



The Effect of Reward Provision on the Learning Motivation of Christian Religious Education and Character Education Students in Grade V at SD Negeri 173168 Onanrunggu - Sipahutar District

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ABSTRACT

This study aims to determine the extent of the effect of reward provision on the learning motivation of Christian Religious Education and Character Education for Grade V students at SD Negeri 173168 Onanrunggu, Sipahutar District, North Tapanuli Regency, Academic Year 2024/2025. The research hypothesis posits that there is a positive and significant effect of reward provision on the learning motivation of Christian Religious Education and Character Education for Grade V students at SD Negeri 173168 Onanrunggu, Sipahutar District, North Tapanuli Regency, Academic Year 2024/2025. The study employed a quantitative research method with an inferential statistical approach. The population comprised all 32 Grade V students at SD Negeri 173168 Onanrunggu in the Academic Year 2024/2025. The sampling technique used a total population approach, resulting in a sample of 32 students. The research instrument was a questionnaire. The data analysis results are as follows: a) The correlation and t-test results indicate a positive and significant relationship between reward provision and the learning motivation of Christian Religious Education and Character Education students, with $r_{count}=0.576 > r_{table} = 0.349$ $r_{count} = 0.576 > r_{table} = 0.349$ and $t_{count} = 3.859 > t_{table} = 2.042$ $t_{count} = 3.859 > t_{table} = 2.042$ $t_{count} = 3.859 > t_{table}=2.042$. b) The regression equation is $Y^{\wedge} = 36.145 + 0.634 X$ $Y^{\wedge} = 36.145 + 0.634X$. c) The coefficient of determination shows that reward provision accounts for 33.18% of the variance in learning motivation. d) The F-test results show $F_{count}=14.90 > F_{table}= 3.32$ $F_{count} =14.90 > F_{table} = 3.32$ $F_{count} =14.90 > F_{table} =3.32$, leading to the rejection of H_0 and acceptance of H_a . In conclusion, the study found a positive and significant effect of reward provision on the learning motivation of Christian Religious Education and Character Education students in Grade V at SD Negeri 173168 Onanrunggu, Sipahutar District, North Tapanuli Regency, Academic Year 2024/2025.

Keywords: Reward Provision, Student Learning Motivation, Christian Religious Education

INTRODUCTION

Education is one of the most crucial aspects of human life. Through education, individuals can develop the skills and knowledge required to achieve their life goals. Education also

plays a vital role in shaping character and moral values, improving human resource quality, and instilling values that will form individuals' character and future. One of the primary goals of education is to develop students' potential across cognitive, affective, and psychomotor domains. However, the achievement of these educational goals heavily depends on students' learning motivation and their success in the learning process.

Teachers are individuals entrusted with the task and responsibility of educating, instructing, and guiding students throughout the learning process. Teachers play an essential role in helping students achieve educational objectives and develop skills, knowledge, and competencies. According to Law No. 20 of 2003, Article 39, Paragraph 2, concerning the National Education System: "Educators are professional personnel responsible for planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service."

To realize this, innovative and creative teachers are required, as teachers are a key factor in fostering the intellectual development of the nation's children. In teaching and learning activities, it is expected that teachers possess quality, faith, spirituality, strong personality, knowledge, and competence.

Based on Government Regulation No. 32 of 2013, Article 19, Paragraph 1, regarding the National Education Standards: "The learning process in education should be conducted intensively, inspiringly, enjoyably, and challengingly, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with students' talents, interests, and psychological development." Therefore, it is crucial for educators to implement effective teaching methods. In addition to effective methods, supporting factors are necessary to enhance students' learning motivation. One effective approach is the use of rewards to acknowledge achievements and stimulate motivation.

According to De Decce and Grawford, as cited in Arief et al., students' learning motivation must be continuously nurtured and strengthened to ensure sustainable development. In this context, teachers play a strategic role in fostering students' enthusiasm for learning, instilling reasonable expectations, appreciating their efforts, and guiding them to demonstrate behaviors aligned with learning objectives.

Learning motivation refers to the drive or reason that encourages students to strive toward predetermined learning goals. Highly motivated students tend to be more active, diligent, and enthusiastic in participating in the learning process. Conversely, students with low motivation often show little interest in learning, which can negatively affect their academic achievement. Therefore, it is essential to create conditions that can enhance students' motivation to learn.

Pavlov's theory, as discussed in Sudirman et al., explains that meat acts as an unconditioned stimulus, while salivation is an unconditioned response. Whenever meat is presented to a dog, the dog reflexively salivates. The smell of meat is the unconditioned stimulus, and salivation is the unconditioned response. When meat is paired with a light, the light eventually becomes a conditioned stimulus after repeated trials, eliciting salivation as a conditioned response.

This Pavlovian theory is relevant to students' learning motivation. Learning occurs when students have the drive to engage in the process. Suprihatin, as cited in Ali et al., defines learning motivation as "the energy or force within an individual that generates

enthusiasm for engaging in learning activities." Consequently, strategies are needed to enhance students' motivation, and one effective strategy is the provision of rewards. Providing rewards during the learning process is beneficial and practical. Teachers can use rewards to appreciate students who demonstrate initiative, willingness, and enthusiasm in learning. By giving rewards, students are motivated to participate actively in the learning process. Examples of rewards include tangible prizes, verbal praise, or gestures such as thumbs up, applause, and smiles. Slameto explains that a reward functions as a motivating tool to encourage further effort toward achieving learning objectives. Rewards act as a positive educational instrument that stimulates and encourages students, especially those who are less motivated, to perform better.

The provision of rewards is expected to foster a positive relationship between teachers and students. Rewards are educational tools that are enjoyable and motivate students to excel, particularly for those who lack motivation. Rewards can be provided in various forms, such as completing assignments well, answering questions accurately, demonstrating discipline in learning, actively asking questions, and showing enthusiasm during Christian Religious Education (PAK) lessons. Thus, rewards function as reinforcements for achieving educational goals and enhancing students' motivation to learn PAK.

Field observations and interviews with religious education teachers indicate that reward systems have been implemented in Grade V at SD Negeri 173168 Onanrunggu in Christian Religious Education and Character Education lessons, tailored to the learning material. However, student learning motivation in PAK and character education remains insufficient. This is evident from several students' lack of seriousness in completing assignments, insufficient attention during teacher explanations, lack of enthusiasm in following the learning process, and engaging in side conversations with peers during lessons.

METHODS

Research methodology refers to the systematic procedures employed in conducting a study. According to Sugiono, research methodology serves as the foundation for obtaining data with specific objectives and purposes. In this study, the researcher employed a quantitative method. The approach used was an inferential statistical approach, which involves analyzing sample data and generalizing the results to the population.

To collect data on variables X and Y, the researcher used a closed-ended questionnaire consisting of four options (a, b, c, and d). The development of the questionnaire began with the creation of an item grid, which served as the foundation for constructing the questions in a detailed and structured manner according to the grid. The questionnaire was then distributed to the required sample of students. The rationale for using a closed-ended questionnaire is as follows: it is easier for respondents to complete, more practical, and active; it allows data collection within a relatively short time; it facilitates the handling of a large number of questions; and it enables respondents to provide answers by selecting the option that best reflects their choice.

The data collection process in this study involved several steps. First, before distributing the questionnaire, the researcher provided respondents with explanations regarding the purpose and objectives of the study, along with instructions on how to complete the

questionnaire. Second, the questionnaire was administered to the respondents. Third, respondents were given sufficient time to answer the questions provided. Finally, once completed, the researcher collected the filled questionnaires for further analysis. Data analysis in this study aimed to test whether the pre-determined research hypotheses could be accepted or rejected. The analysis involved several steps. First, respondents' answers were distributed and tabulated based on the available answer options. Second, each response was assigned a weighted score, and a distribution table was created according to these scores. Third, an associative hypothesis test was conducted to examine the relationship between variables by calculating the correlation coefficient between variable X and variable Y. Subsequent analyses included regression analysis, coefficient of determination test (R^2), and hypothesis testing to determine the significance of the findings.

RESULT AND DISCUSSION

In the field of education, the term reinforcer is often understood as a reward; however, in psychology, it carries a broader meaning. From a behavioral perspective, a reinforcer is not limited to a reward but encompasses various definitions, types, and forms. A reinforcer is defined as any consequence that strengthens a behavior. Reinforcers are consequences employed by educators to reinforce positive (desired) behavior with the expectation that such behavior will be repeated in the future.

Simatupang explains that in the first century, Jesus, as a Rabbi, directly taught His disciples. However, since Jesus is no longer physically present, this responsibility is now entrusted to teachers and students. Those who diligently or negligently carry out learning tasks receive corresponding rewards. Missed opportunities are lost, and completing tasks becomes a fundamental obligation. Rewards can take the form of verbal appreciation or academic grades. A student can achieve the highest score by completing tasks well, with quality, on time, and according to deadlines. Perseverance in completing tasks is key to success and praise, whereas negligence can hinder achievement and invite criticism. Patience in accomplishing tasks tends to yield positive outcomes and satisfaction, while neglecting duties may lead to reprimands, criticism, or ridicule.

Reward is provided to acknowledge individual or group achievements in activities. It is a form of recognition given in response to achievements, actions, or behaviors deemed positive or desirable. According to Ivancevich, as cited in Afizah et al., reward is a process involving verbal acknowledgment and recognition for teachers, students, or work performed by individuals in an organization. This reward is part of an institutional appreciation policy aimed at individuals who demonstrate superior performance, with the expectation of fostering sustained professionalism and positive contributions.

Similarly, Purwanto, as cited in Rosyid and Abdullah, states that reward is a tool for educating children, allowing them to feel pleased when their actions or work are acknowledged. In this context, rewards are intended to motivate individuals, based on the notion that providing rewards for good behavior and work outcomes encourages them to maintain positive behavior and maximize their performance. Behavioral psychologists, particularly contemporary behaviorists or S-R psychologists, assert that human behavior is controlled by rewards or reinforcement from the environment.

Thus, in learning behavior, there is a close relationship between behavioral responses and stimuli. Rewards serve as a method to provide motivation to individuals. Maulidina also

asserts that reward is an educational tool used by teachers to create enjoyable teaching styles while ensuring that students' efforts and achievements are recognized. This, in turn, enhances students' enthusiasm for learning and encourages them to maintain or improve their performance in class. Recognition through rewards positively influences subsequent activities, helping students sustain or enhance the quality of their efforts.

From the above discussion, it can be concluded that a reward is a form of appreciation or prize given to acknowledge achievements, positive behavior, or efforts, aiming to motivate individuals to continue excelling and performing desired actions.

The Concept of Learning Motivation

Motivation is the drive or reason that compels someone to perform an action or achieve a specific goal. Maharani et al. explain that motivation is a fundamental concept crucial for understanding human behavior, both in daily activities and professional environments. It is a key element in comprehending human behavior in everyday life as well as in the workplace.

According to Herwati et al., motivation refers to the internal drive or energy that influences a person's persistence and enthusiasm in engaging in an activity, originating from either internal (intrinsic motivation) or external (extrinsic motivation) factors. Ananda further states that learning motivation is the total mental energy within an individual that drives them to engage in learning activities. Motivation plays a critical role in determining how diligently someone participates in the learning process. With motivation, individuals are more diligent, persistent, and resilient in overcoming learning difficulties. Conversely, without motivation, learning can feel burdensome and monotonous, resulting in suboptimal outcomes.

Maya Sari et al. emphasize that learning motivation is an essential element in education, determining the level of student engagement in learning and their academic achievement. Motivation encompasses not only the drive to learn but also the various factors that encourage active participation in learning activities and the pursuit of academic goals.

From the above discussion, learning motivation can be defined as the internal drive or enthusiasm within an individual to learn and persist until their goals are achieved. This drive may come from internal sources, such as curiosity or a desire for mastery, or from external sources, such as the pursuit of good grades or recognition.

Factors Influencing Students' Learning Motivation

After understanding the types of motivation in learning, the next discussion focuses on factors affecting students' motivation. Purwandari et al. note that various factors can encourage students to be motivated and achieve academic success, one of which is the provision of rewards. Rewards have several advantages, including promoting healthy competition and strengthening emotional connections between students and teachers, facilitating optimal development.

Active communication and interaction between teachers and students can minimize knowledge gaps. The implementation of teaching methods combined with rewards is expected to stimulate students' learning motivation, enabling them to achieve better academic outcomes. Rewards are part of teaching strategies implemented by teachers. Researchers collaborate with classroom teachers to observe students' motivation levels;

through rewards, students are expected to become more motivated, active, and skilled in the learning process.

Antia et al. also assert that rewards are a significant factor influencing students' learning motivation. This indicates that rewards not only serve as recognition but also act as positive stimuli, encouraging students to be more diligent in learning. According to Siregar and Nara, six factors influence learning motivation:

1. Aspirations or goals: The desire to achieve goals fosters strong motivation to study.
2. Ability: Students with the skills to complete tasks experience satisfaction, boosting motivation.
3. Student condition: Stable physical and psychological conditions enhance motivation, whereas instability or illness reduces it.
4. Environmental conditions: A safe and comfortable environment increases motivation.
5. Dynamic learning elements: Materials, learning aids, and classroom atmosphere contribute to motivation.
6. Teacher effort: Teachers' ability to organize and engage students in learning enhances motivation.

Dimiyati and Mudjiono similarly highlight six factors affecting learning motivation: students' aspirations, learning ability, physical and mental condition, classroom environment, dynamic learning elements, and teacher efforts. Understanding these factors allows teachers to design holistic and adaptive learning approaches, creating a conducive learning environment that maximizes students' potential.

From the experts' perspectives, the factors influencing learning motivation include recognition, satisfaction, external rewards (such as grades, scholarships, or opportunities), and intrinsic motivation.

The Effect of Reward on Students' Learning Motivation

Echolas and Shadily, as cited in Kawulur et al., state that a reward is given to someone for their accomplishments. It serves as a form of appreciation, expressing gratitude and attention. Rewarding students appropriately can encourage them to study harder and strive to achieve set goals.

Extrinsic motivation plays a significant role, as students feel compelled to learn due to rewards received after achieving certain outcomes. However, intrinsic motivation is also influenced; it emerges from students' internal desire to learn due to curiosity or satisfaction in the learning process. When students perceive that their efforts are acknowledged through rewards, it fosters positive engagement in learning activities. Thus, relevant and appealing rewards not only positively impact students' interest in learning but also help build a strong motivational foundation. Thoughtful implementation of rewards tailored to individual needs can create a learning environment that stimulates curiosity and enthusiasm from an early stage.

Students become motivated not only to achieve grades or accomplishments but also to value and enjoy the learning process itself. This aligns with motivational theories suggesting that recognizing consistent effort helps develop sustainable intrinsic motivation, which is more enduring than temporary extrinsic motivation.

Moreover, rewards act as tools that encourage students to remain consistent in learning. Students who feel appreciated, whether verbally or physically, are more motivated to continue improving their academic performance. Based on this discussion, it is understood that providing rewards can serve as an effective strategy to enhance learning motivation.

Based on the research conducted on fifth-grade students at SD Negeri 173168 Onanrunggu, Kecamatan Sipahutar, Kabupaten Tapanuli Utara during the 2024/2025 academic year, the discussion of the research findings is as follows.

From the distribution of students' responses regarding the provision of rewards, it was found that the highest-scoring item was item number 12, with a score of 119 and an average of 3.72. This item reflected that in Christian Religious Education and Character (PAK) lessons, students felt happy and motivated to improve their performance when teachers gave high marks for completed assignments. Conversely, the lowest-scoring item was item number 3, with a score of 87 and an average of 2.72, indicating that some students occasionally received written praise from the teacher, such as "Your work is neat and clear. Keep up this quality!" The overall average score for reward provision was 3.32, suggesting that PAK teachers frequently implement reward systems effectively in classroom activities.

Regarding the indicators of reward provision, the highest-weighted indicator was number 5, with an average of 3.43, representing rewards in the form of tangible items or certificates. Meanwhile, the lowest-weighted indicator was number 2, with an average of 3.06, corresponding to written praise.

Regarding students' learning motivation in Christian Religious Education and Character, the highest-scoring item was number 25, with a score of 125 and an average of 3.91, indicating that students enjoyed learning new content, such as studying biblical figures. The lowest-scoring item was number 14, with a score of 87 and an average of 2.72, showing that some students occasionally participated in activities without direct teacher instruction. The overall average for learning motivation was 3.41, indicating that students frequently exhibited good motivation during PAK lessons.

Among the motivation indicators, the highest-weighted was number 6, with an average of 3.73, reflecting students' higher concentration levels. The lowest-weighted indicator was number 1, with an average of 3.20, representing students' enthusiasm for learning. The correlation analysis revealed a positive relationship between reward provision (variable X) and students' learning motivation (variable Y), with a correlation coefficient of $r_{xy} = 0.576$. Comparing this value to the critical value at $\alpha = 0.05$, with a 95% confidence level and $n = 32$, the calculated r (0.576) was greater than the critical r (0.349), indicating a positive correlation between reward provision and learning motivation in PAK among fifth-grade students at SD Negeri 173168 Onanrunggu.

The significance test of the relationship between variables X and Y yielded a t_{value} of 3.859, compared to the t_{table} value for a two-tailed test with $df = n - 2 = 30$ at $\alpha = 0.05$, which was 2.042. Since $t_{\text{calculated}} (3.859) > t_{\text{table}} (2.042)$, it was concluded that there is a significant relationship between reward provision and students' learning motivation in PAK.

Regression analysis produced the following results: the regression equation indicated that with a constant of 36.145, each application of reward provision increased students' learning motivation by 0.634 units. The coefficient of determination (R^2) was 0.3318, indicating that 33.18% of students' learning motivation in PAK was influenced by reward

provision, while 66.82% was influenced by other factors, such as recognition, satisfaction, external rewards (grades, scholarships, opportunities), and intrinsic motivation, as discussed in the literature review.

Consistent with studies by Sudirman et al., Santoso et al., and Mazwa Kholisah et al., it can be understood that the proper provision of rewards effectively enhances students' learning motivation in PAK. This finding is also supported by the hypothesis test, which yielded an $F_{\text{calculated}}$ value of 14.90, greater than the F_{table} value of 3.32 (df numerator = 2, df denominator = 30). Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. Therefore, it was concluded that the research hypothesis is supported: there is a positive and significant effect of reward provision on the learning motivation of fifth-grade students in Christian Religious Education and Character at SD Negeri 173168 Onanrunggu, Kecamatan Sipahutar, Kabupaten Tapanuli Utara during the 2024/2025 academic year.

CONCLUSION

The provision of rewards to students is one of the strategies employed by Christian Religious Education teachers to assess the influence of students' learning motivation in the PAK learning process. One of the main objectives of providing rewards is to enhance students' learning motivation. Consequently, the learning process was conducted using a questionnaire based on reward indicators, which included verbal encouragement, written praise, expressions of appreciation, activities that are enjoyable and engaging for students, and tangible rewards such as gifts or certificates. Learning motivation refers to the drive or desire of an individual to engage in learning activities and achieve educational goals. Therefore, the learning process was measured using a questionnaire according to learning motivation indicators, which included high enthusiasm, active participation, curiosity, independence in completing tasks when instructed by the teacher, self-confidence, high concentration, viewing challenges as obstacles to overcome, and perseverance and resilience. Based on both theoretical foundations and the research findings, it can be concluded that the implementation of reward provision significantly enhances the learning motivation of fifth-grade students in Christian Religious Education and Character at SD Negeri 173168 Onanrunggu, Kecamatan Sipahutar, Kabupaten Tapanuli Utara during the 2024/2025 academic year.

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