Ann PUBLISHER Journal of Education Sciences (Edusci)
e-ISSN 3047-2296
p-ISSN 3032-7393

Effectiveness of Theoretical Learning Methods, Laboratory Practicum and Competency Certification in Operational Culinary Courses

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Abstract
Background. Vocational colleges are universities that prepare human resources who are ready to work in industries supported by a curriculum that integrates with the industrial world. The learning process of theory, practical learning in the laboratory is an integration in the curriculum that can form a student competence, especially the operational course of culinary preparation.
Purpose. The final results of theoretical learning activities and laboratory practicum for students will be measured in the form of competency certification so that the effectiveness of theoretical learning and laboratory practicum will be examined whether there is an influence and relationship to become a competent student with the measurement tool is the success of competency certification
Method. The research used mixed methods, namely quantitative research using SPSS version 25 to determine the influence and relationship between variables, while qualitative research used NVivo to find out the picture of students through interviews on the effectiveness of learning theory and laboratory practicum on the success in competency certification for culinary operational courses.
Conclusion. The effectiveness of learning theory and laboratory practicum in the culinary operations course will produce competence for each student, so that the success of competency certification is a form of competency for culinary operational courses.

Key words: learning effectiveness, theory, laboratory practicum, competency certification

INTRODUCTION

In facing the challenges and development of the globalization era supported by the improvement of the quality of the increasingly advanced technological era, human resources are required to be able to adapt and compete in all fields through education. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 paragraph 1, education is a conscious and planned effort to create a learning

DOI: 10.62885/edusci.v3i3.1097

atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. One of the national education systems is the implementation of the higher education system, where based on the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, Article 1 paragraph 2 states that higher education is a level of education after secondary education which includes diploma programs, undergraduate programs, master's programs, doctoral programs and professional programs as well as specialist programs organized by universities based on the culture of the Indonesian nation.

The role of higher education is a vital and important factor to be able to produce and prepare human resources who are reliable, have competence, knowledge and are equipped with attitudes so that they are able to adapt and compete in accordance with world developments and progress. One of the higher education that prepares competent human resources in terms of knowledge, skills and attitudes is vocational higher education (PTV).

Vocational higher education (PTV) in organizing higher education activities must refer to the Regulation of the Minister of Education, Culture, Research and Technology Number 53 of 2023 concerning Quality Assurance of Higher Education, the preparation of the curriculum refers to education, research, and community service standards. Referring to Permendikbudristek Number 53 of 2023 Article 5 paragraph 5 of this curriculum must be prepared, organized, and evaluated referring to the National Education Standards which are the minimum standards and must be met by every study program organizer. National Education Standards consist of educational output standards (graduate competency standards), educational process standards (learning process standards, assessment standards, management standards), and educational input standards (content standards, lecturer and education staff standards, facilities and infrastructure standards, and financing standards). In the application and implementation of the curriculum in the learning process, vocational universities must always adapt to changes that occur in the industrial world so that the knowledge of students will always develop and adapt to industrial developments.

The problem that occurs in higher education is how the curriculum is applied in accordance with developments and changes in the industry and also how teachers (lecturers) plan and prepare learning materials from the theory used by combining it with laboratory practice in accordance with the courses given to students so that the expected competencies will be achieved and achieved in the learning process. The theoretical learning process used by

DOI: 10.62885/edusci.v3i3.1097

lecturers is based on student-centered learning (SCL), where student-centered learning (SCL) focuses on students who are used as subjects in the learning process so that students are required to be more active, more innovative and creative, while lecturers only provide material and motivation. The learning process in the laboratory is the process of applying theory that has been given by a lecturer in the classroom which will be applied and used in the laboratory through a practical activity. Lecturers in providing practical activities must be supported by equipment and technology that support and support in implementing theoretical activities so that theory and practice are always related and related and can create maximum practical results. In the learning process in the laboratory, where the experience of experienced lecturers and has worked in the industry is a very good and supportive thing in the learning process in the laboratory, because this will make it easier for lecturers to provide examples of materials or case studies that have occurred in the industry so that it will increase students' insight and knowledge in learning practicum related to theory. Huibregtse et.al(1994) in Jay and Gangmai (2023), found that, even with experienced teachers, there is a strong relation between their preferred way of teaching and the way they themselves are used to learning: they have a limited view of the learning styles of their students, and tend to project their own way of learning onto the learning of their students. This means that the learning experience possessed by a lecturer will foster a strong relationship with students so that they will be liked and will also accustom students to learning in a way that they are used to in the learning process.

In the learning process that relates theory and practicum in the laboratory is the food and beverage service operational course, where the culinary operations course is a course that provides knowledge, skills, and attitudes in providing food and beverage services in restaurants and hotels. The operational course focuses on food and beverage services, so that the final result of the operational course activities are students who are able to provide food and beverage services both in restaurants, in rooms (room service), alcoholic and non-alcoholic beverage services, able to handle complaints, and have knowledge about tea and coffee. The ability of a lecturer to provide operational courses in culinary arts is required to be able to provide theory and practice to students, so that lecturers must be able to design, apply, and apply the theories given in class by practicing directly in the laboratory, so that students have competence in culinary operations courses.

In implementing learning activities between theory and practicum in the laboratory, there is often a gap or armpit, both the available time, the limitations of laboratory equipment facilities, the limitations of technology such as learning videos in the laboratory and the communication

DOI: 10.62885/edusci.v3i3.1097

ability of a lecturer in providing learning materials and also the minimal experience of lecturers in the industry, including the lack of information on progress and developments that occur in the industry will cause problems In the teaching process, including the final results of the teaching activities of the Administrative Procedures course, the competence of students will be measured through a competency certification test conducted by the National Professional Certification Agency (BNSP) through the Professional Certification Institute (LSP), so that this is what attracts researchers to research about "The effectiveness of theoretical methods, laboratory practicum and competency certification in the Administrative Procedures course"

LITERATURE REVIEW

Learning Effectiveness

According to Hidayat in Irwan, effectiveness is a measure that states how far a target (quantity, quality, and time) has been achieved. According to Humaiedi in his book, effectiveness is the level of achievement of a certain goal, both in terms of results and in terms of business measured by quality, quantity, and timeliness according to certain procedures and measures. Gagne in Eveline defines learning as carefully arranging events with the intention of making learning happen and making it work. In other words, learning according to Gagne can be interpreted as a process carried out to achieve useful goals.

The effectiveness of learning is fully stated by Miarso in the journal Rohmawati who said that the effectiveness of learning is one of the quality standards of education and is often measured by the achievement of goals, or it can also be interpreted as accuracy in managing a situation of "doing the right things".

Effectiveness consists of two components, namely the product produced as desired (P) and the production capability (KP). Without both, effectiveness is impossible to realize, because effectiveness is real. If there is only P while KP is nil, then effectiveness is difficult to achieve. On the other hand, if there is only a KP without P, the effectiveness is just an empty dream

Slavin in Pransetyapri et al. (2018) stated that the effectiveness of learning can be measured using four indicators, namely: 1) learning quality, which is how much information is presented so that students can easily learn it. 2) the suitability of the learning level, that is, how far the teacher can ensure the level of students' readiness to learn. 3) incentives, namely to the extent of the teacher's efforts to motivate students to complete the learning assignments and learning materials provided and 4) time, namely the time needed to complete teaching and learning activities.

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Practical Learning

Practicum is a learning activity that aims to give students the opportunity to test and apply theory or scientific investigation and proof in real life, what is obtained in theory for a particular subject. Practicum activities are a way of learning using a scientific approach or a scientific process-based approach, which is the organization of learning experiences in a logical order, including the learning process, namely: (1) observing, (2) asking questions, (3) gathering information or trying, (4) reasoning or associating, (5) communicating. (Permendikbud)

The practicum method is to give students the opportunity to conduct their own experiments related to the process discussed (Sumiati, 2016). According to Syaiful Sagala (2013), the practicum method is a way of presenting subject matter where students directly conduct experiments to prove their questions or hypotheses. The two definitions mentioned by Sumiati (2016) and Syaiful Sagala (2013) have similarities in describing the essence of the practicum method. First, students conduct their own experiments. Students play an active role in conducting experiments or experiments. Students not only listen to or read about concepts or theories, but are also directly involved in running experiments. This activity will affect students' creative skills. Both practicum activities are the purpose of proof. The practicum method is designed to allow learners to prove or test for themselves the concepts, statements, or hypotheses taught in the lesson. This provides an opportunity for students to experience these concepts for themselves through experiments. Third, practicum is active learning. This method encourages active learning, where learners not only receive information from the teacher or text, but also actively participate in understanding the concepts and processes involved in order to practice students' creative skills. Fourth, Practicum is one of the presentation of Lesson materials. The practicum method is a way of presenting subject matter, where theories or concepts are presented through practical actions. This helps learners to better understand and internalize the lessons.

The practicum method helps students in the implementation of practicum which has many functions, including finding facts in a theory and growing skills in students. The practicum method teaches students to be able to work independently in the use of tools. Practical activities using certain tools can train students' skills in using the tools that have been given to them as well as the results they have achieved. Students' skills in using tools inside and outside the laboratory can help accelerate practicum activities (Nurhidayati, 2016).

DOI: 10.62885/edusci.v3i3.1097

Competency Certification

Miller, Rankin and Neathey as quoted by Parulian Hutapea and Nurianna Thoha (2008: 3) define competence as an overview of what a person must know or do in order to be able to carry out work well. Competency is an individual characteristic that underlies performance or behavior in the workplace. Job performance is influenced by; (a) knowledge, ability, and attitude; (b) work style, personality, interests/interests, fundamentals, attitude values, beliefs and leadership style (Wibowo, 2007: 87).

Student competency certification in learning focuses on the formal recognition of students' expertise and skills through an objective competency test process. This certification aims to validate students' ability to be job-ready, serve as an added value for applying for jobs, and demonstrate that they have met certain competency standards in their field. The process involves a systematic assessment according to national standards (SKKNI), international standards, or special standards

Table 1. State of the art

Yes	Title and Name of the Researcher	Research Location	Research Methods	Research Results
1	Comparison of learning skills-based practicum methods and ordinary practicum methods on student learning achievement (Rita Zahara, Agus Wahyuni, Elmi Mahzum, 2017)	SMP Negeri 2 Montasik	This study uses an experimental method with a quantitative approach	The result is that students can improve learning achievement by using the process skill-based practicum method. The results of the study showed that the average score of students in the experimental class = 75.05 and the score of students in the control class = 66. Thus, it can be seen that the process skill-based practicum method is better than the ordinary practicum method
2	The relationship between the implementation of practice and student learning outcomes in Fungi material in Private High School Preparation for Evaluation Stabat (Haryati, Diki Setiadi, Ismawati, 2021)	Private High School Preparatory Stabat	Quantitative Research Methods	quantitative and qualitative. The results showed that there was a significant relationship between the implementation of practicum and the learning outcomes of students with a score of 0.775. It is hoped that teachers can find the right learning model in improving student learning outcomes, input for teachers, especially teachers in the field of Biology to conduct

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				learning through the implementation of practicum

METHODS

The research entitled Effectiveness of theoretical methods, laboratory practicum and competency certification in the Operational Administrative Discipline course, where this research activity has variables of the effectiveness of theoretical learning (X1), laboratory practicum (X2) and competency certification (Y). The definition of operational can also be interpreted as an activity or process carried out by researchers to reduce the level of abstraction of concepts so that the concept can be measured (Zulganef, 2013:84). In research, the variables to be used are as follows:

1. Effectiveness of Theoretical Learning (X1)

   The effectiveness of theoretical learning is an activity carried out by a lecturer in the culinary operations course, where each student gets knowledge provided by the lecturer based on culinary book materials that have been published by the publisher and recognized scientifically.

   The effectiveness of theoretical learning falls into the category of independent (independent) variables. Independent variables, according to Sugiyono (2020), are variables that affect or cause changes or the emergence of dependent (bound) variables. According to Slavin in Pransetyapri et al. (2018) stated that the effectiveness of learning (X1) can be measured using four indicators, namely:

   a. The quality of learning, namely how much information is presented so that students can easily learn it.
   b. The appropriateness of the learning level, that is, how far teachers can ensure the level of students' learning readiness.
   c. incentives, namely to the extent of the teacher's efforts to motivate students to complete the learning assignments and learning materials provided and
   d. time, which is the time needed to complete teaching and learning activities

2. Laboratory practicum (X2)

   Laboratory practice, a learning process activity carried out by students in the laboratory using laboratory facilities used in the operational course of culinary preparation.

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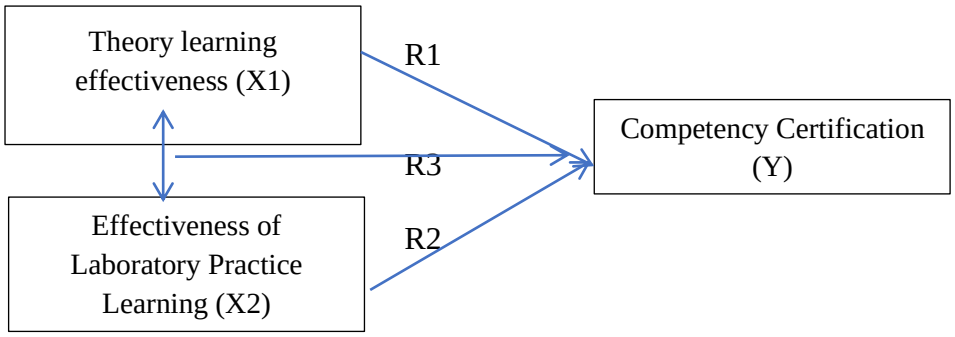
3. Competency certification (Y)

Competency certification is a dependent variable (bound), according to Utama and Mahadewi (2012) that dependent variables are conditions or characteristics that change or appear when research introduces, changes or replaces independent variables, where according to its function this variable is influenced by other variables, because it is also often called an affected variable or an affected variable.

The research on "The effectiveness of theoretical methods, laboratory practicum and competency certification in the Operational Culinary Procedures course" was conducted in the Diploma 4 Program in Hospitality Management of the Prima Turismo International Polytechnic.

The research study entitled "The effectiveness of theoretical learning methods, laboratory practicum and competency certification in the Operational Catering course" is a mixed methods research study, where quantitative research uses multiple linear regression analysis and multiple linear correlation with SPSS applications, and uses NVivo analysis, where this analysis is used to analyze the results of interviews described in qualitative descriptive sentences.



DISCUSSION

Overview of the D4 Hospitality Management Study Program

Prima Internasional Tourism Polytechnic is a university that organizes programs, one of which is the D4 Hospitality Management Study Program with study program code No: 93309 based on the Decree of the Minister of Research, Technology and Higher Education No. 945/KPT/I/2018. That each study program must have a study program specification to determine the academic standards that will be carried out as a guideline in achieving a goal that will be achieved in the future

DOI: 10.62885/edusci.v3i3.1097

The Study Program Specification is an elaboration of the Academic Standards that have been set by the International Prima Tourism Polytechnic and was prepared with the intention of equalizing the perception of the components in the D4 Hospitality Management Study Program Specification that must be applied in the Study Program. The specifications of the Study Program were prepared by referring to Law Number 12 of 2012 concerning Higher Education, Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Higher Education Management, Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 44 of 2015 concerning National Standards for Higher Education, and the National Accreditation Board for Higher Education (BAN-PT).

Multiple Linear Regression Analysis

Simple linear regression analysis is used to test whether or not independent variables and related variables are influential.

Table 2. Table of regression coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.996	2.938		.339	.738
	METODE TEORI (X1)	.287	.213	.263	1.348	.192
	PRAKTIK LABORATORIUM (X2)	.690	.219	.614	3.149	.005

a. Dependent Variable: SERTIFIKASI KOMPETENSI (Y)

Source : SPSS data processing results, 2026

Based on data analysis using SPSS 23.0, the following multiple linear regression equations were obtained:

$$Y = a + b_1X_1 + b_2X_2 + \varepsilon$$

Y = 0.996 + 0.287X1 + 0.690X2 + e

The multiple linear regression equation above shows the relationship between the indpendent variable and the partially dependent variable of the equation can be concluded that:

a. The constant value is 0.996, meaning that if there is a change in the learning variables of the theory and practicum of the laboratory (the values of X1 and X2 are 0), then the competency certification is 0.966 units.
b. The value of the theoretical learning regression coefficient is 0.287, which means that if the theoretical learning variable (X1) increases by 1% assuming the laboratory practicum

DOI: 10.62885/edusci.v3i3.1097

variable (X2) with constant (a) is zero, then the competency certification in the basic culinary arts course increases by 0.287. This shows that the theoretical learning variables carried out contribute positively to competency certification, so that the more complex the theoretical learning carried out by lecturers for the basic culinary courses for D4 Hospitality Management students, the more it is felt and useful for competency certification.

c. The value of the laboratory practicum regression coefficient is 0.690, which means that if the laboratory practicum variable (X2) increases by 1% assuming the theoretical learning variable (X1) with constant (a) is zero, then competency certification in basic culinary courses increases by 0.690. This shows that the variables of laboratory practicum carried out contribute positively to competency certification, so that the more complex the laboratory practicum carried out by lecturers for basic culinary courses for D4 Hospitality Management students, the more it will be felt and useful for competency certification

T Test Results (Partial)

According to Lupiyoadi and Ikhsan (2015:168), the partial test is used to test whether the free variable is true to have an influence on the bound variable. The t-test in this study was conducted to determine the influence of variables (the effectiveness of X1 learning and laboratory practicum learning/X2) partially on competency certification with an error rate of 5%. This test looks at the solid significance column of each independent variable with a significance level of < 0.05 The T-test can be performed in table 4.28 as follows:

Table 3
Table of regression coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.996	2.938		.339	.738
	METODE TEORI (X1)	.287	.213	.263	1.348	.192
	PRAKTIK LABORATORIUM (X2)	.690	.219	.614	3.149	.005

a. Dependent Variable: SERTIFIKASI KOMPETENSI (Y)

Source : SPSS data processing results, 2026

The partial test (T test) in this study uses the help of *SPSS version 23.0 for windows* by seeing if sig. t < sig. α (0.05) then the result is significant which means that H0 is rejected and

DOI: 10.62885/edusci.v3i3.1097

Ha is accepted, then the independent variable tested has **a significant influence** on the dependent variable, If sig. t > sig. α (0.05) then the result is not significant which means H0 is accepted and Ha is rejected, then the independent variables tested **have no significant influence** on the dependent variables.

Based on table 3 by looking at t and Sig can be explained as follows:

The Effect of Theoretical Learning on Competency Certification (H1)

The theoretical learning variable had no positive and insignificant effect on competency certification in basic culinary courses, this can be seen from the significance of learning theoretical methods (X1) 0.192 > 0.05;This means that H0 is accepted and Ha is rejected so that it can be concluded that partially learning the theoretical method *(X1) no* has a significant effect on competency certification (Y)

The Influence of Laboratory Practicum on Competency Certification (H2)

The Laboratory Practice variable has no positive and insignificant effect on competency certification in basic culinary courses, this can be seen from the significance of learning theoretical methods (X1) 0.005 < 0.05;This means that H0 is rejected and Ha is accepted so that it can be concluded that partially laboratory practicum *(X2)* has a significant effect on competency certification (Y)

Simultaneous F Test Results

The simultaneous test (F test) in this study used the help of *SPSS version 23.0 for Windows* by comparing sig. F < with a value of sig. α (0.05), then H0 is rejected and Ha is accepted, meaning that the free variables have a simultaneous or joint effect on the bound variable. When sig. F > α (0.05), then H0 is accepted; If Ha is rejected, then the free variable has no simultaneous effect on the bound variable. The simultaneous F test was performed using table 4 as follows:

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Table 4
Anova Table

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	220.115	2	110.057	24.487	.000[b]
	Residual	94.385	21	4.495		
	Total	314.500	23			

a. Dependent Variable: SERTIFIKASI KOMPETENSI (Y)

b. Predictors: (Constant), PRAKTIK LABORATORIUM (X2), METODE TEORI (X1)

Source ; SPSS data processing results, 2026

Based on the spss version 23.0 output table, it is known that the Sig. value is 0.000, because the Sig. value is 0.000 < sig. α (0.05), H0 is rejected and Ha is accepted, meaning that the variables of learning theory (X1) and laboratory practicum (X2) as independent variables have a simultaneous or joint effect on the competency certification variable (Y) as a bound variable.

The results of the Simultaneous F test can also be done based on the comparison of F Calculation and F Table with the following conditions:

a) **If F calculates > F table: minus the null hypothesis (H_0), accept the alternative hypothesis** (H_1). This means that independent variables simultaneously have a significant effect on dependent variables.
b) **If F calculates < F table: accept the null hypothesis (H_0), reject the alternative hypothesis** (H_1). This means that the independent variables simultaneously have no significant effect on the dependent variables.

The F value of the table with the percentage point of the distribution F for the probability of 0.05 using a sample of 24 respondents obtained the F value of the table of 3.44. Based on the results of the test Table 4.29 (ANOVA), a calculated value of 24,487 was obtained with an F value of table 3.44, so that the value of F was calculated > F table or 24,487 > 3.44, and the significance level was 0.000 < 0.05, then Ho was rejected and H1 was accepted, so it was concluded that the variables of theoretical learning (X1) and laboratory practicum (X2) were simultaneously has a significant effect on the competency certification of basic culinary courses for students of the Hospitality Management study program.

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Determination Coefficient (R^2) Test Results

The determination coefficient is used to determine the magnitude of the influence or contribution of the independent variable, namely theoretical learning (X1) and laboratory practicum (X2) on the bound variable, namely competency certification (Y). The results of the calculation of the determination coefficient using the SPSS version 23.0 tool can be seen in table 5 as follows:

Table 5
Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837[a]	.700	.671	2.120

a. Predictors: (Constant), PRAKTIK LABORATORIUM (X2), METODE TEORI (X1)

Source: spss data processing results, 2026

Based on Table 5, it can be seen that the value of the determination coefficient is found at the Adjusted R Square value of 0.671. This means that the ability of independent variables, in this case Theoretical learning (X1) and laboratory practicum (X2), affects and contributes to the bound variables, in this case competency certification (Y), by 67.1%. The rest, 32.9%, is explained by other variables that are not discussed in this study.

CONCLUSION

Based on the results of research that has been conducted by the researcher regarding the effectiveness of theoretical learning methods, laboratory practicum and competency certification in the culinary operations course conducted in the Diloma 4 Hospitality Management study program of the Prima Turismo International Tourism Polytechnic, several conclusions can be drawn as follows:

1. The results of the study show that the theoretical learning method and laboratory practicum have a positive impact on competency certification in the culinary operations course carried out in the Diloma 4 Hospitality Management study program of the Prima Turismo International Polytechnic so that each lecturer must be able to combine and apply 2

DOI: 10.62885/edusci.v3i3.1097

learning models that are integrated in the learning process to prepare students to carry out competency certification activities And it is also hoped that other vocational courses will also apply the same thing.

2. The result of the theoretical learning regression coefficient value is 0.287, meaning that if the theoretical learning variable (X1) increases by 1% assuming the laboratory practicum variable (X2) with constant (a) is zero, then competency certification in basic education courses increases by 0.287. This shows that the theoretical learning variables carried out contribute positively to competency certification, so that the more complex the theoretical learning carried out by lecturers for the basic culinary courses for D4 Hospitality Management students, the more it can be felt and useful for competency certification
3. The regression result of laboratory practicum is 0.690, meaning that if the laboratory practicum variable (X2) increases by 1% assuming the theoretical learning variable (X1) with constant (a) is zero, then competency certification in basic culinary courses increases by 0.690. This shows that the variables of laboratory practicum carried out contribute positively to competency certification
4. Test F with a calculation value of 24.487 with a table F value of 3.44 so that the value of F is calculated > F table or 24.487 > 3.44 and a significance level of 0.000 < 0.05, then Ho is rejected and H1 is accepted so that it is concluded that the variables of theoretical learning (X1) and laboratory practicum (X2) together have a significant effect on the competency certification of culinary arts courses
5. That the value of the determination coefficient is found in the Adjusted R Square value of 0.671, this means that the ability of the independent variable in this case Theoretical learning (X1) and laboratory practicum (X2) affects and contributes to the bound variable in this case the competency certification (Y) is 67.1%, the remaining 32.9% is explained by other variables

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