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COLLABORATIVE LEARNING FOR THE REINFORCEMENT OF CHARACTER EDUCATION IN LEARNING INDONESIAN AT UNIVERSITIES IN INDONESIA

*¹Purwati Zisca Diana, ²Andayani, ²St. Slamet, Y. and ²Kundharu Saddhono

¹Universitas Sarjana ²²yata Tamansiswa Yogyakarta, Indonesia

²Universitas Sebelas Maret Surakarta, Indonesia

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ABSTRACT

Teaching Indonesian using a collaborative learning model will enable lecturers to teach values and academic domains simultaneously. The integration of character education in the Indonesian subject is perfectly served to apply the collaborative learning format (a collaborative learning). This study aims to describe the integration of character education in the form of collaborative learning concerned with the Indonesian subject at Yogyakarta-based universities, Indonesia. Data were obtained from Indonesian lecturers and students who were taking Indonesian courses at four universities in Yogyakarta, namely 1) Universitas Sarjanawiyata Tamansiswa; 2) Universitas Ahmad Dahlan; 3) Universitas Sanata Dharma; and 4) Universitas Negeri Yogyakarta. Observations indicate that the learning of Indonesian course deals with an integrated character education process that has not been optimally achieved with respect to ubiquitous innovative learning strategies.

INTRODUCTION

Indonesian is a language of the state (Article 36 of the 1945 Constitution of the Republic of Indonesia). The constitutional statement implies that Indonesian is a symbol of national identity and sovereignty that simultaneously differs from other countries. The sovereignty of the unitary Republic of Indonesia is largely determined by the strong functions of the language along with its usage in the life of the state, including the implementation of national education. The provision of education in Indonesia has not been optimal in achieving the ideals of the constitution. Results of the national education show that Indonesian tends to undergo inferiorly in the societal life. The inferiority of Indonesian towards foreign languages, especially English, results from the low competency of people in the society, particularly a social attitudes dimension to remain loyal, proud, and responsible for using Indonesian in accordance with the norms. The facts obviously have grave implications on the future of the state language and the Indonesian people themselves. Indonesian expectedly becomes a main tool to strengthen the national identity that is more likely "far from the truth". In fact, the development of Indonesian as a language of science and technology is slow and any efforts made to improve the intellectual life of the nation are inhibited. Therefore, the implementation of Indonesian subjects at universities needs to be accelerated to increase university students' competence in mastering Indonesian in the form of self-expressions and the academic cultivation of character education.

*Corresponding author: Purwati Zisca Diana,
Universitas Sarjanawiyata Tamansiswa Yogyakarta, Indonesia.

Character education values are not only related to the cognitive level, but also the internalization of university students' real experiences in the community. Character education at the university level aims to empower students' character as a continuum of a character development at the previous levels of education. The character-oriented education to form the national character can be realized through the optimal role of language. Indonesian can help build the national character by discerning perceptions between the teaching and education considerably. The teaching of Indonesian is in line with texts that cover spelling, vocabulary, sentence and discourse. Indonesian education focuses on learners who learn Indonesian. The trend happening nowadays is mainly concerned with learning about the language and less focused on the learning of language and learning through language. Learning through language means listening to learn, speaking to learn, learning to read and writing to learn. In practice, all the language skills are required as an attitude of courtesy as part of character development (Setyawati, 2013: 742-743). The integration of character education in the Indonesian subject is not difficult to implement because learning Indonesian pertains to four language skills, namely listening, speaking, reading and writing. They become the standards of competence specified in the current curriculum. To achieve the competency standards through the basic competencies in higher education, each student is required to gain learning experience and practice using four language skills to form a winning personality (Andayani, 2013: 56). Thus, the integration of character education in the Indonesian subject perfectly matches the collaborative learning format (a collaborative learning). In fact, the characteristics of character education focus on building humans who make use of

their social skills (social skills) in the social life. Teaching Indonesian using a collaborative learning model will allow educators to teach values or character and academic domains simultaneously. For that reason, this study attempts to describe the integration of character education using a collaborative learning format in the Indonesian subject at different universities in the Special District of Yogyakarta, Indonesia.

LITERARY REVIEW

Collaborative Learning

Collaborative learning means learning through group work, instead of learning by working individually. To collaborate means to work together with others. In practice, collaborative learning means that students work in pairs or in small groups to achieve shared learning goals (Barkley, Cross and Major, 2012: 4). Collaborative learning is derived from the English word, that is, collaborative and learning. Collaborative means to work together and learning is to get knowledge or skills by learning (Webster's New World Dictionary in Kurniady, 2008: 50). Thus, collaborative learning is a process of gaining knowledge or expertise to learn to work together. Collaborative learning is an instructional approach that governs the learners to work in groups to achieve academic goals together (Stiggins, 1991: 98). The students interact to exchange ideas, explore a question, and complete a "project". This approach uses the interaction patterns of cooperation designed to facilitate the completion of a goal. Collaborative learning is a learning activity that helps steer students to learn actively, i.e., by giving the task to them to complete their work in small groups. The term collaboration has an idea of "exchanging ideas and active participation" (Lang & Evans, 2006: 53).

Du and Wagner (2011: 117) have found an effective way to collaborate, create and share knowledge with others to complete tasks collaboratively. In order to achieve effective learning and collaboration, several recent studies have attempted to specialize in the field of technology itself, technology infrastructure, pedagogy, society and overall management aspects. Results of Lee's research (2008: 53) reveal how negotiated improvements provide feedback through a collaborative effort to beginners and scaffolded subjects in doing tasks using different techniques such as jigsaw, spot-the-differences and open-ended-question. The findings in this study also show that a text conversation is procedurally equipped with a focus on a form through a collaborative fusion. Despite the fact that the experts are able to provide the steps, scaffolding is righteously possible for students to understand things such as correcting a mistake and noninterference as learners report the interference between the aims of experts and learners.

Eloia and Oskoz (2010: 51) emphasize the use of social technologies such as wikis and chatting, each of which has brought a new attention to collaborative writing in a second language. By analyzing the individual learner and collaborative writing, this study is set (a) to explore a second language students who use writing assignments in the wiki approach, (b) to investigate the interaction of synchronous collaborative learners when they discuss aspects of the content, structure, and other tasks related to the elaboration of writing and (c) to illustrate the perception of learners in both the individual and collaborative writing and impressions about the use of social

tools in a foreign language writing class. Analysis of the data shows that statistically significant differences are not clearly stated in terms of fluency, accuracy and complexity when comparing individual and collaborative tasks. Furthermore, analysis of learners approach to collaborative writing through social tools indicates that the wiki and chatting allow them to concentrate on writing components in a different but complementary subject, depending on their interaction in the wiki or chatting. Research by Bailey, Dale, and Squire (1993: 162) suggests some reflections on collaborative language teaching. The collaborative teaching includes (1) teaching experience of collaboration that has been carried out, (2) describing the process of a team that will be used through the planning stages, and (3) teaching and learning to follow up the offer. Collaborative learning is a structured learning activity that discusses the development of students' learning. All stresses the importance of collaborative learning methods that support the interaction and individual accountability. According to Barkley, Cross, and Major (2012: 153), collaborative learning technique has thirty techniques from the simplest to the most complex. Preparation of collaborative learning techniques (CoLT) is divided into five different categories broadly, as shown in Table A.

The linkage between the results of the previously mentioned research and this study is the selection of collaborative learning strategy as one of the models of effective learning and innovation. Another linkage between the results of the previous studies and this research is that both have the same goal, namely to maximize the active participation of university students in learning. Basically, university students require various patterns of teaching, so that they can open their horizons and are able to absorb more information with regard to the academic domain and the environment. All in all, collaborative learning is an effective teaching technique when compared to conventional teaching techniques.

Character Education

Character education is the education intended to carve the character through the process of knowing the good, loving the good, and acting the good, namely the educational process that involves cognitive, emotional, and physical aspects, so that the noble character could be etched into a habit of the mind, heart, and hands (Muslich, 2011: 151). According to Lickona (2012: 84), good character education should involve not only the aspect of knowing the good (moral knowing) but also desiring the good or loving the good (moral feeling), and acting the good (moral action). Without a good character education, all human beings will be the same like robots indoctrinated by something familiar. It is thus clear that the character is developed through three steps, namely to develop moral knowing, moral feeling, and moral action. Ki Hadjar Dewantara believes that education is the effort to promote the growth of manners (the inner strength and character), mind (the intellectual faculty), and the child's body. The components of a child's character, mind, and body should be integrated to promote the fullness of life. Ki Hadjar Dewantara interprets that character education is an integral part of education (Samani and Hariyanto, 2013: 33). Ki Hadjar Dewantara's concept of *among* system of education (in Samani and Hariyanto, 2013: 33) includes *ingngarsa ing ngulu ing manungsa* (a teacher gives a good example in the presence of students), *ingmadya mangunkarsa* (a

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teacher gives a good example among the students, so they jointly contribute ideas and meanings in addition to giving opinions; they are also encouraged to develop initiatives or ideas, and *tut wurihandayani* (a teacher keeps supporting the educational objectives, so they are achieved successfully and the students are motivated and given psychological support to achieve the goal of education). In line with Lickona's views, the teachings of Ki Hadjar Dewantara (2011: 23) have become the guideline of character education in the *Tamansiswa* education. One of the Indonesian core values is the legacy of Ki Hadjar Dewantara's philosophy called *Tringath* that includes *ngerti*, *ngrasa*, and *nglakoni*. Ki Hadjar Dewantara reminds that among all teachings of life, it is important to profess life in relation to understanding, awareness and serious implementation. To know and to understand (*ngerti*) are not enough; what is more likely needed is to feel what has been realized (*ngrasa*), and life is meaningless if people can neither carry out things nor keep competing (*nglakoni*), as illustrated in Table B.

To feel what has been understood or implemented is insufficient, and to impart knowledge without consciousness and an understanding will not yield any results. Science without charity is like a tree that does not bear fruit, in Javanese it is commonly called, *ngelmutanpalakukothong*, *lakutanpangelmucupet*. Knowledge without action is empty and action without knowledge is limp. Therefore, to make knowledge applicable, it should be enriched with action, otherwise it is useless.

RESEARCH METHODOLOGY

1

Type of Research

This research used a qualitative descriptive method because the data were collected in the form of words, pictures, and not numbers (Moleong, 2010: 11).

The researchers collected much information related to 1) the implementation of the Indonesian language learning that had been done in Yogyakarta-based universities; and 2) the form of collaborative learning in the Indonesian subject to strengthen the character education in Yogyakarta-based universities.

Research Subjects

The research subjects were faculties and students involved in the learning of Indonesian in Yogyakarta-based universities. The research included 8 professors and 200 university students. The sampling technique was applied using a purposive sampling, i.e., a sampling adapted to the purpose of research (Sukmadinata, 2012: 254).

3

Data Collection Techniques

Data collection techniques in this study refer to the concepts of Sukmadinata (2012: 216) namely observation, interviews, and questionnaires. Observations were carried out as planned and controlled. The researchers conducted observations during lecturing processes. Observation activities were also equipped with blank papers, or checklists to be filled out by the informants. Interviews were conducted structurally. The data on the implementation of Indonesian subject were collected from respondents (lecturers and students). The questionnaire aimed to obtain information on learning strategies and the integration of character education in the Indonesian subject conducted in universities. Respondents were targeted faculties and students as competent authorities.

Data Analysis Technique

To analyze the data, an interactive model was used. Therefore, researchers' activities moved from the onset of data collection. Implications of the data reduction were that these activities focused on simplifying the data obtained from the records.

Table A. Categories of Collaborative Learning Techniques (CoLT)

No.	Categories	Descriptions
1.	Discussion	Interaction and exchange of students can be realized primarily through spoken words.
2.	Reciprocal Teaching by Friends	University students have a goal to help each other to master the subject content and build a skills-based discipline.
3.	Solving Problems	University students focus on the practice of problem-solving strategies.
4.	Graphical Information Management	Groups use visual tools to manage and display information.
5.	Writing	Students write to learn the content and essential skills of lectures.

Source: Barkley, Cross and Major (2012: 145)

Table B. Similar Characteristics of Character Education Coined by Thomas Lickona and Ki Hadjar Dewantara

CHARACTER EDUCATION			
Thomas Lickona	Ki Hadjar Dewantara	Components	9 Pillars
1. <i>Moral Knowing</i>	1. <i>Ngerti</i>	Moral Consciousness Knowing moral values Making perspectives	1. Love God and all His creations, 2. Self-reliance and responsibility 3. Honesty/trustworthy, wisdom 4. Respect and manners 5. Generous, helpful, and mutual cooperation 6. Confident, creative, hard working 7. Leadership and justice 8. Good and humble 9. Tolerance, love peace, and unity
2. <i>Moral Feeling</i>	2. <i>Ngroso</i>	Moral reasoning Decision making Pengetahuandiri	
3. <i>Moral Action</i>	3. <i>Nglakoni</i>	Conscience Self-respect Empathy Love goodness Self-control Humility Competency Willingness Habit	

This process reinforced, shortened, and discarded in a way that the conclusions of research could be drawn. It was ongoing until the end of the study or the report completion. Reduced data were then presented. Presentation of data in the form of a series of sentences was arranged logically and systematically, so it was easy to understand when reading and allowing it to be made an action (Miles and Huberman, 1992: 15-21; McDonough and McDonough in Cohen, *et al*, 2000: 108). Conclusions and verifications began with provisional conclusions. The implementation of conclusions was done by tracking back the data presented. Motion repetitions were undertaken quickly because of the possibility of emergent new ideas at the time of writing by looking back at the data presented that might occur. Final verification was done by a more thorough discussion with an informant or informants. The diversity of verification intended for the meaning of the data can be proven validity, so the conclusions of research become much stronger and more meaningful (Creswell, 2012: 276-283).

Research Settings

The research locations were in Yogyakarta-based universities. The selected universities as research locations were (1) Universitas Sarjanawiyata Tamansiswa Yogyakarta (UST), located at Jalan Kusumanegara 157 Yogyakarta; (2) Universitas Ahmad Dahlan Yogyakarta (UAD), located at Jalan Kapas 9, Semaki, Umbulharjo, Yogyakarta; (3) Universitas Sanata Dharma Yogyakarta (USD), situated at Mrican, TromolPos 29, Yogyakarta 55002; and (4) Universitas Negeri Yogyakarta (UNY), located at Jalan Colombo 1 Yogyakarta 55281. The choice of locations depended on the consideration of humanities and disciplines. Besides, the researchers considered the complexity of the nature of the universities. Three private universities had a different basis of background. UST is a private university that has nationality (universality) as its brand image. UAD is a private university that has a religious foundation (Kemuhammadiyah). USD is a private university that has a Catholic religiosity foundation. UNY is a public university located in Yogyakarta. This research was carried out from March to May 2014.

DATA ANALYSIS AND FINDINGS

Observations show that four universities did not use collaborative learning strategies and the integration of character education in the Indonesian subject. Lectures were carried out conventionally. Interviews results proved that firstly, the entire Indonesian lecturers had the same opinion, namely the Indonesian subject was very important to serve as a compulsory subject in universities. Secondly, Indonesian subject was expected to equip students with scientific writing. In addition, they were also able to use Indonesian in daily life, and understand how the science of Indonesian in the form of language skills, namely listening, speaking, reading, and writing. Consequently, the students were expected to be able to implement these language skills well, besides they were able to write a scientific paper including speaking scientifically. This was reinforced by the statement of Rishe Purmana Dewi, M.Pd., as the Indonesian lecturer at Universitas Sanata Dharma Yogyakarta and Mrs. Primasari, M.Pd., as the Indonesian lecturer at Universitas Sarjanawiyata Tamansiswa (in the interview). Thirdly, the use of textbooks in the Indonesian subject was not optimal. So far, books were used as references

of the Indonesian subject, like textbooks that were not written by the lecturers. Although, some of the lecturers used textbooks (written by the concerned lecturers), the contents still had drawbacks. In the preparation of textbooks, some components were included such as basic competence, indicators, learning objectives, learning materials, learning procedures, evaluations, and reflections. However, not all the components covered in the compiled textbooks. The purpose of developing the textbooks was related to the interests of the students (to support learning) and the interests of lecturers (to increase productivity in writing and increase the number of credits). Students were more excited, and proud of attending a lecture when the books were used as references by the lecturers to support the career and the existence of the faculty. Fourthly, the Indonesian subject can be expected in the future (1) to contribute to the students in reading scientific activities aimed at enhancing productivity of scientific and scholarly writing; (2) to relate to the textbooks that had not been produced, so the future expected textbooks for Indonesian courses can be arranged in advance by the concerned lecturers in accordance with the development of sciences and disciplines that are taught; (3) the integration of character education in the textbooks of Indonesian subject did not exist. Therefore, the participation of the Indonesian lecturers was needed to contribute improvement; (4) in connection with the learning strategy of the Indonesian subject, improvements in terms of conventional and innovative learning strategies were required to make collaborative learning updated so as to materialize the good cooperation among lecturers and students (based on the interview with Sudaryanto, M.Pd., as a lecturer at Universitas Ahmad Dahlan Yogyakarta).

Results of interviews with students were related to their perceptions of the implementation of Indonesian subjects to be taught in universities. The reason was that the Indonesian subject was extremely necessary to be taught in universities to hone students' language skills in the Indonesian courses through which students were expected to speak the language correctly and politely. In addition, it can also increase the repertoire of knowledge about writing papers (scientific papers), so that students can create written works well without difficulties. Another reason was that the Indonesian course formed students' character and personality. Students' perceptions regarding the character education courses integrated into Indonesian showed (1) learning Indonesian can be used as a tool to shape the personality and character of students; (2) the term "language indicates the nation" can be interpreted that the language indicates a character or language shows personality. Thus, students' characters can be viewed from their language politeness and courteous behaviors that accompany the language used; (3) through the Indonesian learning, students can use the Indonesian properly, reducing the slang language; and (4) it can instill honesty, discipline and responsibility when completing tasks. In line with collaborative learning in the Indonesian subject, the results showed that most students needed support and collaborative learning approach to encourage them, to establish good cooperation between students, and students and lecturers. However, students thought that it would be better to complete the task individually because members of the groups did not take part in the completion of the tasks. The results of interviews with students were reinforced with a questionnaire that researchers spread. The questionnaire was used to measure students' perceptions of the implementation of the Indonesian courses, collaborative-based

learning, and reinforcement of students' character education. Results of the distributed questionnaires to students showed 90% of students who stated that the Indonesian courses needed to be taught in universities, whereas 10% of students stated that Indonesian subjects should not be taught in universities. Indonesian subject was a difficult subject, stated by 86.67% of students, in fact, the Indonesian learning was not merely proficient in communicating the language, but learning Indonesian meant studying Indonesian. Meanwhile, 13.33% of students stated that the Indonesian was an easy course because it had been taught since elementary school. In addition, students assumed that it was easier to learn English or other foreign languages rather than learning Indonesian, proven by the results of the questionnaires that showed 73.33% of students stating more difficulties in learning Indonesian, and 26.67% of students stated that it was easier to learn Indonesian. Furthermore, 83.33% of students stated that attending the Indonesian courses was not only required to understand the scientific writings, but also to be able to master the language skills namely listening, speaking, reading, and writing, reinforced by the statement of 90% of students. For this reason, in order to write scientific works well, students need to master the other aspects of language skills, namely listening and reading. Students could produce good writing if they mastered and understood a lot of information, insights, and knowledge gained from reading and listening, while to produce a more perfect writing, speaking skills are also required, to discuss and generate feedback, suggestions, and criticism to enhance posts. Meanwhile, 16.67% of students stated that the Indonesian courses only focused on writing scientific papers.

Instead, 86.67% of students agreed with the integration of character education for students attending Indonesian courses, and as much as 13.33% of the students stated that the character education did not need to be integrated into Indonesian subjects, but the subjects tended to separate the cultivation of character education. By integrating character education into Indonesian subjects, 70% of students stated that students can do the work honestly without copying or pasting from the internet or adapting other works, 30% of students could not be affected by the integration of character education. The collaborative learning in Indonesian subjects is expected to support effective learning processes, because it can encourage students to establish good cooperation between students, and students and lecturers, as much as 83.33% of students agreed with the statement. The collaborative learning in Indonesian subjects can establish good cooperation between students for the completion of the group tasks, as expressed by 93.33% of students. In addition, 96.67% of students concluded that in the collaborative learning, students can control emotions during discussions and they can appreciate the differences of opinions.

Conclusion

To sum up, the Indonesian subject is very important to serve as a compulsory subject in universities. The integration of character education in Indonesian courses is necessary to better form the character of students. The procedures of innovative learning (a collaborative learning) should be applied as a solution to students' boredom in attending lectures and in doing activities in Indonesian subjects that tend to be monotonous and not varied, so it is urgent to train students in collaborating to solve problems implied in the lecture materials.

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