.

The categorization indicated that the value of student learning achievement is mostly in the high category with a range of values 65 - 84, for very high categories are at the interval 85-100, the medium category with a range of values 55-64, the low category with a range of 35-54 And learning achievement are achieved at least in very low categories of 0 students with a range of 0-34.

3. Inferential analysis

Inferential statistics are used to test the research hypotheses that look for the relationship of variable X to variable Y. The steps used to test the hypothesis of this research are as follows:

a. Normality test

Normality test is intended whether the data used normal distribution or not. The normality test in this research data is intended to test the variable of questioning habit with learning results. Normal test whether or not the data in this study using SPSS 17 windows program through Kolmogorov Smirnov test.

1) Test the normality of the habit of asking

The result of the calculation of the normality test for data habits asked the participant obtained value X_{count} 1,636969 and value $X2_{Table}$ 19,49. Based on the analysis, it turns out $X2 < X2_{Table}$ so it can be concluded that the data in this study for the habit of asking normal distributed. Likewise, a test of IBM SPSS normality 17 windows obtained by Asymp Sig value. (2-tailed) for the habit of asking 0.200, the results obtained are greater than 0.05 (> 0.05) so it can be concluded that the data in this study for the habit of asking is normally distributed.

2) Test the normality of learning achievement

Based on the test of normality of IBM SPSS 17 windows obtained by Asymp Sig value. (2-tailed) for the habit of asking 0.761 results obtained greater than

0.05 (>0,05) so it can be concluded that the data in this study for the learning result is normally distributed.

b. Test homogeneity

Testing homogeneity in this research is by using the homogeneity test of Fmax from Hartley-Pearson, that is by comparing the biggest variance and the smallest variance in two-class that made experiment class and control class. Based on homogeneity test results obtained Fcount of 1.331 and FTable of 1, 508383. Based on the value obtained that FCount < FTable it is concluded that the data is homogeneous or the variance of questioning habits and learning achievement is homogeneous.

c. Test correlation

1) Create a help table to calculate the correlation value

2) Counting r-value

After data analyzed using product-moment correlation technique obtained value 0,526 matches with IBM SPSS 17 windows as seen in appendix then compared with guidance correlation level and strength of relation $r = 0,526$ are at 0,40-0,599 where level of relation that is strong enough, said that "There is a relationship between habit of asking with the learning achievement PAI class VIII SMPN 4 Palu.

3) Finding the contribution of variable X to

$$\begin{aligned} Y \text{ KP} &= r^2 \times 100\% \\ &= (0,526)^2 \times 100\% \\ &= 0,276676 \times 100\% \\ &= 27,67\% \end{aligned}$$

Based on the analysis result manually show r^2 equal to 0,526 Value mean 27,67% change in variable learning achievement of PAI (Y) can be explained by the habit of asking variable (X) mean the habit of asking to learn achievement at SMPN 4 Palu including small there are still many other variables whose contribution is greater, but not taken into account in this study.

4) Testing Significance with test formula Z

To test significantly between variables X with Y is done by the Z test formula because the number of respondents exceeds 30 that is 66 students. The statistical test procedure for the sample $n \geq 30$ as follows:

a) Determining the hypothesis formula

(1) H_0 : applicable if there is no significant relationship between the habit of asking students and learning achievement of students SMPN 4 Palu.

(2) H_1 : applicable if there is a significant relationship between the habit of asking students with learning achievement PAI learners SMPN 4 Palu

b) Determining the real level (α) and t value of the table

(1) The real value = 5% = 0,05

(2) Z value of table with $\alpha = 0.05$; $Z_{0,05} = 1,96$ c) Testing criterion

H_0 : received when $Z_0 \leq 1.96$

H_0 : rejected if $Z_0 \geq 1.96$

d) The value of statistical tests (r_s): 3,730

e. Make a conclusion

Based on the test results, obtained the value of Z_{table} of 1.96 at a significance level of 5% then obtained F count 3.730 or $Z_0 = 3.730 > Z_{0,05} = 1.96$ then H_0 is rejected and H_1 accepted. Thus, there is a positive and significant relationship between the habit of asking (X) with learning achievement (Y).

B. Discussion

1. Description of the habit of asking students in class VIII SMPN 4 Palu

Based on the results of data analysis Habit asking variable learners seen on the categorization of values. Categorization of these values, obtained from the results of the descriptive analysis in which the researchers calculate the categorization by finding the maximum value by multiplying the number of questions with the maximum score so that the value next to find the minimum value by multiplying the number of questions with a minimum score. Then after obtaining the maximum and minimum values the class range is obtained by subtracting both. Next, the researcher looks for the magnitude of the interval using the obtained range divided by the number of categories of answers.

The habit of asking students in class VIII can be described from the questionnaire analysis which is filled by 66 respondents that 1 person in low category, 18 students in the category enough, 4 students category is very high, and the most widely in the high category as many as 43 students.

So it can be concluded that the description of the students' habit of asking is in the high category with a percentage of 65%. Where the factors that influence the habit of asking students that is the factor of the students themselves in the interest of students in asking, the fear/lack of courage in asking, and the curiosity motive while the factors from outside the teacher motivation factor and environmental atmosphere of learning. Based on the recapitulation of questionnaires filled by the learner there are 48 learners whose habits ask them to be dominated by factors from outside students and 18 students dominant to the factors in students which means that the teacher has allowed students to ask in the process of learning to the material yet they understand.

Habit is a way of acting gained through learning over and over again, which eventually becomes sedentary and automatic. Asking is a verbal remark that asks for a response from someone who is known. Response given can be knowledge up to things that are the result of consideration. So asking is an effective stimulus that encourages thinking ability.

2. Overview of cognitive physics learning achievement of students class VIII SMPN 4 Palu

Meanwhile, the results of the cognitive learning of physics learners are taken from the results of the second-semester test. Learning result is a picture of what should be explored, understood, and done by learners. These learning achievements reflect breadth, depth, complexity, and should be clearly defined and measurable with specific valuation techniques 52 of the 66 students in grade VIII SMPN 4 Palu.

Based on this, it can be concluded that the learning achievement of students VIII SMPN 4 Palu is in the high category with a percentage of 72.20%. Learning achievements are illustrations of what the student should explore, understand, and do. These learning achievements reflect breadth, depth, complexity, and should be clearly defined and measurable with specific assessment techniques.

Classification of learning achievement in Benjamin Bloom which is in outline into three domains, namely the realm of cognitive, affective, and psychomotor. The cognitive domain is concerning intellectual learning achievement consisting of six aspects knowledge, understanding, application, analysis, synthesis, and evaluation.

3. Relationships habits of asking with the learning achievement class VIII SMPN 4 Palu

Based on data analysis using inferential statistic r value obtained by the habit of asking and learning achievement that is 0,526 by entering r value in interpretation table of coefficient value r so that obtained correlation between the habit of asking with students' learning achievement is in a strong category. Having tested significantly shows that there is a significant relationship between the habit of asking and learning achievement. This is based on the result of the Z test analysis where the value of Z_{count} is greater than the Z_{table} value. Based on these results, the conclusion of the hypothesis H_0 was rejected and hypothesis or H_a accepted.

Based on the description can be asserted that the habit of asking encouraged or improved learning achievement of students. It can be seen from the contribution of variable X to variable Y . The results showed the value of determinant coefficient (r^2) the value of the habit of asking to the learning achievement only 27.67% and the rest influenced by other factors outside this study. Factors in this study can be influenced by factors such as learners are actively asking just to speak up or want to get attention but the response received from the teacher is not in the responses well then in the recall and applied when answering the problem (daily test). Besides, there are students whose habit of asking are low because of the fear and lack of interest to ask but students understand the subject matter received and the students learn quickly understand the subject matter received from the teacher so do not need to ask but get a good result study The relevant research on this research is "the correlation between the habit of inquiring with student achievement on subjects Aqidah Morals in Madrasah Tsanawiyah Benawa Central District and the correlation between the habit of asking with student achievement on science subjects IPA Fisika in the first middle school 6 Banda Aceh states that there is a significant relationship between the habit of asking with learning achievement but weak. Based on the research, it can be

concluded that there is a significant relationship between the habit of asking with learning achievement of Islamic Education Subject.

CONCLUSION

Based on the research that has been done, the conclusion presented as follows: 1) Description of the habit of asking students class VIII of SMPN 4 Palu is seen from the descriptive analysis is in the high category. 2) Overview of students' learning achievement class VIII of SMPN 4 Palu is seen from the descriptive analysis of categorization assessment is in the high category. 3) There is a significant relationship with a fairly strong interpretation of the habit of asking with the students' learning achievement class VIII of SMPN 4 Palu.

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