

# THE EFFECTIVENESS OF E-LEARNING MARKET PLACE ACTIVITY MODEL TO IMPROVE CREATIVE THINKING

Rina Nuraeni<sup>1\*</sup>, Susan Fitriarsi<sup>2</sup>

<sup>1,2</sup>Universitas Pendidikan Indonesia, Indonesia

\*rinanuraeni019@gmail.com

## ABSTRACT

Today all nations in the world fully believe in the power of education to advance a civilization. Learning methods using technology are a challenge in learning, especially in the 21st century era which has an impact on critical thinking and problem solving, creativity, communication skills, and the ability to work together. These educational goals need to be supported by a learning model that can help the effectiveness of the learning process so that the ability to think creatively will be formed. Learning using e-learning Market Place Activity based on android contains nurturant effect in direct character building, such as responsibility. This study aims to determine the effectiveness of using the android-based e-learning Market Place Activity model on students' creative thinking skills at the high school level. This research used a quantitative approach with a quasi-experimental method involving two research samples that were given different treatments. The experimental class applied E-Learning Market Place Activity model, while the control class applied conventional method. The pretest results of creative thinking skills in the two classes did not show a significant difference, while the posttest results showed a significant difference in creative thinking skills between the two classes. The E-Learning Market Place Activity model in Civics Education has a significant effect on improving the creative thinking skills of experimental class students compared to the control class using conventional methods. The results of this review show that the variables associated with the Market Place Activity e-learning model can effectively improve learners' creative thinking skills. Learners are active and innovative in developing knowledge and information from one group to another, another term is shopping or 'buying and selling'. In internet-based learning, the e-learning Market Place Activity model is something that should be applied in improving the quality of learning at the senior high school level.

*Keywords: E-Learning, Market Place Activity, Creative Thinking Ability*

## 1. INTRODUCTION

Improving the quality of education is an issue that demands attention because education plays a very important role for human survival. Improving the quality of education from year to year is always pursued by the government, both at the primary, secondary and higher school. Education today emphasizes the formation of quality human resources, namely humans with personalities who are able to overcome the problems and challenges of their own lives and problems in the surrounding environment, can innovate according to the times, and have the ability to realize the ideals of the Indonesian nation, namely creating a just and prosperous society. Learning methods using technology are a challenge in learning, especially in the era of 21st century life.

The progress of the 21st century which is very significant has an impact on the progress of science and technology as well, in this case it is expected that students have 21st century competencies, namely 4C competencies which are critical thinking and problem solving, creativity, communication skills, and ability to work collaboratively (Septikasari & Frasandy, 2018). One of the 21st century skills used in the field of education and solutions in

problem solving is creative thinking skills. Creative thinking skills are one of the cognitive aspects that must be considered in the process of learning activities so as to provide a habit to students in the learning process so that they can be trained to express new ideas or ideas (Antika & Nawawi, 2017).

## 2. LITERATURE REVIEW

After passing through the Covid-19 pandemic era which has affected all fields including the education sector, the learning process has changed its orientation to learning that is carried out by utilizing technological assistance. There is a need for the application of internet-based learning models in the 21st century that have existed or are being used to improve students' creative thinking. One of them is through the e-learning market place activity model. Market Place Activity is a model based on active learning. The characteristics are that learners actively seek and gather knowledge from one group to another. The term is mutual shopping or 'buying and selling' knowledge. In this case, cooperation between learners is also needed, learners can do the activity of buying and selling knowledge information in the form of concepts, or work. In internet-based learning, learning strategies and learning models are things that need to be considered in improving the quality of learning. Educators have a challenge to teach and guide the next generation of the nation, where they will undergo the world of work. The Market Place Activity learning model will help educators in the learning process to face challenges in the era of reform 4.0.

### 2.1 Effectiveness of Learning

The word effective comes from the English word effective which means successful or something that is done well. Miarso (2004) says that learning effectiveness is one of the quality standards of education and is often measured by the achievement of goals, or it can also be interpreted as accuracy in managing a situation "doing the right things". Vigotsky (1962) also argues that the experience of social interaction is important for the development of thinking skills, according to him the effectiveness of learning is a measure of the success of a process of interaction between students and between students and teachers in educational situations to achieve a learning goal.

### 2.2 Learning Models

According to Joyce, Wil and Calhoun (2006) the learning model is a description of the learning environment, including teacher behavior in implementing learning. Learning models have many uses, ranging from lesson planning and curriculum planning to the design of learning materials, and multimedia programs. This learning model refers to the learning approach that will be used, including learning objectives, stages of learning activities, learning

environment and classroom management process. Based on this opinion, the learning model is a systematic procedure or pattern used as a guide to achieve learning objectives in which there are strategies, techniques, methods, teaching materials, media and tools for the learning process. The learning model continues to develop following the times so that each year it produces a better learning model. According to Wahab (2011) a good learning model will have properties or characteristics, namely having systematic procedures, specifically determined learning outcomes, specifically determined environments, measures of success, and interaction with the environment.

According to Soekanto (1997) states that the learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve specific learning objectives. From the above definition, it can be seen that the essence of the learning model is a plan used in learning that describes a learning process in order to achieve and create specific changes in the dimensions of knowledge, skills and character of students as expected. Meanwhile, according to Trianto (2010) states that a learning model is a plan or pattern used as a guide in planning classroom learning or tutorial learning. This learning model refers to the learning approach that will be used, including learning objectives, stages of learning activities, learning environments and classroom management processes. Based on this opinion, the learning model is a systematic procedure or pattern used as a guide to achieve learning objectives in which there are strategies, techniques, methods, teaching materials, media and tools for the learning process.

### 2.3 E-Learning Market Place Activity

Proficiency in the 21st century is a combination of literacy, knowledge, skills and attitudes, as well as knowledge of technology (Dit. PSMA Directorate General of Primary and Secondary Education, 2017). The learning model developed is a constructivism learning process. One of the learning models that emphasizes the constructivist approach is Market Place activity, which is a learning model in the form of market activities, where students can buy and sell information. There are groups of learners who own information to sell to other groups and groups of learners who buy information. The information traded is the material learned that day (Irwan, 2017). The utilization of internet-based learning (e-learning) is expected to motivate the improvement of the quality of learning and teaching materials, the quality of student activity and independence, as well as communication between teachers and students and between students. e-learning can also be used to overcome classroom limitations and distance and time barriers, in the implementation of teaching and learning activities.

Market Place is a learning method in the form of market activities, where students buy and sell knowledge information in the form of concepts or works. Some experts say this learning technique is window shopping (Aziz & Sapriya, 2018). For the naming problem depends on who gives the name theoretically studied, but in essence how learning occurs in class is like a market activity where there are goods being traded. There are sellers and buyers and there is a communication medium in the form of messages, questions and answers, defending, and promoting a concept or product. Technically, a concept or work will use Market Place Activity, so in the learning group of students, each group agreed on the division of tasks, there is a group of sellers to promote or a group of learners

who own information to promote, sell, and defend their group's work to other groups and groups of students who buy information. The information being traded is material. Where they as buyers will conduct dialogue, ask questions, even evaluate and criticize.

Factors that support the effectiveness of the implementation of the internet-assisted Market Place Activity learning model are the availability of communication technology that is increasingly sophisticated and can be utilized to support the learning process. Factors that hinder the learning model of internet-assisted Market Place Activity from the teacher's perspective, the factors that hinder the effectiveness of the implementation of internet-assisted Market Place Activity are the availability of the internet which is not adequate and has not reached all classes. The condition of the school environment is narrow and wi-fi coverage is limited so that classes located far from the server are not possible to utilize wi-fi facilities and must use personal package data.

### 2.4 Creative Thinking Skills

Creative thinking is a manifestation of high order thinking. This is in line with the ability to think which is the highest cognitive competency that learners need to master in the classroom. Creativity includes both cognitive and affective aspects. The cognitive aspect refers to the thinking process while the affective aspect refers to personality and motivation as the driving force from within the individual. Creative thinking is richer than critical thinking because critical thinking can answer the problems or conditions it faces in depth, while creative thinking is able to enrich ways of thinking with more external and diverse alternatives (Susanto, 2016). Creativity is a continuous process that refers to a person's ability to produce something new and original by processing information and solving problems.

According to Shoimin (2014) defines creative thinking as a series of actions taken by people using their intellect to create new thoughts from a collection of memories containing various ideas, information, concepts, experiences and knowledge. According to Munandar (2014), creative thinking is a mental activity to make connections that continue so that the correct combination will be found or until someone gives up. Fauzi (2004) states that creative thinking is thinking to determine new relationships between things, find new solutions to problems, find new systems, find new artistic forms and so on". Therefore, with creative thinking can be found and determined new things in solving a problem (Melvin, 2006).

Meanwhile, according to Wilson (2012), the characteristics of creative thinking are as follows: Fluency, Flexibility, Elaboration, Originality, Complexity, Risk-Taking, Imagination, and Curiosity. Based on the theoretical description above, it can be concluded that creative thinking is the ability to create new ideas that involve elements of originality, fluency and flexibility even in people who feel unable to create new ideas can actually think creatively, but want to keep practicing by combining established relationships and creating separate relationships and finding a combination that has not existed before.

## 3. METHODS

### 3.1 Research Design

Research design is all the processes needed in planning and implementing a study (Sukardi, 2013), based on this understanding in making research, a planning step is needed before carrying out

the research, so that the research is more directed. The research design is systematically organized through research steps that aim to answer questions in a study. The research steps include a clear description of the relationship between variables, data collection, and data analysis.

This type of research is quantitative research with a quasi-experiment approach. According to Sugiyono (2014) says that "Quantitative methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples, random, data collection using research instruments, data analysis is quantitative / statistical with the aim of testing hypotheses." Based on this understanding, quantitative methods are research methods in which research can be measured through numbers in various ways. In the end, the variables measured using the instrument will produce a number of data results from the analysis which are processed using statistical procedures.

Sukardi (2013) argues that experimentation is a method that is believed to be productive if done properly in a study, so that hypotheses will be answered, especially those related to cause and effect. Meanwhile, Creswell (2014) explains that quasi-experiment is a method that seeks to determine the effect of the success of a research treatment. The research design used is a form of quasi-experiment with the Non-Equivalent Control Group Design type (initial test-final test design of the control group not with a random sample). This design is almost the same as the pretest-posttest control group design, except that in this design the experimental group and control group are not randomly selected. In applying this research design using two sample classes. The first sample is used as an experimental class where this class will be applied to learning by using the e-learning Market Place Activity learning model, while the second sample will be used as a control class, in this case the control class in the teaching process will only use the traditional model (lecture). Then compared the effects that occur from the two different treatments.

### 3.2 Participant

This research was conducted at SMA Negeri 1 Maja, Majalengka Regency, the choice of location was motivated because the school concerned had a vision and mission to further shape the character of students at SMA Negeri 1 Maja besides that, the aim was to create students who had the ability to think creatively. The subjects in this study were taken from several parties of SMA Negeri 1 Maja as a source of information. The research participants selected in this study were XII IPA 4 students as the experimental class and XII IPA 3 students as the control class.

### 3.3 Research Instrument

The research is divided into several stages to facilitate researchers so that the results obtained are maximized. The stages include the pre-research stage, the research planning stage, the licensing stage, the research implementation stage, and the final research stage.

The instruments used in this research are Likert Scale questionnaires and Observation Guidelines. According to Sugiyono (2015), research instruments are needed to help answer research problems with the aim of collecting data as a supporting tool. A research instrument is a tool for measuring observed natural and

social phenomena. Meanwhile, the data collection techniques that researchers use are observation, questionnaires, documentation studies, and literature studies. Data analysis in this study is an instrument quality analysis, namely validity test and reliability test, variable description analysis, normality test, homogeneity test, paired sample t test.

## 4. RESULTS & DISCUSSION

Referring to the research that has been carried out, data analysis is carried out to test normality, homogeneity test and hypothesis testing. Based on the results of statistical calculations, the calculation data obtained from the research results of the normality of the citizenship character of the experimental class and the control class are normally distributed. The results of the variance homogeneity test obtained data that the measurement results of the experimental class and control class are homogeneous. Based on the hypothesis test or t-test, it is found that  $H_0$  is rejected and  $H_1$  is accepted.

The results of the study can be described that the average value of students' creative thinking skills between the experimental class and the control class has a significant difference. This is due to the fact that the control class was not given the treatment of applying the Market Place Activity e-learning model or only applied conventional methods, while the experimental class was given the treatment of applying the Market Place Activity e-learning model in learning.

Referring to the explanation above, in order to be clearer, it can be explained that there is a difference in the average value using the calculation of the paired sample t test for comparison of the improvement of the pretest and posttest results of creative thinking skills in the experimental class, namely the average value before using the e-learning Market Place Activity model of 112.35. Meanwhile, the average value after using the Market Place Activity e-learning model is 126.88. The conclusion from the Paired Sample Statistic test results is that the pretest value = 112.35 < posttest = 126.88, so that means descriptively there is a difference in the average ability of students' creative thinking in Civics learning. The following are the results of the interpretation of the paired sample test output table:

**Table 1. Interpretation of Paired Sample Test Output Table for Experimental and Control Classes**

		Paired Sample Test							
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	14,538	12,160	2,385	19,450	9,627	6,097	25	.000
Pair 2	Pretest - Posttest	-1,040	10,506	2,101	-5,377	3,297	-,495	24	.625

Referring to the table above, it is known that the Significance value for the experimental class is  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there is an average difference between E-Learning Market Place Activity and creative thinking skills, it means that there is an effect of using the E-Learning Market Place Activity model with an increase in students' creative thinking skills in Civics subjects.

While the significance value for the control class is  $0.625 > 0.05$ ,  $H_0$  is accepted and  $H_1$  is rejected. So it can be concluded that there is no average difference between E-Learning Market Place Activity and creative thinking skills, it means that there is no effect of using learning models with increased creative thinking skills in Civics subjects.

The next stage is the n-gain test which aims to obtain the results of the calculation of the average increase obtained from the pretest and posttest scores in the experimental class and control class, in addition to seeing the effectiveness of the E-Learning Market Place Activity model used for students' creative thinking skills, for the experimental class obtained a value of 287.3300 or 287.3% including in the effective category, because based on the conclusion  $287.3\% = (>76)$  can be said to be effective (Hake, RR, p.199).

The average value for the control class is 61.4661 or 61.4%, which is included in the moderately effective category, because based on the conclusion  $61.4\% = (50-75)$  it can be said to be quite effective. Based on the results of data processing, it can be concluded that the use of the E-Learning Market Place Activity model in experimental classes is effective in improving students' creative thinking skills, compared to control classes that use conventional methods.

Market Place Activity is a method based on active learning. It is characterized by learners actively seeking and gathering knowledge from one group to another. Another term is mutual shopping or 'buying and selling' knowledge. In this case, cooperation between learners is also needed, therefore Market Place Activity is often also referred to as cooperative learning (Silberman, 2006). This learning technique with Market Place Activity contains nurturing effects in direct character building, such as being responsible for making and defending their work, cooperation in groups, being open to criticism from buyers, hard work efforts to be the best, getting used to evaluating and being evaluated, building independence, self-confidence, group skills, receiving feedback, and training to be responsible in making the best planning and design, as well as many values stored in the learning.

Creativity and innovation in learning are important to master, so that the classroom belongs to students, to achieve these teachers must have skills in managing the classroom. One of them is that in the learning process teachers use creative methods and models in learning to improve students' creative thinking skills. Each model has advantages and disadvantages, so teachers must be observant in its application. It could be that one model is suitable for one class, but not for another class. Or the model is suitable for material A, but not material B. So it takes a teacher's sharpness in adjusting the model. So it takes the teacher's sharpness in adjusting the method to be used with the characteristics of the students.

Based on the researcher's observation, the factors that support the effectiveness of E-Learning Market Place Activity model

implementation are the availability of technology and communication that is increasingly sophisticated and can be utilized to support the learning process. It can be seen in the application of E-Learning Market Place Activity model in learning Civics Education which is very good to be applied in the modern era with communication technology that is sophisticated and can be utilized to support learning. In addition, other advantages with the application of the E-Learning Market Place Activity model include:

#### ***Fun Learning***

Through E-Learning Market Place Activity model, learners can learn while playing. Psychologically, learners who are at the upper secondary education level, especially in the early grades are very close to playing activities. They prefer learning activities involving games rather than cognitive activities that require a high level of understanding. Therefore, teachers must be able to utilize this potential to improve the quality of the learning process.

#### ***Increase in Learners Activity***

This model can increase learners' activities in learning. Market Place Activity E-Learning Model is a model based on active learning. Active learning is characterized by learners actively seeking and gathering knowledge from one group to another. Or another term is mutual shopping (buying and selling knowledge). In this case, cooperation between learners in the class is also needed. Implementation of E-Learning Market Place Activity model, learners are required to interact and communicate with their classmates, so it will create activities that require learners to be more active and creative in learning.

#### ***Easy to remember materials***

One of the characteristics of this model is that the presence of cards will make it easier for learners to remember the messages contained in the buying and selling of information or knowledge. The message contained in the concept map can be remembered by students more easily. This is because what is displayed is in the form of interesting material and the results of students' innovations made in a simple form, making it easier to convey and to be received.

While the factors that hinder the use of E-Learning Market Place Activity model are the lack of adequate internet availability and have not reached all parts of the class. In addition, not all learning materials are suitable to be taught using the E-Learning Market Place Activity model, for certain learning materials students must deal directly with the teacher, where the material is a new lesson and needs more understanding.

Students' creative thinking skills increased in the experimental class by using the E-Learning Market Place Activity model. This model is able to train students to think fluently (fluency), this is because students try to provide many ways or suggestions for the things they observe by providing a number of ideas, answers, and solutions. Siswono (2007) says that problem posing with said that problem posing by expressing various kinds of questions from information is one of the activities that activities that lead to the development of critical and creative thinking.

The application of the E-Learning Market Place Activity model can train the aspects of flexible thinking (flexibility) at the stage of

build hypotheses on the formulation of the problem. Fitri and Septifiana (2013) stated that the high flexibility ability of students, one of which is characterized by the ability of students in think of various ways to solve a problem. Originality can be improved in the guided inquiry model through the can be improved in the E-Learning Market Place Activity model through the stages of planning and conducting investigation. This is because at this stage, students always try to think of ways that are new, unique, and unusual ways done by others in conducting investigations to prove in conducting investigations to prove hypothesis that has previously been made. According to Munandar (2009), original thinking (originality) causes a person to be able to produce expressions that are new and unique or able to find unusual combinations of ordinary elements.

The elaboration thinking apparatus can be improved in the E-Learning Market Place Activity model through the stages of planning and conducting investigations and data analysis. This is because at this stage, students always try to enrich or develop existing ideas and analyze more detailed data from existing data. data that already exists. According to Munandar (2009) said that thinking in detail (elaboration) causes a person to be able to enrich and develop an idea that already exists. Siswono (2007) said that if the aspects of creative thinking ability are given a value weight, then elaboration aspect occupies the highest position, because in the elaboration aspect students always try to develop an idea or product from an existing one and try to add or existing and try to add or even detail more even detailing more details in order to be more interesting than before. The aspect of originality occupies the next highest position because it is the main characteristic in assessing a product of creative thinking, which must be different from and in accordance with the task demand. The flexibility aspect is placed as the next important next in importance because it shows the productivity of productivity (the number of ideas) used to complete a task (Aris, 2014). The fluency aspect occupies the lowest position because this aspect is more shows students' fluency in producing different and appropriate ideas for the task.

The characteristics of the imaginative aspect is being able to think about what if do something that has never been done by other people have never done before, as supported by Atmajaya & Irwan (2017). This behavior trains students in flexibility, so that students can generate ideas, answers, or questions that are produce ideas, answers, or questions that varied and able to see a problem from different points of view. The characteristics of the curiosity aspect are always encouraged to know many things. This behavior is able to train students in thinking fluency. Students whose curiosity is strong can generate ideas or ways of solving problems fluently. problem solving fluently. Characteristics of the aspect of feeling challenged by plurality is always encouraged to overcome difficult problems. This behavior able to train students in thinking in detail (elaboration), so that students are able to solve problems in more detail. a problem in more detail. The characteristics of the appreciation aspect are always appreciating other people's ideas or work. This behavior is able to train students in thinking in elaboration, so that students are willing or want to add to other people's ideas or products. or want to add other people's ideas or product other people's ideas or products in more detail to make them more interesting.

## 5. CONCLUSION

In conclusion, the results of data collection in experimental and control classes to measure the improvement of students' creative thinking skills using the E-Learning Market Place Activity model at SMA Negeri 1 Maja between experimental and control classes have significant differences in creative thinking skills both from the difference in the difference in criteria for increasing the average pretest score to the average post-test score and related to the increase in the normalization gain of the two classes. The difference in creative thinking ability based on the results of the normalization gain comparison test, there is a significant difference in the average between the experimental class and the control class, with the experimental class pretest criteria being at very low criteria, as well as the control class which is at very low criteria, and in the post-test results the experimental class increased to very high criteria while the control class was at high criteria. So the E-Learning Market Place Activity model is proven to be influential in improving students' creative thinking skills at SMA Negeri 1 Maja.

## 6. REFERENCES

- Antika, R. N., & Nawawi, S. (2017). *the effect of project based learning models in seminar course to student creative thinking skills*. *Jurnal Pendidikan Biologi Indonesi*, 3(1), 72-79. <https://doi.org/10.22219/jpbi.v3i1.3905>
- Aris, S. (2014). *Model pembelajaran inovatif dalam kurikulum 2013* [Innovative learning models in the 2013 curriculum]. Ar-Ruzz Media.
- Atmajaya, D., & Irwan. (2017). *Sistem Informasi Pencarian Lokasi Perguruan Tinggi* [College Location Search Information System]. *Ilkom Jurnal Ilmiah*, 10(2), 232-236.
- Aziz, A, W., & Sapriya. (2011). *Teori Landasan Pendidikan Kewarganegaraan* [Foundational Theory of Civic Education]. Alfabeta.
- Direktorat Pembinaan SMA. (2017). *Implementasi Pengembangan Kecakapan Abad 21 Dalam Perencanaan Pelaksanaan Pembelajaran (RPP)* [Implementation of 21st Century Skills Development in Learning Implementation Planning]. Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan Dan Kebudayaan.
- Fauzi, A. (2004). *Ekonomi Sumberdaya Alam dan Lingkungan: Teori dan Aplikasi* [Natural Resource and Environmental Economics: Theory and Applications]. PT Gramedia Pustaka Utama.
- Fitri, S. G., & Septifiana, V. (2013). *Kreativitas Siswa dalam Pembuatan Model Struktur 3D Sel pada Pembelajaran Subkonsep Struktur dan Fungsi Sel* [Student Creativity in Modeling the 3D Structure of Cells in Learning Cell Structure and Function Subconcept]. *Hasil Seminar dan Rapat Tahunan Bidang Ilmu MIPA BKS PTN Barat*. Unpublished Bacheor Manuscript. FMIPA UNILA, Lampung.
- Melvin, L. S. (2006). *Active learning 101: Cara Belajar siswa aktif* [Active learning 101: How to be active students]. Nuansa.

- Miarso, Y. (2004). *Menyemai Benih Teknologi Pendidikan* [Sowing the Seeds of Educational Technology]. Prenada Media.
- Munandar, U. (2009). *Pengembangan kreativitas anak berbakat* [Creativity development for gifted children]. Rineka Cipta.
- Septikasari, R., & Frasandy, R.N. (2018). *Keterampilan 4C abad 21 dalam pembelajaran pendidikan dasar* [4C 21st century skills in primary education Learning]. *Jurnal Tarbiyah Al-Awlad*, 8(2), 18-29.
- Siswono, T. Y. (2007). *Konstruksi Teoritik Tentang Berpikir Kreatif Siswa dalam Matematika* [Theoretical Construction of Students' Creative Thinking in Mathematics]. *Jurnal Pendidikan Forum Pendidikan dan Ilmu Pengetahuan*, 2(4), 1-10.
- Soekanto, S. (1997). *Sosiologi: Suatu pengantar* [Sociology: An introduction]. PT. Raja Grafindo Persada
- Sugiyono. (2014). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D* [Educational Research Methods Quantitative, Qualitative, and R&D Approaches]. Alfabeta.
- Sukardi. (2013). *Metodologi penelitian pendidikan: Kompetensi dan praktiknya* [Education research methodology: competence and practice]. PT Bumi Aksara.
- Susanto, A. (2016). *Teori Belajar dan Pembelajaran di Sekolah Dasar* [Theory of learning and learning in elementary schools]. Kencana.
- Trianto. (2010). *Model Pembelajaran Inovatif-Progresif Konsep, Landasan, dan Implementasi Pada Kurikulum Tingkat Satuan Pendidikan (KTSP)* [Innovative-Progressive Learning Models Concepts, Foundations, and Implementation in the Education Unit Level Curriculum]. Kencana.
- Vigotsky, L. (1962). *Teori perkembangan kognitif Vigotsky* [Vigotsky's theory of cognitive development]. Gramedia.
- Wilson, B. (2012). *Manajemen sumber daya manusia* [Human resource management]. Erlangga.