

Contextual Teaching Learning (CTL) Learning Model and Learning Motivation on the Ability of Writing Narrative Texts of Grade XII Students State Senior High School 1 Wanasari, Brebes District.

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ABSTRACT

The study aims to: 1. Determine the effect of the CTL learning model on the ability to write narrative texts, 2. Determine the effect of motivation on the ability to write narrative texts, and 3. Determine the effect of the CTL learning model and motivation on the ability to write narrative texts. The study was conducted using a descriptive correlative method, which explains the relationship between two or more variables. In this case, it is to explain the relationship between the CTL learning model and learning motivation on the ability to write narrative texts. The subjects of the study were grade XII students of SMA Negeri Wanasari Brebes in the 2023/2024 academic year. The study was conducted from September to December 2024. Samples were taken from 2 classes, 1 class as an experimental class and 1 control class. Samples were taken using a cluster random sample. Data were obtained through documentation, tests, and questionnaires. Data analysis was carried out using the multiple classification variance analysis formula technique. The results of the analysis are as follows: 1. The calculated F for the research group was 9.894 with a significance of $0.002 < 0.05$. 2. F count for motivation is 8.060 with a significance of $0.001 < 0.05$. 3. F count for the interaction of learning models and motivation is obtained at 3.462 with a significance of $0.03 < 0.05$. From the significance value, it can be stated that H_0 for the three hypotheses is rejected and H_a is accepted. Based on the hypothesis testing, it can be concluded that: 1. The CTL model has a significant effect on the ability to write narrative texts. 2. Learning motivation has a significant effect on the ability to write narrative texts. 3. The interaction between the CTL learning model and learning motivation has a significant effect on the ability to write narrative texts.

Keywords: CTL Learning Model, Learning Motivation, Writing Narrative Texts.

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INTRODUCTION

Learning is the core of the overall educational process. The quality of learning is determined by all components involved in it, especially the actors in learning, namely teachers and students. This can motivate teachers to improve their role and competence because student learning and learning outcomes are largely determined by the teacher as the facilitator. Until now, narrative writing learning has been carried out in schools and at a number of universities. This happens because learning to write narratives is recognized as having functions and benefits for human life. Learning to write narratives serves to train students' language skills, namely training writing skills.

Narrative text writing skills are included in creative fiction writing skills, creative fiction writing is one of the linguistic and literary fields that must be mastered by high school students. The aim of the Indonesian language subject is for students to have the ability, among

others, (1) to use Indonesian to improve intellectual abilities as well as emotional and social maturity, (2) to enjoy and utilize literary works to broaden horizons, refine morals, and improve knowledge and language skills, (3) to appreciate and be proud of Indonesian literature as a cultural/intellectual treasure of the Indonesian people.

Learning to write narrative texts in high school aims to improve students' ability to practice sharpening their reasoning, imagination, sensitivity to society, culture, and the environment, and also aims to tell a story to entertain the audience or readers. The material on writing narratives is found in the learning taught in grade XII, namely informative writing, artistic narratives, and suggestive narratives in this case the practice of writing narratives in forming reading and writing literacy habits and students.

Narrative text writing is created to be enjoyed. Thus, narrative writing learning must be able to guide students to be able to enjoy the work, because the enjoyment arises from the process of students' spiritual experiences experienced individually, so of course students cannot enjoy narrative writing with other people's thoughts and feelings. Students must have the willingness to enjoy narrative writing by understanding and using their own knowledge, understanding, thoughts and feelings. The willingness to enjoy narrative writing will grow by itself if students are interested, practice writing narratives so that they can enjoy the narrative writing well. Thus, the first task of the teacher is to arouse students' interest, guide students, and students practice writing narrative works so that they can become accustomed to and enjoy them.

So far, there are still Indonesian language teachers who do not pay attention to learning to write interesting and innovative narratives. This is because teachers do not master the learning materials for writing narratives and are not happy in guiding students to practice writing narratives. The delivery of narrative writing material tends to be theoretical, whereas in learning, teachers are expected to be able to foster and develop various intelligences and high imaginative powers of students, but the imaginative abilities of grade XII high school students have not been developed well. The learning of narrative writing that exists so far tends to study theories, but pays less attention to the practice of writing narratives factually.

Learning to write narrative texts has so far been conventional, meaning that teachers in delivering narrative writing lesson materials still use ordinary learning without using appropriate learning models according to the material being taught. Narrative writing learning models include (1) *direct instruction model*. Shoimin (2016:64) states that *direct instruction* or direct learning is a learning model specifically designed to support students' learning processes related to declarative knowledge and well-structured procedural knowledge that can be taught with a gradual, step-by-step activity pattern. Direct teaching is used to deliver lessons that are transformed directly by the teacher to students. In implementing narrative writing learning, the teacher conveys the objectives and prepares students to write narratives, the teacher gives examples of narrative writing work, students practice writing narratives as desired and ends with several students reading or presenting the results of narrative writing (2) narrative writing learning with the *contextual teaching and learning* (CTL) model. The CTL model is a concept that helps teachers link subject content with real situations and motivates students to make connections between knowledge and its application in life. In implementing narrative writing learning, teachers do not fully apply the CTL model, but teachers only tell students to go out of class to find imagination and then practice writing narratives as desired by students. (3) narrative writing learning is mostly managed with a conventional approach. In its implementation, most activities are still dominated by teachers. Learning activities are rather limited to remembering information, restating what has been mastered, and asking the teacher about material that has not been understood. In the learning process, there is still a tendency to minimize the role and involvement of students. The dominance of teachers in the learning process causes students to play a more passive role and be more involved, students often wait for presentations from teachers rather than seeking and finding the knowledge, skills, and attitudes they need. This kind of condition does not support improving the quality of education, especially the quality

of Indonesian language teaching in narrative writing learning in schools. Is it true that the failure of Indonesian language learning, especially in narrative writing, is caused by the lack of student involvement in the teaching and learning process, and the lack of application of correct teaching and learning principles.

Learning to write narrative texts is an aspect of skills that directs students to practice factual and creative writing. Narrative writing is a factual and creative writing practice based on imagination or depictions of various social events seen and experienced by students, so that it can form good habits and character in students. Apart from that, writing narrative text also describes various images of characters, happy events, about friendships, and so on. These various social events are phenomena of diversity that are intertwined in the student's environment, therefore narrative writing learning needs to raise various situations and conditions as well as cultural diversity in the student's environment. In addition to bringing students closer to cultural diversity, narrative writing learning can also be directed to form character habits or student morals, namely character or morals that are in accordance with the identity of the Indonesian nation, for example religious, honest, fair, disciplined, responsible, wise, social, tolerant, proud of language, nation and so on. The introduction of narrative text writing material is expected to increase literacy and form character habits in students. Therefore, teaching materials in Indonesian language learning need and are important to be developed in a multicultural context in a diverse society, so that character habits in students are formed through Indonesian language learning, especially writing narrative texts.

Learning to write narrative texts needs to be improved and developed so that students have a high awareness in determining the most appropriate choices as a guide to life in the future with various communication tools. One of them is by integrating it into the Indonesian language subject. Thus, learning Indonesian is a medium that can bridge education through factual and creative writing skills, namely learning to write narratives in the formation of literacy habits and appreciating and respecting figures, thus good habits and noble characters will be formed.

Learning to write narrative texts in the context of forming literacy habits and character building in Senior High Schools (SMA) needs to be done because students live in a diverse society. In accordance with the purpose of learning to write narrative texts, namely to convey ideas in chronological order with the intention of presenting before the eyes of the reader's imagination a series of events that are usually experienced in the main event, as well as improving students' ability to appreciate the work of others so that it is necessary to present the existing multicultural phenomena.

The success of the teaching and learning process requires the involvement of several teaching elements, namely teachers, students, subject matter, teaching media, objectives, teaching methods, and other supporting facilities. These teaching tools cannot stand alone. Each element has its own role in producing the teaching and learning process. Thus, success requires the integrity of each element.

One of the efforts made by teachers to achieve success in the teaching and learning process is the selection of appropriate learning methods and models. The accuracy of teachers in choosing learning methods and choosing learning models will affect student success. Sagala (2015:174) states that teachers must be able to use teaching models and approaches that can ensure successful learning according to plan. Teaching methods can function optimally if they are aligned with the subject matter, students, and teaching objectives as well as the skills to use them.

The presence of learning models should be able to spur learning success. The problem is which model is appropriate so that learning can achieve the desired goals. The skill of choosing is very important because there is no single model that can be applied to various learning activities in various situations and conditions. Joyce et al (2009:27) state that of course it is more important that teachers understand and master various teaching models, because teaching models are patterns that can be used to determine the teaching-learning process, design teaching materials, and guide teaching in the classroom.

So far, learning is still dominated by the view that knowledge is a fact to be memorized. Learning is not only focused on providing theoretical knowledge skills, but also how to ensure that the learning experience that students have is always related to actual problems that occur in their environment. Thus, the presence of the CTL model is needed, namely the relationship between each material or learning topic with real life. Therefore, the role of teachers in the learning process is expected to be able to guide and foster a sense of respect, appreciation, and tolerance between friends.

Based on these conditions, teachers, in addition to acting as instructors, educators, and mentors, also act as shapers of students' character through the teaching and learning process. Teachers strive for a reference for a learning model by integrating character into flexible Indonesian language subjects that prioritize a practical approach so that noble student characters are formed. In relation to various problems in learning, in this research the following problems are formulated: 1) Is there any influence of the implementation of the Contextual Teaching Learning (CTL) learning model on the narrative text writing ability of grade XII students that has been ongoing at SMA Negeri 1 Wanasari? 2) Is there any influence of learning motivation on students' ability to write narrative texts? 3) Is there any influence of the implementation of the Contextual Teaching Learning (CTL) learning model and learning motivation together on the narrative text writing ability of grade XII students that has been going on so far at SMA Negeri 1 Wanasari?.

Literature Review

Learning seeks to change input in the form of uneducated students into educated students, students who do not yet have knowledge about something into students who have knowledge. Likewise, students who have attitudes, habits or behavior that do not reflect their existence as good or positive individuals, become students who have good attitudes, habits and behavior (Aunurrahman, 2019 :34).

Usman (2015:4) argues: the teaching and learning process is a process that contains a series of actions of teachers and students based on reciprocal relationships that occur in educational situations to achieve certain goals. Interaction or reciprocal relationships between teachers and students are the main requirements for the teaching and learning process to take place. Interaction in teaching and learning events has a broader meaning. Not just a relationship between teacher and student but an educational interaction. In this case, it is not just the delivery of messages in the form of lesson materials, but also the instillation of attitudes and values in students who are learning.

language learning only emphasizes the language system, not how to use the language (writing practice). This language learning ignores cultural factors which are an inseparable part of the language. As a result, Indonesian language learning becomes boring, monotonous, and not challenging, therefore it is necessary to reorient Indonesian language learning in schools in addition to having to teach students to use the language in concrete terms, the learning content must contain multicultural insights that can be in various socio-cultural groups in society.

According to Andayani (2014:43) the term model is often used by people in everyday life. Even the term model itself tends to have a double meaning, for example, example, imitation, form, pattern, design. M. Samani (2012:23) explains that to know the quality of a learning model, it must be seen from two aspects, namely the process and product aspects. Rusman (2014:136) explains the characteristics of a learning model as follows : a) the learning model is designed to train participation in groups democratically, b) the learning model has a specific mission or purpose, c) the learning model can be used as a guideline for improving teaching and learning activities in the classroom, d) the learning model has the following parts: sequence of steps (syntax), the existence of reaction principles, social systems, and support systems. e) the learning model has an impact as a result of the application of the learning model, f) making teaching preparations with guidelines according to the learning model chosen.

Contextual teaching learning is learning that allows the learning process in which students use their understanding and academic abilities in various contexts inside and outside school to solve problems that are simulated or real, either individually or together (Howey, 2001). Contextual learning as a learning model that provides facilities for student learning activities to search for, process, and find more concrete learning experiences (related to the real world) through the involvement of student activities in trying, doing, and experiencing themselves. Therefore, through the CTL model, teaching is not a transfer of knowledge from teachers to students by memorizing a number of concepts that seem to be detached from real life, but rather but the emphasis is on efforts to facilitate students to find life skills *from* what they learn.

According to Mc Donald in Kompri (2016: 229) motivation is a change in energy within a person which is marked by the emergence of affective (feelings) and reactions to achieve goals. Thus, the emergence of motivation is marked by a change in energy from within a person which can be realized or not. In general, the purpose of motivation is as follows: a) providing enthusiasm and breakthroughs, b) focusing attention on tasks or responsibilities, c) moving the power within, d) helping to meet needs, e) determining the path of action towards realizing a goal or ideal, f) determining the speed or slowness of an action.

METHOD

This study uses a quasi-experimental research approach. This study uses a factorial design 2×3 , with the intention of knowing the effect of two independent variables on the dependent variable.

Table 3.1 . Research Design

Motivation to Learn (B) Learning (A)	Tall (b_1)	Currently (b_2)	Low (b_3)
CTL Model (a_1)	ab ₁₁	ab ₁₂	ab ₁₃
Conventional Model(a_2)	ab ₂₁	ab ₂₂	ab ₂₃

Description :

a_1 : CTL Model

a_2 : Conventional Model

b_1 : Tall

b_2 : Currently

b_3 : Low

This research was conducted at SMA Negeri 1 Wanasari in class XII 2 and class XII 6, in November. Data collection uses several methods, namely the documentation method is used to find out the list of names and final test scores, the test method is used to collect data on narrative writing skills, and the questionnaire method is used to collect data on learning motivation.

The data analysis used was a two-way factorial ANOVA of 2×3 unequal cells . The two factors used to test the significance of the differences in row effects, column effects, and cells on learning achievement were factor A (Learning model) and factor B (scientific attitude). This data analysis technique is used to test the hypothesis that has been put forward above. Data analysis includes: 1) *Balance Test*, this is intended to ensure that both groups have a balance in ability, namely between the experimental group and the control group. The balance test is carried out using a two-mean difference test, namely the t-test. 2) *Prerequisite Analysis Test*, The analysis prerequisite test carried out aims to determine 1. *Homogeneity of variance*, 2 . *random sampling*, and 3. *Normality* (Toni Wijaya, 2009: 77). *Homogeneity of variance* is a test of the equality of variances of research groups, or called the homogeneity test. Random sampling is a sampling technique using random sampling

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techniques. 3) *Hypothesis Testing*, Procedures in testing using two-way analysis of variance with unequal cells. This analysis of variance testing is carried out because in the research the data is grouped into several groups. For the learning model variable, it consists of 2 groups, namely the learning group with the contextual teaching and learning model and the control group. Meanwhile, motivation is grouped into 3 groups, namely high motivation, medium motivation, and low motivation. 4) *ANOVA test*, Further testing or also called post-ANAVA testing is a test carried out to find out which treatments are different from others (Budiyo, 2013: 202). This is done because the analysis of variance has not been able to identify the differences in each treatment group and this is a weakness of ANOVA. In this study, further tests were carried out using the Scheffe method.

FINDINGS AND DISCUSSION

Data analysis in this study was conducted using a 2-way analysis of variance technique with a 2 x 3 factorial. A 2-way analysis of variance was conducted to test the research hypothesis involving 2 independent variables, namely the learning model and learning motivation in learning. The first hypothesis in this study stated that " There is an influence of the CTL learning model on the Narrative Text Writing Ability of Class XII Students of SMA Negeri 1 Wanasari, Brebes Regency ". The results of the variance analysis for the learning model obtained an F_{count} of 9.894 with a significance of 0.002 less than 0.05, so the alternative hypothesis is accepted and the null hypothesis is rejected.

The CTL model or *contextual teaching and learning*, is a holistic learning process and aims to help students understand the meaning of the teaching material and relate it to the context of their daily lives (personal, social and cultural contexts), so that students have dynamic and flexible knowledge/skills to actively construct their own understanding. Contextual Learning is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between the knowledge they have and its application in their daily lives, by involving seven main components of effective learning, namely: constructivism, questioning, inquiry, learning community, modeling, reflection and authentic research assessment).

With this concept, learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of student activities working and experiencing, not transferring knowledge from teacher to student, learning strategies are more important than results. Students are encouraged to understand the meaning of learning, what its benefits are, and how to achieve it. Thus they will position themselves as parties who need provisions for their future lives.

According to Muhammadi (2011:189), the contextual approach requires teachers to be able to display real-world conditions in the classroom and can motivate students to link knowledge and applications in social life. From this opinion, it means that teachers are required to be able to display real-world conditions that are currently taking place. Teachers must be able to display the surrounding situation or even the situation in a different place. For that, teachers must be able to observe the environment in order to display the conditions around them. In addition, teachers must also follow developments in information in the world so that they can choose an object related to the subject matter so that teachers can clearly describe a real situation in a place. Furthermore, teachers must be able to relate the observed situation to the lesson material delivered in class.

Contextual Teaching and Learning (CTL) is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between the knowledge they have and its application in their daily lives (Haerazi et al., 2019). This opinion is in line with the statement above that the Contextual Teaching and Learning learning model relates learning materials to the surrounding conditions, especially the conditions experienced by students. By relating learning materials to various knowledge and experiences that occur in students' daily lives, students will find it easier to digest the material and will also always relate every event they experience or see to learning materials in class.

Characteristics of the Contextual Teaching and Learning (CTL) model In contextual learning, the teacher's task is to provide easy learning for students, by providing various adequate learning facilities and resources. Teachers not only deliver learning materials in the form of memorization, but teachers also organize a learning environment that allows students to be active in learning (Al Ihwanah, Amir Rusdi, Aquami : 2022). From this statement, teachers have the task of always observing their environment and also the students' environment which then connects each incident with learning materials. This method is carried out so that students will also always relate every incident they see or experience with the learning material presented by the teacher in class.

Nur in Komalasari (2013) that contextual learning occurs when students apply and experience what is being taught referring to real-world problems that are closely related to the role of family, citizens, students and workers. From this opinion it can be understood that contextual learning is more directed at skills and abilities in life more broadly in the future . Students learn to face lives such as life in the family , as citizens, also related to work that will be done by students after graduating from school. So contextual learning becomes part of learning that prepares students to face future life which of course will face new and more complex problems.

Based on the research results, it shows that learning outcomes with the CTL model are better than with the conventional model. This shows that the CTL learning model is suitable or appropriate to be applied to Indonesian language learning, especially in the material of writing narrative texts. With the CTL model, students can form imagination naturally because students do and experience various things so that they can improve imagination in writing narrative texts.

The second hypothesis in this study stated that " There is an influence of learning motivation on the Ability to Write Narrative Texts of Class XII Students of SMA Negeri 1 Wanasari, Brebes Regency ". The results of the variance analysis for the learning model obtained an F_{count} of 8.060 with a significance of 0.001 less than 0.05, so the alternative hypothesis is accepted and the null hypothesis is rejected.

Motivation is very necessary in carrying out human activities because motivation is something that can cause, channel and support human behavior so that they are active in learning and enthusiastic in achieving optimal results. Sardiman (2018:75) states that "learning motivation is the overall driving force within an individual that gives rise to learning activities, which ensures the continuity of learning activities, and which provides direction to learning activities, so that the goals desired by the learning subject can be achieved." In line with Sardiman, Winkel (2007) stated that learning motivation is the overall psychic driving force within students that gives rise to learning activities, ensures the continuity of learning activities and provides direction to learning activities in order to achieve a goal.

The typical role of motivation is to increase enthusiasm, happiness, and the desire to learn. A highly motivated person has a lot of energy to learn. This shows that children who are motivated to learn can spend more time studying and are more diligent than children who are less motivated to learn. This is in accordance with the opinion of Rizki Sobandi (2017) that the learning motivation that students have in every learning activity plays a very important role in improving student learning outcomes in certain subjects. The role of motivation in improving learning outcomes certainly also depends on the level of motivation of each student. Of course, the higher the level of motivation that students have, the higher the learning outcomes will be. Likewise, low student motivation will also increase low learning outcomes.

Hamzah B. Uno (2010), stated that the role of learning motivation in learning is very important. Learning motivation plays a role in determining things that can be used as learning reinforcement, clarifying learning objectives to be achieved, determining the variety of control over learning stimuli, and determining learning persistence. This shows that students who have high motivation have high power to learn. In addition, students have clear goals in learning, especially the goals that students want to achieve. High student motivation will also

be better at controlling their learning patterns and also have high stimulation to carry out learning activities. Therefore, students who have high motivation will be better at achieving high learning outcomes compared to students who have low motivation.

Learning motivation does not just appear in students. Student learning motivation can also be stimulated by others in certain ways. Student motivation can be given by parents, teachers, or even from fellow students. According to Susanti & Mulyani (2015), providing motivation to students in teaching and learning interaction activities is a very important thing. Motivation in classroom learning activities is certainly given more by teachers. That is why teachers must be creative in finding ways to provide motivation to students in learning and also motivation outside of classroom learning activities.

According to the theory of learning motivation, it is explained that individuals are said to have learning motivation if the individual has a goal that is expected in their learning activities, in addition to having a tenacious, persistent, never-give-up attitude in completing tasks, and solving problems. Individuals who have an attitude of not getting bored in learning and always looking for ways to find ideas are also said to be individuals who have strong learning motivation (Sagala, 2015). Based on the opinion above, it can be seen that from various things or student behaviors, teachers can assess students who have high motivation and students who have low motivation. By knowing directly about the motivational conditions of each student, teachers can provide certain motivation to students who appear to have low motivation in learning. This aims to ensure that students who appear to have low motivation do not lag behind in understanding the learning material and of course can keep up with students who have high motivation.

The results of this study also show that motivation greatly supports the achievement of learning outcomes. Students who have high learning motivation will get better learning outcomes. This is because of the high enthusiasm and desire to learn. High desire and enthusiasm for learning make students study more intensively so that they can absorb learning materials better. Thus it is clear that learning motivation will support the achievement of learning outcomes in students.

The third hypothesis in this study states that: " There is an influence of the CTL learning model and learning motivation on the Ability to Write Narrative Texts of Class XII Students of SMA Negeri 1 Wanasari, Brebes Regency ". The results of the variance analysis for the interaction of the learning model and learning motivation obtained an F_{count} of 3.462 with a significance of 0.037 less than 0.05, so the alternative hypothesis is accepted and the null hypothesis is rejected. As explained , the CTL learning model has a significant effect on students' ability to write narrative texts. Likewise, learning motivation also has a significant effect on the ability to write narratives. From each of these variables, after being interacted, it also shows that both variables together have a significant effect on students' ability to write narrative texts.

CONCLUSIONS

Based on the results of the analysis, the following conclusions can be drawn from this study: CTL model learning has a significant effect on the ability to write narrative texts in class XII students of SMA Negeri 1 Wanasari, Brebes Regency. Learning motivation has a significant effect on the ability to write narrative texts in class XII students of SMA Negeri 1 Wanasari, Brebes Regency. The interaction between the CTL learning model and learning motivation has a significant effect on the ability to write narrative texts of class XII students of SMA Negeri 1 Wanasari, Brebes Regency.

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