



**Improving Sociology Learning Outcomes through the Type Cooperative Learning
Model *STAD* (*Student Teams Achievement Division*) at SMA Negeri 3 South Buru**

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Abstract:

The purpose of this study was to determine the *STAD* (type of cooperative learning model *Student Teams Achievement Division*) in improving sociology learning outcomes in grade X IPS 2 students at SMA Negeri 3 Buru Selatan. This research is classified as *Classroom Action Research*. This study refers to the Spiral Model of Kemmis and Taggart. The results showed that the type of cooperative learning model *STAD* can improve learning outcomes of sociology of social interaction material concepts in class X-iis2 SMA Negeri 3 Buru Selatan. From these results it can be concluded that in the first cycle the students have not reached the criteria of completeness and in the second cycle they have achieved the KKM results very well. And thus do not continue in the next cycle.

Keywords: learning outcomes, sociology, cooperative, *stad*

INTRODUCTION

Education is a very important requirement in building the nation's personality and intelligence. One indicator of the success of educational attainment can be seen from the learning process at the level of implementation of education. Quality education will produce quality human resources (Kholil, 2008: 79).

The learning process carried out at every level of education implementation is basically carried out to achieve educational goals. In the learning process the teacher plays an important role in creating pleasant learning conditions and attracting students' interest in learning. Ideally, students are required to be directly involved in the learning process. In a good learning process, a design that can actively involve students is needed in order to optimize their abilities to understand and master the concept or subject matter, the design is like the preparation of learning models, and creates a learning atmosphere that can make students interact freely in class so that they get optimal learning outcomes (Hamalik, 2003: 12)

The government's efforts to strengthen teacher professionalism are carried out to teachers in Maluku province, and all subjects at every level of education. Although the teachers have strengthened their abilities through the process as described, there are still complaints from the community (parents and students) regarding the learning outcomes obtained by students, including sociology subjects at the high school level in the Maluku province as the authors encountered in SMA Negeri 3 Buru Selatan government policy in education refers to curriculum changes that require teachers to be more active and innovative in an effort to improve student learning outcomes at school. The curriculum used today is the education unit level curriculum (KTSP) which is implemented in the 2013 curriculum. This curriculum refers to each educational unit where each educational unit is free to choose a learning model that suits the current needs of students (Fattah, 2012: 123)

Each level of education, are now directing all its attention on the implementation process of learning. Efforts are made to improve and evaluate the learning process carried out from various aspects such as the use of learning media, the design of student assignments, to the selection of methods, and learning models. Teachers have been equipped in various activities organized by the government in the form of evaluations, workshops, seminars, discussions, both in subject teacher deliberation groups (MGMP) and teacher working groups (KKG) and others.

The weakness of the learning process in the subject of sociology, according to the author's observations, is because students are not trained to think properly regarding the material obtained or studied. Students are not accustomed to mastering the material gradually and understanding it in the context of the real world. So the material being studied does not seem meaningful to students.

According to Sanjaya (2011: 1), one of the problems facing our world of education today is that the formal learning process in schools still looks weak. In the learning process, students are less encouraged to develop thinking skills.

The learning process in the classroom is directed at students' ability to memorize information. The student's brain is forced to remember and hoard various information without being required to understand the information it remembers. As a result, when they graduate from school theoretically but they are poor in application in the face of rapid technological developments.

Based on the results of the researcher's interview with the sociology subject teacher Ms. Fervirita Seleky and observations on sociology learning, especially on interaction material in class X SMA Negeri 3 Buru Selatan. Teachers only use the lecture method accompanied by notes, learning still takes place in one direction because the activities are teacher-centered or it can be said that the competitive and individualistic aspects of our education are direct learning models (conventional learning models) which means students are only placed as objects of learning individually by accepting, handicaps, and memorizing subject matter. Which refers to learning with the teacher being the center of learning, playing a role in transferring and transmitting information so that there is no need to construct ideas. The level of student participation is very limited because the flow of interaction is dominated by the teacher. It is also applied in individual classrooms. The

teacher explains the subject matter while the students listen and take notes. Students feel bored to study sociology for a long time because there are too many concepts that are difficult to understand, so that what the teacher conveys becomes meaningless to students. When given the opportunity to ask questions, only a few students actively did so. This is because students are afraid or confused about what they want to ask other than that students lack practice in developing their ideas in solving problems. These problems have an impact on low student learning outcomes, especially on social interaction material, namely many students have difficulty understanding concepts and their applications in real life and how to solve

problems related to this material are still not understood by students. In the end, the learning outcomes obtained by students so far are still much below the set KKM value, which is 75. While the learning outcomes of some students do not reach the KKM. So that this happens in test results that are not good, students do not ask questions to the teacher related to the material being taught. The main thing to do is to make students happy about sociology subjects. Because students are happy with sociology, it will be easier for students to learn more actively, think more critically, participate more in the learning process and be able to interact with each other.

The problems above show difficulties in shaping student activity in the learning process and the achievement of student learning outcomes in minimal sociological learning.

In response to this, in learning sociology, the situation in the classroom needs to be planned and built in such a way that students get the opportunity to interact with each other. In this interaction, a community will be formed that allows them to understand the learning process and understand each other. It is hoped that teachers can create learning situations that allow students to work together in groups and develop their insights. In teaching sociology to students, if the teacher still uses the old learning paradigm in the sense that communication in sociology learning tends to take place in one direction, generally from teacher to student, the teacher dominates learning, then learning tends to watch, resulting in students (students) feeling bored and tormented. Therefore, in teaching sociology to students, teachers should prefer a variety of approaches, strategies, methods, models that are appropriate to the situation so that the planned learning objectives will be achieved. It should be noted that whether or not a learning model is selected will depend on the learning objectives, suitability with learning materials, the level of development of students (students), the ability of teachers to manage learning and optimize existing learning resources.

There are various kinds of learning models that can be used as alternatives. for teachers to make classroom learning activities effective and optimal. One of them is by using the cooperative learning model.

Wagita (2006) concludes that cooperative learning can be an alternative because many opinions state that active learning including cooperatives can increase learning effectiveness. Cooperative learning prioritizing collaboration between students to achieve learning objectives. Using cooperative learning can change the role of the teacher, from being teacher-centred to managing students in small groups. Cooperative learning models can be used to teach complex materials, and more importantly, can help teachers to achieve learning goals with social dimensions and human relations. The alternative researcher used was using the type of cooperative learning model *STAD (Student Team Achievement Division)*. This aims to optimize students in carrying out their learning activities to more easily understand and master social interaction material in the class X sociology subject. This research is used to apply problem solving strategies as answers to problems.

RESEARCH METHODS

This research is classified as *Classroom Action Research*. This study refers to the Spiral Model of Kemmis and Taggart. Stephen Kemmis in Pargito said that classroom action research is a form of inquiry reflection of what teachers do in certain social situations and aims to develop rationality and truth in empowering the quality of their work in collaboration (cooperation) (Pargito, 2013: 37).

Broadly speaking, in the implementation of this classroom action research, there are four stages that are often used, namely: (1) planning, (2) implementation, (3) observation, (4) reflection. (Arikunto et al, 2012: 16) where each cycle is carried out based on the learning objectives to be achieved. This research procedure uses a classroom action research model whose steps are adapted from the classroom research design.

Research Subjects

The subjects in this study were students of class X-iis 2 SMA Negeri 3 Buru Selatan with a total of 17 students as research subjects, plus the principal as an informant.

Research Procedures

In this study using classroom action research methods, namely wanting to know student learning outcomes through the type cooperative learning model *STAD*-

RESULTS AND DISCUSSION

Implementation of Action Cycle I Meeting I

The first meeting was held on July 26, 2021, the research was carried out for 2x45 minutes or 90 minutes. Discusses the material of social interaction, forms of social interaction. The activity started with the researcher opening the lesson by greeting and greeting students and continued to check student attendance, class cleanliness, and class tidiness. To give appreciation to students, the researcher asked questions about "What is meant by social interaction?" Then the researcher explained the importance of studying social interaction and conveyed the learning objectives to be achieved. In the teaching process, researchers provide feedback. After finishing discussing the material, the researcher divided the students into groups. Then after the students were divided into groups the researcher explained the purpose of the group division. The researcher divides LKPD 01 to work on, after that they discuss it together. Before closing the lesson, the researcher gave the task to the students. The researcher also gave reinforcement and motivation to the students so that there was good communication between the researcher and the students.

Implementation of Action II Cycle I

The second meeting was held on July 30, 2021, the research was carried out for 2 x 45 minutes or 90 minutes. With activities to open the lesson by greeting and greeting students, checking student attendance, class cleanliness, and class tidiness and giving appreciation for questions and answers related to the previous material. The motivation instilled in this meeting was how the researchers directed students to always obey the rules that apply in the community. After that the researchers opened the lesson and explained about the material requirements for the occurrence of social interaction, the factors that influence the occurrence of social interaction. Then ask students to answer in unison. But there are also those who are silent. The researcher gave feedback, then the students sat in groups and the researcher gave LKPD 02 to the group after that the students worked on the worksheets that had been given, students who could work on the worksheets that had been given, students who could work on explaining to their members so that all members in the group became understand .

While the students were working on the worksheets, the researcher walked in control while observing each group. After the students in the group worked on the worksheet, each group was ready to present the results of their group, and after that the researcher gave quizzes to all students, when answering quizzes/questions students should not help each other. The quiz ended, the researcher began to calculate the score of each group and the group that had the highest score would be given an award, then the group 4 who got the highest score was given a prize or award, the students returned to their seats as before and the students concluded after giving the conclusion of the researcher gave the task, then the final test of the first cycle was carried out with an allocation of 30 minutes, the test was carried out individually.

Observations

Observations made by observers in the implementation of the first cycle of actions refer to the way the teacher presents the subject matter, whether it is in accordance with the lesson scenario made or not. In addition, it is also seen the activity of students in following the lesson. The results of observations of teachers show that the teacher does not arouse the interest of

students by providing illustrations of the topic to be studied and the teacher still does not use time efficiently so that the stages in the lesson plan have not been carried out thoroughly, which is not enough to provide reinforcement to students in the group discussion process. still dominated by students with good ability. Students who are considered capable tend to convey input in the group while other group members only pay attention when they encounter difficulties, other students are still hesitant when answering quizzes. They are mostly silent and only hear answers from other groups. And there are some students who are naughty by asking for permission to go to the bathroom so that the learning process by applying the type cooperative model is *STAD* not optimal because this has an impact on other students who are still hesitant when answering quizzes.

From the learning process that took place in the first cycle, the students who answered the questions showed that some groups had almost the same answers. At the end of the first cycle meeting, namely at the second meeting, an individual final test was carried out which lasted 30 minutes. The data at the end of cycle one can be shown below:

Table 1. The results of the Sociology Pre Test of Class X Iis-2 Students in Cycle I

Presentation of scores	test		Description of the
	number of students	Percentage	
75	5	29.42 %	Completed
< 75	12	70.59 %	Incomplete
Total	17	100%	

In the table above it is explained that there are 5 students (29.42%) who get a score percentage of 75% while 12 students (70.59%) who get 75%

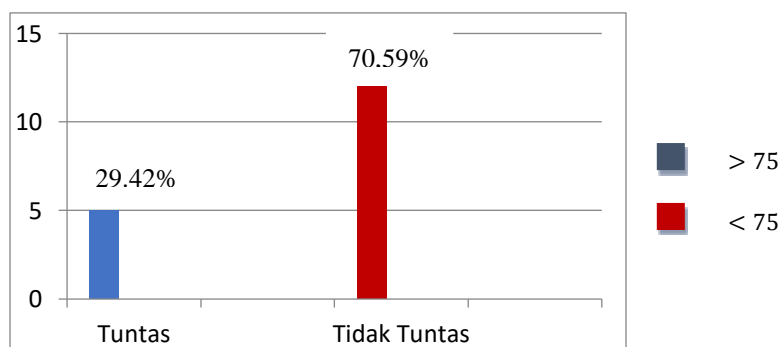


Figure 1. Graph of the percentage of KKM achievement in the end of cycle 1

Thus, it can be concluded that based on the data in the first cycle meeting above, from the overall learning outcomes of students, it can be seen that students have an average score with a complete score presentation of 5 students or 29.42% while 12 students are incomplete or 70.59%. Furthermore, the researchers conducted learning in cycle II

Reflection

In the first cycle of action, the application of the type cooperative learning model *STAD* in an effort to improve sociology learning outcomes on social interaction material has not run optimally as expected.

Analysis of observations is used as material to determine further actions. After the reflection between the researcher teachers is held, the next meeting must:

- a) Generating student interest by providing illustrations of the topics studied (motivation and appreciation) before starting the learning process

- b) Be more careful in applying the type cooperative learning model *STAD* properly, so that the stages in the learning scenario can be carried out properly.

From the results of these observations and evaluations, teachers and researchers seek to correct deficiencies in cycle I. These are as follows:

- a) The teacher must arouse the interest of students by illustrating the topic to be studied (motivation and appreciation) before starting the learning process.
- b) The teacher must conduct questions and answers in order to exploit the initial experience, the ideas of students to find out the possibility of students' misconceptions
- c) Teachers must be more careful in applying the type cooperative learning model *STAD* properly, so that the stages in the learning scenario can be carried out properly.

Cycle II

a) Action Plan II

The results of the reflection at the end of cycle I become the basis for planning cycle II while the planned activities include the following points:

1. Prepare RPP
2. Prepare LKPD (Student Worksheets)
3. Compile observation sheets
4. Compiling questions at the end of cycle II

b) Implementation

of Class II action research was carried out in 2 meetings, namely on the 3rd and 5th of August 2021, the learning lasted for 2x45 minutes or 90 minutes for each meeting. In the implementation of this second cycle, the steps for implementing the learning actions were carried out according to the learning scenario contained in the lesson plan using the type cooperative learning model *STAD*

1. Action Implementation Cycle II Meeting I

This research was carried out on August 3, 2021, the research was carried out for 2x45 minutes or 90 minutes. With activities to open the lesson by greeting and greeting students, checking student attendance, class cleanliness, and class tidiness. To give direction to students, the researcher explained the importance of knowing social interactions in society and conveyed the learning objectives to be achieved then the researcher repeated the previous material. The researcher explains the impact material for someone who does not want to interact with other people, the characteristics of social interaction.

In the teaching and learning process the researcher gives feedback after finishing discussing the material, the researcher divides LKPS 03 to work on after that together discuss it. Before closing the lesson, the researcher and students both gave conclusions. Researchers also provide reinforcement and motivation to students so that there is good communication between researchers and students

2. Action Implementation Cycle II Meeting II

This research was carried out on August 5, 2021, the research was carried out for 2x45 minutes or 90 minutes. With activities to open the lesson by greeting and greeting students, checking student attendance, class cleanliness, and class tidiness. After that, the researcher gave information on the group division before the researcher explained the new material, the researcher repeated the previous material. After that the researcher opened the lesson by explaining examples of social interactions that occur in your life, and the types of social interactions and then asking students to answer in unison. The researcher gave feedback then the students sat down in groups and the researcher gave LKPD 04 to the students after that the students worked on the

worksheets that had been given, students who could work explained to their members so that all members in the group understood

While students were working on the worksheets, the researcher walked in control while observe each group. After the students in the group worked on the worksheet, each group was ready to present the results of their group, and after that the researcher gave quizzes to all students, when answering quizzes/questions students should not help each other. The quiz ended, the researcher began to calculate the score of each group and the group with the highest score was given a prize as an award, the students returned to their seats as before. Researchers and students concluded, after giving conclusions, the final test of cycle II was carried out with an allocation of 30 minutes, the tests were carried out individually.

c) Observation The

researcher again made observations on the implementation of the second cycle of actions. The implementation has been going well, in the second cycle of the first meeting, the observations showed that students experienced a fairly high increase in learning enthusiasm in participating in the teaching and learning process. Students begin to get used to being active in class

Entering the core activity, the observations showed that students were so enthusiastic to compete to achieve better results among their friends. intimacy and cooperation between students has also begun to improve, students can communicate their findings without hesitation and when the researcher asks to present the results of the discussion students are no longer awkward and embarrassed. This is none other than the encouragement given by the researcher to the students to be brave and be able to manage the class well, so that students do not think of presentation as a scary thing anymore but is a matter of expressing opinions to find a way out together. The majority of them are already getting used to the learning model that the researcher applies in class X-iis2. During the learning process and discussions took place, observations were also made of students who showed the activeness and participation of members in the group, the feedback from group members during the discussion was also very good. From observations obtained from observations during learning, it shows that every meeting there is an increase in motivation, from students to participate in the learning process, students who are usually not so enthusiastic about learning such as Herson Waemese and Andris Selekty have started to see changes in their behavior in class by getting used to and can follow the instructions given by the researcher. This can not be separated from the warnings given by researchers to students who are not serious in participating in learning will affect the value and also on the other hand there are variations in learning so that it does not seem monotonous.

In each group they were asked to answer the questions given from the results of group I until the end was almost the same and that was very good, at the end of the meeting in the second cycle, namely the second meeting, an individual final test was carried out which lasted 30 minutes. The data at the end of cycle one can be shown below:

Table 2. Results of Post-Test Students Class X Iis-2 cycle II

Percentage of scores in	testcycle II		Description
	Number of students	Percentage	
75	15	88.23%	Complete
< 75	2	11.76%	Not complete
Total	17	100%	

in the table above it is explained that there are 15 students (88.23%) who get a score percentage of 75 while 2 students (11.76%) who get <75

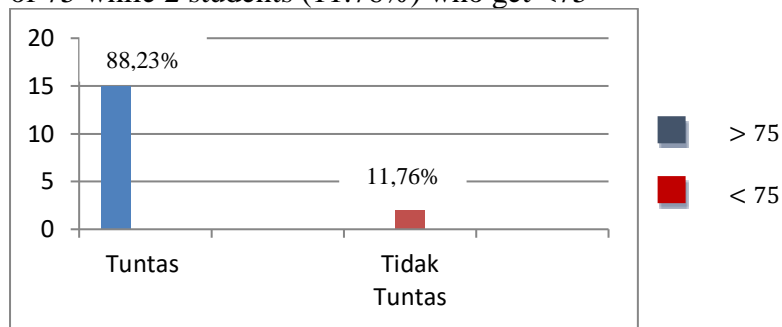


Figure 2. Graph of the percentage of KKM achievement in the final test cycle II

Based on the second cycle, the learning outcomes of students in the sociology subject have reached learning completeness, namely 15 students with a score of 88.23%, while those who did not complete were 2 students with a score of 11.76%. And thus the learning outcomes of students about social interaction using the type cooperative learning model *STAD* have increased.

d) Reflection

After observing the learning actions in the classroom and having carried out the final test of cycle II, then a reflection was held on the actions that had been taken on student activities at meetings I and II of cycle II during the learning process with the type cooperative learning model *STAD*. Improvements must be made, students who are usually incompetent before the action and cycle I can be handled in cycle II by researchers properly, so that conducive and active learning activities appear and student learning outcomes have shown improvement and all students are said to be complete.

From the results of the analysis, it is shown that the implementation of the type cooperative learning *STAD* in improving student learning outcomes in the X-iiis2 social interaction material at SMA Negeri 3 South Buru has been implemented well and effectively in improving student learning outcomes. This can be seen from the results of the study showing an increase, so that from the final test scores of the second cycle, students can also solve the questions well. Next, a reflection is held on the actions that have been taken as follows:

- a) Teachers have been assessed as good in applying the type cooperative learning model *STAD* and have been able to motivate students with low abilities to be more daring in answering questions and giving opinions
- b) Each group has actively participated in the group with an increasing percentage
- c) In group discussions, students have interacted well in delivering answers, the opinions of each student and students who have good absorption are considered to be the leader of the dominant group.

1. Data analysis process

Based on the results of the final test of each cycle, then carry out the data analysis process to be able to find out student learning outcomes through tests carried out in each cycle and the results of achieving minimum completeness from the initial test to the final test of each cycle. Then the group score acquisition in the implementation of *STAD* in each cycle from the initial and final results of the first cycle to the second cycle, it is known that the score on each test is presented on the graph as follows:

Table 3. The score on each test

Score presentation	Initial		test Cycle I test		test cycle II	Presentasi
	students	presentation	students	percentage	students	
≥ 75%	3	17.64%	5	29.42%	15	88.23%
<75%	14	82.35%	12	70.59%	2	11.76%
Total	17	100%	17	100%	17	100%

Thus, from the above, it can be seen from the final test of cycle I to cycle II that there was a significant increase. Furthermore, the results of the final test in cycle II showed the achievement of the minimum standard of completeness. The test results showed that there were 15 students who achieved a score percentage of 75 with a presentation of 88.23%.

DISCUSSION

This classroom action research (CAR) was conducted in class X-iis2 SMA Negeri 3 Buru Selatan. In this study, the researchers applied the type of cooperative learning model *STAD* to improve the learning outcomes of sociology learning outcomes. The discussion of the results of this study is based on the results of observations followed by reflection on observations of each cycle. However, before carrying out the action in the first cycle, an initial test was carried out, as a reference for dividing groups and knowing the students' initial ability to social interaction material. From the test results, it was found that there were 3 students who reached the KKM who could be used as facilitators for students whose scores had not reached the KKM, which was 75. Initial reflections showed that the ability requirements that students had to discuss in studying social interaction were still lacking, so researchers need to re-explain what is being said. students need to master before entering the next material.

From the results of the first cycle of tests that can be carried out at the first and second meetings in the first cycle, it shows that students who reach the minimum completeness criteria (KKM) are 5 students who get a score of 75% and students who have not reached the KKM are 12 people. The reflection of the first cycle shows that the results obtained can still be problematic in learning for both students and researchers. Even though researchers and students have done learning in accordance with the type cooperative learning model *STAD*, student activity in participating in learning is considered active even though the average group has not been able to work independently, each student must be guided in making conclusions. In addition, the interaction in the group has not run smoothly. According to (Hasibuan 1988), in the context of learning and from the point of view of learning theory, questions are a stimulus that encourages children to think and learn so that it is easier for children to master the material or concepts provided and students' thinking abilities will be more developed. In line with that, another point of view also says that the question is a teacher's pedagogic action in order to construct knowledge together. Students who want to answer questions are still shy to answer. This happens because the courage and self-confidence have not yet emerged, they are still afraid of what they find. In addition, researchers have not been maximal in providing guidance, researchers dominate learning by spending a lot of time answering concepts to students in groups. Though researchers do not need to explain but only facilitate. By paying attention to the weaknesses in the first cycle, the second cycle is designed to improve student learning outcomes, namely compiling LKPD with clear work steps and language that is easy for students to understand. The goal is that students can understand the discussions carried out and can

complete the results of the discussions, teachers are expected to be more familiar and communicative with students so that students are not afraid and embarrassed to answer or ask questions.

While the shortcomings of students are, students still look passive and rigid when in groups or when presenting material, there are still many students who are less active in solving the questions in the student worksheets that have been given, students are still hesitant in expressing In the opinion, only a few students are active in the learning process, and some are even nervous when presenting the material or responding. Furthermore, there were some students who paid attention to the teacher's explanation and some did not pay attention to the teacher's explanation because they were telling stories to each other.

In cycle II, the researcher continued to apply the type of cooperative learning model *STAD* with two meetings. In this cycle there are several changes as improvements in cycle II such as giving punishment to students who are not serious in participating in learning or who do not pay attention and follow the teacher's instructions properly, clarifying the steps of the learning process with the type cooperative learning model *STAD*. Give a warning about the importance of cooperation in groups, motivate students to be more courageous in expressing their ideas, encourage students to read more books that are relevant to sociology lessons.

Cooperative learning is applied so that students are more responsible, play an active role, in solving learning problems together with their groups, namely expressing ideas with their groups. From the application of this learning, it can be seen that their aura is cheerful and enthusiastic in learning. At this meeting, the learning environment seemed effective, where they had the courage to share ideas with their group friends and the implementation of the type cooperative model *STAD* could be implemented optimally. And the results of the cycle test showed that 2 people scored <75 and students who got 75 were 15 students. Thus, in the second cycle the students have achieved the indicators of success, so that in this cycle it shows that students' knowledge of the material being taught has increased, and students can properly and correctly solve the questions.

During learning there are students who are able to answer questions, students have begun to be active in interacting and are able to make conclusions. Cooperative learning can increase student motivation consistently for students who have high, medium and low abilities, and resistance (lecturance) to the subject matter becomes longer (Ellyana, 2007). Thus the increase in student learning outcomes where at the end of the second cycle 15 students have reached the minimum standard of completeness set. Understanding the KKM, the implementation of the action in cycle II can be said to be successful and satisfied not to continue in the next cycle. This means that the action hypothesis has been achieved, namely the application of the type cooperative learning model *STAD* can improve sociological learning outcomes for class X-iis2 SMA Negeri 3 South Buru

CONCLUSION

Based on the discussion of the results of research that has been carried out from the results of the first cycle of tests there are 5 students who achieve a minimum standard of completeness 75 with a presentation of 29.42, then the results of the second cycle of research obtained the highest score of 88.23% with the number of students 15 students who have reached the standard minimum completeness 75 thus the type cooperative learning model *STAD* can improve learning outcomes of sociology of social interaction material concepts in class X-iis2 SMA Negeri 3 Buru Selatan.

From these results it can be concluded that in the first cycle the students have not reached the criteria of completeness and in the second cycle they have achieved the KKM results very well. And thus do not continue in the next cycle.

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