THE EFFECT OF ACADEMIC PROCRASTINATION ON LEARNING ACHEIVEMENT OF ISLAMIC RELIGIOUS EDUCATION STUDENTS AT SMAN 5 MAKASSAR

M. Makbul,
Pascasarjana UIN Alauddin Makassar
Email: makbulm013gmail.com

Miftahuddin
Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar
Email: miftahpai71@gmail.com

Dewi Saputri,
Pascasarjana UIN Alauddin Makassar
Email: dewisaputris@gmail.com

La Ode Ismail Ahmad
Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar
Email: laode.ismail.@uin-alauddin.ac.id

Abstract: This study aims to (1) determine the level of academic procrastination in students at SMA Negeri 5 Makassar (2) to determine the learning outcomes of students at SMA Negeri 5 Makassar (3) to determine the effect of academic procrastination on student learning outcomes at SMA Negeri 5 Makassar. This type of research uses the expost facto method where academic procrastination is the independent variable and learning outcomes are the dependent variable. The total population in this study was 936 students and the sample taken was 91 students. The research instrument used in this research is a questionnaire (questionnaire) and documentation. The processing and analysis techniques used are descriptive statistical analysis and inferential statistical analysis. Based on the results of processing academic procrastination variables, it can be concluded that academic procrastination has a significant effect on student learning outcomes in Islamic Religious Education and Budi Pekerti lessons. For students at SMA Negeri 5 Makassar in order to improve learning outcomes by reducing the habit of academic procrastination (the habit of procrastinating), and increasing achievement motivation so that they dare to face tasks with full responsibility.

Keywords: Academic Procrastination; Learning Outcomes; Students

INTRODUCTION

The introduction is influenced by its human resources, therefore in advancing a nation, especially the Indonesian state, of course it is necessary to have reliable human resources (Human Resources) who have high knowledge and skills and of course this can be obtained through education. A good education can produce Human Resources who are willing and able to continuously improve their quality continuously and continuously, as stated in the Law of the Republic of Indonesia No. 20 of 2003 Chapter II Article 3 which reads: National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation.

To achieve this goal, the government through the Ministry of Education and Culture of the Republic of Indonesia has and continues to make improvements to the education system and facilities, in line with that development in the field of education must be based on improving the quality of education itself in order to improve human resources.[1]

Based on this description, it can be understood that the government in laws and regulations recommends every citizen to continuously improve their knowledge and skills. In the Qur'an also clearly described the word of Allah swt. which calls for seeking knowledge, QS. Al-Mujadalah 11:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَٰتٍ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

The translation:

"Hai orang-orang beriman apabila dikatakan kepadamu: "Berlapang-lapanglah dalam majlis", Maka lapangkanlah niscaya Allah akan memberi kelapangan untukmu. dan apabila dikatakan: "Berdirilah kamu", Maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. dan Allah Maha mengetahui apa yang kamu kerjakan."

It is very clear that seeking knowledge and multiplying knowledge is mandatory for every citizen and as an obedient servant to God Almighty, and this can of course be obtained through education.[2]

Education is an activity that lasts throughout human life, even most of human activities have an educational dimension.[3]Education itself cannot be separated from the term learning because basically learning is part of education. In addition, the learning process is a main or main activity in the world of education.[4] Humans will never stop learning because every human step in life will be faced with problems that require solving and require humans to learn to deal with them.[5]

Learning is a change from not knowing to knowing, from not being able to being able so that the learning process will lead to the goal of learning itself. Efforts to educate and teach have been carried out since humans were born by introducing the simplest things through environmental stimuli, such as sound, color, taste, shape and so on.[6]

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[1]Demitri Bahriani, M. Makbul. "The Effect of Reinforcement on Students' Learning Achievement in the Field of Islamic Religious Education Studies at SMP Negeri Makassar." Journal Ruler 1.1 (2020).

[2]Novitasari, Yuni, and Muhammad Nur. "Learning (academic) guidance and counseling in an Islamic perspective." Indonesian Journal of Educational Counseling 1.1 (2017): 53-78.

[3]Makbul, M., Achmad Abu Bakar, and Aan Parhani. "Al-Qur'an Insights About Deliberation (A Study of Maudhu'iy Commentary on Deliberation)." Journal of Islamic Discourse 9.2:102-113.

[4]Saihu, Saihu. "Human Concepts and Their Implementation in Formulating Islamic Education Goals According to Murtadha Mutahhari." Andragogy: Journal of Islamic Education and Management of Islamic Education 1.2 (2019): 197-217.

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[6]Arfani, Laili. "Unraveling the Nature of Education, Learning and Learning." Pelita Nation Preserving Pancasila 11.2 (2018).

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Learning activities are an educational process in schools. This means that the success of an education can be determined from the learning process experienced by students at school. In addition, the habits of students have an important influence in improving student learning outcomes. Learners who have effective study habits tend to live with discipline and have a sense of responsibility in their learning actions to achieve high learning outcomes.

Learning outcomes are a combination of two words, namely "results" and "learning". Where each word has its own meaning. The definition of result according to the Big Indonesian Dictionary is "something that has been achieved or obtained". Meanwhile, according to learning outcomes, it is the evaluation result of a process which is usually expressed in quantitative or numerical form, which is specially prepared for the evaluation process, such as report cards. From this description it can be concluded that learning outcomes are evaluations of the results that have been achieved in a learning process.

Improving learning outcomes is an effort in a person to support the educational process. Students as dynamic individuals occupy an important position in the learning process, because the success of students in their learning outcomes will give a feeling of happiness and satisfaction. Feeling happy and satisfied will make him able to increase his potential. If a student can increase the potential that exists in him, it means that it can support his learning outcomes at school, because the potential required for a student is the achievement of maximum learning outcomes.

The phenomenon of many students failing to meet the demands in the National Final Examination (UAN) and School Final Examination (UAS) often occurs and the causes of course vary. Less effective student learning methods can be one of the causes so that student learning outcomes decline. This is very dangerous if left alone because students who experience a decline in learning outcomes continuously can cause students to become frustrated and even decide not to continue their studies.

There are many factors that can be the cause of the decline in student learning outcomes, among which the attention of prospective researchers here is academic procrastination which is often carried out by students.

From the research results of New Statement quoted by M. Nur Ghufron, it also shows that about 20% to 70% of students do procrastination. Similar results were also found in the distribution of preliminary questionnaires distributed by researchers at the Psychology faculty of the University of Surabaya to students showing that out of 60 subjects, around 95% stated that they had procrastinated. %) and the number of tasks to be completed (25%)

A, Sain Hasan Basri in his journal stated that academic procrastination is procrastinating work in the academic field. Many researchers have estimated that 46 % of Solomon and Rothblum, to 95 % of Ellis & Knaus, nearly 70% of students procrastinate, and regularly procrastinate in their coursework. Semb et al's research found that the longer student's study, the more likely they are to procrastinate. So, it can be said that the cause of the withdrawal of a student's study period is the influence of procrastination.

Some of the descriptions above can then be concluded that procrastination behavior tends to have a negative effect on student learning outcomes and ideally when students are disciplined in carrying out activities and doing academic assignments

given it will greatly support the learning process and can obtain good learning outcomes.

The results of the researchers' initial observations on students at SMA Negeri 5 Makassar, showed that there were students who tended to do academic procrastination, the causes of academic procrastination varied, one of which was a lack of motivation in doing assignments on time. Some of them also reasoned because they were busy with intra and extra school activities.

Learning outcomes are affected variables from academic procrastination, from observations made at SMA Negeri 5 Makassar. Facts about learning outcomes are reflected in the varied student report cards, there are students who score below the KKM (Minimum Completeness Criteria) but there are also students who score above the KKM.

Based on the explanation above, the researcher feels that it is necessary to conduct a study to find out the reality of students regarding academic procrastination and its effect on student learning outcomes, especially at SMA Negeri 5 Makassar with the hope that the results of this research will be able to provide information about how much influence the behavior of academic procrastination has. on students' learning achievement so that later prevention can be done to reduce this academic procrastination behavior so that it can improve student learning outcomes.

THEORITICAL REVIEW

Academic Procrastination

The procrastination part comes from the Latin procrastination with the prefix "pro" which means pushing forward or moving forward and the suffix "crastinus" which means tomorrow's decision or if combined to postpone or postpone until the next day. So, the meaning of the word procrastination is to procrastinate.[7]

Research conducted by Siti Mulyana quoting from Ferrari stated that procrastination is called academic procrastination, which is a behavior to procrastinate doing or completing academic tasks. This behavior can be seen in students who procrastinate to start or complete assignments or homework, submit assignments past the deadline, delay reading lesson materials and all things related to delays in completing academic assignments.[8]

M. Busyrol Fuad wrote in his research quoting from Brown and Holzman that from a psychological point of view, the term procrastination refers to an activity or tendency to delay the completion of a task or job given to an individual. So, when someone has a tendency or habit to procrastinate in doing a job, then that person can be called a procrastinator or a person who does procrastination, whether the delay has a reason or not, because every delay in dealing with a task is called procrastination.

From the various opinions expressed by experts about procrastination, it can be concluded that procrastination is a person's tendency to procrastinate doing or completing the task

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[7]Ramadhani, Aprilina. "The Relationship between Conformity and Procrastination in Completing Thesis on Unemployed Final Year Students." Psychoborneo: Scientific Journal of Psychology 4.3 (2016).

[8]Sagita, Nur Nirmala, and Amir Mahmud. "The Role of Self-Regulated Learning in the Relationship between Learning Motivation, Procrastination and Academic Cheating." Economic Education Analysis Journal 8.2 (2019): 516-532.

he is facing which will ultimately result in harm to himself because in the end he cannot complete the task on time. and less than optimal or even failed to complete it.[9]

Learning outcomes

Learn is a series of physical and mental activities to obtain a change in behavior as a result of individual experiences in interactions with their environment involving cognitive, affective, and psychomotor.

According to the psychological understanding, learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting the needs of life.[10]Learning is a complex act and behavior. As an action, learning is only experienced by the students themselves. Students are the determinants of whether or not the learning process occurs. The learning process occurs thanks to students who get something that is in the surrounding environment.

Saprin cites Kimle's opinion that learning is a relatively permanent change in behavioral potential that occurs as a result of reinforced practice.[11]

Learning is a business process that is carried out by someoneforacquire a new change effort process, as a result of his own experience in interaction with his environment. This definition shows that learning outcomes are marked by "changes", namely changes that occur within a person after carrying out certain activities. Therefore, learning is a process of change in humans which is obtained from the environment so that there is an interaction between the stimulus and the environment. Learning is a process of activities carried out by someone that produces a new behavior change as a result of interaction with the environment because learning is a process so that there are stages that must be passed to arrive at the learning outcomes themselves.[12]

Referring to the explanation that has been described, it can be concluded that basically learning outcomes are the results achieved by a student after taking lessons or tests carried out by the teacher in class. In connection with this study, the learning outcomes in question are the values obtained by students after implementing the learning strategies referred to in this study.

METHODS

This type of research uses the expost facto method where academic procrastination is the independent variable and learning outcomes are the dependent variable. The total population in this study was 936 students and the sample taken was 91 students. The research instrument used in this research is a questionnaire (questionnaire) and

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[9]Sayuti Thalib, *Hukum Kekeluargaan Indonesia Berlaku bagi Umat Islam*, (Jakarta: Penerbit Universitas Indonesia, 1981), h. 178.

[10]Supriandi, Supriandi. "Analysis of Learning Difficulties of Students Reading the Qur'an in Islamic Education Subjects Class X Sman 1 Pinrang." Al Qodiri: Journal of Education, Social and Religion 19.1 (2021): 56-69.

[11]Fajriati, Ivah S., Safei Safei, and Saprin Saprin. "The Influence of the Application of Brain Based Learning Learning Methods Assisted by Brain Gym on Students' Learning Outcomes." Journal of Biotech 5.1 (2017): 1-10.

[12]Fitriani, Fitriani, Abd Samad, and Khaeruddin Khaeruddin. "The Application of Reinforcement Techniques to Improve Physics Learning Outcomes for Class VIII. A Students at SMP PGRI Bajeng, Gowa Regency." Journal of Physics Education 2.3 (2014): 192-202.

documentation. The processing and analysis techniques used are descriptive statistical analysis and inferential statistical analysis.

FINDING

The results of this study are the answers to the problem formulations that have been previously determined. The results of the study were divided into 3 according to the number of problem formulations. The research data were obtained from filling in the academic procrastination scale and learning outcomes for Islamic Religious Education and character by the research subjects. After the data is collected, the data is processed using descriptive analysis to find out the description of each variable. In addition, the data is also processed by inferential analysis to test the established hypothesis. The results are as follows:

Descriptive analysis

1. Academic Procrastination

Based on the results of the analysis, it was found that 19% of students' learning outcomes were in the low category,62% in the medium category, and 20% in the high category. The conclusion from the table above is that the score of student learning outcomes at SMA Negeri 5 Makassar is in the medium category

2. Learning outcomes

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Prerequisite Test

The normality test aims to test whether in the regression model, the residual variable has a normal distribution or not. The data normality test was used to determine whether the data used by the researcher came from a normally distributed population or not. The data is normally distributed if $sig^- = 0.05$ and vice versa the data is said to be not normally distributed if $sig^- = 0.05$. The normality test of the data was carried out using the SPSS 24 application. Based on the analysis of the prerequisite test, the sig value was obtained. 0.85 this means that the data in this study are normally distributed.

The linearity test aims to determine the relationship formed between the independent variable and dependent variable partially and linearly. Linearity test is used to determine whether the data is in accordance with the linear line or not. linearity test criteria with processed SPSS version 24, namely if sig^- then the data is linear and if sig^- then the data is not linear. Based on the results of the linearity test on the ANOVA output table above, it is known that the sig. Deviation from linearity is 0.131 because the value of sig. 0.131^- 0.05, so it can be concluded that academic procrastination with learning outcomes has a linear relationship.

Inferential Analysis

1. Simple Linear Regression Test

Simple regression analysis was used to determine whether academic procrastination had an effect on student learning outcomes in Islamic religious education and character

education. Regression analysis in this study using the SPSS application with a significance level of = 0.05 as follows:

<p align="center">Table 4.13: Simple Regression Test Results with SPSS</p>

Equality	(Constant)	Regression Coefficient
X – Y	148,406	-1,241

The regression line equation is written in the form = + bX This equation shows the direction of the relationship between X and Y whether it is positive or negative. Based on the results of the SPSS 25 analysis in the coefficient table above, a constant value of = 148.406 and a regression coefficient of -1.241 is obtained so that the regression equation is:

X=18 X 4 = 72

= 148,460 + -1.241 X

The meaning of the equation is that when academic procrastination (X) increases by one unit, the learning outcomes (Y) of students in Islamic Religious Education and Morals will decrease by -1.241 units, on the other hand, if there is a decrease in one unit of academic procrastination, the learning outcomes will decrease. students will increase by -1,241 A negative coefficient means that the relationship between academic procrastination and student learning outcomes is decreasing.

= 148,460 + -1.241 X

So, the regression equation is stated:

$\square$ = + bX

= 148.460 + -1.241 X

= 148,460 + -1,241 (72)

= 148,460 + -89,352

= 59,108 $\longrightarrow$ 60

= 72 : 60

= 1,2

Based on the regression equation above, it can be concluded that in order to improve the learning outcomes of Islamic Religious Education and character education, students must be given a reduction in academic procrastination of 1.2.

2. Hypothesis Test Results

Hypothesis testing is hypothesis testing to determine the effect of independent variables on the dependent variable, hypothesis testing carried out here is hypothesis testing between X and Y variables, the formulation of the hypothesis in this study is as follows:

H_a: There is a positive and significant influence between academic procrastination (X) on learning outcomes (Y) of students in Islamic Religious Education and Budi Pekerti at SMA Negeri 5 Makassar.

H_0: there is no positive and significant effect between academic procrastination (X) on learning outcomes (Y) of students in Islamic Religious Education and Budi Pekerti at SMA Negeri 5 Makassar.

From the Model Summary table, the value = 0.338, meaning that the independent variable of academic procrastination is able to predict the value of the dependent variable on student learning outcomes by 33.9%, the remaining 67.1% is explained by other factors. The output above also explains that the R number is 0.582. So it can be concluded that there is a low relationship between procrastination and student learning outcomes.

Based on the results of processing with SPSS 24 obtained by -6.747 and the value can be seen in the statistical table for a significance of 0.05/2 = 0.025. The results obtained for t (0.025;89) = 1.66 because = 6.747‾ 1.66. The significance value is 0.000. Significance value‾ 0.05 (0.000‾ 0.05), then rejected and accepted. So it can be concluded that academic procrastination has a significant effect on student learning outcomes in Islamic Religious Education and Character Education.

DISCUSSION

This discussion is based on the results of data analysis obtained through descriptive and inferential data analysis, while the discussion will be described as follows;

Academic Procrastination of Students

Based on the results of research in the field, it was found that the level of academic procrastination in students at SMA Negeri 5 Makassar was quite significant, namely 19% in the low category, 62% in the high category, and 20% in the high category. The picture looks lame and ironic because the students' enthusiasm for learning is only a few percent high. Supposedly with the increasingly fierce competition in both education and science and technology which is rapidly changing, they must always improve the quality of their learning so that they are not left behind and can follow developments so that their learning outcomes and achievements can increase.

Student Learning Outcomes

Based on the table above, it is found that 20% of the learning outcomes of the subjects of Islamic Religious Education and Morals of the students are in the low category, 58% in the medium category, and 22% in the high category. medium category. The picture shows that some students at SMA Negeri 5 Makassar still have relatively low learning outcomes, although on the other hand there are many students with learning outcomes that are sufficient or above average, but considering SMA Negeri 5 Makassar is one of the leading schools, then student learning outcomes should be better.

The Effect of Academic Procrastination on Student Learning Outcomes in Islamic Religious Education Lessons at SMA Negeri 5 Makassar

Based on the results of research conducted and data analysis, it can be concluded that academic procrastination has a significant effect on student learning outcomes in Islamic Religious Education and Budi Pekerti lessons.

If it is associated with academic procrastination itself, which is a person's tendency to procrastinate doing or completing the school assignments he is facing, which ultimately results in anxiety because in the end he cannot complete assignments on time and maximally or even fail to complete them.

From the results of the study, it was stated that the academic procrastination behavior of students was very detrimental to the students themselves, harmed others, or was destructive, and had a negative impact on student learning outcomes, especially Islamic religious education subjects.

Examples of academic procrastination behavior, are delaying completing assignments, delaying collecting assignments, just finishing homework when it is time to collect assignments, things like this have a negative influence on student learning outcomes, so academic procrastination behavior or procrastinating academic assignments should more reduced.

The results of research compiled by researchers and supported by other studies show that academic procrastination has an influence on learning outcomes. This is because theoretically, there are several factors that affect the procrastination of a learner, which include factors that affect academic procrastination where in general the factors that affect academic procrastination can be categorized into two, namely internal factors and external factors.

Berdasarkan paparan di atas, maka dapat disimpulkan bahwa hadis-hadis tentang wali nikah yang terdapat dalam dua kitab hadis yakni Sunan Ibn Majah dan Musnad Ahmad bin Hanbal secara sanad dan matan berkualitas sahih. Wali dalam proses pernikahan menjadi kunci sahnya pernikahan. Apabila ada perempuan yang mengakadkan dirinya sendiri, akad nikahnya tidak sah, kecuali apabila ada izin terlebih dahulu dari walinya. Syarat wali dalam pernikahan dapat memperkuat ikatan pernikahan dan dapat menghindari dari pernikahan *sirri* yang bisa merusak keturunan dan berimplikasi pada legalitas anak-anak.

CONCLUSION

Based on the results of data analysis and discussion of research results, it can be concluded several things as follows: The level of academic procrastination at SMA Negeri 5 Makassar is in the medium category.

The level of PAI learning outcomes of students at SMA 5 Makassar is in the medium category.

The results of research in the field and data analysis show that the academic procrastination of students at SMA Negeri 5 Makassar has a significant influence on student learning outcomes.

For students at SMA Negeri 5 Makassar in order to improve learning outcomes by reducing the habit of academic procrastination (the habit of procrastinating), and increasing achievement motivation so that they dare to face tasks with full responsibility. Further researchers who are interested in conducting research on academic procrastination are advised to pay attention to other factors such as difficulty making decisions, self-confidence, physical condition, fear of failure and several other factors.

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