

ANALYSIS OF MACAPAT SONG LEARNING BARRIERS IN ELEMENTARY SCHOOL**Nuryani Tri Rahayu^{1*}, Joko Suryono²**¹Veteran Bangun Nusantara University, Indonesia² Veteran Bangun Nusantara University, Indonesia

*correspondent Author: nuryani_tr@yahoo.com

Abstract

This article aims to describe the inhibiting factors in learning the Macapat song in elementary schools. This is important because the Macapat song contains various messages about moral values and instructions for dignified behavior in Javanese society that need to be taught to elementary school students. However, these subjects are not in demand and feared by students so that learning outcomes are low. This study uses a qualitative descriptive strategy. Data collection was carried out in Sukoharjo Regency, Central Java, Indonesia using in-depth interviews and focus group discussions. Participants consisted of students, teachers and prospective Javanese language teachers who were taken by purposive sampling. Source and method triangulation techniques were carried out before data analysis using the Miles and Huberman interactive circular approach. The results showed that there were two inhibiting factors in the learning of macapat tembang, namely internal factors (teachers and students) and external factors in the form of curriculum, allocation of lesson hours, and facilities. Difficulties in mastering Macapat songs by teachers and students in the form of difficulties in singing Macapat songs according to the notation, pronouncing Javanese words correctly, pausing syllables correctly, understanding words and the meaning of the song correctly.

Keywords: Learning; Javanese Language Subjects; Macapat songs; Teachers; Students

INTRODUCTION

Javanese song, especially *Macapat* song, can be used for delivering any messages about moral values and becoming the guidance for having prestigious live attitude. This song is also important to substruct the degradation of moral attitude and behaviour of the young Javanese generation in social life as the impact of globalization and modernization. The young generation didn't understand the important meaning of good man with good characteristic because there was something happened to disconnect the inheritance chain from the previous generations for the result of education system changing that tended to science and modern technology according to the Elementary Education Curriculum at the momment. The research of Fitri Afnianti, (2013) in Surakarta found that the youth ignored about ethics and Javanese politeness. The youth did not understand the Javanese advices anymore and they thought *Macapat* song was only a kind of pleasure that had no meaning. In the other hand, traditional music can be one of the most important elements and tools of traditional culture

system. It is both an essence sustaining traditional cultural structure with its own dynamics and a tool providing its protection and transfer (Özdek, 2015). Teaching *Macapat* song is important but in fact, the mastery of it done by teachers of Javanese subject in elementary schools is still very low. It can be seen from the result of observation that 8,7 % only of 50 teachers can master *Macapat* song. In teaches community, there is an apriory that Javanese subject as local curriculum is being considered as the unimportant subject. It refers to something that is traditional, old, uninteresting, and it doesn't represent the smartness of the students because smart students are those who got good and high score for mathematics and science.

The condition was being worsened by national and local mass media that gave more space to represent modern culture comparing the traditional one. Other fact was "it became getting decreased recently for the good and correct mastery of Javanese society. The Javanese lesson was not successful maximally yet although it was included in curriculum" (Kurniati, 2014: 98). It was showed by the mastery of Javanese song were still low in elementary students.

The most important thing in the process of education is about teaching and learning or the interaction between teacher and learners. Teachers took the role of transmitting the useful information related to life environmental conditions they lived. Teachers create a shortcut between necessity and solving it, going beyond failures, so that he could shape the young man and make him feel good with himself and find his place within society (Niculescu, 2016). There are three concepts related each other, education, studying, and learning. Education is all activities of planned studying by using organized material, and conducted in certain schedule on controlling system and being given evaluation based on determined purpose (Feralys Novauli, 2015). Studying is the result of interaction between individual and environment around the people so it results better ability changing of behaviour and skills for the people themselves. Learning is a mental activity that is happening in active interaction to environment and get the results of changing in knowledge, skill and behaviour values (Winkel, 2009). While Chaplin in (Nurdyansyah & Fahyuni, 2016) said that learning is getting a behaviour changing that tends to be permanent as the result of training and experience. Learning is a process of behaviour changing as the result of individual and environment. Behaviour consist of cognitive, affective and psychomotoric aspects. The result of learning in the aspect of knowledge is from knowing nothing becomes knowing something. Then the result of study in the aspect of behaviour is from unwilling turns to willing. Finally, the result of study in the aspect of skill is from unable turns to be able of doing something (Winkel, 2009). The changing of knowledges, skills and behaviour values reached by someone after learning process is oftenly said as achievement (Basari, 2014). Learnings process happens when someone has got more information, more understanding, acceptance of teacher's behaviour, new appreciation and does somethings with what has been learnt. Learning as a multi-dimensional and

multi-phase phenomenon occurring when individuals attempt to solve what they view as a problem (Harel & Koichu, 2010).

Learning is a central life task, not only for managers but for all human systems (Kolb, 1976). Learning can be done by using some models. Learning models can be classified into: (a) Classical oriented learning model, (b) product oriented learning model, (c) System oriented learning model, (d) procedural learning model, and (e) circle learning model (Basari, 2014). Besides that, among some innovative learning model that has been developed and popular to implement is contextual teaching learning (CTL) that means "...an educational process that aims to help student see meaning in the academic material they are studying by connecting academic subject with the context of their daily live, that is, with context of their personal, social, and cultural circumstance. To achieve this aim, the system encompasses the following eight components: making meaningful connection, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing high standards, and using authentic assessment (Basari, 2014; Johnson, 2002). Learning purpose is getting experience and science that can be reached by some strategies, it is a set or series of material and procedure used to optimize the learning result. Besides that, in every learning process, it always has determined purpose. To reach it, it is needed some methods so the method must refer to reach the purpose effectively. Some learning methods are: (a) communicative method, (b) demonstration method, (c) discussion method, (d) simulation method, consist of sosiodrama, psychodrama and role playing (Sanjaya, 2008: 161). Choosing of a method must be appropriated and based on the content and material and also purpose or competence that want to be reached. That is why choosing the proper method is very important because it can help students getting the purpose or doing internalization towards the taught materials.

RESEARCH METHODS

According to the object and research objectives to be achieved, this research belongs to the type of analytical qualitative descriptive research, which is a method that serves to describe or describe the object under study through the data collected as it is and conduct analysis without making generalizations (Walidin, Saifullah, & Tabrani, 2015: 52). Qualitative research is one of the traditions in social science that fundamentally depends on observing humans in their own area and relating to these people in their language and in their terminology (Lexy J. Moleong, 2011).

The data in this study are not intended to test the truth or validity of an assumption that has been built previously based on a particular theory. The analytical qualitative descriptive research here describes the use of various historical data to make comparisons so that conclusions can be obtained regarding the problems studied. The information extracted is about a case that has been determined, namely learning the song Macapat in elementary schools,



so this research is called a single fixed case study (Sutopo, 2002). The selection of the case study strategy is based on the consideration that the case study is a more suitable strategy if the main questions of a research are related to how and why or how and why (Walidin, Saifullah, & Tabrani, 2015: 118). In addition, because case studies are generally comprehensive explanations of various aspects of an individual, group, organization or community, program or social situation (Lincoln & Guba, 1985; Miles, Huberman, & Saldana, 2014; Muhadjir, 2011). The case study method is used as a strategy in this research because it allows to examine the data carefully in a particular context

The research location is in Sukoharjo Regency. The determination of this location was based on the consideration that the learning of the Macapat song was carried out in all elementary schools in Sukoharjo Regency. Another reason is that places, objects, and events in a qualitative research approach can be the main source of data so that observations in a number of research fields are needed to obtain complete, detailed, and in-depth information (Sugiyono, 2013; Walidin et al., 2015). The types of data analyzed in this study consist of primary data and secondary data that are qualitative in the form of words, sentences, or pictures that have more meaning than numbers or frequencies. The main data in this qualitative research are words and actions (Lofland, 1984; Sutopo, 2002). The main data or primary data analyzed in this study include qualitative data regarding research problems, namely information about learning the Macapat song in elementary schools. In addition to primary data, this study also utilizes secondary data in the form of information about the general condition of the research setting, namely Elementary Schools in Sukoharjo Regency. The primary data sources are key informants, namely teachers who are members of the Sukoharjo Regency Javanese Language Teacher Community. The main informants were 15 grade 5 and grade 6 students from 3 elementary schools in Sukoharjo district. The supporting informants are students of the Regional Language Education Study Program as prospective Javanese language teachers. Collecting data using in-depth interview techniques, passive role observation, and content analysis. The sampling technique used is purposive or selection based on criteria (Goetz & Compte, 1984; Sutopo, 2002).

The validity test was carried out by triangulation of sources and methods (Lexy J. Moleong, 2011; Lofland, 1984). In accordance with the paradigm used, namely naturalistic inquiry, the data of this study were analyzed inductively, which is an analytical technique carried out together with the data collection process. With this technique, the theory developed begins in the field of study from separate data and evidence that has been collected, and is interrelated (Lincoln & Guba, 1985; Sutopo, 2002). Inductive analysis is carried out with an interpretive subjective approach to highlight important statements from the research subject so that a basic understanding of the phenomena can be constructed according to the object under study (Cresswell, 2014). The data analysis technique uses inductive analysis with interactive analysis methods

(Miles et al., 2014; Sutopo, 2002) which suggests three main steps of analysis, namely data reduction, presentation, data, and drawing conclusions.

RESULTS AND DISCUSSION

1. The Factors Hindering Student At Elementary Schools To Learn The *Macapat* Song

The result of interview with Javanese teacher, a student of Javanese Department as candidat of Javanese teacher, and candidat of elementary school teacher, it can be seen that there were some obstacles in the learning of *Javanese song*, especially *Macapat* song in elementary school. *First*, not all Javanese teacher who teach *Macapat* song have background of Javanese education. Researcher got the data that 29,8% Javanese teacher in Sukoharjo Regency didn't have Javanese education background. They came from other education bacground, such as guiding and conselling, history, geography, and other knowledge. These factors can cause the mastery of *Macapat* song is low. So when they teach the students, they got difficulties. *Second*, some of teachers had low motivation in teaching *Macapat* song because they tought that teaching *Macapat* song is not so important comparing to other subjects like math and English. Students who are clever in Javanese song were not considered as being prestigious as the ones who are clever at maths. This finding was similar with the statement that one of the major aspects of sustainable education is personality type and the hierarchy of motives in the teacher's professional activity motivation. If the motives related to satisfying basic needs play the major role in the teacher's professional development supports, the personality type remains an unfulfilled potential (Guseva, Dombrovskis, & Capulis, 2014). It was supported by Royhan (2013) finding showed that teacher is insisted to be able to develop professionalism in doing the duty as teacher, so teacher must have strong motivation. *Third*, teachers are lack of innovation in finding variation of *Macapat* song that the theme is suitable to characteristic and student's background. Most teachers tends to use the books determined by Government. This book is so general, theme of the song oftenly felt strange and difficult to understand both teacher and students. It can said that mastering *Macapat* songs can be more effective used contextual learning model because contextual teaching and learning may help teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers; and engage in the hard work that learning requires (Hudson & Whisler, 2016).

To solve this case need for structuring folk music education as Özdek (2015) said that structuring music education on folk music of opportunities of protecting and improving the culture as well as having characteristics of

cultural ownership, sustention of culture and transferring. Beside this, the teacher should have motivation to have high achievement as Hasibuan (2003) said that a need of achievement can support some one to develop his/her creativity and totally give all the ability he has for getting maximal performance. *Fourth*, teacher with lack of creativity in developing learning method that appropriates to characteristic and level of student's ability. Most teachers use standard method that is very general and oftenly does not appropriate for the ability of most students. Teachers seem to be hasitate and afraid to develop different methods because they don't want to be blamed if the developed method is not so effective. This is as what Köksal (2014) emphasize that require active participation of student in learning and teaching process will be more successful and so this kind of a program should be innovative. They revealed in their research that, implementing music activities with a student centered approach would create a significant increase in the achievement of students. This finding indicates that the activities in the present curriculum are student-centered, but teachers are of great importance for the implementation of these activities effectively. About the subject matter, he expressed that no matter how good the developed programs are, but success of these programs is only possible with teachers' knowledge of the methods and techniques in the program. It is mean one of important learning components is a creative method that is used to implement the arranged programme into reality that can be reached optimally. Beside that, a proper method is used to reach the purpose of study optimally so that one of the important aspects in teaching learning process is a method, a proper way to teach the content or materials to student. These is also relevant to the statement that the proper usage will also determine the learning effectivity and efficiency (Widodo, 2013). A teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning in students. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about (Wikipedia, 2015).

On the other hand, obstacle can be from students. *First*, students have low motivation in learning *Macapat* song. This is because students think that *Macapat* song lesson is not so important as others. *Second*, students can't master Javanese completely, Javane vocabularies are not complete also so many terms in *Macapat* song can't be understood the meaning. While the lyrics of *Macapat* song mostly in poem language and mostly are used in hidden meaning or contextual meaning. This becomes students obstacles to understand *Macapat* song that has moral values. Setiyadi (2013) said that the song of *Macapat* contains expressions which become Javanese cognition system and cultural symbols in the form of education concerns with character education in relation to religion, ethic, moral, and every day and

government attitude. The good education must be a model, while the bad one can be used as a knowledge which can someday be used as an alternative solution to a certain problem. *Third*, students lack of understanding the meaning of *Macapat* song because meaning in lyrics belong to contextual meaning. Setiyadi (2013) also said that *Macapat* song contains various of contextual meaning to behave good, leaving bad behaviour, and also relationship between God and men, king, country, environment as well as to other men in Javanese daily live. The lack of the learners motivation is being teacher's responsibility as Denzine & Brown (2015) said that maintaining students' enthusiasm for school and motivation towards learning is a challenging task for many teachers.

2. The Difficulties of Teaching Macapat Song

Obstacles of implementation of learning Macapat song also come from the other factors as bellow. *First*, curriculum factor. Curriculum is a series of planning and arranging the purpose, content and material, also a way used as a guidance for conducting learning process to reach certain purpose (*Undang-undang Republik Indonesia Nomor 20/2013*). Learning process is also necessary to be supported by curriculum, that is a social system planned and programmed to design a step by step and sustainable study. In the elementary school curriculum, *Macapat* song lesson include of Javanese subject. Javanese subject in elementary schools consist of learning language, literature, Javanese culture, and *Macapat* song. For some teachers, there are some notes in Javanese curriculum are difficult to implement. Standard of competency is very ideal and abstract, so the measuring of performance tends to complicated, relative, and subjective.

Second, factor of length of hours. There are only 2 session/week so, it was very limited to reach standard of competency that had been determined before. It is getting harder for the teachers with the number of students are more than 20 students are very heterogeneous in understanding. Practically, teachers tend to focus more on smart students than the stupid ones because teachers don't want to take a risk to be blamed as a teacher who failed in teaching this subject to the students. This data shows us about the process can be possibly reached the purpose of learning from cognitive, affective and psychomotor aspects. That is why, learning must be more to concern learning through the process. The main point is not about teachers transfer the materials, but this is about the way how students can learn materials appropriate to the purpose. In such thing, it is needed the proper time to do. It is similar with the finding in Turkey as Özdek (2015) suggest that course hours and periods about traditional music should be increased.

Third, factor of means and infrastructure. Most schools in Central Java don't have any modern means and infrastructure that based on Information Technology (IT), such as laptop, Liquid Compact Disk (LCD), Television (TV),

Video Player, laboratory tools, e-library, and so on. Most elementary schools still choose using conventional means and infrastructure, such as whiteboard, textbook, student's sheet and modul. These do not support to reach standard competency because in implementation, it needs more time and energy, more abstract, and can lead the students become textbook oriented. But, by using modern media, it will economize time and energy, it can be used repeatedly. Besides that, it can minimize distortion of material from teacher to students so it is hopes that students can understand the material. ICTs have impacted on educational practice in education to date in quite small ways but that the impact will grow considerably in years to come and that ICT will become a strong agent for change among many educational practices (Sarkar, 2012). Teaching and learning are considered complex processes, influenced by different multiple factors, including use of media or instructional aids, which results active involvement of learners and makes teaching more interactive. In an attempt to make learning process effectively, Denzine & Brown (2015) said that learning process which more focused on the activity of teacher performance and lack of clear formulating the usage of learning media can cause learning performance is not maximal. But the use of information technology in education needs a culture. This culture needs to be learned along with the use of hardware resources. The system needs to be educated to use information technology; otherwise, purchase and transfer of technology and investment will be nothing but wasting resources (Hamidi, et al, 2011).

CONCLUSION

Based on the results and discussion as described above, it can be concluded that there are two inhibiting factors in the implementation of learning the Macapat song in elementary schools, namely internal factors and external factors. Internal inhibiting factors come from within the teacher and students while the external inhibiting factors come from teachers and students. Barriers that come from teachers, among others, relate to the background of skills that are not suitable, low teaching motivation, lack of innovation ability, and low creativity. While the obstacles that come from students include low learning motivation, lack of mastery of the Javanese language, and lack of understanding of the meaning of the Macapat song. External inhibiting factors include a curriculum that is ideal or less realistic, the lack of availability of lesson hours, and the lack of availability of learning infrastructure.

The level of difficulty in mastering the Macapat song by teachers and students is in the high category where both teachers and students have difficulty in: (a) singing the Macapat song according to the notation, (b) pronouncing words according to the rules of the Javanese language, (c) chopping off the syllables correctly. correct, (d) understand the meaning of the words in the song, and (e) difficulty in understanding the meaning of the song completely.

Based on these findings, it is recommended that Javanese language subject teachers in elementary schools improve their competence and

professionalism by accessing more print and electronic references. Curriculum makers should be able to set competency standards and basic competencies for learning Javanese language that are more realistic or have measurable achievements.

ACKNOWLEDGMENT

I would like to acknowledge the support given by elementary school teachers and student in Sukoharjo Regency who had served the information needed in this research. Acknowledgement also present to *the Cross-College Collaborative Lecturer Association - DKLPT* which conducted the international conference where these article was discussed.

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