

Increasing Student's Learning Interest In Social Science Learning Through A Cooperative Approach Of Jigsaw Engineering Fourth Class Elementary School 2 Sepunggur - Tanah Bumbu

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Abstract

This study formulates the problem of whether the cooperative Jigsaw technique can improve teacher skills, student interest in learning, and learning outcomes for fourth grade students at SDN 2 Sepunggur, Tanah Bumbu Regency. This study aims to improve teacher skills, student interest in learning, and student learning outcomes at SDN 2 Sepunggur in applying the Jigsaw type cooperative learning model. The results of the research in the first cycle showed the average percentage of teacher activity in the first cycle was 67.5%, the second cycle was 82.5%, and the third cycle was 92.5%. In addition to teacher activity, student activity in groups also increased, in the first cycle the percentage of student activity was 60%, the second cycle increased 74%, and the third cycle reached 86%. Social Sciences learning outcomes at the beginning of the first cycle obtained the pre-test results of 60.6 and the average post-test score of 69 with classical completeness of 60%. In the second cycle there was an increase with an average value of 77 with classical learning completeness of 76.7%. In the third cycle, learning outcomes increased with an average value of 86.1 with 96.7% learning completeness. This means that at the end of the third cycle, the classical learning mastery has shown according to the success indicators. The results of this study can be concluded, that by using the Jigsaw technique cooperative method can increase teacher activity in managing learning, student activities and student interest in learning which is getting higher. The method also needs to be developed in other subjects, not only applied to Social Sciences subjects, so that it is more varied.

Keywords: *Interest in Learning, Social Sciences, and Jigsaw Technique Cooperative Learning Model.*

I. INTRODUCTION

Efforts to educate the nation's life, education is a very decisive field, because as stated in the Republic of Indonesia Law no. 20 of 2003 concerning the National Education System. National Education functions to develop the ability to shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings of faith and fear of God, who have noble character, are healthy, knowledgeable, capable, creative, and become democratic citizens. and be responsible. The preamble to the 1945 Constitution states that our goal in forming the Unitary State of the Republic of Indonesia is to educate the nation's life. An intelligent nation is a nation that can survive in the face of all difficulties, for that education is very necessary for the progress of this nation, and as a bridge for someone to achieve the desired goals. Education is a very decisive field, because education itself functions to develop attitudes and abilities and improve the quality of life and human dignity of Indonesia in the context of efforts to realize national goals. Learning is essentially an activity carried out by teachers/educators aimed at students by carrying out activities to educate, teach, train and guide students so that learning achievement becomes good, which is indicated by being mastered by the learning material by students which is expressed by grades. The Demand for Education Unit Level Curriculum (KTSP) is active learning that applies the CBSA approach.

Student activity in learning events takes various forms of activity, from physical activities that are easily observed. Physical activities that can be observed include reading, listening, writing, demonstrating, and measuring (Dimiyati and Mudjiono, 2006:114).

In accordance with the regulation of the Minister of National Education Number 20 of 2007 dated June 11, 2007 concerning Educational Assessment Standards. Educational assessment standards are national education standards relating to mechanisms, procedures, and instruments for assessing student learning outcomes. Minimum completeness criteria (KKM) are learning completeness criteria (KKB) determined by the education unit. KKM at the end of the education unit level for groups of subjects other than science and technology is a competency threshold value (Permendiknas no 20, 2007: 1-2). In the KKM criteria for the main subjects (Mathematics, Science, *Social Sciences*, PKN, Indonesian Language) at SDN 2 Sepunggur, Tanah Bumbu Regency are Mathematics 60, Science 65, *Social Sciences* 65, Indonesian Language 65, and Pkn 60. But the reality is what is in the field, it seems that it can be said that the fourth grade list of *Social Sciences* test scores for semester 1 of the 2018/2019 academic year which shows student learning outcomes have not been maximized is indicated by the acquisition of the highest score of 90, the lowest 40. The number of students is 40 students, so the average score class = 61. These results indicate that the KKM achievement has not been achieved in that semester. The results of observations on *Social Sciences* learning activities at the beginning of the 2018/2019 school year showed low interest and relatively passive student activities in *Social Sciences* learning activities. This can be seen from some students who have not followed or are actively involved in learning, their attention is less focused on the learning material.

This lack of interest can cause students to be lazy in learning, pay less attention to the material and teacher explanations, so students do not ask questions and express opinions in learning. From the results of our temporary observations on October 10, 2018 at SDN 2 Sepunggur, Tanah Bumbu Regency, teachers have not used learning innovations such as the Jigsaw cooperative type. In order for the learning process to be carried out properly and to achieve the target, one of the important factors that must be considered is methodical or ways of teaching certain subject matter by taking into account the class level, age, situation and environmental conditions of students without ignoring other factors. An optimal learning condition can be achieved if the teacher is able to manage students and teaching facilities and control them in a pleasant atmosphere to achieve teaching goals. *Social Sciences* learning outcomes that are not yet optimal need to be immediately sought for alternative solutions. For this reason, the author collaborates and discusses with colleagues and studies several relevant theories. To overcome this problem, the action that can be taken is to improve the *Social Sciences* learning model. The teacher acts as a facilitator and guide who supports students' activities to find out about nature systematically and can build new scientific thinking, where students' interest must be able to be aroused in participating in learning, especially *Social Sciences*. From the results of discussions with colleagues and reviewing the theory, the authors set an effort to improve learning as an alternative to solving the problems faced. The effort taken is to improve learning through Classroom Action Research (CAR).

Efforts to improve learning through classroom action research can be carried out in various ways, such as improving learning methods, utilizing media or teaching aids, and implementing innovative learning. The implementation of CAR that the author chose to solve the problem of low interest when participating in *Social Sciences* learning is to apply the jigsaw type cooperative learning model. In an innovative and interesting learning activity, such as cooperative Jigsaw, it is hoped that it will become a strong motive to relate more actively to something that interests him. Interest will increase if it is channeled into an activity. Attachment to these activities will further develop interest. In accordance with the opinion expressed by Natawijaya (1978:94), interest is an unintentional concentration of attention that is born with full of will, interest, desire, and pleasure. According to Irwanto (1988) . Things that can affect interest are the opportunity to get the best results, using various kinds of teaching such as discussions, demonstrations, group work, and media. Hurlock (1990), also argues "that the more often interest is expressed in an activity, the stronger it is". Interest can be the cause of an

activity and the results to be obtained. Based on some of these expert opinions, it can be concluded that interest is an important factor in a teaching and learning activity. If students do not have an interest in learning, then they will be lazy to follow it, and the learning outcomes are also unsatisfactory, so the teacher must be good at stimulating enthusiasm, so that children have an interest in learning, especially in learning Social Sciences, namely through interesting and interesting learning methods. pleasant.

Therefore, it is necessary to study more deeply about its role and function in the implementation of Social Sciences learning in grade IV. Utilization of learning models is a part that must get the attention of teachers in every learning activity, because the media and learning models used affect the quality of the teaching and learning process carried out. There are so many approaches that teachers can use in learning, one of which is the cooperative learning approach - the jigsaw type. Cooperative learning is a group learning model that has certain rules. This learning consciously creates interactions that go hand in hand so that learning resources for students are not only teachers and textbooks, but also fellow students (Nurhadi and Senduk, 2003). This means that the approach as a tool used by teachers to motivate student learning, clarify information/teaching messages, emphasize important parts, provide variations in teaching, and clarify teaching structures. The jigsaw technique reinforces / emphasizes that the teacher pays attention to the schemata or the background of the student's experience and helps students activate these schemata so that the lesson material becomes more meaningful. In addition, students work with fellow students in a mutual cooperation atmosphere and have many opportunities to process information and improve communication skills (Anita Lie, 2010: 69). Through this jigsaw type cooperative learning model, it is hoped that it will increase interest in learning Social Sciences. The results of the research that strengthen researchers to take action by applying the jigsaw type cooperative learning model are: Research conducted by Reny Nurhayati (2015).

The researcher revealed that the application of the Jigsaw Type Cooperative Learning Model in Dance Learning as an Effort to Improve Student Learning Creativity at SMP Negeri 2 Dayeuhkolot Bandung Regency is a learning model that invites students to be directly involved in the teaching and learning process. This Jigsaw Cooperative Learning Model is an offer model for dance teachers as an alternative learning that can motivate students to think actively and creatively. From the results of data analysis while in the field, it showed that the level of student activity was seen during the learning process using the Jigsaw Cooperative Learning model, namely 4% of students were less active, 38% of students were quite active, 47% of students were active and 11% of students were very active. This proves that the assumptions put forward in this study can be proven. Here it is very clear that the application of the Jigsaw Type Cooperative Learning model with creative dance material can increase student activity, even though the level of activity varies from each student or group. <http://digilib.upi.edu/pasca/available/etd-0926106-131557/>, while the research conducted by Diana Susanti (2008). The results of observations, learning at SMP Negeri 18 Malang uses the lecture method, interspersed with questions and answers and discussions in which the formation of groups without regard to academic ability can be obtained so that the learning process of students tends to study with their classmates or playmates. One way to overcome this problem is to implement the Jigsaw cooperative learning model which is a learning model designed so that students learn divergent and high-level information through group work. Mastery learning reached 60 and 80% classical absorption of students who achieved a score of 60. The results showed that students' learning motivation in the second cycle increased when compared to the first cycle.

The increase in the percentage of the Attention indicator was 17.78%, Relevance 21,34 %, Confidence 22,92%, Satisfaction 35,07 %. The average motivation score of the questionnaire results before the action was carried out was 3.22, increased to 3.53 after the action was carried out. Learning outcomes also increased, in the first cycle of 30.44 and in the second cycle increased by 37.46 with a percentage increase of 23.06%. Mastery learning classically in the first cycle of 77.78% and in the second cycle increased by 91.67%. So, learning mastery has increased by 13.89%. <http://biologiforum.wordpress.com/2015/03/08/penerapan-model-cooperative-learning-jigsaw-to-meningkatkan-motivasi-dan-hasil>. Observing the various research results above, it can be

concluded that using the Jigsaw Type Cooperative Learning model in a lesson can increase students' motivation and learning outcomes, because this method can motivate students to think actively and creatively, so that student activity is seen during the learning process and results. increased learning. This can be shown by the increase in the percentage of learning outcomes before the action is carried out using the Jigsaw Cooperative Method and after using the Jigsaw Cooperative Model. Based on the above background, the researchers in this CAR have the title "Increasing Student Interest in Learning Social Sciences through Cooperative Learning Approaches with Jigsaw Techniques for Fourth Grade Students at SDN 2 Sepunggur, Tanah Bumbu Regency

II. METHODS

This classroom action research was conducted at SD Negeri 2 Sepunggur, Tanah Bumbu Regency, located on Jl. Raya Batulicin, Sepunggur Village, Kusan Hilir District, Tanah Bumbu Regency. The research was carried out in the first semester of the 2018/2019 academic year in fourth grade students of SDN 2 Sepunggur, Tanah Bumbu Regency with a total of 26 students. SD Negeri 2 Sepunggur Tanah Bumbu Regency has 14 Study Groups consisting of 12 classrooms, 1 teacher's room, 1 library, 3 student toilets, 2 teacher toilets, 1 kitchen and warehouse. At SDN 2 Sepunggur, Tanah Bumbu Regency, there are 18 teachers, consisting of 1 principal, 5 PNS teachers and 8 PTT teachers and 4 honorary school teachers. In the implementation of learning, teachers often use conventional lecture methods and other methods such as demonstration, assignment, inquiry, question and answer etc. However, no one has ever used Jigsaw-type Cooperatives. Therefore, the researcher will use the jigsaw type of cooperative learning technique to conduct classroom action research. Indicators of success in this classroom action research, can be seen from several activities carried out by students and teachers during the learning process.

These indicators include the following: a). Increased interest and activeness of students in learning Social Sciences material on social and cultural diversity based on natural appearances with the Cooperative Learning method with Jigsaw techniques. b). Teachers are skilled and able to manage Social Sciences learning by applying the Jigsaw Technique Cooperative model. The indicator of teacher success in learning is seen from the teacher's ability to apply the steps of the Jigsaw Technique Cooperative Learning model. c). Students can achieve the KKM Social Sciences = 65, with the acquisition of scores from student learning outcomes reaching the classical learning completeness criteria of at least 75%. The ideal learning completeness for each indicator is 0-100% with a minimum ideal criterion limit of 75%. Based on the background and theoretical studies as well as empirical studies above, an action hypothesis can be formulated, namely: if the Cooperative Learning - Jigsaw Technique approach is applied in learning, it can increase student interest, teacher skills, and student learning outcomes in learning Social Sciences to students grade IV at SD N 2 Sepunggur Tanah Bumbu Regency can increase.

III. RESULT AND DISCUSSION

The discussion is based on the results of observations and reflections in each cycle. Learning activities use the Jigsaw Technique Cooperative Learning model in Social Sciences subjects. This can be seen from the activities and activities of students taught by the teacher, the data obtained are as follows:

1. Teacher Activities in Learning Management

Based on the results of research in the first cycle, the teacher has focused on the implementation of learning with the Jigsaw technique cooperative method. However, they are still busy in directing the formation of groups and implementing the Jigsaw technique so that the learning and implementation of the discussion does not run smoothly. Teachers as mentors and motivators will try to help and direct students in the implementation of group work so that students can help each other in solving complex problems. In the first cycle the teacher was not skilled in learning management, the time allocation in group formation was also less effective, and the voice initiation when presenting the material was not clear. This is also because students are not familiar with

cooperative Jigsaw techniques so that the class atmosphere becomes noisy and the teacher's explanation is not heard. In the first cycle, the teacher's activity in learning is in the good category with a percentage of 67.5%. The implementation of cycle II has focused on the application of Jigsaw cooperative type.

The teacher has implemented cooperative learning with Jigsaw techniques well even though in time management it still exceeds the time that has been planned in the lesson plan. However, it is better than cycle I. The motivation and guidance of teachers in carrying out discussions are still needed by students, both in groups and individually because some students have not shown the courage to speak, ask questions, and express their opinions, so in this case the teacher always encourages students to always active so that the group gets the highest score because of the cooperation that has been done. In cycle II, the activeness of teachers in learning is included in the good category with a percentage of 74%. The implementation of learning in cycle III was very good, the teacher was more active in explaining the material and applying the Jigsaw technique cooperative learning steps. In this case, there are many benefits that can be seen, including:

1) Improve the ability to think, work together, and be responsible for the implementation of discussions as well as improve achievement and learning outcomes for students whose grades are still lacking.

2) Through the implementation of group work students can solve problems, which cannot be solved alone, because they need help and the opinions of others by discussing with each other.

3) The results obtained from group work are richer and more meaningful. Students have the opportunity to learn to express their opinions, learn to respect the opinions of others, tolerance, work together, etc.

In carrying out the learning process by applying the Jigsaw technique cooperative strategy, the teacher has involved students actively so that the teacher's role is not dominant because the teacher is a facilitator. The full involvement of students in groups shows an increase in teacher skills in managing learning and managing time effectively and efficiently so that in the end students are able to conclude the material that has been taught and carry out evaluations with satisfactory results. In the implementation of the third cycle, the teacher's activity in learning is included in the very good category with a percentage of 86%.

2. Student Activities in the Learning Process

Based on the results of observations on student activities that can show students' interest in learning in Social Sciences learning with material on social and cultural diversity based on natural appearances, it can be explained the results achieved by using the cooperative learning model students not only learn concepts and principles, but also experience the process. learn about self-direction, self-control, responsibility and social communication in an integrated manner so that they are open to new experiences, more creative to express an opinion / idea in solving a problem through collaboration with others. For this reason, the teacher's role is very important in the teaching and learning process, especially in cooperative learning of Jigsaw techniques. In this learning, students are divided into groups consisting of groups of origin and groups of experts to carry out activities that can show how much interest students have in learning Social Sciences. The results of observing student activities can show progressive with high categories through observations of groups during the learning process.

In general, student activities in cycle I, cycle II, and cycle III, students are already active in following the teaching and learning process well. However, in the first cycle, students were only in the introduction stage to the Jigsaw technique cooperative method, so students were not familiar with the learning so that students were still confused. Improved learning outcomes can be seen with changes in behavior such as the fear / doubt that exists in students now is no longer visible because students are willing to express opinions, dare to ask the teacher or their group members about material that is not clear. In doing group assignments, students always work together with their group friends. Students have started to believe and be honest in doing the test so that they can carry out their assignments well. At the end of the lesson, students have the courage to conclude the results of group work and present them correctly and almost perfectly so that the results of the study can be obtained with data with an average percentage of student activity in the first cycle of 60%, the second cycle of

74%, and the third cycle of 86%. Roger and David Johnson's opinion (Lie, 2010: 30 - 34) that one of the elements applied in the cooperative learning model is communication between members. This element requires students to be equipped with various communication skills.

An example of this form of communication is presenting results. In presenting the results there must be courage, fluency and clarity in language, and the results presented must be precise. Based on the description of the research results that have been analyzed, the use of the Jigsaw Cooperative Learning Technique is in line with the research conducted by Arief Achmad MSP, August 2005, the result of his research is that the Cooperative Learning Model (MPCL) can create a climate and atmosphere for the teaching and learning process (PBM) of students. which is active and interactive, which is reflected in the pattern of student learning interactions in groups, when there is a learning partnership between teachers and students in the academic dimension, thus fostering a climate of togetherness and openness during PBM so that it can be explained that learning activities are all activities carried out by a student. in the context of learning to achieve goals. Without activities, the teaching and learning process will not take place properly.

Student activities in the teaching and learning process are not only listening and taking notes. The more activities students do in learning, the better the learning process that occurs and from these activities will grow an interest, where interest has a very strong role. Interest is a cognitive aspect of motivation, or is a cognitive picture that gives direction to an action (Franken, 1982). The size of a person's interest in a task or job determines the success of the person concerned in carrying out the task, because motivation, efficiency, movement and job satisfaction will be obtained if the work is in accordance with the field of interest. Therefore, it can be said that the interest in the individual is very important for the success to be achieved. Individuals who have an interest in an object or activity means that he has set a useful goal for himself so that he will tend to like it. From there then, all his behavior becomes well directed and the goal will be achieved.

While the factors of interest, according to Crow and Crow (1982), consist of three factors:

- a) The factor of encouragement from within, namely curiosity or the urge to produce something new and different. This urge can make a person interested in studying mechanics, doing scientific research, or other challenging activities.
- b) Social motive factors, namely interest in efforts to develop themselves from and in science, which may be inspired by the desire to gain ability in work.
- c) Emotional factors, namely interests related to feelings and emotions. For example, success will lead to feelings of satisfaction and can increase interest, whereas failure can deprive a person of interest.

In the cooperative implementation, student interest is also very much needed because each individual has special interests that need to be developed where one interest is different from another. However, this does not rule out the possibility that there are children with the same special interests, thus enabling groups to be formed, so that they can be nurtured and developed together with these special interests.

In observing through cooperative learning Jigsaw technique in the teaching and learning process, has advantages in developing student activities and interests, including:

- 1) Can provide opportunities for students to use the skills of asking and discussing a problem.
- 2) Can provide opportunities for students to more intensively conduct an investigation of a case / problem.
- 3) Students are more actively involved in their lessons, and they are more active in participating in discussions.
- 4) Can provide opportunities for students to develop a sense of personal respect and respect for their friends, respect the opinions of others, where they have helped each other in an effort to achieve common goals.

3. Student Learning Outcomes

Student learning outcomes in the initial state (initial test) before the teacher implements the cooperative learning model, the average score of students is 60.6. After implementing cooperative learning with Jigsaw technique in the first cycle the average student score is 69, the second cycle the average student score is 77, and

in the third cycle the average student score is 86.1. Thus it is clear that through cooperative learning there is an increase in Social Sciences learning outcomes. Therefore, the Jigsaw technique cooperative learning model can be an innovative learning alternative because it can improve student learning outcomes, as well as improve students' affective and psychomotor abilities through group work and other activities.

– *activities that support student learning so as to increase student interest.*

IV. CONCLUSION

Based on the results of classroom action research to increase students' interest in learning Social Sciences through the Jigsaw Technique Cooperative method for fourth grade students at SDN 2 Sepunggur, Tanah Bumbu Regency, Kalimantan District. Researchers can draw the following conclusions:

1) The teacher's activity and ability in applying the Jigsaw technique cooperative method to Social Sciences subjects increased gradually in the first cycle, the average percentage of teacher activity was 67.5% in the good category. In the second cycle the average teacher activity was 74% in the good category, while in the third cycle the teacher activity average reached 86% in the very good category.

2) Student activities that can show interest in learning in Social Sciences learning using the Jigsaw Technique Cooperative model

3) increased gradually in the first cycle the average percentage I of 60% was still in the sufficient category, in the second cycle the average percentage of group activity was 74% in the good category, while in the third cycle the average percentage of group activity was 86% in the very good category.

4) The learning outcomes of Social Sciences through the use of the Jigsaw technique cooperative learning model from cycle I to cycle III also increased gradually. The average value of the first cycle is 69 with 60% classical learning completeness, the second cycle average is 77 with classical learning completeness 76.7%, and the third cycle average is 86.1 with 76.7% classical learning. Based on the hypothesis in this study proves that the application of Jigsaw technique cooperative learning can improve student learning outcomes according to the indicators of success.

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