

EFFORTS TO INCREASE LEARNING MOTIVATION USING THE ECONOMIC TOKEN TECHNIQUE IN TAMANSURUH DSN RT/03 RW/01 DS BANGOREJO KEC BANGOREJO KAB BANYUWANGI

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Abstract

Motivation comes from the word motive which can be interpreted as the driving force that exists within a person to carry out certain activities in order to achieve a goal. Motivation is the basic impulse that moves a person to act in achieving the desired goals. Motivation is a spirit that a person has in doing something for a specific purpose. Learning motivation is all the symptoms contained in the stimulation of action to generate, maintain and control the basic impulses in adolescents in achieving learning goals. Adolescents who have good learning motivation will be encouraged to do learning activities, but if they do not have motivation to learn, they will not do learning activities.

The purpose of this study is to find out what factors affect the decline in learning motivation in adolescents during the pandemic and find out the results of the application of the token economy technique in increasing adolescent learning motivation during the pandemic. This research was conducted to prove that the application of the token economy technique can be applied to increase adolescent learning motivation during the pandemic.

This research is a type of qualitative case study research, data collection is carried out by in-depth interviews, observation and documentation techniques. The subjects in this study amounted to one person, namely teenagers from Dsn. Tamansuruh RT/03 RW/01 Ds. Bangorejo district. Bangorejo, Banyuwangi Regency, which experienced a decrease in learning motivation, so it was necessary to give a treatment in order to experience an increase in learning motivation.

The results of this study indicate that adolescents experience a decrease in learning motivation because it is influenced by two factors, namely intrinsic factors or internal factors that have a desire to play online games, the second factor is extrinsic factors or factors that influence through outside one's self where adolescents are influenced by situations and learning conditions during the pandemic so that the two factors above affect adolescents experience a decrease in learning motivation, a decrease in learning motivation in adolescents is applied to a technique to increase learning motivation, namely the token economy technique, where after the application of this technique a significant change appears, namely getting used to learning activities even already become a daily routine, have a schedule of learning activities, in learning the subject is always consistent at the hours usually used for studying, namely 18.30 to 19.30, have other activities as a transition from playing online games, namely studying and playing. fishing, in playing games the subject spent less time than before the technique was applied, namely 5 to 8 hours per day.

Keywords: *Learning Motivation; e-learning; millennial generation; era 4.0*

INTRODUCTION

Education is an attempt to change a person's behavior both individually and in groups. National education functions to shape character and develop capabilities and form a dignified nation for the purpose of maximizing the potential of youth so that they can become human beings who believe and fear God Almighty. Education is part of a process that can make changes in a country for the birth of

knowledgeable and skilled human capital (Hasmori et al., 2011: 351). According to Law Number 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and the learning process actively develops one's potential. Currently the pandemic is a challenge for education, especially in Indonesia.

The pandemic has greatly impacted education in Indonesia. The learning process that was initially carried out at school has now become online learning that is carried out from home, so that teenagers still get their right to acquire knowledge but stay safe at home. The online learning process often runs less effectively, especially among teenagers, because at that age teenagers tend to play cellphones or can be abbreviated as cellphones to play online games and even difficult to manage. During a pandemic like the current HP is the most preferred learning medium. Through cellphones, teenagers will get information about the subject matter provided by the teacher.

Along with the development of the era, currently the majority of teenagers already have cellphones, this is due to very rapid technological advances. The development of technology, especially information technology in the field of communication, there are at least 2 technologies that are developing rapidly, first cellular phones or cellphones, then the second, namely computers (Kasemin, 2016: 7). Cell phones are urgently needed as a supporting facility for online teaching and learning activities during the pandemic using the WA, Zoom, and other applications, so that there are more opportunities for teenagers to hold cellphones. Teenagers often hold cellphones and are afraid that they will focus on other things, such as playing online games on cellphones instead of studying, so that their lessons are neglected and teenagers are not quick to respond when asked questions. Technology that should make it easier actually has a bad impact on adolescent learning. Adolescents' lack of learning automatically affects learning achievement.

Achievement is the result that a person has achieved in carrying out activities. Learning achievement is a form of achievement or appreciation for teenagers who are considered smart by their teachers. Learning achievement is a positive or negative result obtained through the teaching and learning process (Hamdu and Agustina, 2011:83). One of the determining factors whether or not good learning achievement is learning motivation.

Motivation is the basic impulse that makes someone eager to take action in achieving certain goals (Masni, 2015: 35). Learning motivation is a spirit that arises from within and outside a person, if someone has high learning motivation, he will be active in learning activities, but if someone does not have motivation in learning, he will not be able to do learning activities. Motivation to learn must be owned by everyone, especially teenagers to spur learning activities at school or at home, because learning is an obligation that must be done by every teenager. learning motivation will have a negative impact on the youth themselves, even for their parents. Low learning motivation is caused by several factors, one of which is online games.

Online games are a type of computer game that utilizes a computer network (Surbakti, 2017:28). The types of online games that are currently popular and widely played are multiplayer battle genre games such as Smite, Vinglory, League Of Legends, League Of Master, Mobile Legends, free fire and many other popular online games. Online games are something that teenagers really like, where online games have several attractions that make teenagers prefer to play online games rather than study, this can be seen from the number of teenagers who often play truant and spend time in front of the computer instead of books, so it can be distracting. school activities (Ariantoro, 2016:45). It's no wonder that nowadays many teenagers like to play online games, it's just that they are afraid that they will get a negative impact from the impact of playing online games.

Online game games have several impacts, namely positive and negative impacts, although online games have a positive impact, it is undeniable that teenagers who play online games are more likely to lead to negative impacts. Online game players can spend time just playing games and not doing other more important activities such as eating, drinking or studying, in the morning, afternoon, evening, even late at night, teenagers look engrossed in playing online games (Syahrani, 2015:86). Teenagers who are addicted to online games tend to be lazy to do other activities including studying because they spend a lot of time in front of their cellphones. Adolescents who do not do learning activities have low learning motivation.

There is a decrease in learning motivation so it is necessary to give a treatment to stimulate the learning motivation of Adolescent A as the subject in the study. The form of treatment given is made as attractive as possible so that A is comfortable in the treatment, for example giving something that is needed or wanted by A but must fulfill what the researcher ordered (orders in terms of learning). Giving the form of treatment must begin with a commitment or agreement between the researcher and A so that it can run according to the plan for a specific purpose, namely to stimulate learning motivation. A. A pattern of behavior can be changed by providing treatment that focuses on individual behavior, one of which is the token economy technique.

Token economy is a method or technique designed to increase desired behavior and reduce or even eliminate unwanted behavior by using tokens or signs (Mufidah, 2012: 2). Teenagers receive tokens after displaying the desired behavior, and token deductions if they do not display the desired behavior, the tokens are collected and exchanged for meaningful objects or honors. The implementation of the strengthening or reinforcing economic tokens used is the giving of objects that are considered valuable or needed by teenagers and then exchanged for tokens or pieces as signs. The benefits of economic tokens in increasing adolescent learning motivation are that adolescents are encouraged to demonstrate the desired behavior (learning) in order to receive rewards in the form of tokens, the collection of tokens is accompanied by learning habits so that indirectly enthusiasm in obtaining tokens is automatically also enthusiastic in learning. The application of the token economy technique is expected to increase students' motivation to learn and even produce better learning achievements than before.

This research uses the Case Study method. This study aims to determine the Efforts to Increase Learning Motivation with Economic Token Techniques for Adolescents at Dsn. Tamansuruh Rt/03 Rw/01 Ds. Bangorejo district. Bangorejo Kab.

Banyuwangi. This study uses the token economy technique because the token economy technique can spur someone to do something (positive) including increasing learning motivation in adolescents. High learning motivation will have an impact on good learning achievement, good learning achievement will automatically have a positive impact on teenagers themselves, even both parents are proud to have children who excel, so the research entitled "Efforts to Increase Learning Motivation With Economic Token Techniques for Teenagers in Dsn . Tamansuruh Rt/03 Rw/01 Ds. Bangorejo district. Bangorejo Kab. Banyuwangi" is important to do.

Learning

Motivation Motivation is the basic impulse that makes someone eager to take action in achieving certain goals (Masni, 2015:35). Motivation is a spirit that a person has in doing something for a specific purpose. Learning motivation is all the symptoms contained in the stimulation of actions to generate, maintain and control the basic impulses in adolescents in achieving learning goals (Daud, 2012: 247). Adolescents who have good learning motivation will be encouraged to do learning activities, but if they do not have motivation to learn, they will not do learning activities.

Functions of Motivation in Learning

Motivation has an important function in doing something, especially learning, learning is something that must be done by everyone. Broader learning goals can provide opportunities for someone to develop intelligence, train thinking skills, and improve the ability to process information more well, not only that, learning goals can also give freedom to a person, that knowledgeable people can know more things and insights that can be applied in everyday life, in achieving learning goals motivation is needed to increase the intensity of learning. According to Suprihatin in Sudirman (2015:81), there are three functions of motivation, namely:

- a) Encouraging people to act. Motivation in this case is a spirit or a driving force for every activity that will be carried out.
- b) Guiding the direction of action, namely towards the goals to be achieved, thus motivation can give direction, and activities that must be carried out in accordance with the formulation of the objectives.
- c) Selecting actions, namely determining what actions must be done that are harmonious in order to achieve the goal, by setting aside actions that are not useful for that purpose.

Forms of Learning Motivation Learning

is a business process carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment (Slameto, 2010: 2). Learning is an activity that must be carried out by everyone, the purpose of learning can provide an opportunity for someone to develop intelligence, train thinking skills, and improve the ability to process information for the better, not only that, the purpose of learning can also give a person more freedom, that people who have knowledge can know more things and insights that can be applied in everyday life, so learning at any time will provide many benefits for everyone, to achieve the goals and benefits of learning teenagers need to have a spirit or encouragement in carrying out learning activities, encouragement is an important motivational factor that must be owned by teenagers. There are two motivations or factors that can influence whether or not

learning motivation is good, namely (intrinsic) factors that exist within and (extrinsic) factors that exist outside of themselves (Pujadi, 2007:44). The following are two factors that influence learning motivation:

- a) Intrinsic factors, namely factors that exist within a person or the willingness to do something based on one's own desires.
- b) Extrinsic factors, namely factors that exist outside themselves or influences that exist in the learning environment, for example, such as the quality of teachers, learning methods, and the condition of the classroom atmosphere.

Characteristics of Students Who Have Learning Motivation

In general, motivation is an impulse that arises from within and from outside a person to do something, judging from the understanding of motivation, someone who has motivation will certainly be encouraged to do something, especially learning. According to Suprihatin in Sardiman (2015: 80) students who have high motivation have several characteristics, including the following:

- a) Diligent in facing tasks
- b) Tenacious in facing difficulties / not giving up quickly.
- c) Does not require external encouragement to perform as well as possible.
- d) Prefer to work independently.
- e) Get bored quickly on routine tasks.
- f) Can defend his opinion
- g) It is not easy to let go of what he already believes.

Factors that influence learning motivation

Learning is a business process carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment (Slameto, 2010: 2). Learning is an activity that must be carried out by everyone, including adolescents, especially in the academic field, learning activities can be carried out at school or at home. Most teenagers, often do learning activities to prepare themselves for various kinds of exams or tests, ranging from daily tests, midterm exams, class promotion exams, to studying for entrance exams to higher education, in addition to preparing for exams, there are several other learning goals that are no less useful for life. Broader learning objectives can provide an opportunity for a person to develop intelligence, train thinking skills, and improve the ability to process information for the better, not only that, learning objectives can also give a person more freedom, that knowledgeable people can know more there are many things and insights that can be applied in everyday life, so learning at any time will provide many benefits for everyone, to achieve the goals and benefits of learning teenagers need to have a spirit or encouragement in carrying out learning activities, encouragement is an important factor that must be considered. owned by teenagers. There are two motivations or factors that can influence whether or not learning motivation is good, namely (intrinsic) factors that exist within and (extrinsic) factors that exist outside of themselves (Pujadi, 2007:44). The following are two factors that influence learning motivation:

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Efforts to Improve Learning

Motivation is the basic impulse that moves a person to act in achieving the desired goals (Masni, 2015:35). Motivation is one of the factors that influence the effectiveness of adolescent learning activities. Motivation that encourages teenagers to do learning activities, if teenagers do not have motivation in learning, they will not be enthusiastic or even don't want to learn, therefore in terms of learning a tutor or other educator needs to generate motivation to learn teenagers, but learning motivation can be increased by some of the treatments include giving prizes, competition/rivals, praise and punishment (Suharni and Purwanti, 2018: 6). A pattern of demotivating behavior can be changed by providing treatment that focuses on individual behavior, one of which is the application of the token economy technique.

The token economy technique is a form of behavior modification designed to increase desired behavior and reduce unwanted behavior by using tokens or signs (Mufidah, 2012: 2). Teenagers receive tokens after displaying the desired behavior, and token deductions if they do not display the desired behavior, the tokens are collected and exchanged for meaningful objects or honors. The implementation of the strengthening or reinforcing economic tokens used is the giving of objects that are considered valuable or needed by teenagers and then exchanged for tokens or pieces as signs. The benefits of economic tokens in increasing adolescent learning motivation are that adolescents are encouraged to demonstrate the desired behavior (learning) in order to receive rewards in the form of tokens, the collection of tokens is accompanied by learning habits so that indirectly enthusiasm in obtaining tokens is automatically also enthusiastic in learning. The application of the token economy technique is expected to increase students' motivation to learn and even produce better learning achievements than before.

Token Economy

Token economy is a method or technique designed to increase desired behavior and reduce or even eliminate unwanted behavior by using tokens or signs (Mufidah, 2012: 2). The application of the token economy technique is carried out by giving tokens to a person or teenager as signs after showing the desired behavior, the tokens are collected and exchanged for meaningful objects or honors. The provision of economic token treatment is expected to spur someone or a teenager to do something they want, including learning activities. The benefits of economic tokens in increasing adolescent learning motivation are that adolescents are encouraged to demonstrate the desired behavior (learning) in order to receive rewards in the form of tokens, the collection of tokens is accompanied by learning habits so that indirectly enthusiasm in obtaining tokens is automatically also enthusiastic in learning.

Functions of Economic Token Techniques

Basically behavior therapy is focused on acquiring new behavior, eliminating unwanted behavior and maintaining desired behavior, this is done to reduce unpleasant behavior through a structured environment by providing a treatment. tokens function to change extrinsic motivation into intrinsic motivation, meaning that the behavior that has been formed through the provision of economic tokens will gradually be reduced/even eliminated, by diverting the provision of tokens that can trigger an increase in the desired behavior, it is hoped that the desired behavior will eventually be obtained. by itself will become a habit to continue the new behavior. The main function of the token economy is to increase desired behavior and reduce unwanted behavior (Prima and Lestari 2018: 249).

The purpose of the Economic Token Technique

Based on the known function of the token economy, namely increasing desired behavior and reducing or even eliminating unwanted behavior, in connection with the goal in this study, namely increasing adolescent learning motivation due to online games through the application of economic tokens, in that case it can be interpreted as a goal token economy, namely increasing learning motivation and reducing or even eliminating excessive online gaming activities. Token economy is a way to

strengthen the desired behavior in adolescents or agreed research targets by using rewards for symbolic reinforcement, in the application of token economics the behavior that is expected to appear is reinforced through the provision of tokens or a token and then collected and exchanged for something desired by adolescents, so that adolescents can be enthusiastic in showing the desired behavior.

The stages of the Token Economy technique The

implementation of the economic token technique treatment can run well, if you apply the stages correctly, there are steps for the implementation of the token economy technique (Heryanto DKK, 2017:73).stages in the token economy are:

1. Determining Target Behavior The

more homogeneous the individual groups that will be subject to the token economy, the easier it will be to standardize the rules that apply in the token economy. 2. Looking for Baselines

That is by using observation data collection techniques to obtain data before handling, usually observations are made for several days or even weeks on the target behavior. After the program starts, we can compare the data with the data obtained when determining the baseline, so that we can determine the effectiveness of the program.

3. Choosing what to make as a gift or reward In choosing a gift to be given the researcher needs to find information about what things or objects the subject likes, in this case the prize must be something that is most liked because it aims to make the subject really interested in getting it. To obtain information on prizes, researchers look for sources of information, either from primary data sources (subjects) or secondary data sources (people closest to the subject).

4. Choosing the Type of Token To Be Used

In general, the type of token must look attractive, light, easy to move, durable and not easily counterfeited. Some examples are stickers, metal chips, coins, check marks, points, poker chips, stamps stamped on books, asterisks, cards, and so on. **Adolescence**

One period in the life span is adolescence. Adolescence is an important segment of life in the individual development cycle, and is a transitional period that can be directed towards healthy adult development. Teenagers have a very broad definition. Teenagers are the future generation, the successors of the present generation, in their hands the future of this world lies (Surbakti, 2009:29). In general, the definition of adolescence is the transition period from children to adults. The World Health Organization (WHO) gives meaning to adolescents conceptually. According to WHO, there are three criteria used, including biological, psychological, and socio-economic, namely: individuals who develop when they first show secondary sexual signs until they reach sexual maturity, individuals who experience psychological development and identification patterns of children. Children become adults, and there is a transition from full socioeconomic dependence to a more independent state.

Stages of Adolescent Development

There are three stages of adolescent development in the process of adjustment to adulthood (Sarwono, 2012: tth), including:

a. Early Adolescence (Early Adolescence)

Early adolescence is in the age range of 10-13 years which is characterized by a rapid increase in growth and physical maturation, so that intellectually and emotionally at this time are mostly in the reassessment and restructuring of identity.

b. Middle Adolescence (Middle Adolescence) Middle

adolescence is in the age range of 14-16 years characterized by almost complete growth of puberty, where the emergence of new thinking skills, an increase in preparation for the arrival of adulthood, and the desire to maximize emotional and psychological relationships with other people. old.

c. Late adolescence (Late Adolescence) Late

adolescence is in the age range of 16-19 years. This period is a period of consolidation towards the adult period and is marked by the achievement of five things, namely: Interest shows maturity of intellectual functions, the ego is more directed at seeking opportunities to unite with others in seeking new experiences, forming a permanent sexual identity or not. changed again, egocentrism (too focused on

oneself) was replaced with a balance between self-interest and other people's, growing barriers that separated his personal self (private self) with the general public.

Adolescent developmental tasks

Adolescence is a period where he often communicates with many people or begins to have high social development, if social development can be carried out properly, adolescents will not experience difficulties in their social life and will bring happiness and success in completing developmental tasks. for the following phases.

The developmental tasks of adolescents according to Hurlock (in Muhammad Ali, 2008: 10) are:

1. Able to accept their physical condition
2. Able to accept and understand adult sex roles
3. Able to build good relationships with members of different groups
4. Achieve emotional independence
5. Achieving economic independence
6. Developing the concepts and intellectual skills that are indispensable to perform the role as a member of society
7. Understanding and internalizing the values of adults and parents
8. Developing socially responsible behaviors needed to enter the adult world
- 9 Preparing to enter marriage
10. Understanding and preparing for the various responsibilities of family life

RESEARCH METHOD

The approach used in this research is qualitative because this research produces conclusions in the form of data that describes in detail, not data in the form of numbers. This type of research is a case study where the research conducted only focuses on a particular case to be observed and analyzed. Case study data can be obtained from primary and secondary data.

The subjects in the study amounted to one person, where the subject with the initials A was 15 years old, the third child of three siblings. A is a class VIII student at MTsN 2 Banyuwangi and lives in the hamlet Tamansuruh, RT 03, RW 01, Bangorejo ds, Bangorejo sub-district, Banyuwangi district.

Time and place of research, namely this research was carried out for 45 days, starting from June 2 to July 17, 2021. This research was carried out in Tamansuruh hamlet, RT 03, RT 01, Bangorejo ds, Bangorejo district, Banyuwangi district.

This study applies several stages of the token economy technique to fulfill the research objectives, namely increasing adolescent learning motivation. There are steps for the implementation of the token economy technique (Heryanto DKK: 73), namely determining the target behavior, determining the baseline, selecting the prize to be used as a reward and choosing the type of token to be used.

RESULTS AND DISCUSSION

After research and application of the token economy technique can be drawn the research findings, the subject experienced a decrease in learning motivation due to online game addiction, due to game addiction, the subject almost never did learning activities, studied only when there was schoolwork, daily activities only playing games, not having a schedule of learning activities, playing games can take 10 to 13 hours per day so that the subject experiences a decrease in learning motivation, not only that the current pandemic situation and conditions also affect the subject's learning motivation, in a pandemic the learning process that was originally what is done at school is now an online learning that is done from home, for the subject of the online learning process the motivation to learn decreases because online learning is quite difficult and difficult to understand because there is no direct interaction that can hinder the learning process.

Learning is an activity that must be carried out by everyone, including subjects, especially in the academic field. Most students or students carry out study activities to prepare themselves for various kinds of exams or tests, ranging from daily tests, midterm exams, class promotion exams, to studying for entrance exams to higher education, study goals can also provide more freedom

in a person, that knowledgeable people can find out more things and insights that can be applied in everyday life, so learning at any time will provide many benefits for everyone, seeing the importance of learning is very unfortunate if the subject experiences a decrease in motivation to learn, in changing the old behavior of subjects who experienced a decrease in learning motivation, researchers gave a treatment, namely the application of economic token technique treatment to increase learning motivation.

During the application of treatment for 25 times, significant changes appeared on the subject, namely in the subject's habit of showing the desired behavior, namely becoming accustomed to doing learning activities and even having become a daily routine, having a schedule of learning activities, in learning the subject is always consistent at the usual hours. used for learning at 18.30 to 19.30, has other activities as a transition from playing online games, namely learning and fishing, in playing games the subject spends less time than before the technique is applied, which is 5 to 8 hours per day.

The results of the application of the token economy technique provide changes to the subject's behavior where subjects who usually never do learning activities now have a schedule of activities and are consistent in learning, the activities of subjects who previously only played games now have other activities, namely learning and fishing, playing games. which previously spent 10 to 13 hours per day is now reduced to 5 to 8 hours per day. The application of the token economy technique can be said to be effective in increasing learning motivation.

CONCLUSION

Based on the results of the research and discussion that has been put forward, practical conclusions can be drawn in this study, namely a decrease in learning motivation caused by online game addiction behavior and learning situations during a pandemic can be changed by applying a token economy technique treatment, applying an effective token economy technique to increase motivation adolescent learning, because the application of the token economy involves a reward or reward that will be given to the target or subject, the prize given must be attractive to the subject so that the subject is motivated and tries to get the prize, the effort to get a reward indirectly is also an effort to achieve the desired behavior. has been agreed, namely increasing learning motivation.

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