

DESCRIPTION OF COOPERATION CULTURE ACTUALIZATION TEACHERS AND PARENTS IN MOTIVATION CHILDREN LEARN AT SDN 41 HULONTHALANGI, GORONTALO CITY

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ABSTRACT

This descriptive study with qualitative approach aimed to determine the actualization of teamwork culture between teachers and parents at SD 41 Hulonthalangi State Elementary School in Gorontalo City. This was based on the research problem. The subjects were the principal, teachers, and parents. Further, the data were collected through direct observation, interviews, and documentation. The results showed that the actualization of teamwork culture ran well as seen from the following findings: (1) The involvement of parents in teachers and student's activities according to the necessities and expertise of each parent. (2). The establishment of good communication between teachers and parents. (3). The efforts that were made by the school in optimizing cooperation by providing the best services.

Keywords: Teamwork, Teachers and Parents, Learning Motivation

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, society, nation and state. Education has an important and strategic role in nation building and contributes significantly to economic growth and social transformation.

Education will create an educated society which is a prerequisite for the formation of a society that is advanced, independent, democratic, prosperous, and free from poverty. Education is not only the responsibility of the government, but also the responsibility of parents and society. The participation of parents and the community aims to utilize the existing capabilities of parents and the community for education to realize educational goals. Especially in the current era of school autonomy, the cooperation of parents and the community is very decisive. People who think and believe that schools have a convincing ability to foster and improve the quality of children's development are a strong basis for building growth and progress to participate in educational institutions.

With the cooperation of parents will be able to gain knowledge and experience from teachers in terms of educating their children. On the other hand, teachers can also obtain information from parents about the lives and characteristics of their children. The parents' information is very useful for teachers in providing lessons in education to their students. Also from the statements of parents, teachers can find out the natural conditions around their children. Of course, communication between parents and teachers is very influential on the progress of children's education and schools.

The collaboration between teachers and parents aims to build communication in monitoring children's learning development. This means that parents do not fully give responsibility for the acquisition of good learning only

to teachers, but more than that, parents can continue what their children have learned at school. The form of cooperation between teachers and parents can be done starting from a simple form. So the first step that must be taken is for schools to establish communication with parents, communication between the two can strengthen the learning process in progress.

Definition of Description of Actualization

Ahmad Muradi (2016: 93) Description is a type of writing or essay that describes a particular object in more detail. The usual objects of description are people and places. Description is a case study with the aim of maintaining the integrity of the object of research. Actualization according to the Big Indonesian Dictionary comes from the word "actual" which means it really exists, happens or actually. Actualization is something actualizing or something that actually happened. (Nuswantari, 2019:89).

Based on the above understanding, it can be concluded that the actualization description is a type of research that tells in detail about what really happened at the research site.

Culture of Collaboration between Parents and Teachers (Sub Focus 1)

Understanding the Culture of Cooperation

There is an opinion that says that culture comes from the words mind and power. Budi is reason which is a spiritual element in culture, while power means action or effort as a physical element, so that culture is defined as the result of human reason and endeavor. (Sarinah, 2019:11) Culture is a way of life that develops and is shared by a group of people and is passed down from generation to generation. Culture is made up of many complex elements, including religious and political systems, customs, languages, tools, clothing, buildings, and works of art. Meanwhile, according to the Big Indonesian Dictionary (KBBI), cooperation is an activity or effort carried out by several people (institutions, government and so on) to achieve common goals. So the understanding of the culture of cooperation is a form of relationship between humans with one another that interacts and benefits each other to achieve common goals.

Understanding Parents

Parents are the general sense of someone who gave birth to us, biological parents. But parents are also not always in the sense of giving birth. Parents can also be defined as parents who have given meaning to life for us. Parents have an important role in guiding their children especially in education. The education includes formal and non-formal education. The role of parents can also affect children's development in cognitive, effective, and psychomotor aspects. According to Lestari, "The role of parents is the methods used by parents that are closely related to the parents' view of the tasks that must be carried out in raising children" (Nur Aisyatinnaba and Anwar Sutoyo 2016: 53). According to Hadi (2016:102) "Parents have the obligation and responsibility to nurture, nurture, educate, and protect children".

Based on this understanding, it can be concluded that the role of parents is very important in nurturing, educating, protecting, and preparing children who will later mingle in society. Parents have a very important role in the development of children both from the cognitive, effective, and psychomotor aspects. And of course the role of parents is very influential in the family itself.

Understanding Teacher

The definition of a teacher is a person who educates, conducts teaching, provides guidance, adds physical or non-physical training, provides assessments, and conducts periodic evaluations related to one or more sciences to all students. A teacher is a term for a position, position, and profession for someone who serves himself in the field of education through educative interactions in a patterned, formal and systematic manner. In Law

Number 14 of 2005 concerning teachers and lecturers (Article 1) it is stated that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in the formal education path, at the basic education level and secondary education" (Safitri, 2019:6). And according to Husnul Chotimah (in Safitri, 2019: 8) the teacher is the person who facilitates the transition process. Related to the duties of a teacher, there is a teacher's role that cannot be replaced by others, even parents of students, including: a. As a teacher, b. As an educator, c. As a mentor,

Related to the discussion above, the role of the teacher in the world of learning is no less important, considering that a teacher will act as: a. Motivator As a motivator, a teacher is expected to be able to provide mental and moral encouragement to students so that in the future, they will always have passion and purpose in learning. A reliable motivator will make his students as someone who is reliable and brave in dealing with every problem that exists in life. b. Administrator A teacher acts as an administrator, where the teacher concerned will record the individual progress of his students and convey it to parents. This is expected to keep the child concerned to always walk on the right track. c. Evaluator As an evaluator, a teacher has the right to provide assessments and inputs for the progress of students.

Forms of Collaboration between Teachers and Parents

Slamet PH argues that cooperation is a joint effort or activity carried out by both parties in order to achieve common goals. Furthermore, Epstein and Sheldon state that school, family, and community collaboration is a multidimensional concept in which families, teachers, managers, and community members share the responsibility to improve and develop students' academics so that it will have an impact on children's education and development. (Mumu A Majid and Aang Rohyana 2019:40) Collaboration between parents and schools can take various forms, including:

1. Cooperation in Learning Activities a. Become a resource person in learning activities at school according to their specialization b. Engage in activities with teachers and students according to their respective needs and expertise c. Attending school invitations directly for the benefit of their children. d. Taking the initiative to organize activities that are relevant to efforts to improve the ability of students, such as holding exhibitions, or performing arts creativity.

2. Cooperation with the parent-guardian forum a. Together with other parents hold a meeting to refresh knowledge about being an effective parent. b. Provide support for educational programs in schools with parents of other students. c. Organizing inter-family activities (family gathering) d. Provide added value to parental interpersonal relationships, both regarding ways to educate and help children, as well as parental skills in managing the household (cooking with a healthy menu, child and family health care, frugal living and others). As the forerunner of the birth of an educated parent community (mother of universe)

Concretely, the synergy between teachers and parents is very important in helping students to progress. Many cases show that the problems of students are often caused by the attitudes of parents, teachers and the community, so in accompanying children it is very important to cooperate between teachers and parents. (Goltom, 2019:99) Cooperation between teachers and parents can also be carried out in the form of participation from parents in the education of their children by means of good communication with the school, which is included in the form of cooperation. A good relationship between parents and school will invite parents to understand early about their children's educational life in school. (Mumu A Majid and Aang Rohyana 2019:38) With communication between parents and the school directly, parents have participated in their children's learning. The following is a discussion of participation and communication, among others:

Definition of Participation

Participation is the contribution of ideas, opinions or constructive thoughts, both to develop programs and to facilitate program implementation and also to make it happen by providing experience and knowledge to develop the activities that are followed. Based on the above understanding, it can be seen that in participation there are the following elements: 1. The involvement of children in all activities carried out in the teaching and learning process. 2. The willingness of children to respond and be creative in activities carried out in the teaching and learning process. Children's participation in learning is very important to create active, creative, and fun learning. Thus the learning objectives that have been planned can be achieved as much as possible. There is no learning process without the participation and activeness of students who learn. Every student must be active in learning, the only difference is the level/weight of the activeness of students in learning. There are activities that are categorized as low, medium and high. The participatory teaching and learning method by the teacher will be able to bring students in a more conducive situation because students participate more openly and sensitively in teaching and learning activities.

Factors Affecting Participation

There are several factors that can affect community participation in a program, the nature of these factors can support a program's success but there are also those that can hinder the success of the program. For example, the age factor, limited property, education, work and income. The role of the community in education According to Arief Budi Wuriyanto, community participation is the contribution, contribution, and participation of the community in supporting efforts to improve the quality of education at this time, planning, implementing, and monitoring education involves the participation of the community awareness of the importance of education that can provide hope and better possibilities in the future, prompting various efforts and attention of all levels of society. This creates awareness of community participation. (Rahmat, 2021:111) In Law No. 20 of 2003 concerning the national education system, Chapter XV Article 54 states that:

1. Community participation in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs, and community organizations in providing and controlling the quality of education services.
2. The community can participate as a source of implementing and using educational outcomes.
3. Provisions regarding participation as referred to in paragraphs (1) and (2) shall be further regulated by government regulations.

The community is the main component of the implementation of the educational process. Community contributions in the school environment need to be optimized as an effort to empower in order to realize the school's vision and mission with a new educational paradigm. The community can contribute to the school by providing input, especially in the preparation of school programs. In the implementation of school-based management (SBM), there are many ways to empower the community. For example, by:

1. Involve parents in managing school committees as well as community leaders to discuss planning activities for school programs
2. Building the principle of mutual benefit between the school and the community
3. Utilizing educated, skilled and skilled personnel in the school environment to assist the development and implementation of school programs
4. Include representatives of agencies and school committee organizations in school activities, such as extra-curricular or annual school events.

Empowering school committees is the goal of SBM, intended to create a sense of responsibility through a more open school administration. Principals, teachers, and community members work well together to make school development plans. The school extends the school budget and the calculation of funds is open on the

school board. Of course, in their work, the school committee prioritizes the principle of openness. This openness can increase trust, motivation, and parental and community support for schools.

Parents can participate in providing funds, infrastructure and school facilities as an effort to realize school programs that have been prepared together and foster children, especially in moral education so that children are prevented from bad traits and behavior due to environmental influences. Parents who have special education, knowledge, and skills can participate and help schools such as in the areas of the learning process, school management, and school financial management. The point is that parents will want to help the school if the school is able to communicate well. If schools are transparent, especially in finances and parents are involved in discussing school plans, then parents should feel they own the school. (Rahmat, 2021:112) Mulyasa believes that one of the keys to successful management in mobilizing parental participation is to establish harmonious relationships, so schools need to program several things

- a. Involve parents professionally in developing school planning, implementation and programs.
- b. Intensive communication
- c. Organize the division of tasks and responsibilities between schools and parents in the personal development of students
- d. Involve parents in various school programs and activities that are social in nature.
- e. Involve parents in making various decisions, so that they feel responsible for implementing them.
- f. Encouraging teachers to utilize parents as learning resources and support the learning success of students.
- g. Parent participation in school development planning.

Understanding Communication

The communication process can be interpreted as the transfer of information or messages from the sender of the message as a communicator and to the recipient as a communicant. The communication process aims to achieve mutual understanding between the two parties involved in the communication process. The essence of the communication process is to obtain the same meaning among the people involved in the communication process between humans. According to the view of Ruesch and Bateson in Liliweri that the most important level in human communication is interpersonal communication which is defined as individual relations with other people in their social context. Through this process, individuals adapt themselves to others through a process called sending and receiving. (Suprpto, 2009:5) As is well known that the purpose of communication is to entertain, provide information, and educate. With this goal, it has an impact on increasing knowledge (cognitive), building awareness (attitude) and changing behavior (psychomotor) of a person or society in a communication process. (Tommy Suprpto 2009:13)

a. Formal Communication and Non-Formal Communication

Maria Assumpta Rumanti (2006: 100), Formal communication is an official communication, message processing, in accordance with the authority outlined in the organizational plan to achieve goals and this kind of thing needs openness. While non-formal communication is an informal conversation, when, where, what, how, who, there are no rules. This means that it can happen anywhere and by anyone, at the office, at school, on the street, in the market, and so on. We are all created social beings so that effective communication can occur in the form of formal or informal.

b. Communication Barriers

Maria Assumpta Rumanti (2006: 96), the obstacles that can occur in communicating are:

1. Communicators think within themselves
2. Speak in a confidential context and delivered at the wrong time
3. Without giving real examples, the explanation is only general
4. Being dictatorial, not using feelings as a leader

5. Slow is not efficient
6. Too quick to make decisions
7. No consequence, no alternative

Motivating Children to Learn (Sub Focus 2)

1. Understanding Motivation

Motivation comes from the English word, namely motivation, but the original word is motive which has also been used in Malay, namely the word motif which means a goal or any effort to encourage someone to do something for a purpose, with that goal being the main driving force for someone in trying or achieve what he wants either positively or negatively. According to Hamalik, motivation is a change in energy in oneself or a person's personality which is characterized by the emergence of feelings and reactions to achieve goals that contain three interrelated elements, namely: a. Motivation starts from a change in personal energy b. Motivation is characterized by the emergence of feelings, c. Motivation is characterized by reactions to achieve goals that function to encourage behavior or an action, without motivation there will be no action such as learning. can carry out activities as well as possible. Therefore, with motivation, students will carry out the learning process or get used to learning well, so that they can get the desired results.

There are two types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation that comes from the students themselves to learn. This motivation is usually influenced by the desire of students to achieve a certain goal, for example achieving, entering a favorite school, making parents proud, and so on. Extrinsic motivation is motivation that comes from outside, for example the environment. Examples of extrinsic motivation are the lure of gifts from parents if they excel, following suggestions or advice from teachers, and so on.

Motivation functions as an influence, meaning that it moves towards the achievement of the desired goals and motivation functions as a driving force, namely as a machine, the size of the motivation will determine the sooner or later a job or deed. Sardiman argues that the function of motivation in learning is as follows:

- 1) Encouraging humans to act, namely as a driver of every activity to be carried out.
- 2) Determine the direction of action, namely towards the goal to be achieved. Thus motivation can provide direction and activities that must be carried out according to their goals
- 3) Selecting or determining the actions that must be done in order to achieve the goal, by setting aside actions that are not useful for the goal. (Lestari, 2020:8).

2. Understanding Children

Child is a boy or girl who has not yet matured or has not experienced puberty. Children are also second descendants, where the word "child" refers to the opposite of parents, adults are children of their parents, even though they have grown up. Children in the sense here are students.

3. Understanding Learning

Learning is a process of change in the human personality, and these changes are shown in the form of increasing the quality and quantity of behavior such as increasing skills, knowledge, attitudes, habits, understanding, skills, thinking power, and other abilities.

4. Indicators of Learning Motivation

The essence of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or supporting elements. It has a big role in a person's success in learning. Endang Titi Lestari (2020 :9-11), indicators of learning motivation which can be classified as follows: a. There is a desire and desire for success b. There is encouragement and need in learning c. There are hopes and aspirations for the future d. There is an appreciation in learning e. There is an interesting desire in learning f. The existence of a conducive learning environment that allows a student to learn well

5. Forms of Learning Motivation

In teaching and learning activities, the role of both intrinsic and extrinsic motivation is needed. Motivation for students can develop activities and initiatives, can direct and maintain perseverance in carrying out learning activities. According to Endang Titi Lestari (2020:12-15) There are several forms and ways to foster motivation in learning activities at school, including: a. Giving numbers in this case as a symbol of the value of learning activities. b. Gifts can also be said as motivation, c. Rivalry/Competition Rivalry or competition can be used as a motivational tool to encourage students to learn. d. Ego-Involvement raises students' awareness to feel the importance of the task and accept it as a challenge so that they work hard by risking self-esteem e. giving feedback as a motivational tool. f. know learning outcomes g. Praise if there are students who are successful or successfully complete the task well, h. Punishment Punishment is negative reinforcement, but if done properly and wisely will be a good and effective motivational tool. i. The desire to learn means the potential that exists within students. j. Interest has a big influence on learning activities. k. The formulation of goals that are recognized and accepted by students is a very important motivational tool. By understanding the goals to be achieved, there will be a passion for learning.

6. How to Increase Learning Motivation a. Using appropriate and varied methods and learning. b. Making students as active learners c. Make optimal use of media. d. Creating competition or competition that occurs during learning, e. Conduct periodic evaluations f. Convey motivation directly. g. Generous of compliments

Based on the theoretical study above, the authors can conclude that the description of the Actualization of the Culture of Teacher and Parents Cooperation in Motivating Children to Learn is a form of relationship between teachers and parents of students who interact and mutually benefit to achieve common goals to motivate or provide support to students so that they can follow the lesson well. The culture of cooperation referred to in this study is a good habit that has been passed down from generation to generation and has been developed until now. Description is a case study that must be told in detail, while actualization means that it actually happened. So the purpose of the Description of Actualization of the Culture of Cooperation between Teachers and Parents in Motivating Children to Learn is to discuss in detail about the truth of the habit of cooperation between Teachers and Parents in Motivating Children to Learn which will be conducted research at SDN 41 Hulonthalangi, Gorontalo City.

RESEARCH METHODS

This research uses a qualitative approach with descriptive research type, where this approach tends to lead to descriptive research methods (in the form of written words). Denzin and argues that qualitative research is research that uses a natural setting with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods. Erickson argues that qualitative research seeks to find and describe in a narrative way the activities carried out and the impact of the actions taken on their lives. (Anggito, and Johan Setiawan 2018:7)

The data needed in this study is data about the culture of collaboration between teachers and parents in motivating children to study at SDN 41 Hulonthalangi, Gorontalo City which includes primary data sources, namely data or information obtained from main informants namely the Principal, Class Teacher, Parents of SDN students. 41 Hulonthalangi, Gorontalo City. Secondary data is a source that does not directly provide data, in this case, namely through documentation or data and other books related to the problem being studied (Culture of cooperation between teachers and parents in motivating children to learn), which serves as a complement to primary data. Data collection techniques used in this study are: Observation, Interview, and Documentation. This study uses the Slovin Formula (Yumono, 2020).

[alert-note] $n = \text{Where} :$
 $n = \text{sample size}$

N = population size or number of elements in the population

e = the value of precision or significance level is determined to be 95% or 0.05.

$100\% - 95\% = 5\%$ or 0.05, the sample is approximately 90% or 0.1

$100\% - 90\% = 10\%$ or 0.1

Analysis of the data used in this study is to do the processing of all data or information obtained from observations, interviews and documentation that has been done.

RESEARCH RESULTS AND DISCUSSION

A culture of collaboration between teachers and parents in motivating children to study at SDN 41 Hulonthalangi, Gorontalo City.

The first form of cultural cooperation that is carried out to establish cooperation between teachers and parents is to establish good communication with parents. There are two forms of communication techniques used by SDN 41 Hulonthalangi, Gorontalo City to establish teacher and parent collaboration in motivating children to learn, namely formal (formal) communication techniques and informal (non-formal) communication techniques. At the SDN 41 Hulonthalangi school, Gorontalo City, formal communication is carried out through letters, meetings in harmony organizations, report cards and parent-teacher meetings. Non-formal communication carried out through home visits, telephone and whatsapp. The communication that is established is useful for implementing continuous education. Communication must be carried out by both parties, namely teachers and parents. This is because children's learning is done online, so that children are helped to understand learning, it is necessary to have good communication so that teachers can convey learning through online and it is the duty of parents to accompany children and provide understanding to children. With good cooperation and communication, children's learning will also run well.

The second form of collaboration carried out by teachers and parents in motivating children to study at the SDN 41 Hulonthalangi school, Gorontalo City, is the achievement of children. The school and parents work together to improve children who excel at SDN 41 Hulonthalangi, Gorontalo City. What the school does in improving children's achievement in school is to provide the necessary infrastructure according to the interests and talents of children, and parents also support and participate fully.

This can motivate children to improve learning achievement and others. The third form of cooperation is parental involvement in children's learning at home. Parents also act as teachers by teaching and helping their children, like during a pandemic like this, mentoring and providing parental understanding to their children is very necessary to help children understand learning.

Barriers to Cooperation between Teachers and Parents in Motivating Children to Learn.

The internal factors found at SDN 41 Hulonthalangi, Gorontalo City are teachers who find it difficult to provide understanding of learning to children because they explain their learning online, and the time allotted for online learning is only 45 minutes. This makes learning ineffective. So parental assistance is needed in online learning, but there are some parents who are also ignorant, so teachers have difficulty dealing with this. External factors that the researchers found at SDN 41 Hulonthalangi, Gorontalo City were some parents who were ignorant and didn't want to know about their child's learning development and parents who were busy when the school contacted parents to inform their child's development. This is due to family problems and the demands of parents' work.

School Efforts at SDN 41 Hulonthalangi, Gorontalo City to Collaborate with Parents in Motivating Children to Learn.

SDN 41 Hulonthalangi, Gorontalo City has made several efforts to build cooperative relationships with parents: First, the school provides the best service for parents of students who come to school with various purposes and goals. The best service provided by the school can be felt directly by the parents of the students. This can be seen from the role of principals and teachers at SDN 41 Hulonthalangi, Gorontalo City, who are close to parents, conveying learning and educational activities in a transparent, open and detailed manner to parents. Second, the school conducts initial communication to equalize perceptions. The initial communication carried out by the school was to conduct interviews with parents with several questions, for example the background of the parents sending their children to SDN 41 Hulonthalangi, Gorontalo City and other questions about child development. This is done so that future communication in order to equalize the perceptions of both parties can be well established. Third, providing opportunities for parents to be involved in the process of children's learning development. What parents can do to be involved in the process of children's learning development is to take the time to accompany children when doing online learning and provide understanding to children when there are lessons that they do not understand. The school also provides opportunities for parents to become resource persons according to their expertise.

CONCLUSION

Based on the results of research and discussion, it is concluded that:

1. The forms of cooperation between teachers and parents in motivating children to learn are communication, child achievement, and parental involvement in children's learning at home.
2. The obstacles experienced by the school at SDN 41 Hulonthalangi, Gorontalo City in establishing cooperation between teachers and parents to motivate children to learn are influenced by internal and external factors. Internal factors are obstacles experienced by teachers in carrying out online learning. While external factors are parents who do not participate because they have busy work and parents who have family problems.
3. Efforts made by SDN 41 Hulonthalangi, Gorontalo City in realizing cooperation between teachers and parents in motivating children to learn.
 - a. The school provides the best service to parents
 - b. The school equates the perceptions and values that are instilled by the school with the values taught by parents by communicating at the beginning of the meeting
 - c. Provide opportunities for parents to be involved in children's education

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