



The Influence of Teacher Strategies in Utilizing the Kekhatuan Semaka Museum as a Learning Resource on Students' Learning Interests

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ABSTRACT

Museums that have important values and can be learned for students with in history learning. Teachers can see this as a source of historical learning by utilizing museums as a forum for learning that is contextual to regional culture. For this reason, it is necessary to take advantage of the kekhatuan semaka museum. This study aims to find out 1) Teacher strategies for designing social studies learning on student learning interests; 2) implementation of learning resources to students' learning interests; 3) the effectiveness of the Semaka khatuan museum as a learning resource and social studies learning resource for students' learning interests. This research is a quantitative research. The research was conducted at SMP N 1 Bandar Negeri Semoung with a sample of 89 students. The results showed that 1) The teacher's strategy of designing social studies learning based on students' learning interests had a positive influence with probability results of 0.009 and tcount of 2.781; 2) Implementation of learning resources on students' learning interests, there is a positive influence with a probability result of 0.005 and tcount 2.712; 3) The effectiveness of the Semaka khatuan museum as a learning resource on students' learning interests, there is a positive influence with a probability of 0.003 and a calculation of 2.619; 4) The implementation of teacher strategies, the Kekhatuan Semaka Museum as a source of learning and social studies learning resources on the learning interests of students, has a positive influence with the results of a coefficient of 0.000, fcalculate 11.477 with a change of 81.8%. While 18.2% is influenced by other factors on students' interest in learning social studies.

INTRODUCTION

With the existence of teachers, the education system that wants to be achieved nationally will be well realized in line with expectations. This can be proven because the role of teachers has several vital functions in the implementation of education itself. According to Law No. 14 of 2003 concerning Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education (Law No. 14 of 2005 concerning Teachers and Lecturers article 1 paragraph 1). By running an education system in schools, a teacher is expected to be an educator who becomes a figure, research and identification for students and their environment (Gunawan, 2016: 88-89).

Teachers carry out the educational process with learning at school with their students, there needs to be a media that can support the learning process in the classroom. These media can be obtained from books, articles, the environment or cultural relics of regional communities that can be used as learning media. With the existence of learning media, a teacher can use the museum as a learning medium or introduction to the culture of the surrounding area. The use of existing media in the environment of students can facilitate understanding of the material being delivered such as the use of the kekhatuan semaka museum in the semong area, tanggamus in Lampung.

In the current problem, namely the lack of use of museums by teachers for the existence of museums because they have not been able to feel the benefits of the presence of museums as institutions that carry out the task of preserving natural and cultural heritage, as well as a place of education, research and fun recreation (Irna Trilestari, 2017: 5). So that the Museum has a very important role in improving the quality of historical learning, in addition to being a source of learning it can also be a learning medium (Laely, 2020: 5). The potential of museums is very diverse and plays an important role in the culture, education, history, art, and tourism of a region. Here are some of the potentials possessed by the kekhatuan semaka museum. Museums can be a rich and interactive source of knowledge for the public. They can organize exhibitions, educational programs, and workshops that teach about history, art, science, technology, and a variety of other topics. Museums are also often the destination of field trips for schools to expand learners' knowledge beyond the classroom environment.

Museum as a Source of Knowledge is a Museum storing a variety of artifacts, historical objects, works of art, and valuable documentary materials. Visitors can learn directly from this collection and gain in-depth knowledge on a particular topic. Museums

can be a rich and accurate source of information for learners and general visitors. Many museums provide interactive and practical learning experiences.

By looking at the potential and condition of the Museum which has important values and can be learned for students in social studies learning. Teachers can see this as a source of historical learning by utilizing museums as a forum for learning that is contextual to regional culture. Based on this explanation, researchers are very interested in seeing whether character education has been seen or seen in the process of teaching and learning activities in social studies clusters by conducting research entitled *The Influence of Teacher Strategies in Utilizing the Kekhatuan Semaka Museum as a Learning Resource on Student Learning Interests*.

METHODOLOGY

The right research approach must be used so that researchers can get a clear picture of the steps that must be taken and taken as well as an overview of the research problem. Research approaches based on the nature of the data, including quantitative research approaches where the data collected are statistical numbers. about the influence of teacher strategies in utilizing the Kekhatuan Semaka Museum as a learning resource on the learning interests of students. Quantitative research methods are used to examine certain populations or samples, sampling techniques are carried out randomly, data collection using research instruments, data analysis is quantitative with the aim of testing predetermined hypotheses (Sugiyono, 2018).

DATA COLLECTION TECHNIQUES

Interview Techniques

Interview definition is a dialect carried out by the interviewer to obtain information from the subject. Arikunto (2006). The purpose of this interview method is used to explore data at the beginning of research and can complement data in the form of information that can explain perspectives, psychological conditions at a certain time.

Observation Techniques

Observation can be interpreted as systematic observation and recording of the phenomenon of the phenomenon to be observed. Observation or also called observation, includes the activity of loading attention on an object using all sensory devices. Arikunto (2006:156). In the study, the observation of dalat was carried out using non-participant

observation techniques.

Documentation Techniques

Arikunto (2006) explained that documentation is looking for data on variable matters in the form of notes, transcripts, books, newspapers, magazines, minutes, meeting agendas and so on. In this study, the decommentation method is used to obtain information as data that can be the subject of research that is very relevant to the data it has obtained.

Questionnaire Techniques

This questionnaire method is a technique that can be used to collect data for researchers in the form of a series of questions can be in the form of written questions to the intended respondents related to problems in research. This questionnaire can be in the form of questions that will be given to a number of respondents as informants on matters related to problems in research.

Variable Measurement Scale Techniques

In this study, the measurement scale will use the Likert scale. With the Likert scale, variables are measured by being translated into variable indicators, then these indicators become the starting point for compiling instrument items that can be in the form of questions or statements (Sugiyono, 2018). The reason for using the Likert scale is because it is widely used to measure the attitudes, opinions, perceptions of a person or group of people about a social phenomenon.

In this study using the Validity Test with the Product Moment Coefficient of Correlation formula, while the Reliability Test using research instruments is said to be reliable if it has an Alpha Crombach value > 0.60. If the value is less than 0.60 then the questionnaire of this study is not reliable. Based on the results of processing using SPSS, Spearman-Brown r-reliability was obtained. For prerequisite tests data analysis using Normality, Homogeneity, Multicollinity Test, Heteroscedasticity Test, Multiple Linear Regression Test and Hypothesis Test.

RESEARCH RESULT

Data Analysis

1. Normality Test Results

Tabel 4.2 Uji Normalitas
One-Sample Kolmogorov-Smirnov Test
Unstandardized Residual

		Unstandardized Residual
N		89
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,35335144
	Most Extreme Differences	
	Absolute	,122
	Positive	,075
	Negative	-,122
Test Statistic		,122
Asymp. Sig. (2-tailed)		,872 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: SPSS processed data

Based on the output table above, the significance value of Asymp (2-tailed) is known. Sig. (2-tailed) of 0.872 > 0.05. So in accordance with the basis of decision making in making decisions in the Kolmogorov-smirnov normality test above, it can be concluded that the data are distributed normally. Thus, the assumption or prerequisite of normality in the regression model has been fulfilled.

2. Homogeneity Test

Tabel 4.3 Hasil Uji Homogenitas.

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Strategi Guru	Based on Mean	2,806	10	71	,071
	Based on Median	1,904	10	71	,859
	Based on Median and with adjusted df	1,904	10	50,075	,867
	Based on trimmed mean	2,747	10	71	,806
Sumber Belajar	Based on Mean	,606	10	71	,084
	Based on Median	,440	10	71	,922
	Based on Median and with adjusted df	,440	10	62,500	,921
	Based on trimmed mean	,581	10	71	,824
Museum Sumber Belajar	Based on Mean	,876	10	71	,065
	Based on Median	,657	10	71	,760
	Based on Median and with adjusted df	,657	10	51,555	,758
	Based on trimmed mean	,888	10	71	,549

Source: SPSS processed data

Based on homogeneity test data using the SPSS application, a value based on mean for the teacher strategy variable obtained a result of the teacher strategy variable obtained a result of 0.071. The learning resource variable is 0.084 and the learning resource museum is 0.065. Because the Sig value of the dependent variable > 0.05 , it can be concluded that the variance of data from learning interest research on teacher strategies, learning resources, and learning resource museums is homogeneously distributed.

3. Multicollinearity Test

Tabel 4.4 Hasil Uji Multikolinieritas

Model		Coefficients ^a				Collinearity Statistics		
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	61,054	12,540		4,869	,000		
	Strategi Guru	,028	,152	,020	,181	,857	,992	1,008
	Sumber Belajar	,064	,090	,077	,712	,479	,981	1,019
	Museum Sumber Belajar	-,169	,166	-,111	-1,019	,311	,982	1,018

a. Dependent Variable: Minat Belajar

Source: SPSS processed data

Based on the results of data processing, the output results can be interpreted as VIF values as follows:

1. The teacher strategy variable gets a tolerance value of $0.992 > 0.10$ and a VIF value of $1.019 < 10.00$, referring to the basis of decision making in the multicollinearity test, it can be concluded that there are no symptoms of multicollinearity in the teacher strategy regression model.
2. The learning resource variable gets a tolerance value of $0.981 > 0.10$ and a VIF value of $1.008 < 10.00$, referring to the basis of decision making in the multicollinearity test, it can be concluded that there are no symptoms of multicollinearity in the learning resource regression model.
3. The teacher's strategy variable got a tolerance value of $0.982 > 0.10$ and a VIF value of $1.018 < 10.00$, referring to the basis of decision making in the multicollinearity test, it can be concluded that there are no symptoms of multicollinearity in the regression model of the learning resource museum.

4. Heteroskedasticity Test

Tabel 4.5 Hasil Uji Heteroskedastisitas

Model		Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error			
		B	Std. Error	Beta		
1	(Constant)	2,720	8,394		0,324	0,147
	Strategi Belajar Guru	-,091	,102	-,096	0,894	0,017
	Sumber Belajar	,044	,060	,079	0,733	0,003
	Museum Sumber Belajar	,075	,111	,073	0,674	0,002

a. Dependent Variable: Abs_RES

Source: SPSS processed data

Based on the results of processing Heteroscedasticity test data with glacier tests, coefficients with Abs_RES variables act as dependent variables. Based on the results of data processing, it can be known as follows:

1. The teacher's strategy variable is known to have a value (Sig.) of $0.017 < 0.05$, so according to decision making can be concluded in the glejser test, heteroscedasticity symptoms occur in the regression model on the learning resource variable.
2. The learning resource variable is known to have a value (Sig.) of $0.003 < 0.05$, so according to decision making it can be concluded in the glacier test, heteroscedasticity symptoms occur in the regression model on the learning source variable.
3. The learning resource museum variable is known to have a value (Sig.) of $0.002 < 0.05$, so according to decision making it can be concluded in the glejser test, heteroscedasticity symptoms occur in the regression model on the learning resource museum variable.

5. Multiple Linear Regression Test

Tabel 4.6 coefficients

Model		Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error			
		B	Std. Error	Beta		
1	(Constant)	61,054	12,540		4,869	,000
	Strategi Belajar Guru	,228	,152	,020	,781	,009
	Sumber Belajar	,164	,090	,077	,712	,005
	Museum Sumber Belajar	,169	,166	-,111	1,019	,003

a. Dependent Variable: Minat Belajar

Source: SPSS processed data

The results of the regression equation in this analysis or research are as follows:

$$Y = 61,054 + 0,228 + 0,164 + 0,169$$

Meanwhile, to determine whether or not there is an influence of teacher strategy variables, learning resources, and learning resource museums partially (individually) on learning interest variables, the discussion can be known as follows:

Tabel 4.7 Hasil analisis regresi multiple

Variabel	Koefisien Regresi	t _{hitung}	Sig.
Konstanta	61,054		
Strategi Guru	2,228	2,781	0,009
Sumber Belajar	1,164	2,712	0,005
Museum Sumber Belajar	1,169	2,619	0,003

Source: SPSS processed data (attached)

Based on the results of multiple regression analysis, it is known as follows:

1. A constant of 61. 708, which means that if there are no strategies, learning resources, and learning resource museums, children's interest in learning decreases by 61.054%.
2. The regression coefficient of teacher strategy of 2.228 means that every increase in teacher strategy units will increase students' interest in learning. Furthermore, it is known that the calculation is $2.781 > t_{table} 1.662$ with a probability of $0.009 < 0.05$ which can be concluded that there is a significant positive influence between teacher strategies on student learning interest.
3. The regression coefficient of learning resources of 2.712 means that every increase in learning resource units will increase students' interest in learning. Furthermore, it is known that the calculation is $2.712 > t_{table} 1.662$ with a probability of $0.005 < 0.05$ which can be concluded that there is a significant positive influence between learning resources on student learning interest.
4. The regression coefficient of the museum as a learning resource of 1.169 means that every increase in museum units as a learning resource will increase the interest in learning students. Furthermore, it is known that the calculation is $2.619 > t_{table} 1.662$ with a probability of $0.003 < 0.05$ which can be concluded that there is a significant positive influence between museums as a learning resource on student learning interests.

6. Simultaneous Significance Test (Statistical Test F)

Tabel 4.8 Hasil Signifikansi Simultan
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16,668	3	5,556	11,477	,008 ^b
	Residual	989,557	85	11,642		
	Total	1006,225	88			

a. Dependent Variable: Minat Belajar

b. Predictors: (Constant), Museum Sumber Belajar, Strategi Belajar Guru, Sumber Belajar

Source: SPSS processed data (attached)

Based on simultaneous significance data, it is known that the Fcalculate value is 11.477 with a probability of $0.000 < 0.05$. This shows that all independent variables of teacher strategy, learning resources, and learning resource museums have a simultaneous significance (together) on learners' learning interests. Thus the 4th hypothesis is accepted.

7. Coefficient of Determination

Tabel 4.9 hasil Koefisien Determinasi
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,829 ^a	,717	,818	3,412

a. Predictors: (Constant), Museum Sumber Belajar, Strategi Belajar Guru, Sumber Belajar

Source: SPSS processed data

A fundamental drawback of using coefficients of determination is a bias towards the number of independent variables fed into the model. Therefore, it is recommended to use an adjusted R Square (R²) when evaluating the best regression model. From the table of coefficients of determination above, it can be seen that the number of correlation coefficient (R) is 0.892. This means that the relationship between the independent variable and the dependent variable is 89.2%. From these numbers, it can be concluded that the relationship between the independent variable and the dependent variable is very strong.

The magnitude of Adjust R Square (R²) is 0.818. The results of this statistical calculation mean that the ability of the independent variable to explain the variation in the dependent variable changes is 81.8%, while the remaining 18.2% (100-81.8) is explained by other factors from outside the regression model analyzed.

DISCUSSION

Learning strategies are methods used to improve understanding and learning outcomes. In its implementation, learning strategies consist of various learning techniques and methods, such as reading, remembering, repeating, and applying information. Learning strategy can also be interpreted as planning that contains a series of activities designed to achieve certain educational goals. Teachers can choose strategies that are considered suitable for circumstances, considering situations and conditions, learning resources, needs, and characteristics of students faced in order to achieve certain learning objectives. As a teacher, having the ability to create innovative and fun conducive learning is very important. Learning, in this context, means the process of a person going from not knowing to knowing something. Teachers must have the ability to develop effective strategies in improving students' abilities and creating a conducive and innovative learning atmosphere.

Learning strategies must also be balanced with relevant learning resources, relevant learning resources will enable learners to understand and apply the concepts learned more effectively. Thus, teachers must choose learning resources that are in accordance with the chosen learning strategy, as well as consider individual differences and student needs. Relevant learning resources can be in the form of interactive teaching materials, digital media, museums, laboratories or other resources that can assist students in achieving predetermined learning goals.

The findings of the researchers carried out are known as follows:

1. Teacher Strategies for Designing Social Studies Learning for Student Learning Interests
The teacher's strategy of designing social studies learning on students' learning interests has an influence of $0.009 < 0.05$ with a calculation of $2.781 > \text{table } 1.662$. This means that teacher strategies in designing social studies learning have a significant impact on students' learning interests. Research conducted by Firmansyah, (2015) learning strategies are learning activities that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. Indrawati stated that a learning will generally be more effective if it is carried out through learning strategies that include information processing clusters (Fimansyah, D. (2015). The influence of learning strategies and learning interests on mathematics learning outcomes. *Judika (UNSIKA Journal of Education)*, 3(1).)
2. Implementation of Learning Resources to Student Learning Interests

Learning resources are anything used by an individual or group to acquire knowledge, skills, or understanding of a material or concept. Learning resources can be: Books and Journals, Audiovisual media, Museums, Surrounding Environment, Simulations and Educational Games.

Ramli (2012) suggests that learning resources play a role in problem-solving efforts in learning. These learning resources can be identified as messages, people, materials, tools, techniques, and settings. In an effort to get maximum results, learning resources need to be

developed and managed systematically, quality, and functionally. The use of various learning resources in educational institutions is always influenced by various factors, namely internal factors that have a dominant influence on the teaching and learning process such as awareness, enthusiasm, attitudes, interests, metacognition, abilities, skills and self-comfort for its users; While external factors affect the availability of learning resources that vary, many, ease of access to learning resources, learning processes, space, human resources, and traditions and systems that are currently in force in schools / educational institutions. Teaching staff and students in schools / educational institutions consider that the availability of learning resources in schools / educational institutions is still very limited, so efforts need to be made to increase it both in quality and quantity. (Abdullah, R. (2012). Learning based on the use of learning resources. *Scientific Journal of Didactics*, 12(2).

The results of the study found that learning resources play an important role in student learning interest, with probability results of $0.005 < 0.05$ and tcount of $2.712 > \text{table } 1.662$, which can be concluded that there is a significant positive influence between learning resources on student learning interest.

3. The Effectiveness of Kekhatuan Semaka Museum on Learning Interest

Museum Kekhatuan Semaka Towards Learning Interest is a concept that can introduce more interesting learning and related to students' interests in the field of art and culture. This can help develop an interest in learning and introduce students to a deeper and more interesting variety of cultural aspects. Here are some ways to develop the Kekhatuan Semaka Museum Against Learning Interests: a) Choose interesting collections: Teachers can choose art and cultural collections that are interesting and related to students' interests. For example, showing unique ceramic art or traditional

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 dance art from a particular country that is of interest to students. b) Transform museum room into an interactive learning space: Teachers can make the museum room a more interactive and interesting place of learning. Students can interact with the collection and learn more about art and culture. c) Using technology in learning: Teachers can use technologies such as VR (Virtual Reality) or AR (Augmented Reality) to make learning more engaging and introduce students to culture and art in a more dynamic way. d) Include different activities: Teachers can provide a variety of activities such as taking notes, sketching, or discussing art and culture that are used in learning. e) Teaching cultural and artistic values: Kekhatuan Semaka Museum Towards Learning Interest can be a place to introduce cultural and artistic values that are valued by the community. Teachers can bring together students with different thoughts and cultures. f) Provide sufficient time: Teachers should allow sufficient time for students to pay attention to and study the collections in the museum. This will help students to pursue their interest in learning and understand art and culture more deeply.

The effectiveness of the kekhatuan museum as a learning resource for students of SMP N 1 Semoung has a significant influence with the results of data processing showing a probability of $0.003 < 0.05$ and a calculation of $2.619 > \text{table } 1.662$ which can be concluded that there is a significant positive influence between museums as a learning resource on students' learning interests. The results of this study are in accordance with research conducted by Novia (2019) stated The results of the study show 1) Development of the use of the villa yuliana museum for students of SMP Negeri 1 Marioriwawo, namely: a) Museum as a place for cultural maintenance b) A place to nurture the younger generation c) The museum is a mirror for local culture d) Making humans full of cultural awareness as a means of supporting lessons e) as a historical place and storage of various kinds of relics of the past past 2) The effectiveness of using the Villa Yuliana Museum as a social studies learning resource for students of SMP Negeri 1 Marioriwawo a) Provide concrete direct learning experiences to students b) can provide accurate and up-to-date information c) can present something that is impossible to do d) can expand the horizons in the classroom e) can introduce various kinds of historical objects through museums to students.

4. Implementation of teacher strategies, Kekhatuan Semaka Museum as a source of learning and social studies learning resources for students' learning interests

Interest in learning is defined if someone who is interested in a lesson will have a feeling of interest in the lesson. He will study diligently and continue to understand all the knowledge related to the field, he will follow the lessons with enthusiasm and without any burden in him. Attention is the concentration or activity of one's soul towards observation, understanding or others to the exclusion of anything else than that. So students will have

attention in learning, if their soul and mind are focused on what they are learning, then students' interest in learning can increase. The results showed that the probability of teacher strategies, kekahtuan semaka museums and social studies learning resources had a significant influence with probability results of $0.000 < 0.05$ and $F_{\text{calculate}}$ values of 11.477. Adjust R Square (R^2) is 0.818. The results of this statistical calculation mean that the ability of the independent variable to explain the variation in the dependent variable changes is 81.8%, while the remaining 18.2% ($100-81.8$) is explained by other factors from outside the regression model analyzed.

The results of this study are in accordance with research conducted by Kurniawati, et. al. (2020) the results of the study showed The results of the study concluded that: (1) The Indonesian Warrior Museum can be used as a source of historical learning because the museum has relevance to Indonesian history subjects class X basic competencies 3.6 and 3.8, while class XI basic competencies 3.2. (2) obstacles faced in utilizing museums as a source of historical learning, namely the lack of human resources that affect the managerial aspects of museum services and management to be less than optimal. The lack of operational funds for the museum. The difficulty of difficult licensing from the school bureaucracy. The absence of a program of visits to museums. Lack of attention and socialization from museum managers. (3) Educational programs implemented by the Indonesian Warrior Museum can help improve the existence of the museum and optimize the museum's function as a source of historical learning (Oktaviani, E. D. (2020).

CONCLUSIONS

The conclusions in this study, which are as follows: The teacher's strategy of designing social studies learning based on student learning interest has a positive influence with probability results of 0.009 and t_{count} 2.781, so it can be concluded that the teacher's strategy on student learning interest. The implementation of learning resources on student

learning interest, there is a positive influence with a probability of 0.005 and a calculation of 2.712 which means that learning resources have a positive impact on student learning interest. The effectiveness of the Semaka khatuan museum as a learning resource on students' learning interests, there is a positive influence with a probability of 0.003 and a calculation of 2.619 which means that the Semaka khatuan museum as a learning resource on students' learning interests affects students' learning interests. The implementation of teacher strategies, the Kekhatuan Semaka Museum as a source of learning and social studies learning resources on the learning interests of students, has a positive influence with the results of a coefficient of 0.000, calculate 11.477 with a change of 81.8%. While 18.2% is influenced by other factors on students' interest in learning social studies.

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