



ISSN : 2722-791X (Online)

Point of View Research Management

<https://journal.accountingpointofview.id/index.php/povrema>



Implementation of the Question-and-Answer Learning Method in Improving Learning Motivation Learners

Juhri Juhri ^{†1}

¹: Institut Teknologi dan Bisnis Kalla, Makassar City, 90231, South Sulawesi, Indonesia

Submission Info :

Received 07 July 2021
Accepted 28 August 2021
Available online 31 August 2021

Keyword :

Question Answer Method
Learning
Motivation
Learners

Email :

juhri@kallabs.ac.id

Abstract

This study is qualitative research with the main topic related to the question and answers learning method for Islamic Religious Education (PAI) subjects at SMA Negeri 10 Bulukumba. Data analysis used is data reduction and data presentation. The results of this study indicate that applying the question-and-answer method in Islamic Religious Education learning at SMAN 10 Bulukumba begins with planning such as formulating learning objectives and strategies, setting indicators, preparing questions, compiling questions, calculating time allocation, and determining types of learning. Teachers and students communicate with each other and implement a question-and-answer session. The application of the question-and-answer method can increase students' interest and attention to be active in learning. Students are also able to think critically, logically, and systematically. Thus, applying the question-and-answer method in the learning process can help teachers increase student motivation in Islamic religious education subjects at SMA Negeri 10 Bulukumba.



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1 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, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Wahyudi, 2014). Learning is at the heart of the educational process in educational situations. Because it is the key to success to reach a bright future, preparing the nation's generation with high knowledge of knowledge, which in the end is expected to be useful for the nation, state and religion (Djaelani, 2013). At the micro level, achieving learning quality is the professional responsibility of a teacher, for example creating meaningful learning experiences for students to achieve maximum learning outcomes. The factors that influence the learning process, both externally and

[†] Corresponding author. Juhri Juhri
Email address: juhri@kallabs.ac.id

internally are identified as follows. External factors include teachers, materials, interaction patterns, media and technology, learning situations and systems (Octavia, 2020).

Nowadays, it is unavoidable that someone's interest in learning will be easy to post. So that this interest in learning continues to increase from time to time, every student must always get a learning stimulus. In order for the desire to continue to learn to exist and increase in frequency, each student must of course have certain motives that cause him to keep the spirit of learning (Syaparuddin et al., 2020). All of the motives that make a person enthusiastic about learning can generally be said to be motivation. The purpose of motivation here is a state within a person that encourages him to carry out activities to achieve certain goals (Majid, 2016). Learning motivation is a non-intellectual psychological factor. Someone who has a high enough intelligence, can fail due to lack of motivation in learning. Motivation to learn can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals. While the extrinsic factors are awards, a conducive environment, and interesting learning activities (Sari, 2015). Learning motivation is an internal and external encouragement for students who are learning to make changes in behavior in general with several indicators which include the desire to succeed, the encouragement and needs in learning, the hopes and ideals, the appreciation, the existence of activities that interesting, there is a conducive learning environment (Uno, 2011). Learning motivation is an important element in the learning process to create a conducive learning atmosphere to achieve the previously formulated learning objectives. Motivation as the main factor in learning that serves to generate, underlie, and move the act of learning (Putri, 2017). According to the results of research through direct observation, that most students who are highly motivated will work hard, look dashing, don't want to give up, and actively read to improve learning outcomes and solve the problems they face (Sanjaya, 2015). On the other hand, those who have low motivation, seem indifferent, easily discouraged, their attention is not focused on learning which results in students having learning difficulties.

Currently, many students are less motivated to learn. This can be seen from the attitude of students who are indifferent to the learning process, do not pay attention to the teacher when explaining the material and do not do the tasks given by the teacher. This is certainly not a step phenomenon in the world of education. One of the causes of the lack of learning motivation is the lack of teacher creativity in developing methods in the learning process. In general, in learning Islamic Religious Education, especially at SMA Negeri 10 Bulukumba, students learn only because they are forced or because of obligation, not because of need, so they do not do learning activities wholeheartedly or carelessly so that they do not get maximum results. This happens because it is based on the absence of sincere motivation and will in a student, the weak motivation of these students in learning so that what is in him is only lazy and no enthusiasm. For example, a student who feels threatened or ostracized by both other students and the teacher will not be well motivated in learning. One of the causes of the lack of motivation in students is the use of simple or improvised learning methods and not trying to develop creative methods in learning (Sanjaya, 2015).

The learning method is a method or effort made by educators so that the teaching and learning process for students is achieved both objectives. This learning method is very important to do so that the teaching and learning process looks fun and does not make the students bored, and also the students can capture knowledge from the educators easily (Thobroni, 2015). Teachers should choose appropriate and varied learning methods that can arouse students' interest in learning (Abdullah, 2017). Teachers must actively provide stimulus to students to actively seek and explore other information related to subject matter. The more teaching methods mastered by a teacher, the more successful he or she will be in increasing students' learning motivation (Masni, 2017). The approach to teaching generally takes two ways, namely providing simulations and conducting instructional activities. Questions are motivational generators that can stimulate students to think (Ilyas & Armizi, 2020). Through questions learners encouraged to seek and find appropriate and satisfactory answers. In seeking and finding answers, students must think about connecting the part of their existing knowledge with the content of the question (Khotimah1 & Agrina, 2020). Generally in every teaching and learning activity there is always a question and answer. However, not every teaching and learning activity can be called using the question-and-answer method. For example, in teaching with the expository method the teacher asks questions and asks questions learners give an answer. This teaching method cannot be called using the question-and-answer method, although frequently there are questions and answers (Ahmad & Tambak, 2017).

The question-and-answer method is considered quite effective in improving student learning outcomes, (Fatimatuzahroh et al., 2019) stated that the question-and-answer method is one of the most effective and efficient teaching methods in building student creativity in the learning process. {Formatting Citation}, revealed that in its application, the question-and-answer method can be carried out individually, in groups or classically, between students and teachers, students and students, teachers to students, thus the learning objectives desired by the teacher will be more easily achieved. well by students. The question-and-answer method according to experts can also provide stimulation to students learners to be able to think critically and encourage learners Try to understand every question given by the teacher (Al-Tabany, 2017). Thus, this method allows the creation of mental process activities learners to see the connection available in the learning material (Manik, 2020). Using this method, students become more active in teaching and learning, because the questions asked by the teacher must be answered. Or maybe they ask back If something is not clear to him, despite the activity learners The number of students is getting bigger, but the activities and teaching materials are still determined according to the wishes of the teacher (Murtadha, 2020). The objectives to be achieved in the implementation of this research, among others: 1) To find out the implementation of the question-and-answer learning method for Islamic Religious Education (PAI) subjects at SMA Negeri 10 Bulukumba; 2) To find out whether the implementation of the question-and-answer learning method can increase students' learning motivation in Islamic Religious Education (PAI) subjects at SMA Negeri 10 Bulukumba.

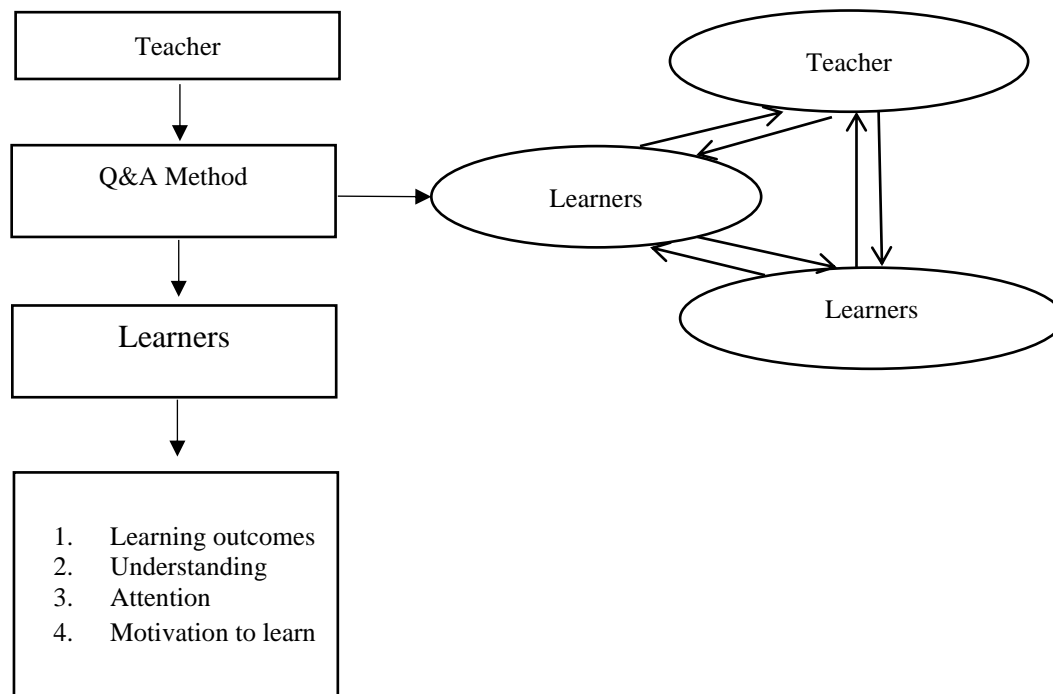


Figure 1. Research Model

2 Research Method

The approach used in this research is descriptive (descriptive research), and explanatory approach (explanatory research). Descriptive approach is used in this study because the research seeks to explain through explanations that use descriptions of the data that has been processed, both secondary data and primary data. While the explanatory approach is used to explain the implementation of the Question-and-Answer Learning Method in Improving Students' Learning Motivation in Islamic Education Subjects at SMA Negeri 10 Bulukumba. This type of research is qualitative research, namely research by describing the data obtained in the field. This study seeks to find information and facts about the object under study to describe and reveal the Implementation of

the Question-and-Answer Learning Method in Improving Students' Learning Motivation in Islamic Religious Education (PAI) Subjects at SMA Negeri 10 Bulukumba. Research subjects are individuals, objects, or organisms that are used as sources of information needed in collecting research data. In qualitative research, respondents or research subjects are referred to as informants, namely people who provide information about the data that the researcher wants related to the research being carried out. or can also be referred to as research subjects or respondents. The subject as a source of data in this study based on the population is PAI teachers as many as 3 people, and observations to 34 students. This study also wanted to find out how much students' learning motivation towards Islamic Religious Education subjects through the implementation of the question-and-answer learning method. three methods, namely Observation is data collection by making direct observations of teachers and students as the subject under study. Observations were also carried out in order to obtain school data, the condition of SMA Negeri 10 Bulukumba both physically (facilities and infrastructure), organizational structure, teacher and student conditions. The indicator studied was the implementation of the question-and-answer learning method in increasing students' learning motivation in Islamic Religious Education (PAI) subjects. In conducting this research, the researcher made unstructured observations. Interviews can be defined as "language interactions that take place between two or more people in a situation facing one another, namely those who conduct interviews asking for information or expressions to someone being studied which revolves around opinions or beliefs (Emzir, 2015). This interview aims to increase the knowledge of researchers about the things to be studied. In this interview, the researcher interviewed the Islamic Religious Education teachers of SMA Negeri 10 Bulukumba students as respondents in this study. In this interview, the researcher asked how the discussion method was used in his lectures. Documentation is the method that the author uses to collect data by searching or retrieving data in the form of documents in the school. The data in question is the number of students, the state of facilities and infrastructure, and the number of teachers. The analysis in this study consists of three flow of activities that occur simultaneously, namely: data reduction, data presentation and conclusion drawing.

3 Result and Discussion

Result

Planning for the application of the question and answer method in Islamic Religious Education (PAI) learning, According to Informant 1 :

Applying the question-and-answer method in Islamic Religious Education learning begins with careful planning. In this method, learning can be out of the subject matter or floating. It requires boundaries, and the objectives of the learning materials to be achieved follow the indicators of learning materials. The second possibility is that learning may not work well because there is no student feedback; this happens if students do not understand or are not interested in the material to be discussed.

This statement was also confirmed by the next informant:

In the application of the question-and-answer method, several things must be considered, namely studying the syllabus that has been prepared, compiling a Learning Implementation Plan (RPP) using the question-and-answer method, compiling a grid of questions and answers, and compiling questions and concluding answers that are following the subject matter. Discussion, paying attention to indicators of learning material, paying attention to the available time allocation, and so on.

From the statements of the two informants, it can be seen that in the application of a method, planning is critical so that the objectives of implementing learning can run well and learning objectives can be achieved optimally; in addition, planning can streamline the teaching and learning process (PBM) in class, by exploring various potentials as well as revealing various possibilities that can occur in PBM, especially in the application of the question-and-answer method. The application of management functions dramatically affects the effectiveness of learning achievement.

The planning stages carried out by PAI teachers at SMAN 10 Bulukumba include formulating learning objectives and strategies through learning content standards such as graduation standards and learning targets. Planning of learning objectives and strategies is necessary to create an effective learning atmosphere and student-centered learning. Informant 3 stated that:

“The Achievement of effective learning must be preceded by planning and then setting learning objectives and strategies. Learning can be directed by delivering fun material that will make students happy and feel at home. The application of varied strategies will eliminate student boredom and boredom in learning. The formulation of learning objectives and strategies is essential in order to create a pleasant learning atmosphere. Learning that is carried out without formulating the goals to be achieved gives the impression and makes learning undirected. Learning strategies that do not pay attention to students' psychological state, the content of learning materials, class atmosphere, available time allocation, facilities, and infrastructure that support the learning process will impact learning that does not give an impression.

To measure the success of learning that has been determined, the indicators used are indicators of achievement of learning mastery. Informant 2 (Teacher of PAI at SMAN 10 Bulukumba) stated that:

"Indicators set in a learning material are media to measure the extent to which students understand, understand, master and actualize a material and lesson content. Evaluations that are not based on indicators of mastery achievement will have an impact on subjective assessments."

This statement explains that in order to provide an accountable assessment and avoid subjective assessments, in achieving the learning objectives that have been formulated, the determination of indicators is an effective means that can be used to measure learning achievement. The results of an objective evaluation will be used as material for analysis for teachers to assess the extent of learning success. The more students who master the learning content and achieve the minimum, maximum score, the more successful the learning. On the other hand, if fewer students achieve the KKM score, the learning is considered a failure. There are three possible failures, first is that the students cannot understand the delivery of the subject matter given by the teacher; second is the high level of difficulty of the subject matter; The third is that students are not active in the learning process. This is where the importance of quality assessment is based on standard indicators that have been formulated.

The preparation of the question grid needs to be done carefully and based on indicators of achievement of learning objectives. Informant 1 stated that:

“The preparation of a grid of questions or questions is essential because in 1 item the grid can bring up more than one question; Usually this is found in the question-and-answer method, which is possible to change the form of the question, including the use of sentence forms that can make it easier for students to understand the direction of the question.

To avoid questions or problems that deviate from the learning objectives, the formulation of the problem grid is the best solution. Teachers will have difficulty in preparing questions or questions if there are no guidelines for preparing questions.

Arrange questions systematically based on indicators is a learning goal to be achieved. Informant 3 stated that:

“Preparation for the design of exam questions is essential to do because this is one of the evaluation tools to measure the level of learning success and the level of understanding and mastery of students in one subject. The exam questions must be arranged based on a grid so that in one grid item, several items can appear, which are then stored in the question bank. The arranged question and answer method will make it easier for the teacher to provide alternative questions if there are questions that cannot be

answered in one indicator”.

The question-and-answer method take longer than other learning methods. The small-time allocation does not allow this method to be implemented. However, in learning Islamic religious education and manners at the high school level, the available time allocation is three times 45 minutes for each meeting. The time allocation for this course is approximately 3 hours so that the application of the question-and-answer method is possible. Informant 3 stated that:

"In applying the question-and-answer method, the time allocation needs to be carefully considered, especially if the learning material is dense and has many indicators in one sub-material in one meeting. It is important to calculate how much time is needed to achieve the goal of one indicator."

This statement explains that careful calculation of time in applying the question-and-answer method in learning is essential because this method absorbs much time. The level of density and difficulty of the material will increase much time.

Determining the type of questions will help the teacher utilize the ability and mastery of the subject matter. The questions posed to students must be adjusted to the indicators of achieving learning objectives. Informant 3 stated that several things need to be considered in giving questions and answers to students, such as paying attention to the characteristics of questions, asking techniques, teacher attitudes towards students' answers and questions. This is very important because students may feel cornered, interrogated, feel that their answers and questions are not appreciated, or even feel that they are not being treated fairly. Because they do not get the chance like other students.

Informant 2 stated that to achieve the effectiveness of the question-and-answer method is a learning class. It is also essential to pay attention to types of questions such as teacher-to-student questions, student-to-teacher questions, and student-to-student questions. This needs to be arranged according to its nature and type because questions can also be statements and reinforcements. The statement explains the importance of applying the model and the questions that need to be considered for compliance with the indicators of achieving learning objectives.

The application of the question-and-answer method in the learning process is that the teacher gives several questions to students in several situations and the type of partitive question. Informant 3 stated that in the learning process, the question-and-answer method could be used at the beginning of learning, in the middle of learning, or at the end of learning. Suppose the question-and-answer method is used at the beginning of the lesson. The teacher will only provide stimulation, namely giving questions to students or apperception by repeating the lessons that have been studied previously. It aims to remind students about the material that has been delivered previously to connect the previous material with the material to be delivered. In addition, this question can also stimulate students to take part in learning.

Informant 1 stated that if the question-and-answer method is used in the middle of the lesson or when the teacher explains the material, the teacher invites students to discuss and find new facts or things. The application of question and answer at the end of the lesson can allow students who do not understand the subject matter to ask questions that they do not understand. In addition, teachers can measure learning success and provide reinforcement for the subject matter. Applying the question-and-answer method in learning will assist students in deepening the learning material so that two-way communication is possible between teachers and students; between students and other students who complement each other in achieving learning indicators. Learning indicators that have not been achieved can be measured by how many students can answer questions. The question-and-answer method is packaged and modified to respond well and does not seem to be a form of interrogation that can drop students in front of their friends.

The results of observations in the classroom were found that students actively asked the teacher, as seen in the observation. On February 19, 2019, at 08:45-10.15 (3-4 lesson hours) in class XI IIS 3, 17 students out of 34 students or 50% of students raised their hands to ask Mrs. Nurwahidah about the material discussed at the previous meeting. Observations on February 19, 2019, at 08:45-10.15 (3-4 lesson hours) in class XI IIS 3, several students would ask Mrs. Nurwahidah during the learning process when the teacher allowed students to

ask questions, from 34 students as many as 25 students or 73.52% raised their hands to ask the teacher. On the second occasion, as many as 26 or 76.47% of students raised their hands to ask questions. Observations on February 19, 2019, at 08:45-10.15 (3-4 lesson hours) in class XI IIS 3, with the results showing that before the teacher closed the lesson, the teacher allowed students to ask questions related to the material that had been discussed, from 34 students there are 27 or 85.29% students. The second chance was 32 students, or 91.17% of students who raised their hands to ask the teacher.

The three observations show that students' enthusiasm in asking the teacher is very significant from being allowed to ask twice if, on average there are 88.23% of students will ask the teacher to apply the question-and-answer methods for Islamic religious education subjects in the classroom XI IIS 3 SMAN 10 Bulukumba.

The teacher tries his best to be able to answer all questions asked by students, concisely, densely, and meaningfully, as acknowledged by Informant 2, which states that:

"The teacher accommodates all questions asked by students so that the teacher does not seem selective so that all questions are accommodated and answered according to the classification of questions. This will give the impression that all students are valued."

Answering students' questions is a must for a teacher. Teachers must answer all students' questions so that it takes the ability to collaborate and connect between one question to another so that it can be a liaison in completing learning.

The application of question and answer in learning that usually occurs is the response and refutation of the answers submitted by the answerer. From the results of observations made on February 19, 2019, at 08:45-10.15 (3-4 lesson hours) in class XI IIS 3; as many as eight students or 23.52% of students denied or responded to other students' answers related to differences in opinions, perceptions, attitudes, and understanding of the subject matter presented by the teacher. Furthermore, the results of observations on February 19, 2019, at 08:45-10.15 (3-4 lesson hours) in class XI IIS 3; The teacher concludes all the answers given by the answerer and reinforces the subject matter from several answers given by the answerer. In addition, the teacher thanks all the questioners and answerers and apologizes to students who have not had time to ask, answer, give feedback, and rebuttal. In the next lesson, the teacher promises those who have not had the opportunity to take this lesson. Due to time constraints, it will be prioritized for further learning. Then the teacher closed the lesson by praying together, saying greetings, and students answering greetings and applause.

Discussion

Based on the results of interviews conducted with all informants. The application of the question-and-answer learning method turned out to increase students' learning motivation in Islamic Religious Education (PAI) subjects at SMA Negeri 10 Bulukumba. Planning in the application of the question and answer method in learning has several benefits such as being a guideline and essential reference in carrying out activities; can facilitate the supervision of the activities carried out, whether by what has been planned or not; Planning can minimize errors that may occur; The activities of each management unit are more organized; The implementation of tasks becomes more precise, effective and efficient; Potential deviations can be anticipated as early as possible; Threats and obstacles that may occur can be predicted and overcome as quickly as possible; Anticipating changes in internal and external conditions that may affect the company's activities; As a means of coordination between fields and between divisions within the company and easy supervision.

The teacher's actions in using the question-and-answer method must be carefully prepared as much as possible in a detailed teaching plan with steps 1) State the reasons for using the question-and-answer method. 2) Prepare questions according to specific learning objectives. 3) Concluding student answers by particular learning objectives. 4) Provide opportunities for students to ask questions that have not been understood. 5) Provide questions or opportunities for students to ask developmental or enriching questions. Provide opportunities for students to answer relevant and developmental or enriching questions. 6) Summarizing the answer material that is relevant to specific learning objectives. 7) Assign students to read the following material at home and write questions at the next meeting.

The increase in students' learning motivation through the application of the question-and-answer method

occurs because the question-and-answer method can cause a sense of caution in students' minds because they think that the teacher can point there and ask them questions at any time. From this, it can be seen that the teacher will conduct a question-and-answer activities with students in the use of the question-and-answer method. Planning the question-and-answer method is studying the syllabus, preparing lesson plans, preparing questions, and concluding answers. Questions will be very influential in the activities of the question-and-answer method because the questions that will be used can stimulate students to answer questions.

Prepare questions, ask questions, and respond to the teacher's answers, sign conclusions. These six things can affect student motivation. The questions that will be used by the teacher in the question-and-answer method are questions that can stimulate student motivation. The research results that have been carried out show that there is a significant influence between learning methods on students' learning motivation. The correlation between learning methods and learning motivation is categorized very well with increased student interest and attention and student activity in the learning process. The ability of students to think critically, logically, and systematically, learning outcomes increase and student attitudes become better, the use of exciting learning methods causes students to be motivated in the learning process, and it can be concluded that the use of learning methods has a good contribution in increasing motivation student learning and can improve learning outcomes. Motivation is one of the factors that can improve the quality of learning because students will study seriously if they have high motivation. Therefore, to improve the quality of students, teachers must be able to generate student learning motivation to achieve learning objectives. As a motivator, the teacher's function is to support students to study seriously for their future. The teacher provides both positive (Positive Reinforcement) and negative (Negative Reinforcement) reinforcement—positive reinforcement in the form of giving praise and gifts to students. Students who perform well are awarded prizes as a reward for their efforts. At the same time, students who behave well are given praise so that in themselves, students are embedded in the value of behavior to do good. Negative reinforcement is in the form of punishment (punishment) or cancellation of something that has been given (extension). When students commit deviant behavior in learning, such as cheating, not doing the tasks given by the teacher, the teacher needs to give punishment so that the behavior does not happen again. While cancellation is the withdrawal of an award or decision that has been given to students because they know what the student did was not right. For example, they are canceling an exam result announced because it turns out that students are working together to answer exam questions.

4 Conclusions

Based on the discussion above, it is concluded that the implementation of the question-and-answer method can increase the learning motivation of SMAN 10 Bulukumba students in Islamic Religious Education subjects with indicators of success including, namely: increased student interest and attention, active students in learning, students are able to think critically, logically and systematically, learning outcomes increase and student attitudes become better. For researchers, the results of the discussion of this study can be used as an additional insight into the mindset and are useful as a direction or reference as well as consideration for future researchers in preparing a better, relevant research design and as one of the fulfillment of the final stage of completing the final task.

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