
Identification of Academic Problems in Psychology College Students at Kudus

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Abstract

This research focuses on identifying problems in the learning process for psychology students who are studying at universities in Central Java. This research is research using analytical descriptive methods with the research population being all students of the Psychology Study Program in Central Java and the targets of the research are students who are still actively attending lectures. The activities carried out include collecting student problems in participating in the learning process at higher education. Based on the research results, there are seven academic problems experienced by students from the Class of 2020 to the Class of 2022 from highest to lowest, including 1) Decreased motivation of 30.4%, 2) Experiencing academic stress of 18.8%, 3) Low academic integrity by 17.5%, 4) Lack of time management skills by 11.5%, 5) Academic procrastination by 9.4%, 6) Optimism decreased by 7% and 7) Academic burnout by 5.4%.

Keywords: *Identification of Problems, Academic Problems, College Students*

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Introduction

Realizing knowledgeable learners is certain through education. According to Abdullah (2016), Education is an effort made by individuals consciously and planned to create an effective learning process to educate college students in developing their potential. Educators help shape the character of college students. This includes exemplary behavior, how to speak or convey material, how educators tolerate it, and various other related matters (Depdiknas, 2010). The world of education plays a very important role in the formation of one's character, character formation is expected to shape one's personality into a good person, wise, honest, responsible, and able to respect others. Education does not only take place at school, individuals will continue to college.

UU RI no. 22 of 1961 concerning Higher Education stated that higher education is a scientific institution in charge of organizing education and teaching above secondary level tertiary institutions and providing education and teaching based on Indonesian culture and nationality in a scientific way. Tertiary institutions generally aim to form people who have the spirit of Pancasila and are responsible, prepare capable staff to take up positions that require higher education, and carry out various research and advancement efforts in the fields of science, culture, and community life. College students are called students. A college student is taken from two words, namely from the word 'maha' and 'siswa'. Maha has a higher meaning than just a student. While 'siswa' means students. In other words, students are defined as educated as an educated college student is defined as a college student who does not only study academically but a college student who has innovation, and high creativity in a particular field. It is said to be a college student because a student has a responsibility to study higher than a junior or high school student. Where college students are expected to be able to give birth to solutions to problems and become problem-solving for the community. College students are also referred to as agents of change in life, as the next generation, student action on a large scale is effective in influencing change.

The first and main task of college students is to study. According to Hamalik (2001), learning is an activity to modify or strengthen behavior through experience (learning is defined as the modification or strengthening of behavior through experiencing). This definition shows that learning is a process, or activity and not a result or goal. Learning activities need to be done in good ways so that a college student or college student can become a superior college student or college student and have a good character. In the teaching process, elements of the learning process play an important role. Learning is one of the factors that influence and play an important role in the formation of personality and individual behavior. Learning is any permanent change in behavior changing as a result of experience (Robbins, 2007).

Universities view college students as individuals who are mature enough to choose and determine study programs that suit their talents, interests, and aspirations. They are expected to be able to meet the demands of being able to learn more on their own, without being heavily regulated, supervised, and controlled by their lecturers. College students are expected to be able to manage their own lives because they are seen as mature enough to be able to manage their own lives so that they become excellent students. An excellent College student is someone passionate about seeking knowledge, who studies regularly every day, and who applies good methods in his learning activities. However, Students have roles and functions according to (Carsel, 2020) students have roles and functions in society, namely: 1. Students as Guardians of Value 2. Students as Agents of Change 3. Students as Moral Force 4. Students as Social Control 5. Students as Iron Stock.

In general, a college student is said to be successful if he gets achievements in his academic environment, and students who have good academic abilities certainly do not have a problem for them facing academic challenges. But in reality, there are many problems faced by college students, problems that are always faced by students or college students. Several problems arose, both academic and non-academic the degree of independence of students in dealing with problems. Readiness to act quickly and swiftly has decreased, both in academic and non-academic activities, in this case, all related to self-management. Those who are seen as adults become confused in managing their activities, both academic and non-academic. College students cannot meet the demands of learning more on their own, without being regulated, supervised, and controlled by their lecturers, in addition to non-academic problems that cannot be overcome within the lecture period (Astuti, Wicaksono, Maryuni & Putri, 2022)

Various problems faced by college students are a natural thing because students are in a transition period from adolescence to adulthood. Academic problems are obstacles or difficulties faced by college students in planning and maximizing their learning development. The problems faced by college students will certainly affect their success in learning. Three aspects need to be considered to be able to fulfill good and equally important learning qualities, namely: college students, lecturers, and the environment. According to Siswoyo, (2013), the success of the teaching process is heavily influenced by variables that come from the individual students (students) themselves, the efforts of the teacher (lecturer) in providing and creating teaching conditions, and environmental variables, especially adequate facilities and climate, for the development of the teaching process. Integrating these three variables is the key to successful teaching in terms of process.

There are many concepts regarding the various components of the implementation of guidance and counseling in several tertiary institutions and have provided services to students who have various problems to provide satisfactory results to support the student learning process. One of the concepts that contribute most to the success of guidance and counseling services is to identify the possibilities that can affect student learning success. The success of student learning can be seen from the level of productivity achieved by students. Thus, student problems need to be analyzed to find the type of problem. Information about college students' academic problems

is used to improve students' abilities and can help in overcoming problems that cause college students to experience academic problems. By knowing the problems in learning that are to the needs of college students, educators can more easily manage the conditions of college students who experience learning problems. The purpose of this study was to find out the types of academic problems experienced by college students in the Faculty of Psychology in Jawa Tengah.

The existence of college students who have problems in learning makes educators required to be sensitive to the problems experienced by college students. In addition, educators must also know the causes of the emergence of these learning problems. Educators who are not aware of the reasons why college students experience learning problems tend to treat college students the same without paying attention to the special needs of college students. Even though each individual requires different treatment, the actions taken are also different and should be different according to the needs of college students (Rusman, 2012).

The results of identifying college student problems will become the forerunner of guidance officers, lecturers, and especially the academic supervisor in determining the direction and form of assistance. The results of the identification will be the starting point in creating an appropriate assistance program that is systematic and systemic in providing excellent assistance to college students. Appropriate assistance is assistance that is programmed systematically based on college student needs according to the results of identifying college students' academic problems. The hallmark of guidance service assistance lies in providing mental or psychological assistance to college students in making up their minds to finish college immediately or to assist new college students in adapting to a new environment at the university.

Methods

This research uses a survey method with a descriptive approach. Analytical descriptive research is research that is directed at providing symptoms, facts, or events systematically and accurately regarding the characteristics of a particular population or region. Descriptive is the simplest statistics in the form of a frequency distribution and qualitative is describing research results in the form of words. In surveys, the way to collect data is by giving a questionnaire. The results of the questionnaire were then followed up through observations and interviews with the subjects during the learning process. (Kurniawati, 2016).

The population is all subjects in the study (Nursupriah and Sholikhah, 2009). The population in this study were students of the Faculty of Psychology, Universitas Muria Kudus. The technique used in data collection is a questionnaire or questionnaire technique. A questionnaire or questionnaire is a data or information collection technique that is carried out by providing a set of questions or statements submitted to another person designated as a respondent in the study. This study used a quantitative descriptive approach with a questionnaire/questionnaire distribution method. The first step in data analysis is compiling a frequency table and then describing it to make it easier for the reader to understand the research results.

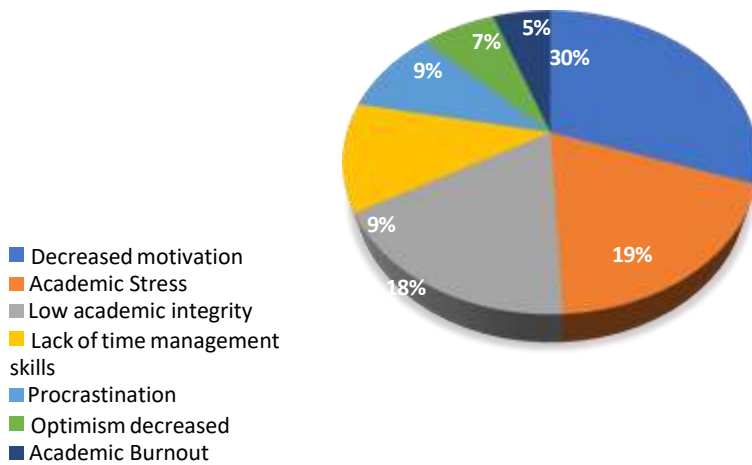
Results and Discussion

This research focuses on academic problems faced by students. The total number of students who were given questionnaires was 372 students consisting of the 2020 to 2022 batch. In this study, the researchers gave respondents the freedom to state the problems they felt accompanied by reasons and an overview of the symptoms the respondents felt.

Based on the results of the questionnaire analysis, there are seven academic problems experienced by students from Class 2020 to Class 2022 from the highest to the lowest order, including 1) Decreased motivation by 30.4%, 2) Experiencing academic stress by 18.8%, 3) Low

academic integrity by 17.5%, 4) Lack of time management skills by 11.5%, 5) Academic procrastination by 9.4%, 6) Optimism decreased by 7% and 7) Academic burnout by 5.4%. Percentage data for each academic problem can be seen in the image below :

Diagram 1 Percentage of Academic Problems in the Faculty of Psychology Class of 2020-2022



Meanwhile, based on the results of the data analysis that has been done, the following are the problems felt by students grouped by class. Class of 2020 students with a total of 104 subjects have problems including 1) Decreased Optimism by 25%, 2) Academic Procrastination by 33%, 3) Time Management by 7%, 4) Decreased Motivation by 10%, 5) Academic Stress by 15%, 6) Low Academic Integrity of 5%, 7) Academic Burnout of 5%. Data on the percentage of academic problems for class 2020 students can be seen in the image below:

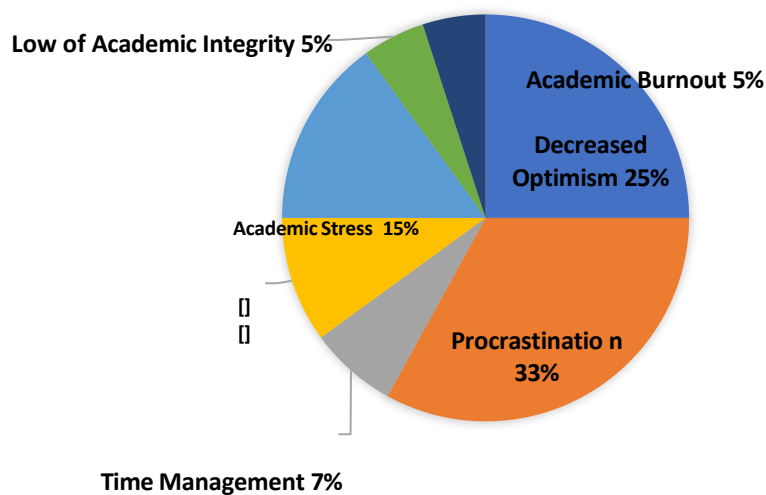


Diagram 2 Percentage of Academic Problems in the Faculty of Psychology Class of 2020

Student class of 2021 with a total of 128 respondents have problems including 1) Decreased Optimism by 2%, 2) Academic Procrastination by 10%, 3) Time Management by 5%, 4) Low Motivation by 18%, 5) Academic Stress by 43 %, 6) Low Academic Integrity of 7%, 7) Academic Burnout of 15%. Data on the percentage of academic problems for class 2020 students can be seen in the image below:

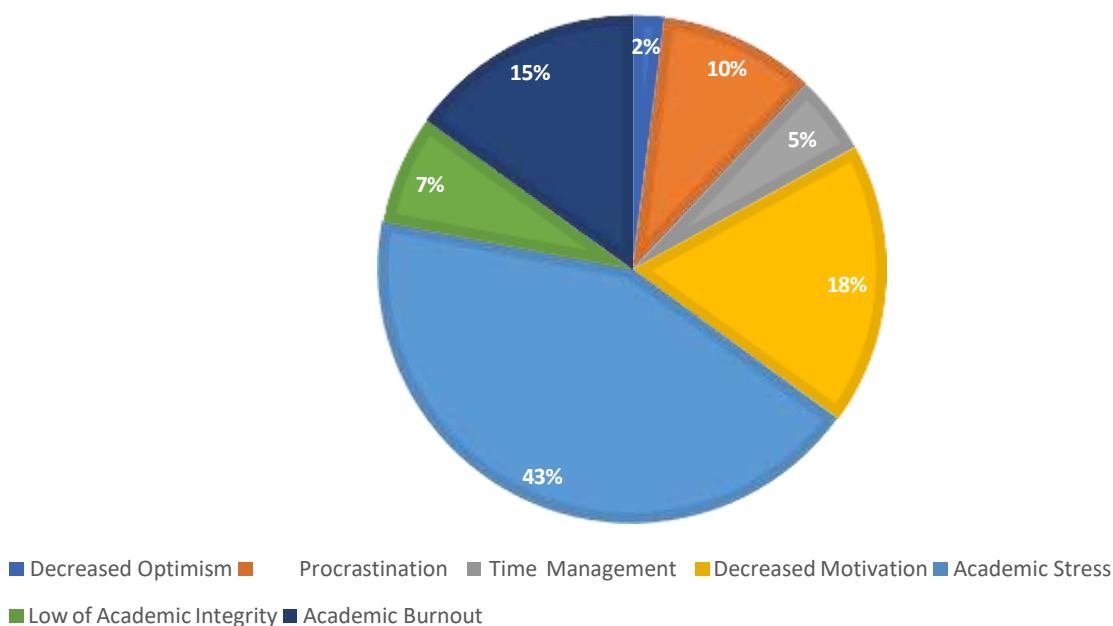


Diagram 3 Percentage of Academic Problems in the Faculty of Psychology Class of 2021

Student class of 2022 with a total of 140 respondents have problems including 1) Decreased Optimism by 2%, 2) Academic Procrastination by 33%, 3) Time Management by 5%, 4) Low Motivation by 51%, 5) Academic Stress by 5 %, 6) Low Academic Integrity of 2%, 7) Academic Burnout of 2%. Data on the percentage of academic problems for class 2022 students can be seen in the image below:

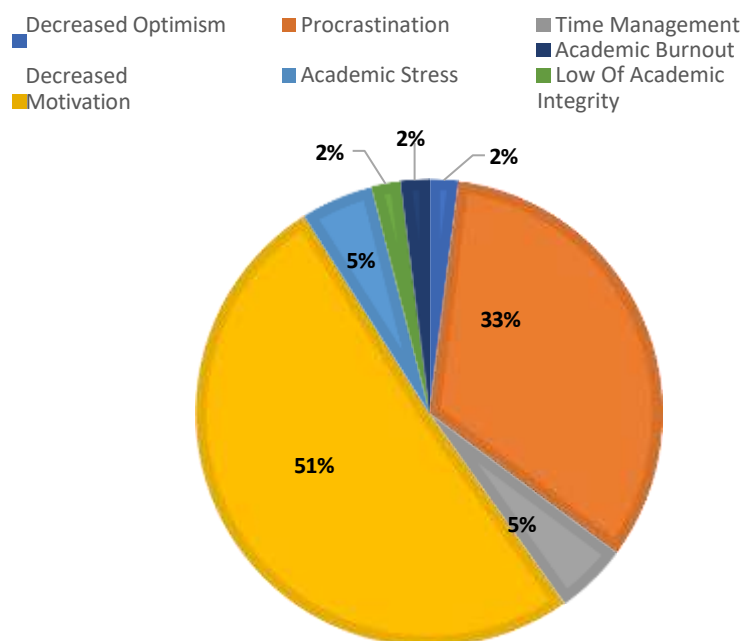


Diagram 4 Percentage of Academic Problems in the Faculty of Psychology Class of 2021

Higher education is an educational institution that develops educational and non- educational knowledge that students hope to graduate to achieve these goals and expectations. However, to achieve these goals students experience various challenges and problems, especially in academic matters. The academic problems of student college in the Kudus class of 2020 – 2022 are most dominant in decreasing levels of motivation.

Motivation as a psychological factor functions to generate, underlie, and direct learning actions. Someone highly motivated will try hard, look persistent, not want to give up read actively, driven to improve performance and solve the problems they face. On the other hand, those with low motivation seem indifferent, easily discouraged, and whose attention is not focused on the subject, so they will experience learning difficulties. According to Djamarah (2002), high learning motivation tends to produce high learning outcomes, on the other hand, low learning motivation will produce low learning outcomes. A person's learning motivation will be able to encourage him to carry out learning activities so that the level of learning motivation will affect learning activities.

According to the results of the questionnaires filled out by the respondents, the majority said that students experienced decreased motivation due to boring learning patterns, this is the opinion (Siregar & Hartini, 2007) which states that a safe, peaceful, orderly, and beautiful environment means learning motivation easily strengthened. A social environment that does not show study habits and does not support learning activities will cause low or decreased student learning motivation. This is also supported by the opinion (Aisyah, et. al., 2017) who states that the teacher's efforts in managing the class have a value which is a factor that influences student learning motivation. The effort referred to here is how the teacher prepares himself in providing learning to students starting from mastery of the material, how to convey it, and how the teacher attracts students' attention. The teacher's efforts in student learning that are not appropriate will cause students to become lazy to learn and have low motivation to learn. The learning method used in conveying material in class must be able to attract students' attention and be easy for students to accept. For this reason, teachers must be able to understand the condition of students and be able to condition students to study well.

The second factor that causes low student learning motivation is the fear of the future after graduating from college. This concern is caused because the majority of students experience confusion regarding future orientation. Students who have aspirations or future orientation will be motivated to take lessons on campus. Students who have aspirations to become someone will strengthen their enthusiasm for learning and direct their learning behavior. Conversely, students who do not have ideals will cause students to become indifferent to the education they are pursuing. A learner's motivation becomes so high when they previously had aspirations (Slameto, 2013).

The third factor is habits that change significantly between high school and college. This is supported by the opinion (Irfan & Suprapti, 2014) which states that an imperfect adaptation process makes new students experience culture shock, which is a period of transition and re- learning of social change such as psychological influences in solving problems, teachers and new friends who have many differences, and the demands of education. A person's transition period occurs from elementary, junior high, and high school, to tertiary institutions (Sasmita and Rustika, 2015). The transition from high school to university involves a large school structure, a variety of friends with different backgrounds, and more attention to success (Mufdazoh, 2005). Psychological symptoms of someone who experiences culture shock such as irritability,

experiencing anxiety, looking bored, and losing self-confidence (Indriane, 2012). Overcoming the differences in the learning system between universities and high schools, students must try to be as active as possible so they can follow the learning process well. If students are active they will more easily remember the material that has been given (Purwanto, 2013).

The fourth factor that influences the low motivation experienced by psychology students is the condition of physical and mental health. Based on the results of data analysis, physical health is related to the food needs of students who are not being met at home due to the economic conditions of the family. This also affects the mental condition of students which makes students feel insecure and lack confidence with their friends. Financial problems are unavoidable for new students. Especially for students who migrate. They must be independent in all respects, including managing their expenses. Which should be prioritized to buy and which can be purchased at a later time. Students can be called independent if they can be responsible for all their actions and dare to face all the problems that occur (Muhaimin, 2011). Hedonism lifestyle must be shunned. This is in line with the opinion of Dalyono (2009) which explains the factors that affect the level of motivation to learn in an individual, one of which is health, where health conditions greatly influence a person's motivation in learning, both physical health conditions and students' mental health.

Lack of self-confidence in students will affect friendships, where the peer environment is also a factor that can increase an individual's motivation. As stated in Santrock (2008) "if peers have high academic standards, then the group will help their academic achievement, if low achieving students join a group of peers who also have low achievement, student academic achievement can get worse." With the influence of negative peers, low-achieving students also have low learning motivation. Peers can influence a person's motivation through social comparison, competence, social motivation, shared learning, and the influence of peer groups. Social function greatly influences adolescent development, individuals who are accepted by their peers in groups and have good social skills are often good at academics, and conversely, students who are rejected by their friends are at risk of having academic problems.

The fifth factor that influences the low motivation of psychology students at Kudus is their interest in learning. Interest is a desire, an interest that arises from within. As revealed by Dalyono (2009) interest can arise because of encouragement from outside and also encouragement from within. While the results of this study show the opposite, that students do not have a high interest in learning. Low interest in learning can be seen from a sense of interest in learning in class, curiosity about several subjects, feeling that you don't have to study every day and a lack of diligent study. The low tendency of students' curiosity in some subjects makes learning activities less interesting. Ormrod (2008) explains that students who have an interest in a particular topic or activity, and usually those who have an interest will find the topic or activity challenging and interesting.

According to the information obtained, the reasons students have a low interest in learning are the location of the university is far away, and family conditions that pay less attention to students. After all, they are busy meeting their needs by working, and peer relationships that do not support student learning activities. The location of the school which is far between the house and the university which is far away requires a vehicle that is quite long so it is tiring and students cannot concentrate on studying. The relationship between parents and children is also very important for children's development, as explained by Djamarah (2011) that family relations are interpreted as a process of experience of interacting and communicating with the family environment, especially with parents who teach, train, and provide examples of language to children. Infrequent individual interaction with parents will lead to tenuous relationships and no warm interaction between parents and children. College students must have the ability to manage

study schedules and work on assignments. Free time on the sidelines waiting for the scheduled learning class can be used to do assignments. Students should be more active in finding reference sources for learning resources. It aims to be able to understand material that is quite difficult to understand.

The sixth factor that makes student motivation decrease is a low commitment to assignments. The ability to commit to assignments helps students to be more responsible for their assignments. As explained by Munandar (2009) commitment to a task is a form of internal motivation that encourages a person to be diligent and tenacious in carrying out his duties, despite experiencing various obstacles or obstacles, to complete the task for which he is responsible, because he has committed himself to the task for own will. This is supported by the results of research by Ratri & Pratisti (2019) that found a tendency of low learning motivation in several aspects, namely persistence in facing tasks, belief in things that are believed, pleasure in finding and solving problems, desire, and desire to succeed, encouragement and need in learning, and learning environment.

Every problem has a solution for its completion. A College student must try their best to solve the problem. The success of a person's life is measured by the way he thinks, especially when thinking about solving a problem (Thomas, 2012). Someone will reach a high point of fatigue when they receive a workload beyond their ability and the surrounding environment is not supportive (Nita, 2013). In this case, the environment is very supportive of students in solving their problems. It depends on whether the student himself can take advantage of his relationship with his environment or not. Because there is a relationship between a person and his environment, that is, a person's behavior can be in contrast to his environment, a person can take advantage of his environment, and a person can take part in his environment (Sapara, Lumintang & Paat, 2020).

A college student must be more active in learning something new so that problems that arise can be resolved immediately. After that apply it in real life. Learning is called useful if you can apply it in real life (Margunayasa, Arini, Japa, 2014). Learning will continue to occur in life. Because learning is something that has settled in a person and is the result of an experience (Saparwadi and Aini, 2016). With a lot of experience, a student will find it easier to solve the problems that befall him. With a lot of experience, students will also get a lot of tentative knowledge. Tentative can be interpreted as open and will be reviewed on an ongoing basis (Azizah, 2012). In learning, students should have soft skills which are the principles of human learning throughout their lives to face obstacles and challenges in their lives (Rosana et al., 2014). One of the soft skills of students is to think critically in dealing with problems (Fakhriyah, 2014). One way to train critical thinking is by solving problems (Suarsana & Mahayukti, 2013). This means learning about the problems found called Problem-Based Learning (Muhson, 2009). In addition, belief in oneself is also an important factor in solving problems. Confidence is confidence in oneself to be able to do something as expected (Setyawan, 2010). Confident that you can solve problems without relying on others. In addition, student reasoning must be good. Reasoning means bringing together the facts in a conclusion (Pamungkas and Yuhana, 2016). If reasoning is good, then students will know what actions should be taken to solve the problem.

Conclusion

Based on the results of the study, it can be concluded that students of the Faculty of Psychology at Kudus experience several academic problems including decreased motivation, academic procrastination, academic stress, decreased optimism, academic burnout, low academic integrity, and difficulty managing time. These academic problems are experienced by all generations, starting from the class of 2020 to the class of 2022. The most dominant problem experienced by students of the Faculty of Psychology is decreased motivation caused by several

factors, namely, boring learning patterns, worries about the future, and physical and mental health. , low commitment to work, low interest in learning, and habits that change significantly between high school and college.

The results of this study are expected to be a benchmark to be able to improve the implementation of guidance services counseling so that students can solve those problems experienced. Besides that, the leading universities and faculties for more attention to present the importance of guidance services counseling on campus in an effort achievement of educational goals for students as expected. Students are expected to have self-confidence that all these problems can be overcome with several solutions. Among them more active in the learning process to facilitate the adaptation process, smarter in filling free time waiting for lectures, choosing a positive circle of friends, organizing study schedules and working on assignments, being polite to each lecturer, and trying to find innovation so that learning patterns are more varied and more courageous in conveying ideas or ideas

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