

The Influence of Implementing an Ecopedagogic-Based Contextual Approach on the Achievement of History Learning Outcomes of Saparua Christian High School Students

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Abstract

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Education in Indonesia is currently faced with demands to be able to produce quality human resources (HR), namely HR who are able to adapt to the current era of globalization. So education is a determining element in the development of human resources. Learning activities are the most important activities in overall efforts to improve the quality of education. This is because it is through good learning activities that educational goals will be achieved thereby influencing student learning outcomes which are an indicator of success in the learning process. The problem faced by teachers is the teacher's ability to design learning tools by paying attention to the environment as a learning resource. Therefore, before the school year starts, teachers are required to design lesson plans (teaching preparation plans), prepare learning tools/media, and material evaluation materials. The results of the hypothesis test in the table above show the significance value (sig.) or p for the learning model = 0.003. This significance value is smaller than the α value of 0.05, so H_0 states "there is no difference in student learning outcomes in classes taught using a contextual approach and classes taught without using a contextual approach." rejected. So the research hypothesis states "there is a difference in student learning outcomes in classes taught using a contextual approach and classes taught without using a contextual approach." Accepted. In data presentation and data analysis, there are results that show there are significant differences in contextual approaches to student learning outcomes at Saparua Christian High School. The contextual approach provides better results than conventional learning. In accordance with the results of the t test with the help of the SPSS 21 program, the t count is 3.251. Where the significance level is 0.05, the t table is 2.055, which means there is an influence with the use of learning with a contextual approach.

Keywords: Ecopedagogical-based contextual approach, historical learning outcomes

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INTRODUCTION

Education is all efforts carried out consciously and aimed at changing human behavior in a better direction and in accordance with expectations. Education will stimulate a person's creativity so that they are able to face the increasingly complex



challenges of nature, society, technology and life. Indonesia is entering the 21st century, judging from its population, it has become the fifth largest country in the world. This large number actually represents development potential if it is balanced with good quality Human Resources (HR). National development requires quality human resources who have an independent attitude and determination. The quality of human resources can be improved with education.

The parameters for assessing the quality of human resources are enthusiasm and ability to operate and apply technology. The secondary education development program which includes General High Schools (SMU), Vocational High Schools (SMK) and Madrasah Aliyah (MA) is aimed, among other things, at: Improving the quality of secondary education as a basis for students to continue their education to a higher level of education and needs. working world. The main activities in efforts to improve the quality and relevance of secondary education are; preparing a curriculum that explores all children's potential, in accordance with regional development needs and potential, is able to increase teacher creativity according to the capacity of students.

Students' capacity will not develop if learning is still teacher-centered. Therefore, there are many learning models that can be applied. By implementing many varied models or approaches, the quality of learning carried out by teachers in implementing the independent curriculum will increase. One learning method that can be used to increase students' interest in learning in accordance with what is mandated in the independent curriculum is the contextual learning method.

The contextual learning model is a learning approach that emphasizes the process of full student involvement in discovering the material being studied and connecting it with real life situations so as to encourage students to apply it to real life (Wina Sanjaya, 2019; 43). According to Elaine B. Johnson, the contextual learning method is an educational process to help students see the meaning in the lessons they are learning. The way to do this is by connecting academic subjects that have been studied with the context of everyday life.

In fact, in the learning process mandated in the Merdeka curriculum, when students learn, students are not in the clouds but on earth, always at one with the place of learning, time, situation and atmosphere of nature and society. For this reason, the method that is considered appropriate for developing learning is the contextual method. Actually a contextual method (*Contextual Teaching and Learning*) not new. John Dewey put forward contextual learning in the early 20th century, followed by Katz (1918) and Howey & Ziper (1989). The three experts stated that a learning program is not just a series of learning units (Kasihani and Astini, 2010).

The independent curriculum implies that contextual learning is a conception of learning that helps teachers connect subjects with real world situations and learning that motivates students to connect their knowledge and applications with daily life as members of the family and community (Ardiana, 2011).

The contextual learning model (contextual teaching and learning) is a holistic learning process and aims to help students understand the meaning of teaching

material and relate it to the context of their daily lives (personal, social and cultural context), so that students have the knowledge/skills who are dynamic and flexible to actively construct their own understanding (Hasibuan & Pd, 2014).

Contextual learning or *Contextual Teaching and Learning* (CTL) is a learning activity that conveys material by relating it to the real, everyday life of students. As stated by Komalasari (2017, p. 7) that contextual learning is a learning approach that links the material being studied with the real life of students' daily lives, both in the family, school, community and citizen environment, with the aim of finding the meaning of the material. it is for his life.

In line with Komalasari, Taconis, Brok & Pilo (2016, p. 1) revealed that the CTL learning method is learning that uses real context as a first step to learning so as to provide meaning to the content of the material and meaning for the learner. It is clear that the context or real situation related to the material is the main key to CTL learning strategies. The essence of the CTL approach is the connection of each learning material or topic with real life (Rusman, 2018, p. 187).

Furthermore, Suprijono (2015, p. 79) explains that contextual learning is a concept that helps teachers link the material taught with real world situations and encourages students to make connections between the knowledge they have and its application in life.

In the History learning process, a teacher has an important role in conveying information, training skills and guiding students' learning so that teachers are required to have certain qualifications and competencies, so that the teaching and learning process can take place effectively and efficiently. Having a high interest in learning, a learning approach and the use and use of appropriate learning media will make it easy for students to receive and process what is delivered. Contextual Learning (*Contextual Teaching and Learning*) is a competency-based learning model that can be used to make curriculum implementation more effective and successful.

There is a trend today to return to the idea that children will learn better if the environment is created natural. Learning will be more meaningful if children experience what they are learning, not "know" it. Target-oriented learning to master the material has proven successful in short-term "Remembering" competitions, but fails in equipping children to solve problems in long-term life. And that's what often happens in our schools. In this context, students need to understand the meaning of learning, what its benefits are, what status they are in, and how to achieve it. They realize that what they learn is useful for their future lives. In this way, they position themselves as needing provisions for their future life. They learn what is useful for themselves and try to achieve it. In this effort, they need teachers as directors and mentors (Depdikbud, 2002: 2).

If the teacher is able to manage the learning process and is able to create an effective learning system, the quality of the learning process will be achieved. However, if teachers are still stuck in the old paradigm where only the success of the teaching and learning process is determined by the final grade, then the quality of learning will not make progress. Contextual learning model: Students go directly to

the field to find and search for learning material so that the learning process is more meaningful. Meaningful learning according to Ausubel (Isti Hidayah, Sugiarto, Siti Muslichatun, Titi Lestariningsih, 2003: 3).

A learning process that can link new information to cognitive structures. On the other hand, if new information cannot be linked to concepts that already exist in the cognitive structure then only rote learning will occur. This rote learning process is a short-term process of receiving information. While the learning process involves repetition in the field and students are able to find something in the material being studied, the reception of information is long term.

In this contextual learning, the learning concept helps teachers link the material being taught with real world situations which encourages students to make connections between the knowledge they have and the application of theory in everyday life. Students will gain knowledge and skills by connecting when learning. Students will participate directly in the learning experience which will make learning outcomes more meaningful (Dirjen Dikdasmen, 2002: 26).

Apart from helping students understand more concretely, the use of media chosen by the teacher in the learning process plays an important role. In accordance with the meaning contained in the definition of media, its existence will help students understand something that is being studied and studied with various conveniences. This framework of thinking, a contextual learning process accompanied by the use of historical environmental media, is an alternative learning to meet students' needs, so that they can optimize their abilities, reasoning and skills to improve students' learning outcomes in History subjects.

But in reality, students often experience boredom in studying history. Things teachers can do in the process of activating and guiding by utilizing media. The use of educational media itself is sometimes only to avoid mere verbalism, so the nature of the media used is only as a tool, here students are the audience for the media prepared by the teacher. Learning media that is not appropriate is also inappropriate, it is better if the media as a teaching aid can foster interest in learning in the learning process.

The learning media chosen is expected to cover aspects of vision (*visual*), hearing (*auditf*) and motion (*motor*), because apart from aiming to make it easier for students to learn, they are also able to instill concepts. The more senses and movements a child has involved in the learning process, the easier it is for the child to learn meaningfully (Bobbi de Porter & Mike Hernaki, 2002: 31). Popular learning media are used in the learning process using the environment, especially historical and cultural heritage objects according to the context being discussed. Apart from the environment, teachers can also use other media in the form of videos or pictures that increase students' motivation, because they can access various kinds of data and facilities to motivate students in learning.

Apart from media, students' interest in learning is also one of the factors in the success of achieving History learning competence. Great learning interest tends to produce better learning competence, while less learning interest will result in poor learning competence. Understanding students' needs and serving students' needs is

one effort to arouse students' interest. Interest can be grown and developed in students by providing information to children regarding the relationship between the teaching material that will be provided with previous teaching materials or explaining its future use for students.

In line with this, the application of a contextual approach through the historical or cultural environment seems to be an alternative to meet the needs of students, so that they can optimize their abilities, reasoning and skills to improve student learning outcomes in History subjects. Apart from that, based on the author's own observations and experiences, the history learning process rarely/has not used a contextual approach using environmental media or historical and cultural heritage.

Saparua Christian High School is one of the high schools in the city of Saparua, which has its own characteristics to be worthy of being an area rich in spices and marine products. Saparua also has cultural traditions, customs and is a historical city with the establishment of Fort Duurstede as evidence of the dark colonial history of Maluku. The position of this Christian High School hopes to be a contribution to quality education for students. However, in several meetings at the school, a series of problems related to the implementation of the 2013 curriculum. The learning process so far in schools, especially elementary schools, is more often carried out passively, meaning the teacher explains the material and the students listen.

Classroom learning that tends to be passive makes students easily bored and reduces students' ability to understand lessons (Khoirunnisa et al., 2020). So the idea put forward by the Minister of Education and Culture, Nadiem Makarim, emphasizes fun learning, which involves more participation from students than teachers. This kind of learning is what the Minister of Education and Culture, Nadiem Makarim, coined the term Freedom of Learning.

According to Sudjana, N and Rivai, A. (2005), it is stated that environmental learning can stimulate students' motivation, thoughts, feelings and will which will later influence their own desires in obtaining better learning achievements, in other words environmental media will affect student achievement. In the learning process using environmental media, students will more easily understand and comprehend real situations that are directly visible to their eyes. The environment seen tends to change students' attitudes and achievements for the better in accordance with ecopedagogical principles

Teaching by utilizing the school environment and also the surrounding environment as a learning resource, is implied by activities outside the classroom. This is very important in order to involve students in seeking learning experiences, in this way students can:

1. Motivated to use all the senses (learning with multi sensors) in looking for answers to all the mysteries found.
2. All the experience, knowledge and understanding they gain is the strength of the argument to reorganize, add to, perfect and replace the first experience obtained from something seen in activities in the natural environment around which they want to know.

3. Students replace the first experience gained from what is seen, heard, smelled, tasted and felt into symbols or text, so that it becomes something meaningful in order to complement the verbal knowledge they have had so far. In other words, something that is considered new or strange from something that is often found, is actually no longer foreign to him. Students will understand more quickly, when teachers use more exploration approach in their teaching-learning activities.

As I explained above, around Saparua Christian High School, Central Maluku district, there is the Duurstede fort or historical site which can be used as a learning resource or medium. Teachers will easily apply contextual learning methods as a form of freedom to learn, but based on the facts available to teachers in the area. Saparua Christian High School, Central Maluku Regency still minimally or rarely utilizes Duurstede Fort and the environment around the school as learning media or subject matter objects.

The contextual learning model (contextual teaching and learning) is a holistic learning process and aims to help students understand the meaning of teaching material and relate it to the context of their daily lives (personal, social and cultural context), so that students have the knowledge/skills who are dynamic and flexible to actively construct their own understanding (Hasibuan & Pd, 2014).

Departing from the explanation of the problems and expert concepts above, this has encouraged the author to conduct further research entitled: *The Influence of Implementing a Contextual Approach Based on Ecopedagogy on the Achievement of History Learning Outcomes for Saparua Christian High School Students.*

METHOD

The research method used is a quantitative research method, using an experimental type of research because this research aims to reveal the influence, namely type *Quasi experimental type Nonquivalent control group design* used in this research is Pretest-Posttest Nonequivalent Control Group Design so the research design is as follows (Sugiyono 2016). The design used in this research is *Pretest-Posttest Control Group Design*. In this design there are two groups *random*, then given *pretest* to find out whether there are differences in the initial condition between the experimental group and the control group. Results *pretest* which is good if the group scores do not differ significantly. The experimental class is a class that uses conventional classes.

Research Sample

The population in this study was all 125 Class XI students of Saparua Christian High School. The samples taken were class XI IPS as the experimental class and XI IPA as the control class. The instrument in this research is a set of test questions, namely 20 PG and 5 essays. The sample is part of the number and characteristics of the population. Sampling is to obtain information about the research object by observing only part of the population. Suharsimi Arikunto believes that if the population is less than 100, it is better to take all of them so that the research is population research. However, if the population is more than 100,

between 10-15% or 20-25% can be taken or depending at least on research capabilities in terms of time, energy and funds (Suharsimi, 2016.134).

RESULTS AND DISCUSSION

Teacher Preparation Problems for Teaching Tools in Class XI Saparua Christian High School and How to Solve Them

As a teacher, of course you must have a plan or preparation in teaching for the next academic year, teachers who lack preparation in teaching can be detrimental to students' academic development. Before the school year starts, teachers are required to design lesson plans (teaching preparation plans), prepare learning tools/media, and material evaluation materials. This is what can be desired in the world of education so that the teaching and learning process can be carried out with a directed purpose. However, unlike the History teacher at Kristen Saparua High School, the problem faced by the teacher himself in preparing learning tools is that the teacher cannot prepare learning tools independently. This means that the teacher needs guidance from someone who already understands the preparation of learning tools. Apart from that, related to the preparation of learning tools, especially RPPs, teachers have difficulty determining the allocation of learning time, formulating indicators of competency achievement and determining learning methods in RPPs. Furthermore, the problems faced by teachers are problems in using learning media. There are teachers who do not use the surrounding environment as a learning medium. Another thing is that teachers rarely create learning media, usually teachers only use the learning media available at school.

In preparing the assessment, of course the teacher prepares assessment instruments such as compiling the questions that will be given to students, and the assessment criteria. Related to this, not all teachers can prepare assessments well. Teachers experience problems in analyzing questions and compiling questions using various criteria, for example difficult, not difficult and medium criteria. In preparing the assessment, the teacher has not yet reached the stage of analyzing the items for each question. Apart from that, teachers, after carrying out assessments, rarely carry out analyzes such as analyzing student learning outcomes by looking at how many students have completed them, analyzing the most difficult questions. Related to this, it is in accordance with the opinion expressed by Subini (2012) that "almost most teachers do not analyze the results of the learning that has been carried out".

Teachers' efforts to overcome teachers' problems in determining appropriate learning methods are by utilizing the environment as an appropriate learning medium for students. One appropriate media is Fort Duurstede as a historical legacy from the era of imperialism and colonialism in Indonesia, especially the Pattimura resistance in Saparua. The teacher's ability to determine learning methods is very important in the learning process because using learning methods can help students understand the material presented by the teacher. This can be said to be an ecopedagogic learning model, because the teacher invites students to observe

directly the Pattimura resistance to Dutch colonialism located in Saparua. This is able to bring students to learn and remember for a long period of time, and will never be forgotten in students' memories.

The application of contextual learning based on eco-pedagogy has an effect on improving history learning outcomes on imperialism and colonialism material in Indonesia for class XI students at Saparua Christian High School

To determine the ability to understand history possessed by students, researchers have collected data, namely pre-test data and post-test data. Pre-test data is data from test results given before treatment is given to determine students' initial abilities, while post-test data is data from test results given after treatment is given to both classes, the experimental class is given treatment with a contextual approach that involves participants students to visit Fort Duurstede as a historical site that can be used as a source or medium for learning and control classes with a conventional approach.

**Table 1. Normality Test Results
Kolmogorov-Smirnov Test Learning Results**

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Learning outcomes	Pre-Test Eksperimen (SGDM)	.208	16	.062	.947	16	.439
	Post-Test Experimen (SGDM)	.132	16	.200*	.918	16	.159
	Pre-Test Control (Conventional)	.177	12	.200*	.912	12	.228
	Post-Test Control (Conventional)	.224	12	.098	.917	12	.260

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the analysis in Table 5.1 show that the normality value for the Experimental Class Pre-Test results is sig 0.062, for the experimental class Post-Test it is sig 0.200, for the control class Pre-Test it is sig 0.200, and for the control class Post-Test results the value is sig 0.098. . The significance value is greater than 0.05, which means there is no significant difference between the tested data and

standard normal data, so it can be concluded that the data in this table is normally distributed.

Hypothesis testing

In this research, to test the hypothesis, the Independent Samples Test was used. The Independent Samples Test is used to determine whether there is a difference in the average of two unpaired samples. The test results can be seen in the following table: Based on table 1 above, obtained from SPSS calculations. The results of hypothesis testing with the Independent Samples Test on the achievement of History learning outcomes can be seen in the following table:

Table 2. Post Test Learning Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	.024	.878	3.251	26	.003	7.354	2.262	2.705	12.003
	Equal variances not assumed			3.206	22.523	.004	7.354	2.294	2.603	12.105

The results of the hypothesis test in the table above show the significance value (sig.) or p for the learning model = 0.003. This significance value is smaller than the α value of 0.05, so H_0 states "there is no difference in student learning outcomes in classes taught using a contextual approach and classes taught without using a contextual approach." rejected. So the research hypothesis states "there is a difference in student learning outcomes in classes taught using a contextual approach and classes taught without using a contextual approach." Accepted.

Table 3. Post experimental and post control learning outcomes Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes	Post_experimnet	16	78.69	5.677	1.419
	Post_Control	12	71.33	6.243	1.802

Table 3 shows that the average score from the post-experimental class is 78.69 with a sample size of 16 students, while the average score from the post-

control class is 71.33 and the sample is 12 students. Based on the data in the table above, it can be said that for the experimental class the mean value is greater than the Control class.

On the test Independent Samples t-Test shows that there is a difference in student learning outcomes in classes taught using a contextual learning approach and classes taught without using a contextual learning approach. If seen from the research of Kadir, A. (2013). The contextual model is a learning concept that assumes that children will learn better if the environment is created scientifically. This is proven by the significance value obtained, namely 0.003, which is smaller than 0.05. The existence of these differences shows that there is an influence of the contextual learning approach on the achievement of student learning outcomes at Saparua Christian High School.

It can be seen the difference in student learning outcomes at Saparua Christian High School between the experimental class and the control class, so it can be seen in table 3 which is caused by the experimental class using a contextual approach in the learning process. The teacher only helps direct and link the material they teach with real situations. students and encourage students to apply the knowledge they have to their lives as members of families and society.

In data presentation and data analysis, there are results that show there are significant differences in contextual approaches to student learning outcomes at Saparua Christian High School. The contextual approach provides better results than conventional learning. In accordance with the results of the t test with the help of the SPSS 21 program, the t count is 3.251. Where the significance level is 0.05, the t table is 2.055, which means there is an influence with the use of learning with a contextual approach.

This happens because the contextual approach involves students' direct role in exploring the material through direct involvement in conducting experiments with directed steps and can enable students to know the usefulness of their learning results. And in this case, students at Saparua Christian High School were invited in the History subject to observe Duurstede Fort as one of the historical sites in Saparua.

It can be seen from the results of this research that the fulfillment of rote theoretical mastery is easily lost in memory if it is not supported by real experience. Therefore, learning is needed that can relate to real life. Apart from the advantages above, to increase student learning success by applying a contextual approach, of course there must be motivation in students which cannot be separated from the desire and desire to succeed. Apart from that, a conducive environment allows students to study well.

Referring to research Satriani, L. (2018). That said The contextual approach is a new alternative learning strategy, which is an optimization of the way of learning by understanding (understanding) and not memorizing (memorizing), an approach that empowers students so that they are able to construct knowledge and not memorize facts..

Obstacles Faced by Teachers in Learning

Being a teacher is not something that is easy and just what it is in front of students. Even long before the teacher teaches, there is a lot of preparation that must be done, both to meet learning targets and fulfill administrative document requirements. In the preparations that have been made, of course there are problems that arise in the learning process, sometimes teachers lack preparation in teaching and even just go without adjusting to the lesson plan, lesson plans or syllabus achievements that need to be understood.

Sometimes there are even teachers who don't create supplementary materials such as learning media and other additional documents at all. This is what the history teacher at the Saparua Christian Senior High School (SMA) experienced, in carrying out the lesson the teacher was less prepared in teaching, the students even lacked concentration in the learning process in class, and also lack of interaction between teachers and students during the learning process. This is because the teacher uses the classic learning model, namely the conventional learning model, so that problems arise in implementing learning in the classroom, the existing problems make students less developed and active in class. Even though referring to the Merdeka learning curriculum, students are free to carry out a goal that they observe in each of their daily environments.

This obstacle is something that must be resolved immediately so that teachers and students both achieve the target of success in learning. To shift their focus to just the teacher, try creating learning methods based on experts or modifying them to suit their characteristics. For example, by carrying out a learning process outside the classroom that leads students to search and observe on their own, if this can be done then it will become a memory within the students themselves because students discover directly what they see.

This is a solution that researchers can provide to schools, especially teachers, to be able to practice a contextual approach so that the learning provided is not only about theory but real learning obtained in the field. In this case, in this research, researchers made observations at one of the historical places that in the city of Saparua, namely Fort Duurstede as a historical relic from the era of imperialism and colonialism in Indonesia, one of the lessons carried out is to provide a reference for students to think, analyze and also see the real learning provided so that from this contextual learning students can be active and can grow quickly.

CONCLUSION

1. The problem faced by teachers is the teacher's ability to design learning tools by paying attention to the environment as a learning resource. Therefore, before the school year starts, teachers are required to design lesson plans (teaching preparation plans), prepare learning tools/media, and material evaluation materials.
2. The results of the hypothesis test in the table above show the significance value (sig.) or p for the learning model = 0.003. This significance value is smaller than the α value of 0.05, so H_0 states "there is no difference in student

learning outcomes in classes taught using a contextual approach and classes taught without using a contextual approach." rejected. So the research hypothesis states "there is a difference in student learning outcomes in classes taught using a contextual approach and classes taught without using a contextual approach." Accepted. In data presentation and data analysis, there are results that show there are significant differences in contextual approaches to student learning outcomes at Saparua Christian High School. The contextual approach provides better results than conventional learning. In accordance with the results of the t test with the help of the SPSS 21 program, the t count is 3.251. Where the significance level is 0.05, the t table is 2.055, which means there is an influence with the use of learning with a contextual approach.

3. Teachers' efforts to overcome teachers' problems in determining appropriate learning methods are by utilizing the environment as an appropriate learning medium for students. One appropriate media is Duurstede Fort as a historical legacy from the era of imperialism and colonialism in Indonesia, especially the Pattimura resistance in Saparua. The teacher's ability to determine learning methods is very important in the learning process because using learning methods can help students understand the material presented by the teacher. This can be said to be an ecopedagogic learning model, because the teacher invites students to observe directly the Pattimura resistance to Dutch colonialism located in Saparua. This is able to bring students to learn and remember for a long period of time, and will never be forgotten in students' memories.

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