Implementing the Independent Learning Curriculum on Student Learning Motivation in Fashoin Dependent Classes

Rika Riwayani[1*], , Hamidah Suryani[2], Nur Wulan[3] ID

[1,2,3] Faculty of Engineering, Makassar State University, Makassar, Indonesia

A B S T R A K

Dalam dunia pendidikan, kurikulum memiliki peran penting dalam menentukan arah dan kualitas pembelajaran yang dialami oleh siswa. Penerapan kurikulum belajar mandiri yang dirancang untuk meningkatkan keterlibatan dan tanggung jawab siswa dalam proses pembelajaran. Penelitian ini merupakan penelitian ex-post facto dengan jenis penelitian kuantitatif. Penelitian ini bertujuan untuk mengetahui gambaran Implementasi Kurikulum Belajar Mandiri pada Jurusan Tata Busana dan Motivasi Belajar Siswa Jurusan Tata Busana. Jenis penelitian ini bersifat ex-po facto. Populasi dalam penelitian ini adalah siswa kelas X dan XI jurusan desain busana. Teknik pengambilan sampel menggunakan metode sampel populasi dimana apabila jumlah populasi kurang dari 100 maka seluruh populasi menjadi sampel yaitu besar sampel sebanyak 50 siswa. Teknik pengumpulan data yang digunakan adalah observasi, dokumentasi dan angket. Teknik analisis yang digunakan adalah analisis statistik deskriptif dan analisis inferensial. Hasil penelitian menunjukkan gambaran keterlaksanaan kurikulum belajar mandiri jurusan tata busana dengan persentase sebesar 34% atau 17 siswa yang menghasilkan interval 40-43 yang dikategorikan sedang; dan Deskripsi motivasi belajar siswa jurusan tata busana dengan persentase sebesar 32% atau sebanyak 16 siswa yang menghasilkan interval terbanyak 43-46 yang berada pada kategori tinggi. Jika penerapan kurikulum belajar mandiri terbukti efektif dalam meningkatkan motivasi, implikasinya bagi dunia pendidikan adalah adanya dorongan untuk menerapkan pendekatan yang lebih fleksibel dan adaptif di berbagai kelas yang berorientasi praktik.

A B S T R A C T

In the world of education, the curriculum has an important role in determining the direction and quality of learning experienced by students. The implementation of an independent learning curriculum designed to increase student involvement and responsibility in the learning process. This research is ex-post facto research with a quantitative type of research. This research aims to determine the description of the implementation of the Independent Learning Curriculum in the Fashion Department and the Learning Motivation of Students in the Fashion Department. This type of research is ex-po facto. The population in this study were class X and XI students majoring in fashion design. The sampling technique uses a population sample method where if the population is less than 100 then the entire population becomes the sample, namely a sample size of 50 students. The data collection techniques used are observation, documentation and questionnaires. The analysis techniques used are descriptive statistical analysis and inferential analysis. The results of the research show a picture of the implementation of the independent learning curriculum majoring in fashion design with a percentage of 34% or 17 students who produced an interval of 40-43 which was categorized as moderate; and Description of the learning motivation of students majoring in fashion design with a percentage of 32% or 16 students who produced the highest interval of 43-46 which was in the high category. If the implementation of an independent learning curriculum is proven to be effective in increasing motivation, the implication for the world of education is that there will be a push to implement a more flexible and adaptive approach in various practice-oriented classes.

*Corresponding author
E-mail addresses: rika.riwyani@unm.ac.id (Rika Riwayani)

1. INTRODUCTION

Education is a crucial thing. The character a person has is the result of the influence of education. A person's character can represent what kind of education that person received. Education is an effort made by individuals to be able to educate in order to develop the potential that exists within them which is carried out in a planned and conscious manner and carries out effective teaching and learning activities. As a formal educational institution, schools provide various types of systematic learning environments that can provide many opportunities for teaching and learning activities for students. In achieving national education goals, the formal education system in the form of schools has a very large role. This can be achieved through directed development and growth of students and of course the support of various learning opportunities (Haerullah & Elihami, 2021; MarisaM, 2019). All of this is arranged in a guideline called the curriculum, which according to its function is a basis for carrying out the learning process. Schools as formal education units design diverse and systematic learning environments for various activities carried out by students, namely environments that are able to facilitate more opportunities. Therefore, the desired goals can be achieved through support and guidance for student growth and development. This is all shaped by the curriculum applied in the teaching and learning process. One of the elements that influences curriculum change is change and development over time. In order to be in line with the increasing development of technology and science as well as developments in society, the curriculum needs to be expanded and refined again. Many countries are actively developing and innovating their education curricula by following all the increasingly rapid development movements (Khaurulrijal., 2020; Novianti, 2020).

Curriculum changes in Indonesia are also carried out because they follow current developments or could also be due to other things such as changes in leaders including the minister of education, evaluation of the previous curriculum which was deemed less effective, and so on. To achieve educational goals optimally, the curriculum must be prepared in accordance with current needs of society and are guided by increasingly rapid changes in the times. In Indonesia itself, the curriculum has undergone many changes and developments in its application, starting from the 1952 Curriculum to the current Independent Curriculum. An independent curriculum is a learning guide that has a diverse intracurricular learning system, the content presented is optimal because students have sufficient time to deepen learning concepts and strengthen competencies (Khaurulrijal., 2020; Restu Rahayu., 2021). The initiator of changing the curriculum to an independent learning curriculum was a figure from the Ministry of Education named Nadiem Makarim. The emphasis in the independent learning curriculum is independence within students. The independence referred to there is that students are given the freedom to access various kinds of knowledge obtained, both from non-formal and formal education. The independent curriculum gives students freedom in learning by not placing limitations on the ongoing teaching and learning concepts, this can be done both outside and inside school and here the creativity of students and teachers is also upheld. Learning in an independent curriculum essentially helps the process of developing student creativity through various methods, interaction patterns, experiences during teaching and learning, and learning motivation. Learning motivation is one of the factors that influences student success. A person will obtain the desired learning results if within him there is a desire to learn. Motivation is the urge within a person to carry out an action that he wants. Actions or behavior resulting from motivation can be motivation to work, study, or other desires (Indrata, 2022; Masni, 2015).

Motivated individuals have strong reasons to do what they want. Learning motivation is a student's tendency to give energy to carry out activities in the learning process to achieve satisfactory achievements or results. Motivation can determine whether students are successful or not in learning. Motivation to learn can be influenced by many factors such as family factors and the social environment, factors from within the student himself to learn without external encouragement (Haerullah & Elihami, 2021; Khaurulrijal., 2020). Another factor that can influence learning motivation is the curriculum applied. With the existence of an independent learning curriculum that provides high freedom for students in learning, it is hoped that it can increase students' learning motivation because they feel they have full control over their learning process. However, it does not rule out the possibility that the freedom provided in this independent learning curriculum can make some students lose motivation. Without clear boundaries and supervision, some students may feel confused or not know where to start. Apart from that, the lack of direction and guidance from teachers can also make students less motivated in learning because teachers do not fully understand the implementation of this independent learning curriculum. SMK Negeri 1 Bantaeng is one of the schools that has implemented an independent learning and learning curriculum. SMK Negeri 1 Bantaeng is a State Vocational High School in Bantaeng Regency which is located on Jl. Eagle No. 07 Pallantikang, District. Bantaeng, Kab. Bantaeng. SMK Negeri 1 Bantaeng has 5 majors, namely Computer and Network Engineering (TKJ), Institutional Financial Accounting (AKL), Office

Management and Business Services (MPLB), Marketing, and Fashion Design (TB). Based on the results of an interview with the Deputy Head of Curriculum on August 14 2023, it was stated that not all classes have implemented this independent learning curriculum, one of the classes that has implemented the independent learning curriculum is classes X and XI, Department of Natural Sciences.

This research is novel in analyzing the effect of implementing an independent learning curriculum on student learning motivation, especially in dependent classes in the field of fashion studies. In contrast to previous research which focused more on the effectiveness of independent learning curricula in more independent classes or in general subjects, this research highlights differences in the characteristics of students in dependent classes who are more likely to depend on direct instruction and direction from the teacher. This is interesting because there has not been much research that specifically explores how the independent learning curriculum is implemented in the context of vocational education which has different learning needs and approaches. Thus, it is hoped that this research can provide new contributions to the development of more inclusive and adaptive learning strategies, especially for classes that are oriented towards practical skills such as fashion, as well as adding to the literature in curriculum development that considers the unique characteristics and needs of each group. student. Based on the explanation above, motivation has an important role in determining how willing a person is to learn and achieve academic achievement. In the context of implementing the independent learning curriculum, motivation is the key for students to be able to take the initiative in the learning process, especially for students in classes X and IX at the Fashion Department of SMK Negeri 1 Bantaeng. The aim of this research is to analyze the effect of implementing an independent learning curriculum on students' learning motivation in dependent classes in the field of fashion studies.

2. METHOD

This research is ex-post facto research with a type of quantitative research, namely correlational research because it aims to reveal the influence between X and Y. Quantitative research is a research process to find information about what you are doing. want to know. This type of research uses a quantitative approach, meaning that all information or data is expressed in numbers and the analysis is based on simple regression analysis. Ex-post facto research is research conducted to examine events that have occurred subsequently to find out the factors that could have caused the event to occur. Data Collection Techniques are observation, documentation, and quiz. In this research, the author determined to use a structured data collection method. Observation is an activity carried out to understand knowledge of a phenomenon based on previously known knowledge and ideas, to obtain the information needed to continue research. The observation technique in this research was carried out by observing and taking notes systematically, objectively, on students in classes X and Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and images which constitute reports and descriptions that can support researchers. In this case the researcher used the documentation method to obtain information about the number of students in class X and XI majoring in fashion design at SMK Negeri 1 Bantaeng. A questionnaire is a data collection technique by asking written questions to be answered in writing by the respondent. A questionnaire is a set of written questions used to obtain information from respondents about themselves or things they want to know, which is done by giving respondents a set of written statements or questions to answer. The purpose of using a questionnaire in collecting data in this research was to determine the effect of implementing an independent learning curriculum on the learning motivation of class XI students in Fashion Design at SMK Negeri 1 Banateng. Instrument validity testing is a testing procedure to see whether the questions used in the questionnaire can measure accurately or not. In this research, the SPSS statistical application is used to determine the validity of the test. The normality test is carried out to find out whether the data is normally distributed or not. The normality test is carried out using the Kolwogrov-Smirnov formula. Occurs in this kolwogrov-sminov application test if $Dhitun\text{G} \leq Dtabel$ Then $H0$ is accepted, meaning the data is normally distributed, if $Dhitung > Dtabel$ Then $H0$ is rejected, meaning the data is not normally distributed.

3. RESULT AND DISCUSSION

Result

This research was conducted at SMK Negeri 1 Bantaeng regarding the influence of implementing an independent learning curriculum on student learning motivation in the fashion design department of SMK Negeri 1 Bantaeng. The data discussed in the research is data obtained from the results of two variables, namely variable (X) Implementation of the Independent Learning Curriculum and variable (Y)

Student Learning Motivation. In this section, the data from each variable that has been obtained using data analysis will be described and explained. Analysis of the data that will be presented uses simple regression analysis. The results of the descriptive analysis include the average value (M), Standard Deviation (SD), and categorization of the two variables using frequency and percentage tables. The following are details of the results of the data processing that has been carried out. General Description of the Implementation of the Independent Learning Curriculum in the Fashion Design Department of SMK Negeri 1 Bantaeng, data collected regarding the implementation of the independent learning curriculum was obtained using a closed questionnaire method with a total of 10 questions with indicators consisting of understanding of the independent learning curriculum, policy of the independent learning curriculum, and implementation of the independent learning curriculum. Based on the results of descriptive analysis processed using the SPSS computer program, for the independent learning curriculum implementation variable (X) the average (mean) is 43.02. The standard deviation (SD) is 4.465, the minimum value is 32, the maximum value is 50, and the difference between the minimum and maximum values (range) is 18. Data from the analysis Descriptive analysis of the implementation of the independent learning curriculum is presented in Table 1.

Table 1. Data from descriptive analysis of the implementation of the independent learning curriculum

Implementation of the Independent Study Curriculum	
N	50
Means	43.02
median	43.00
Mode	43
Std. Deviation	4.465
Difference	19.938
Reach	18
Minimum	32
Maximum	50

The categorization of knowledge data includes 5 categories, namely very low, low, medium, high and very high using a 5 point scale categorization. The implementation of the independent curriculum is presented in Table 2.

Table 2. Implementation of Independent Curriculum (X)

Hose	Frequency	Percentage%	Information
32-35	3	6	Very Low
36-39	7	11	Low
40-43	17	34	Currently
44-47	11	22	High
>47	12	24	Very high
Total	**50**	**100%**	
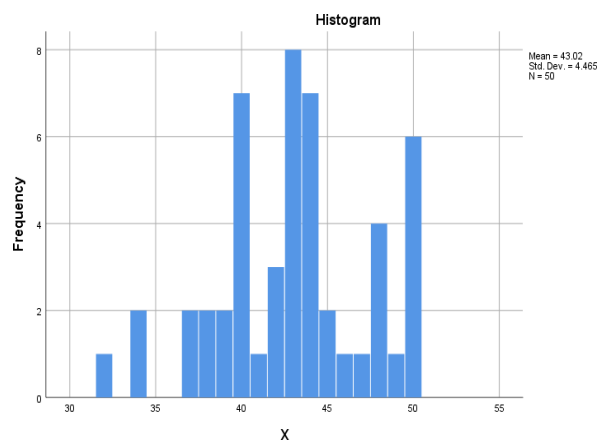
Figure 3. Frequency Distribution Diagram of Implementation of the Independent Learning

Based on Table 2 and the frequency distribution diagram, from an average value of 43.02 from a standard deviation value of 4.465, out of 50 respondents there were 3 students or 6% in the very low category, 7 students or 11% in the low category, 17 in the medium category. students or 34%, the high category was 11 students or 22%, and the very high category was 12 students or 24%. Thus, it can be concluded that the implementation of the independent learning curriculum is classified as moderate with a frequency of 17 or 34% of students, resulting in an interval of 40-43. Based on the assessment of 50 respondents regarding the overall statement on the variables of implementing the independent learning curriculum in the fashion department of SMK Negeri 1 Bantaeng. Based on the total score of the independent learning curriculum implementation variable (X) for each statement for 50 respondents, a picture of the implementation of the independent learning curriculum in the fashion department of SMK Negeri 1 Bantaeng was 86.03%, which was in the very good category. good category. Description of Student Learning Motivation in the Fashion Design Department of SMK Negeri 1 Bantaeng. Data collected regarding student learning motivation was obtained using a closed questionnaire method with a total of 10 questions. Based on the results of descriptive analysis obtained using the SPSS program, for the student learning motivation variable (Y) the average (mean) is 42.94, standard deviation (SD) 4.723, minimum value 30, maximum value 50, and the difference. between the minimum and maximum values (rage) is 20. Data from descriptive analysis of learning motivation are presented in Table 3.

Table 3. Data from Descriptive Analysis of Learning Motivation

Implementation of the Independent Study Curriculum	
N	50
Means	42.94
median	43.00
Mode	43
Std. Deviation	4.723
Difference	22.302
Reach	20
Minimum	30
Maximum	50

Data categorization includes 5 categories, namely very low, low, medium, high and very high with a 5. categorization scale and a distribution diagram of categorization of student learning motivation. Categories of student learning motivation are presented in Table 4.

Table 4 Learning Motivation (Y)

Hose	Frequency	Percentage %	Information
30-34	2	4	Very Low
35-38	4	8	Low
39-42	15	30	Currently
43-46	16	32	High
>46	13	26	Very high
Total	**50**	**100%**	

Based on the distribution table and diagram the average value is 42.94 from a standard deviation value of 4.723, of the 50 respondents there are 2 students or 4% in the very low category, 4 or 8% students in the low category, 15 or 30% in the medium category , 16 or 32% in the high category, and 13 or 26% in the very high category. Thus, it can be concluded that student learning motivation is relatively high with a frequency of 32% or 16 students producing an interval score of 43-46. Based on the assessment of 50 respondents regarding the overall statement on the learning motivation variable for students majoring in fashion design at SMK Negeri 1 Bantaeng. Based on the total score of the student learning motivation variable (Y) for each statement from 50 respondents, a picture of student learning motivation in the fashion department of SMK Negeri 1 Bantaeng was 85.88% which was in the very good category.
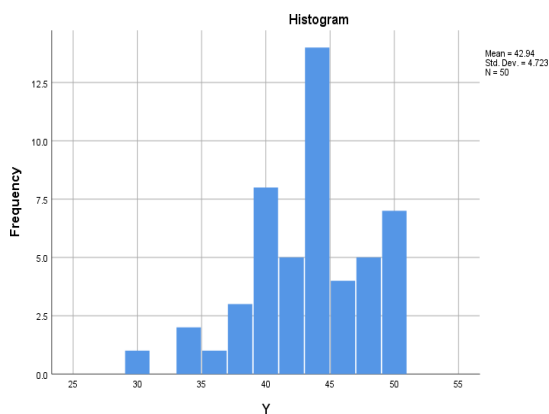
Figure 4. Frequency Distribution Diagram of Student Learning Motivation

Discussion

This research is Expst-facto in nature which aims to find out the description of the Application of the Independent Learning Curriculum on Student Learning Motivation and determine the significant influence between the Implementation of the Independent Learning Curriculum on Student Learning Motivation. Researchers distributed questionnaires to class X and XI students majoring in fashion design at SMK Negeri 1 Bantaeng. Based on the research data which was analyzed and discussed, the following research results were obtained. The results of the data obtained from the questionnaire that was collected by presenting 10 question items to 50 students as respondents showed that the implementation of the independent learning curriculum was classified as medium category with a frequency of 34% or 17 students who produced intervals. amounting to 40-43 from the questionnaire data obtained. This proves that the score for implementing the independent learning curriculum in the fashion design department at SMK Negeri 1 Bantaeng is in the medium category. The description of the questionnaire data regarding the application of the independent learning curriculum shows that the majority of students can understand and understand the application of the independent learning curriculum. Which includes understanding the independent learning curriculum, independent learning curriculum policy, and implementation of the independent learning curriculum. In accordance with the results of research conducted, it is in the medium category, which shows that the implementation of the independent learning curriculum is in the medium category. This is in line with the research results of Cut that the independent curriculum implementation variable emphasizes students' interests and talents to hone their potential (Andayani et al., 2023; Khasanah & Prasetyaningtyas, 2022). The results of the data obtained from the questionnaire which was collected by presenting 10 question items to 50 students as respondents showed that students' learning motivation was relatively high with a frequency of 32% or as many as 16 students who produced interval scores. 43-46. This proves that the student learning motivation score is in the high category. The description of the student learning motivation questionnaire data shows that the majority of students have internal and external factors that influence student learning motivation(Bestari & Ishartiwi, 2016; Gaya et al., 2012). Where internal factors include physical factors (nutrition, health, other physical functions, especially the five senses) and psychological factors, while external factors include social factors and non-social factors (weather conditions, time, place and learning facilities).

In accordance with the results of research conducted, student learning motivation in the fashion design department of SMK Negeri 1 Banataeng is included in the high category (Aini & Wening, 2019; Oktapian, 2021). The implementation of the Independent Curriculum in increasing learning motivation in vocational school subjects is characterized by the implementation of a learning process where the teacher becomes a facilitator and mediator as well as a motivator for students so that they are enthusiastic about learning. With the teacher's role as facilitator, mediator and motivator, student activities during learning provide a supportive response. It can be concluded that this research is included in the high category, in other words students can develop their potential, interests, talents and motivation in a more personal way, this is in accordance with the objectives of the independent learning curriculum. The implications of this research indicate that the implementation of an independent learning curriculum in dependent classes in the field of fashion studies can significantly influence student learning motivation. If the implementation of an independent learning curriculum is proven to be effective in increasing motivation, the implication for the world of education is that there will be a push to implement a more flexible and adaptive approach in various practice-oriented classes(Beno et al., 2022; Siswanti et al., 2020). The results of this research can be used by educators to develop learning strategies that gradually integrate

independent aspects, thereby helping dependent class students be better prepared to learn autonomously but still receive adequate guidance. In addition, for curriculum managers, these findings provide valuable input in developing curricula that take into account variations in student characteristics, so as to facilitate learning that is more personalized, inclusive, and responsive to specific needs (Ambaryanti et al., 2020; Fabiana Meijon Fadul, 2019). It is hoped that these implications can contribute to improving the quality of vocational education and producing graduates who are more independent, creative and ready to face challenges in the world of work. This study has several limitations that need to be noted. First, this research was only conducted on one dependent class in the field of fashion studies, so the results may not fully represent conditions in other fields of study or institutions (Jaidun Turnip dan Keysar panjaitan, 2014; Penerapan et al., 2017). This limitation causes the research findings to lack generalization, especially in other fields of study outside of fashion. Therefore, it is recommended that future research expand the scope by involving more classes and fields of study to obtain more representative and generalizable results.

Second, this study only measures students' learning motivation as the only variable affected by the implementation of an independent learning curriculum, without considering other factors that may also play a role, such as the level of practical skills, academic results, or learning satisfaction. Therefore, it is recommended that future research explore other related variables, so that a more comprehensive picture of the impact of implementing an independent learning curriculum in dependent classes can be obtained. Third, this research uses survey and interview methods as data collection instruments, which could cause bias in respondents. These limitations can affect the validity of the data, especially if students are not completely honest or do not understand the questions asked. Therefore, it is recommended that future research use additional measurement methods, such as direct observation or case studies, to validate the data obtained from interviews and surveys. By overcoming these limitations, it is hoped that future research can provide more in-depth and accurate results about the influence of the independent learning curriculum on various aspects of learning in dependent classes.

4. CONCLUSION

Based on the formulation of the problem from the data analysis and discussion of the research results that have been conducted, it can be concluded that the description of the implementation of the independent learning curriculum in the Fashion Design Department of SMK Negeri 1 Bantaeng is classified as moderate. With indicators of understanding the independent learning curriculum, independent learning curriculum policies, and implementation of the independent learning curriculum. The implementation of the independent learning curriculum in the fashion design department of SMK Negeri 1 Bantaeng shows that this curriculum has been implemented even though students do not fully understand the reasons for this independent learning curriculum. The description of student learning motivation in the fashion design department of SMK Negeri 1 Bantaeng is classified as high. With indicators of internal factors and external factors. The high motivation of students to learn provides evidence that students have good learning motivation.

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