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Analysis Factors Difficulty Study in Online Learning (Online) in the Subject of Economics for Grade XII at State Senior High School 1 Jambi City in the 2020/2021 Academic Year

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Abstract: This study aims to determine the factors of student learning difficulties in online learning in Economics class XII at SMA Negeri 1 Jambi City. This type of research is a descriptive study and a quantitative approach. The population in this study was 174 people. The sampling technique in this study was random sampling, so that 121 students were selected as the research sample. The data collection technique in this study was to distribute questionnaires to research respondents. The data analysis technique in this study is factor analysis with the SPSS For Windows Version 16 program. The results of this study indicate that (1) the learning difficulty variable is in the sufficient category with an average of 3.40 and the Respondents' Achievement Level (TCR) of 67.92. and (2) there are 11 (eleven) dominant factors that influence student learning difficulties, namely (a) factor 1 which is given the identity of the Learning Environment, (b) factor 2 which is given the identity of Learning Interests, (c) factor 3 which is given the identity of Talent, (d) factor 4 which is given the identity of Learning Motivation, (e) factor 5 which is given the identity of Learning Habits, (f) factor 6 which is given the identity of Intelligence, (g) factor 7 which is given the identity of Student Characteristics, (h) factor 8 which is given the identity of School climate identity, (i) factor 9 which is given the identity of the Learning Method, (j) factor 10 which is given the identity of Learning Tools, and (k) factor 11 which is given the identity of Family Roles.

Keywords: Learning Difficulty, High School

INTRODUCTION

Constitution Number 20 Year 2003 about System Education National Chapter I Article 1 paragraph (1) explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation and the state (Adriani et al., 2023). Says that learning is an important aspect of a person's life. in relation as individual And as public (Phongsavath et al., 2022).

The world was shocked by an outbreak of a disease known as the *Covid-19 virus*, which claimed many lives in various countries around the world (Mallah et al., 2021). The virus is transmitted through human interaction, because that, government in various world do prohibition or *lockdown* towards its people so that do all form activity from House. In Indonesia

at that time also affected by the *Covid-19 outbreak* Which eventually impact on the world of education (Hutabarat & Rosmiati, 2022).

Due to this outbreak, the government is following WHO recommendations to prevent the spread of *COVID-19* by urging the public to stop events that could lead to mass gatherings. The impact of *COVID-19 on education is that the learning process, which is usually conducted in person, has been replaced with online learning* (Masni et al., 2021).

Online learning policy is due to the development of information and communication technology which has had a very rapid impact on life. public, Wrong the only one in world education (Mathrani et al., 2022). Public with It is easy to obtain broad knowledge and insight from the internet, so that the government is utilizing this so that the education and learning process continues even though in a different way (Masni & Hutabarat, 2019).

Learning is a system that aims to help process Study student, which containing a series the event that designed, arranged in such a way appearance for influence and support the process occurs internal student learning (Lee et al., 2023). Furthermore, *online learning* is learning that uses an internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions (Huda, 2024). Through *online learning*, students have the flexibility to study, can study anytime and anywhere, and can save time. Students can interact with teachers using applications such as *classroom, video conference, Zoom, or WhatsApp groups* (Hutabarat & Rosmiati, 2022). Learning *Online* is innovation education Which made for answer the challenge will availability source Study which varied. Learning *Online* aims to provide quality learning services in an open network and facilitate teaching and learning activities for students and teachers in the modern world and during the *Covid-19 virus pandemic* (De Moura et al., 2021).

Often, there are factors that lead to failure or learning difficulties. Learning difficulties in *online learning occur* because students are unable to effectively understand the knowledge presented. The impact of these difficulties on students includes. Study which low and part student No control material lesson Which has been delivered by the teacher.

Literature Review

(Djamarah 2014) states that learning difficulties are a condition in which students are unable to learn normally due to threats, obstacles, or disturbances in learning. According to (Aunurrahman 2016), learning difficulties are factors that. Which originate from in self-student (factor internal) between other characteristics Students' attitudes toward learning, motivation to learn, exploring learning outcomes, self-confidence, and learning habits (Womack et al., 2025).

Meanwhile, external factors include educational staff or teachers, the school environment or peers, the school curriculum, and learning facilities and infrastructure. One of the subjects studied at SMA Negeri 1 Jambi City is Economics. This subject is mandatory for students. lesson This studied in all major Which There is in SENIOR HIGH SCHOOL Country 1 City Jambi, including on Major Mathematics and Natural Sciences, where eye lesson Economy made into eye Cross-Interest Subject (LM). Economics is a subject in school that studies the behavior of individuals in society in their efforts to meet their unlimited needs with limited means of satisfying those needs (Hutabarat et al., 2022).

The aim of Economics is to so that students have the ability to fulfill a number of economic concepts related to economic events and problems which experienced in life daily (Komlos & Duroy, 2023). Especially Which happen in the community, household and state environment. This is due to the difficulty of understanding the material given by the teacher through online learning, online learning does not run effectively like learning that only runs one way (Pratiwi et al., 2024).

Direction, material learning that delivered not yet of course can understood by all students well, because the learning material is only delivered through the application without any direct explanation by the teacher and a question and answer process (Abidin & Wulandari, 2022). Which given to student, learning online also bother focus student learning which results in

students being lazy in learning, and also many students have network problems so it is difficult to access learning materials, given by the teacher. The emergence of the above problems encouraged the author to conduct research on the factors that cause students' learning difficulties in following the learning process. learning especially in learning online, based on description background (Hutabarat, 2022).

METHOD

This type of research is descriptive qualitative research, namely the data collected is in the form of words, speech, not numbers. Qualitative research is inductive, namely data analysis based on the data obtained, then developing certain relationship patterns into hypotheses (Sugiyono, 2016). Through qualitative research, researchers can recognize objects and feel what they experience in everyday life Furchan (Sugiyono, 2015). Mentions that one of the phenomena that can be the object of qualitative research is communication or language events because these events involve speech, speech situations, speech events, speech acts, and speech settings.

Meanwhile, descriptive research is a form of research conducted with the aim of describing or depicting any phenomena that occur, both natural phenomena and man-made phenomena. Descriptive research is research conducted to determine the existence of independent variable values, either one or more variables (independent) without making comparisons or connecting with other variables (Rahim & Hutabarat, 2024). Descriptive research is research that aims to describe or explain something, for example circumstances, conditions, situations, events, activities and others. The type of research used in this study is descriptive qualitative research. This research method was chosen because this is a field study, where many phenomena are related to the language spoken by the community, not numbers. Therefore, descriptive qualitative research allows researchers to describe phenomena that occur in the field.

RESULTS AND DISCUSSION

Based on the results of research that has been conducted on the classification of verb reduplication in the Bugis Bone language, Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province. The object of this research is the classification of verb reduplication forms and changes in the meaning of verb reduplication. The author will briefly describe the research results below, and to see the detailed research results, please see the research appendix.

The results of the study indicate that there are three forms of verb reduplication in the Bugis Bone language. The forms of reduplication found are complete reduplication, partial reduplication, and reduplication combined with the prefixes *pa-*, *ma-*, *na-*, *si-*, and the simpfix *ma-eng*. The results also found two changes in the meaning of reduplication. These changes in the meaning of reduplication are the meaning of action and the meaning of resembling the base form.

Forms Verb Class Reduplication Bugis Bone language in the Bugis Tribe Community in Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province

Based on the findings of the research data, the classification of verb reduplication forms includes three forms: full reduplication, partial reduplication, and reduplication combined with affixes. These three forms can be seen in the following table.

Reduplication Form Data Analysis Results

Tabel 1. Table Morphology of the Bugis Bone Language, Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province

No	Reduplication Sentence Quotes	Bugis Bone Language Reduplication Data Collection Table		
		RP	Hospital	RKA
1	Mom is cleaning the yard	<i>cleaning up</i>		

	"Emma's house is clean ceddena bolae"	
2	Dad jogged around the house with his sister in the morning "Ambo run around diele e naceneri bolae sibawang andri"	run
3	Looking for an excuse to go home 5 "Sappa-sappa excuse na lisu"	Sappa-sappa
4	They ate together in the rice fields "Tawe yero mandre- andre massemang- semang di galungnge"	mandre-andre
5	The young man drank until he was drunk. "Anak burane yero minung-inung lettu mabo"	Drinking
6	The man was sitting alone in his garden "Uruane yero tuda- tudangi silalena di dare na"	tuda-tudangi
7	Mother folded all the clothes "Emma maleppe-leppe waju"	maleppe-leppe
8	Father is hoeing the land to plant vegetables. "Ambo mabingkung- bingkung tana elo natanengiwi kaju	squeaking and screaming
9	Dad slashed the grass around the house "Ambo mabele-bele aru cede na bolae"	mabele-bele
10	selective "napile-pile"	"napile-pile"
11	trample "nalejja-lejja"	"nalejja-lejja"
12	holding "naketenning-ketenning"	"naketenning- ketenning"
13	helping each other "sidang-duang"	"sidang-duang"
14	pushing "push-push"	"push-push"
15	forgetfulness "pallupa-lupang"	"pallupa- lupang"
16	bad-mouthing "nakonja-konjai"	"nakonja- konjai"
17	They gathered together at the village office. "Tawe yero madeppung- deppungeng manengngi di kantro na desae"	madeppung- deppungeng

18	<i>up to "sipoji-poijing"</i>	"sipoji-poijing"
19	coming in droves <i>"mapole-poleng"</i>	"mapole-poleng"

Apart from the form in this research, the author also examines the meaning, the findings regarding this meaning will be explained in the following sub-chapter.

Discussion

The sentences and words that became the research data were the results of a questionnaire that had previously been distributed to six informants in Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province. In studying the form of verb reduplication in the Bugis Bone language, Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province, the researcher used Ramlan's theory (1983) in Haryani (2020:26-27). The researcher also used Ramlan's theory (in Haryani, 2020:27) for research on changes in the meaning of verb reduplication in the Bugis Bone language, Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province. The following is a description of the speech data and its analysis.

Forms Verb Class Reduplication Bugis Bone language in the Bugis Tribe Community in Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province

Full reduplication classification of verb word classes in Bugis Bone language in Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province

Full Verb Reduplication in Bugis Bone Language

1. Indonesian : Mom is cleaning the yard

Bugis Bone language : *Emma's house is clean, ceddena bolae*

From the sentence according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), the word "*bersih h-bersih*" is a full reduplication word form because 1) the word is formed through all basic forms; 2) there is no change in phonemes; 3) it is not combined with the addition of affixes.

2. English : Father jogged around the house together in the morning.

younger brother

Bugis Bone language : *Ambo jog diele e naceneri bolae sibawang*

Andri

From the sentence, according to the explanation of Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), the word "*bersih-bersih*" is a full reduplication word form because 1) the word is formed through all basic forms; 2) there is no change in phonemes; 3) it is not combined with the addition of affixes.

3. English : Looking for an excuse to go home

Bugis Bone language : *Sappa-sappa reason na lisu*

From the sentence, according to the explanation of Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word "*sappa-sappa*" is a full reduplication word form because 1) the word is formed through all basic forms; 2) there is no change in phonemes; 3) it is not combined with the addition of affixes.

Reduplication of Verbs in Bugis Bone Language

Classification of reduplication of some verb word classes in Bugis Bone language in Mendahara Ulu District, Tanjung Jabung Timur Regency, Jambi Province.

1. They ate together in the rice fields

Bone Bugis language : *Tawe yero mandre-andre massemang-semang di*

Galungnge

From the sentence, according to Ramlan (2009:69-75) and Haryani (2020:26-27), the word form " *mandre-mandre* " is a partial reduplication, because the repetition of words only occurs in part of the basic word form. In contrast to Chaer (2006:286), it can be concluded that the word " *mandre-andre*" is a reduplication that changes sound because there are changes in sound, both vowels and consonants of the words " *mandre*" and " *andre*".

2. young man drank until he was drunk .
Bugis Bone language : *Children of burane yero minung-inung lettu mabo*

From the sentence, according to Ramlan (2009:69-75) and Haryani (2020:26-27), it can be concluded that the word form " *minung-inung*" is a partial reduplication, because the repetition of words only occurs in some basic word forms. In contrast to the opinion above, Chaer (2006:286-287) can be concluded that the word " *minung-inung*" is a sound-changing reduplication, because there is a sound change in the word " *minung*" to " *inung*".

3. The man was sitting alone in his garden
Bugis Bone language : *Uruane yero tuda-tudangi silalena di dare na*

From the sentence, according to the theory of Ramlan (2009:69-75) and Haryani (2020:26-27), it can be concluded that the word form " *tuda-tudangi*" is a partial reduplication, because the repetition of words only occurs in some basic word forms. In contrast to the opinion above, Chaer (2006:286-287) can be concluded that the word " *tuda-tudangi* " is a sound-changing reduplication, because there is a sound change in the word " *tuda*" to " *tudang*".

Reduplication of Verbs Combining the Prefix *ma-* in Bugis Bone Language

Classification of reduplication combined with the prefix *ma-* class of verbs in the Bugis Bone language in Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province.

1. Indonesian : Mother folded all the clothes
Bugis Bone language : *Emma maleppe-leppe waju*

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word form " *maleppe-leppe*" is a form of reduplication combined with affixes, because the prefix " *ma*" is added to the base word " *leppe*".

2. English : Father is hoeing the ground to
planted with vegetables
Bugis Bone language : *Ambo mabingkung-bingkung tana elo natanengiwi*
Cheese

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word " *mabingkung-bingkung*" is a form of reduplication combined with affixes, because the prefix " *ma*" is added to the basic word " *bingkung*".

3. English : Father is cutting the grass around the house.
Bugis Bone language : *Ambo mabele-bele aru cede na bolae*

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word form " *mabele-bele*" is a form of reduplication combined with affixes, because the prefix " *ma*" is added to the base word " *bele*".

Reduplication of Verbs Combining the Prefix *na-* in Bugis Bone Language

Classification of reduplication combined with prefixes and verb classes in Bugis Bone language in Mendahara Ulu District, East Tanjung Jabung Regency, East Java Province

1. Indonesian : selective
Bugis Bone language : *napile-pile*

Referring to the theory of Ramlan (2009:69-75) Chaer (2006:286-287), and Haryani (2020:26-27) it can be concluded that the word "*napile-pile*" is a form of reduplication combined with affixes, because the prefix "na" is added to the base word "*pile*".

2. Indonesian : trample
Bugis Bone language : *nalejja-lejja*

From these words, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word "*nalejja-lejja*" is a form of reduplication combined with affixes, because the prefix "na" is added to the base word "*lejja*".

3. Indonesian : holding
Bugis Bone language : *naketenning-ketenning*

From these words, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word "*naketenning-ketenning*" is a form of reduplication combined with affixes, because the prefix "na" is added to the base word "*ketenning*".

Reduplication of Verbs Combining the Prefix *si-* in Bugis Bone Language

Classification of reduplication combined with syllable prefixes of verb word classes in Bugis Bone language in Mendahara Ulu District, East Tanjung Jabung Regency, Province.

1. Indonesian : helping each other
Bugis Bone language : *siduang-duang*

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word "*siduang-duang*" is a form of reduplication combined with affixes, because the prefix "si" is added to the base word "*duang*".

2. Indonesian : as you please
Bugis Bone language : *sipoji-pojing*

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word "*sipoji-pojing*" is a form of reduplication combined with affixes, because the prefix "si" and the suffix "ang" are added to the base word "*poji*".

3. Indonesian : pushing
Bugis Bone language : *push-push*

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word "*sisorong-sorong*" is a form of reduplication combined with affixes, because the prefix "si" is added to the base word "*dorong*".

Reduplication of Verbs Combining the Prefix *pak-* in the Bugis Bone Language

Classification of reduplication combined with prefix pak- verb class in Bugis Bone language in Mendahara Ulu District, East Tanjung Jabung Regency, Province.

1. Indonesian : forget-forget
Bugis Bone language : *pallupa-lupang*

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word "*pallupa-lupang*" is a form of reduplication combined with affixes, because the prefix "pak" and the suffix "ang" are added to the base word "*lupa*".

Reduplication of Verbs Combining the Suffix *-i* Bugis Bone Language

Classification of reduplication combined with the suffix -i of verb word classes in Bugis Bone language in Mendahara Ulu District, East Tanjung Jabung Regency, Province.

1. Indonesian : bad-mouthing
Bugis Bone language : *nakonja-konjai*

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word "*nakonja-konjai*" is a form of reduplication combined with affixes, because the prefix "ma" and suffix "i" are added to the base word "*konja*".

Reduplication of Verb Combinations with Simulfixes *ma-eng* Bugis Bone Language

Classification of reduplication combined with simulfix *ma-eng* verb word classes in Bugis Bone language in Mendahara Ulu District, East Tanjung Jabung Regency, Province.

1. They gathered together at the village office
Bone Bugis language : *Tawe yero madeppung-deppungeng manengngi di kantro na desae*

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word form "*madeppung-deppungeng*" is a form of reduplication combined with affixes, because the simulfixes "ma" and "eng" are added to the base word "*deppung*".

2. Indonesian : coming and going
Bugis Bone language : *mapole-poleng*

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word "*mapole-poleng*" is a form of reduplication combined with affixes, because the simulfixes "ma" and "eng" are added to the base word "*pole*".

3. Indonesian : watching
Bugis Bone language : *manontong-nontong*

From this sentence, according to Ramlan (2009:69-75), Chaer (2006:286-287), and Haryani (2020:26-27), it can be concluded that the word "*manontong-nontong*" is a form of reduplication combined with affixes.

CONCLUSION

Based on the results of the research and discussion that have been described in chapter IV, it can be concluded that in the verb reduplication in the Bugis Bone language, Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province, there are three forms of verb reduplication, and two changes in the meaning of reduplication. The form of verb reduplication consists of three forms, namely complete or full reduplication, partial reduplication, and reduplication combined with affixes. Meanwhile, there are two changes in the meaning of verb reduplication in the Bugis Bone language, namely changes in the meaning of medicine, and changes in the meaning that resembles the basic word. Following these results, it will be concluded as follows.

1. The forms of full reduplication, partial reduplication, and reduplication combined with the affixes *ma-*, *na-*, *si-*, *pak-*, *-i*, and *ma-eng*.

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