

The Relationship between Teachers' Teaching Styles and Students' Learning Interests at SMP Negeri 1 Pancur Batu

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Abstract

This article or writing aims to determine whether there is a relationship between teacher teaching style and student learning interest. The problem is focused on the teacher's teaching style and student learning interest. The population in this study were students of SMP Negeri 1 Pancur Batu. The sample taken was 100 students taken using random sampling techniques. To approach this problem, the theoretical references from Abdul Majid regarding the types of teacher teaching styles and Totok Santoso regarding student learning interests were used. The data were collected using a questionnaire and analyzed qualitatively. In the testing process, this study used Validity and Reliability Tests, Normality Tests, Linearity Tests, and Correlation Hypothesis Tests. This study concluded that there was a relationship between teacher teaching style and student learning interest. The suggestion given in this study is that teachers should better understand what the right teaching style is for each student so that each student's learning interest can increase. With the increase in student learning interest, the quality of education will also improve because students learn with good interest.

Keywords: Teacher Teaching Style; Student Learning Interest.

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INTRODUCTION

National development in the field of developing quality Indonesian human resources through education is a serious and continuous effort to realize a complete Indonesian human being. Quality resources will determine the quality of personal, community, and national life to anticipate, and overcome problems, and challenges that occur in society now and in the future. To realize the above intention is not easy and simple. It takes a long time and requires the support of all components of the nation and efforts that are planned carefully, continuously, and last a lifetime. Efforts to improve the quality of education in Indonesia never stop. Various breakthroughs continue to be made by the government through the Ministry of National Education. These efforts include school management, increasing educational staff resources, developing teaching materials, and developing new paradigms with teaching methodologies.

Learning activities are important things that must be done by students as learners. In supporting learning, it is necessary to have the will and interest in learning so that learning is considered a fun activity and obtains benefits. Basically with the interest in learning, the individual's motivation to carry out learning and teaching activities will also be carried out properly. Learning can provide positive changes if it is done effectively and optimally so that it will produce a result in the form of achievements that are useful for the future. All components involved in education and teaching such as education providers, educators, and students must learn continuously, so each of these components requires an interest in learning (Gultom & Sugito, 2022; Sumanggala, 2023).

According to (Ahmadi, 1997) "Interest is a person's mental attitude including the three functions of the soul (cognition, conation, and emotion), which is directed at something and in that relationship there is a strong element of feeling." According to Slamet (in Sanjani & others, 2018), "Interest is a persistent tendency to pay attention to and remember certain activities". Meanwhile, according to Jaali (in Doloksaribu, 2024) "Interest is a feeling of liking and attraction to something or an activity, without anyone telling you to". Meanwhile, according to Crow & Crow (in Frans & others, 2022) says that "interest is related to the driving force that drives someone to face or deal with people, objects, activities, experiences that are stimulated by the activity itself".

Based on the various definitions of interest above, of course, the scope of interest is very broad. In this study, researchers focused more on students' learning interests. Learning interest is a state of a feeling of preference and interest in something or activity without anyone telling it to be realized in a statement or activity (Frans et al., 2022; Lubis et al., 2022; Qodri et al., 2023). According to Syah (in Arifin et al., 2016) "interest in learning means a high tendency and passion or a great desire for something". Interest in learning can be expressed through statements that indicate that students prefer something to something else, it can also manifest in an activity. Someone who has an interest in an object will be interested in that object. Usually, the person will always follow the development of information on the object. Interest in an object will encourage someone to find out and study the object and he will follow activities related to the object (Badariah, 2022; K. Ginting, 2017; Hidayat et al., 2022).

Several factors can influence learning interest, namely internal factors such as ideals, satisfaction, needs, talents, and habits, as well as external factors, namely environmental conditions in the form of completeness, facilities, and infrastructure, association with parents and community perceptions of an object, and socio-cultural background (Anggraini & Sepdwiko, 2023; Sinuraya & Barus, 2022).

Student success is influenced by many factors that come from within and outside the student. Internal motivation factors come from within themselves. As much as possible, teachers must bring out motivation from within students during learning, for example by linking learning to the interests or needs of students. External factors include learning facilities, teacher teaching methods, feedback systems, and so on. Factors from within students include intelligence, learning strategies, motivation, learning interests, and so on. Motivation functions as a driving force for activity.

In learning, interest has several characteristics. According to Elizabeth Hurlock (in Khairunnisa, 2017; Lubis & others, 2022) mentions that there are seven characteristics of interest in learning, namely interest grows along with physical and mental development, interest depends on learning activities, interest development may be limited, interest depends on learning opportunities, interest is influenced by culture, interest has emotional weight, interest has egocentric weight, meaning that if someone likes something, then there will be a desire to have it.

There are several characteristics of students who are interested in learning, namely having a consistent tendency to pay attention and remember something that is learned continuously, there is a feeling of liking and enjoyment towards something that interests them, getting a sense of pride and satisfaction in something that interests them, preferring things that interest them more than other things, manifested through participation in activities and events. (Khairunnisa, 2017; Lubis & others, 2022).

Variation in learning is an activity in the context of the teaching and learning interaction process that is intended to overcome student boredom so that in the teaching and learning situation students always show perseverance, enthusiasm, and full participation. Lack of skills in carrying out variations in the learning process will cause boredom and saturation in students in learning activities. The boredom factor caused by the presentation of monotonous learning activities will result in decreased attention, motivation, and interest in students' lessons, teachers, and schools. In this case, the teacher's teaching style plays a role in influencing students' learning interests.

Teachers can be defined as people whose duties are related to efforts to educate the nation's life in all its aspects, both spiritual and emotional, intellectual, physical, and other aspects. Teachers are positions or professions that require special skills in their main tasks such as educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education on formal education paths, elementary education, and secondary education (Silalahi, 2020; Sipahutar, 2024).

A teacher is an adult, who because of his role is obliged to provide education to students. This person may be a father or mother, teacher, ustadz, lecturer, cleric, and so on. (Silalahi, 2020; Sipahutar, 2024). According to the Djamarah (in RW Ginting & others, 2019) A teacher is someone who provides knowledge to students or professional staff who can enable their students to plan, analyze, and conclude the problems they face.

Every teacher has experience, education, mindset, culture, and background and personality of each. This causes differences in teaching style for each teacher. Teaching style is a teacher's activity in the context of the teaching and learning interaction process aimed at overcoming student boredom, in the teaching and learning situation. Students always show perseverance, enthusiasm, and full participation. According to Abu Ahmadi, teaching style is the behavior, attitude, and actions of teachers in carrying out the teaching process.

The teaching styles of teachers applied in the learning process can be grouped into four which are derived from educational schools, namely classical, technological, personalized, and interactional teaching styles.

The classical teaching style is a classical teaching style that still applies the concept of the only way to learn with various consequences that it receives. Teachers still dominate the class without allowing students to be active, so that it will hinder student development in the learning process. The classical teaching style is not entirely to blame when class conditions require a teacher to do so, namely, class conditions where the majority of students are passive. In classical learning, the role of the teacher is very dominant, because he must deliver learning materials. Therefore, teachers must be experts in the subject matter they teach. In this learning model, students tend to be passive (only receiving learning materials).

Technological teaching style. Teachers who apply a technological teaching style are often a topic of endless discussion. The argument is that each teacher with this teaching style has a different character, rigid, moderate, and flexible. This style requires a teacher to adhere to various available media sources. Teachers teach by paying attention to student readiness and always

provide stimulation to be able to answer all problems faced. Teachers allow students to learn knowledge that suits their respective interests, thus providing many benefits to students.

Personalized teaching style. Personalized learning is carried out based on the interests, experiences, and mental development patterns of students. The dominance of learning is in the hands of students, where students are viewed as individuals. Teachers who apply a personalized teaching style are one of the keys to the success of achieving student learning achievements. Teachers do not only provide learning materials to make students smarter but also so that students become smarter themselves. Teachers with this personalized teaching style will always improve student learning and always view students as themselves. Teachers cannot force students to be the same as their teachers, because these students have their interests, talents, and tendencies.

Interactional teaching style. In interactional learning, the role of the teacher is very dominant. Teachers and students try to modify various ideas or knowledge learned to find new forms based on the studies studied. Teachers with an interactional teaching style prioritize dialogue with students as a form of dynamic interaction. Teachers and students or students with students are interdependent, meaning that they are both subjects of learning, and none are considered the best or the worst. The teaching style used by each teacher varies according to their habits and methods of teaching. However, in practice, each teacher does not only show one style in the learning process. If the teacher understands his/her ability to teach and understands the needs of his/her students, then the teacher will easily make variations in teaching.

In the field, researchers see that there are often differences in attitudes shown by students in different subjects in the classroom. Sometimes the students are interested and willing to pay attention. However, when the learning/teacher changes, the attitudes shown by the students also change. As if there are differences in students' learning interests, in receiving the learning given by each teacher.

Based on the above, the researcher is interested in conducting research with the title The Relationship Between Teacher Teaching Style and Student Learning Interest at SMP Negeri 1 Pancur Batu with the aim of seeing whether teacher teaching style can influence student learning interest.

RESEARCH METHODS

The research used is correlational quantitative research. Quantitative research is a research method based on the philosophy of positivism, used to research a certain population or sample, the sampling technique is generally done randomly, data collection using research instruments, and data analysis is quantitative/statistical to test the established hypothesis. Quantitative research uses a lot of numbers, starting from data collection, interpretation of data, and the appearance of the results. The instrument used in this study was a questionnaire survey. The scale used is the Likert scale with product data analysis. The population in this study were students who attended SMP Negeri 1 Pancur Batu totaling 695 students. The sampling technique in this study was taken using the formula proposed by Slovin totaling 100 students.

RESULTS AND DISCUSSION

In its testing. This study conducted several tests. Namely validity and reliability tests, normality tests, linearity tests, and correlation hypothesis tests.

Results of Validity and Reliability Test Calculations

Scale: Teacher Teaching Style

Case Processing Summary			
		N	%
Cases	Valid	100	100.0
	Excluded	0	,0
	Total	100	100.0
Reliability Statistics			
Cronbach's Alpha		N of Items	



,875		16	
Item Statistics			
	Mean	Std. Deviation	N
item_1	2.72	,900	100
item_2	2.84	,884	100
item_3	2.95	,796	100
item_4	2.64	,948	100
item_5	2.52	,904	100
item_6	2.79	,769	100
item_7	2.89	,952	100
item_8	2.47	1,010	100
item_9	2.65	,999	100
item_10	2.41	1,045	100
item_11	2.38	1,003	100
item_12	2.94	,952	100
item_13	3.03	1,010	100
item_14	3.06	,874	100
item_15	3.31	,940	100
item_16	2.64	1,059	100
Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
item_1	41.52	71,424	,460
item_2	41.40	70,727	,519
item_3	41.29	70,269	,624
item_4	41.60	68,990	,593
item_5	41.72	68,284	,678
item_6	41.45	71,907	,516
item_7	41.35	72,573	,355
item_8	41.77	70,037	,484
item_9	41.59	70,689	,449
item_10	41.83	68,486	,558
item_11	41.86	68,869	,562
item_12	41.30	71,505	,424
item_13	41.21	71,117	,417
item_14	41.18	70,513	,542
item_15	40.93	70,308	,511
item_16	41.60	67,838	,589
Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
44.37	79,235	8,086	16

The following is a description of the validity and reliability test results table:

Description of Validity and Reliability Test Results

This study tested the validity and reliability of the "Teacher Teaching Style" scale consisting of 16 question items.

1. **Case Processing Summary.** Data were taken from 100 respondents, with all cases valid (100%) and no data excluded.
2. **Reliability Statistics.** Cronbach's Alpha value of 0.875, indicates that the instrument has a very good level of reliability. This indicates that the items in the scale have high internal consistency.
3. **Item Statistics.** Each item has a varying mean and standard deviation value, with the mean ranging from 2.38 to 3.31. This indicates a fairly even distribution of responses among respondents.
4. **Item-Total Statistics**
 - The corrected item-total correlations (CTOs) were mostly above 0.4, indicating that each item made a good contribution to the overall scale.



- The Cronbach's Alpha value if Item Deleted is in the range of 0.861 – 0.874, indicating that no item significantly decreases reliability if deleted.

1. Scale Statistics

The overall scale has a mean of 44.37 with a standard deviation of 8.086, which reflects a fairly good distribution of data on this scale.

Overall, the test results show that the "Teacher Teaching Style" scale has good validity and reliability, so it can be used to measure aspects related to teacher teaching style consistently.

Scale: Student Learning Interest

Case Processing Summary				
		N	%	
Cases	Valid	100	100.0	
	Excluded	0	,0	
	Total	100	100.0	
Reliability Statistics				
Cronbach's Alpha	N of Items			
,891	12			
Item Statistics				
	Mean	Std. Deviation	N	
item_1	3.33	,753	100	
item_2	2.75	,716	100	
item_3	3.05	,657	100	
item_4	2.85	,657	100	
item_5	2.89	,680	100	
item_6	2.81	,775	100	
item_7	2.90	,644	100	
item_8	2.67	,652	100	
item_9	2.67	,667	100	
item_10	2.20	,725	100	
item_11	2.17	,667	100	
item_12	2.67	,726	100	
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	29.63	27,488	,446	,891
item_2	30.21	25,642	,747	,874
item_3	29.91	26,588	,672	,878
item_4	30.11	26,503	,686	,878
item_5	30.07	26,995	,582	,883
item_6	30.15	26,149	,609	,882
item_7	30.06	26,845	,647	,880
item_8	30.29	27,258	,571	,884
item_9	30.29	26,713	,640	,880
item_10	30.76	27,275	,499	,888
item_11	30.79	27,036	,590	,883
item_12	30.29	27,036	,532	,886
Scale Statistics				
Mean	Variance	Std. Deviation	N of Items	
34.90	31,574	5,163	12	

Description of the Results of the Validity and Reliability Test of the Student Learning Interest Scale

This study evaluates the validity and reliability of the Student Learning Interest scale, which consists of 12 question items.

1. **Case Processing Summary.** Data were collected from 100 respondents, with 100% valid cases and no data excluded.
2. **Reliability Statistics.** Cronbach's Alpha value is 0.891, which indicates that this scale has high reliability. This indicates that the items in the scale have strong internal consistency.
3. **Item Statistics**
 - The mean scores for each item ranged from 2.17 to 3.33, reflecting variations in students' levels of learning interest.
 - **Standard deviation ranging** from 0.644 to 0.775, indicating a fairly varied distribution of responses between items.
4. **Item-Total Statistics**
 - **Corrected Item-Total Correlation** most of them have values above 0.5, which indicates that the items have a fairly good relationship with the scale as a whole.
 - The Cronbach's Alpha if Item Deleted value is in the range of 0.874 – 0.891, which indicates that no item significantly reduces the reliability of the scale if deleted.
5. **Scale Statistics**
 - The scale has an overall mean of 34.90, with a standard deviation of 5.163, indicating that respondents tend to provide relatively consistent answers on this scale.

Overall, the results of the analysis show that the Student Learning Interest scale has good validity and reliability. Therefore, this scale can be used to measure the level of student learning interest consistently and accurately.

Description of Statistical Test Results

This study analyzes the relationship between Teacher Teaching Style and Student Learning Interest through a series of statistical tests, including normality, linearity, correlation, and comparison of hypothetical and empirical means. The following are the results of the analysis:

1. Results of Calculation of Normality Test of Distribution

The normality test was performed using Kolmogorov-Smirnov (KS) to see whether the data was normally distributed.

Variables	Mean	SD	KS	Sig	Information
Teacher Teaching Style	44.37	8,086	0.733	0.656	Normal
Student Learning Interest	34.90	5,163	0.964	0.310	Normal

Interpretation: Because the Sig value > 0.05, both variables have a normal distribution, so the data meets the normality assumption.

2. Linearity Test Calculation Results

The linearity test was conducted to see whether the relationship between the variables Teacher Teaching Style (X) and Student Learning Interest (Y) was linear.

Correlational rxy		F	P (Sig)	Information
X - Y	0.472	1,298	0.195	Linear

Interpretation: Because the P value (Sig) = 0.195 > 0.05, the relationship between Teacher Teaching Style and Student Learning Interest is linear.

3. Results of Correlation Hypothesis Test Analysis

Correlation tests are conducted to see whether there is a significant relationship between Style

Teaching Teacher (X) and Student Learning Interest (Y).

Statistics	Coef. rxy	P (Sig)	Coef. Det. (r ²)	BE%	Information
X – Y	0.472	0,000	0.223	22.3%	Significant

Interpretation:



- P value (Sig) = 0.000 < 0.05, so there is a significant relationship between Teacher Teaching Style and Student Learning Interest.
- The correlation coefficient value (r_{xy}) = 0.472 indicates a moderate positive relationship between the two variables.
- The coefficient of determination (r^2) = 0.223 means that 22.3% of the variation in Student Learning Interest is influenced by the Teacher's Teaching Style, while the rest is influenced by other factors.

4. Results of Hypothetical and Empirical Mean Calculations

The comparison between hypothetical and empirical mean values is used to measure the degree of tendency of the variable.

Variables	SD	Hypothetical Mean	Empirical Mean	Information
Teacher Teaching Style	8,086	40	44.37	Currently
Student Learning Interest	5,163	30	34.90	Currently

Interpretation:

- **The empirical mean is higher than the hypothetical mean**, showing that the Teacher's Teaching Style and Student Learning Interests are in the moderate category.
- This indicates that the teacher's teaching style is quite effective in building students' interest in learning.

CONCLUSION

Based on the results of the statistical analysis that has been carried out, it can be concluded that:

1. **Normal Data Distribution.** The normality test shows that the data on Teacher Teaching Style and Student Learning Interest are normally distributed (Sig > 0.05), so the data meets the assumptions for further analysis.
2. **Linear Relationship.** The results of the linearity test show that the relationship between Teacher Teaching Style and Student Learning Interest is linear ($P > 0.05$), which means that changes in teacher teaching style tend to correlate consistently with student learning interest.
3. **Significant and Positive Relationship.** The correlation test shows a positive and significant relationship between Teacher Teaching Style and Student Learning Interest ($r_{xy} = 0.472$, Sig = 0.000).
4. The coefficient of determination ($r^2 = 0.223$) indicates that 22.3% of the variation in students' learning interests can be explained by the teacher's teaching style, while 77.7% is influenced by other factors.
5. **Teacher Teaching Style Level and Student Learning Interest in the Medium Category**
6. Based on the comparison of hypothetical and empirical means, both variables are in the moderate category, indicating that the teacher's teaching style applied is quite effective in building students' interest in learning, but still has room for improvement.

The results of this study confirm that Teacher Teaching Style contributes significantly to Student Learning Interest, although with a moderate level of influence. Therefore, to further improve student learning interest, teachers need to optimize more innovative and interesting teaching methods and consider other external factors that can affect student learning interest.

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