

# COOPERATIVE LEARNING IN PACKAGES B

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**Submission date:** 15-Feb-2021 05:08PM (UTC+0700)

**Submission ID:** 1509946253

**File name:** 20151902-cooperative-learning.pdf (374.78K)

**Word count:** 4727

**Character count:** 26818

## COOPERATIVE LEARNING IN PACKAGES B

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### ABSTRACT:

This research aims to develop a models of cooperative learning to improve social intelligence, by maximizing the involvement of learning community in planning, organizing, implementing, coaching, assessment and development. The underlying theory of this research was: Theory of andragogy, cooperative learning theory, theory of social intelligence, the concept of Package B program and the concept CLC. The approach used in this study is a qualitative approach and descriptive quantitative with this type of research.

The method used is a method of Research and Development (R & D) which includes the following activities: (1) a preliminary study, (2) the formulation of a conceptual model, (3) validation experts and the revised model, (4) trials of phase 1, (5) revision of test Phase I trial, (6) phase II trial, (7) improvement of the model (validation), and (8) determination of the model. Experimental design used in this study with a quasi experiment design "The one group pretest-posttest design". The results show the development of: (1) Objective Conditions of the learning process has not been implemented to improve the social intelligence of the learning community of Packages B at PKBM in Gorontalo city. The learning process was carried out only as a mere transfer of knowledge, the phases of learning models have not been implemented properly. (2) Validation of experts have produced a cooperative learning model that can enhance social intelligence (conceptual model). (3) The cooperative learning model

that has been implemented through trials was effective in improving social intelligence. This indicated by increasing social intelligence of learning community both during learning process and after learning.

### INTRODUCTION:

According to UNESCO, effective learning in this century must be oriented towards four pillars, namely, (1) learning to know, (2) learning to do, (3) learning to be, and (4) learning to live together. The four of them can be explained that in the educational process through various learning activities students are directed to acquire knowledge about something, apply or apply what they know in order to make themselves a better person in social life with other people.

In order to realize ' learning to know, tutors have various functions, one of which is as a facilitator, namely as a peer in dialogue and discussion with learning citizens in order to develop mastery of certain knowledge and knowledge. Learning to do (learning to do something) will work if schools facilitate citizens to learn to apply their skills owned so that it can develop and can support the success of the learning community later.

Learning to be (learning to be someone) is closely related to talents and interests, physical and psychological development, personal typology of children and environmental conditions. For an aggressive child, the self-development process will run if given sufficient opportunities to be creative. On the other hand, for children who are passive, the role of tutors, directors and facilitators, is

needed to foster their confidence in learning and self-development activities. Furthermore, the habit of living together, respecting each other, being open, giving and receiving needs to be developed, including in the teaching and learning process in schools. Such conditions allow the process of 'learning to live together' (learning to live a life together).

Cooperative learning model is a learning model that prioritizes the existence of groups. Each learning citizen in the group has different levels of ability (high, medium, low). The cooperative learning model prioritizes cooperation in solving problems to apply knowledge and skills in order to achieve learning goals.

Cooperative learning is learning approach through a small group of people learn to work together to maximize the learning conditions in achieving the learning objectives. Cooperative learning is learning that consciously and systematically develops interactions whose implementation, shows a willingness and ability to participate positively in carrying out learning activities, and creates educational communication in learning due to the intervention of cooperative learning models carried out by facilitators on learning citizens. (c). The cooperative learning model developed has been able to facilitate tutors, so that they are able to carry out a participatory and collaborative learning process based on their learning needs, and open access to fulfill the needs of increasing the social intelligence of learning citizens.

## LITERATURE REVIEW:

To discuss the theory of cooperative learning in this study, based on the opinions of experts by looking at each other's point of view, as stated by Davidson and Warsham (1992: 34) that, the cooperative learning model is teaching and learning activities in small groups..

On the other hand, Jerome Brunner (1996: 56) in his classic book "To word a Theory of Introduction ", which views from a social point of view the teaching and learning process explains that the deep need of humans to respond to others and to work together with them to achieve goals, which is where it is they call it reciprocity (mutual relations). Brunner also argues that reciprocity is a source of motivation that can be used by educators to stimulate learning activities.

The concepts of Brunner and Maslow (1996: 57) underlie the development of collaborative learning methods that are so popular in the sphere of education today. Placing students in groups and giving them tasks that require them to depend on each other to do them is a great way to take advantage of learners' social needs. They are more likely to be more involved in learning activities because they do it with friends which leads to further relationships. In a study of cooperative participant students learn by working together to arrive at an optimal learning experience, both individual and group experiences experience. Therefore, the cooperative learning model is based on theories of cognitive development, treatment, and social standards. Brunner and Maslow (1996: 57) explain that there are three basic theories in the cooperative learning model of Cooperative Learning, including:

### 1. Ausubel Theory

David Ausubel (1996: 46) is an educational psychologist. argues that the material for the students to be learned must be "meaningful", which is a process of linking new information to relevant concepts contained in a person's cognitive structure, namely facts, concepts, and generalizations that participants have learned and remembered. students.

Ausubel (1996: 68) says, meaningful learning is a learning process where new

information is linked to the understanding structure that is already owned by someone who is in the learning process. Meaningful learning occurs when students try to link new phenomena into their knowledge structure. That is, the material for students must match the abilities of students and must be relevant to the cognitive structure<sup>24</sup> that students have. Therefore, students must be associated with concepts that students already have, so that these new concepts are really absorbed and understood by students. According to Ausubel (1996: 67) , suitable problem solving is more beneficial for students and is an efficient strategy in model learning. The strength and meaning of the problem- solving process in each lesson lies in the ability of students to take roles in groups. To expedite the process, direct guidance from educators is needed, both verbally and with examples of action, while students are given the freedom to build their own knowledge.

## 2. Piaget's theory

According to Piaget (1996: 88), each individual experiences the following levels<sup>15</sup> of intellectual development: (1) motor sensory (0-2 years); (2) preoperative (2-7 years); (3) concrete operations (7-11 years); and (4) normal operation (11- and over between 12-14 / 15 years).

Referring to Piaget's theory, the cooperative model can be implemented at the junior high school level (age range 12-14 / 15 years), which is included in the formal operational level category , because during this period the child can use more complex operations, in this case the model cooperative learning can be applied to the Package B program.

## 3. Vygotsky's Theory

According to Vygotsky (1997: 54), learning is a development of understanding,

namely spontaneous and scientific. Spontaneous understanding is the understanding obtained from everyday experiences of children. Meanwhile, scientific understanding is the meaning obtained from the classroom, or obtained at school. In Vygotsky's theory, it is also explained that there is a direct relationship between the cognitive domain and the socio-culture. The quality of thinking of students is built in the classroom, while social activities are developed in the form of cooperation between one student and other students who are more capable under the<sup>18</sup> guidance of adults, in this case educators in an atmosphere of togetherness among fellow group members. In addition, the cooperative learning model is also often interpreted as a cooperative motive, in which each individual is faced with prepositions and choices that must be followed whether to choose to work together<sup>32</sup>, to compete, or individually. The use of cooperative learning models is a process that requires participation and cooperation in groups.<sup>23</sup>

From some of the opinions above, it can be concluded that the cooperative learning model is a strategy that places students learning in groups of 4-6 students with different levels of ability or gender or background.

Anita, Lie, (2004: 77) explained that cooperative learning must emphasize teamwork in groups to achieve the same goal. Therefore, the cultivation of cooperative learning model skills needs to be done, including respecting other people's opinions, encouraging participation, courageous questions, encouraging friends to ask questions, taking turns and sharing tasks.

Slavin (1995: 44) said learning model cooperative has been known for a long time, when the educator encourage the learners to work together in certain activities such as discussions or teaching by peers (peer teaching).



In addition, the flow of the teaching and learning process does not have to be like the usual conventional learning that has occurred so far, namely teacher-centered learning which should, in fact students can also learn to teach each other which is much more effective than learning that is only centered on educators..

Johnson and Johnson (1994: 56) suggest that the cooperative learning model is doing something together by helping each other as a team to achieve common goals. The cooperative learning model also means learning together, helping one another in learning and making sure everyone in the group achieves a predetermined goal or task. The success of learning from groups depends on the abilities and activities of group members, both individually and as a group. With groups of students get a wider opportunity to practice attitudes and behaviors to participate in social situations that are meaningful to them. Furthermore, Ibrahim et al (2000) likened the cooperative learning model to two people carrying a block. The beam will be carried together if the two people are successful in carrying it.

In this learning, a broader interaction will be created, namely the interaction and communication between educators and students, students and students, and students and educators (multi-way traffic communication). Cooperative learning is a student learning activity carried out in groups. The group learning model is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated (Sanjaya 2006: 239).

Johnson (in Hasan, 1996) also explains that cooperative learning is a grouping technique in which students work towards collective learning goals in small groups which generally consist of 4-5 people. Cooperative learning is the use of small groups in learning that allows students to work

together to maximize their learning and learn from other members in the group. It is also emphasized that cooperative learning strategies are a series of learning activities carried out by students in groups to achieve goals. Learning that has been set. There are four important things in the cooperative learning strategy, namely: (1) the presence of students in groups, (2) the existence of a role in the group, (3) the existence of learning efforts in groups, (4) the competence that must be achieved by group. With regard to the grouping of learners can be determined based on: (1) the interests and talents of students, (2) the background of the ability of learners, (3) a blend of interests and talents of learners and the background of the ability of learners.

Nurulhayati, (2002: 25-28), suggests five basic elements of the cooperative learning model, namely: (1) positive dependence, (2) individual responsibility, (3) social skills, (4) face to face, and (5) group process evaluation.

Positive dependence is a form of cooperation that is very closely related between group members. This cooperation is needed to achieve goals. Learners really understand that the success of a group depends on the success of its members.

The purpose of individual accountability is that the group depends on the individual learning method of all group members. Accountability focuses group activities in explaining the concept to one person and ensures that everyone in the group is ready to face other activities where students must accept without the help of group members. The ability to socialize is an ability to work together which is usually used in group activities. Groups do not function effectively if students do not have the necessary social skills.

Each group was given the opportunity to meet face to face and discuss. This interaction activity will provide students with a form of synergy that benefits all members. Educators

12 schedule time for the group to evaluate the group work process and the results of their collaboration so that later they can work together more effectively.

In line with these explanations Siahaan (2005: 2) express five essential elements that are emphasized in cooperative learning, namely: (a) positive interdependence, (b) the interaction of face (face-to-face interaction), (c) the individual's responsibility (individual responsibility), (d) social skills, (e) group processing occurs.

### RESEARCH METHODS:

The research activities of cooperative learning model development for the improvement of social intelligence citizens studying in the SL are designed to implement approaches research and development (research and development).

3 The steps in implementing R & D as stated by Borg and Gall (1989: 624) are: (1) starting with researching and gathering information, through reading literature, making observations, and preparing reports on development needs, (2) planning and making prototype components to be developed, including 28 refining abilities / skills to be developed, formulating objectives, determining the sequence of activities, and making special measurement scales, (3) developing initial prototypes, such as preparing textbooks and lifting evaluations, (4) conducting limited trials towards the initial model, (5) revising the initial model, (6) conducting field trials, (7) revising the trial results, (8) operationalizing the tested model, (9) making final revisions to the model, and (10) conduct dissemination or model dissemination.

The research data were collected through interviews, observation, questionnaires, documentation studies, and focus group discussions. Interviews and

observations were used to observe the objective conditions of cooperative learning in the package B program in PKBM in Gorontalo City. Documentation studies and focus group discussions are used to reveal the data needed in the development of a cooperative learning model in the package B program which can hypothetically increase the social intelligence of learning citizens in PKBM in Gorontalo City.

### 7 RESULTS AND DISCUSSION:

#### A. Research result:

##### 1. Description of the Objective Conditions of Cooperative Learning in PKBM Gorontalo City

The learning objective conditions in Package B as the subject of this study are based on standards imposed by the Government, especially those

Based on all the descriptions above, the steps for developing the model are comprehensive, then a hypothetical model of cooperative learning model is formulated for increasing the social intelligence of learning citizens package B in the form of the following picture:

##### 4) Success Indicators

In accordance with the aim of developing a cooperative learning model for increasing the social intelligence of learning citizens in Package B at PKBM, indicators of success include increasing social intelligence of learning citizens, including: (1) at least 75% Situational awareness of learning citizens increases and is applied in learning, (1) 2) at least 75% of the presence of learning citizens increases and is applied in learning, (3) at least 75% Authenticity increases and is applied in learning, (4) at least 75% Clarity increases and is applied in learning, (5) at least Lack of Empathy learners increased and applied in

learning. All of these indicators are in the good category.

## **2. Model Implementation:**

In cooperative learning for increasing the social intelligence of learning citizens package B in PKBM Gorontalo City, it can be done in several stages, namely the preparation stage, the implementation stage, and the evaluation stage. Testing in order to test the effectiveness of the model is carried out by the following steps.

Preparation stage, the activities carried out are: (1) compiling a tutor training program, recruiting and training prospective tutors, (2) developing a cooperative learning program; (3) determine the target group, (4) identify the target group, (5) study data on the target group, (6) determine priority needs and problems, (7) compile materials, (8) select and determine methods, (9) prepare learning media; (10) prepare a list of targets, (11) determine time and place.

Implementation Stage. Conducting observations during the learning process on an ongoing basis, noting things that happen both regarding the tutor and, the motivation, creativity of the learning community in participating in the lesson. To see the cohesiveness and linkages between one component and another and the effectiveness of the previously prepared program, we can compare the criteria. This reflective form in education is carried out through the following steps: (a) compiling a lesson preparation plan (RPP), (b) implementing learning in small groups with peer learning members and at the same time being carefully observed (c) analyzing and discussing the learning that has been done, and (d) planning the next stage of learning. These steps are taken aiming to further improve the understanding of the learning community in open learning in acute conditions.

Learning strategies like this can be expected that tutors can adopt, internalize, and actualize things that are experienced, observed, and applied. Thus the tutor will make more efforts to develop their competence according to the learning experience in increasing the effectiveness of learning, especially in Package B in PKBM Gorontalo City.

The implementation of cooperative learning is directed at increasing abilities in both theoretical and practical forms. In theory, citizens learn to understand social intelligence properly and correctly while in practice, learners can apply the theories they get during the learning process. The theoretical material is slightly different from the practical material. Material theory leads to the ability of citizens to learn to understand the material, while practice is directed at increasing their social intelligence. Both activities are carried out with a social skills process approach.

## **3) Evaluation Phase**

The evaluation stage is carried out based on the criteria and instruments that will be used to assess the effectiveness of the learning model. Evaluation of the effectiveness of the model is carried out by observing the social intelligence behavior of the learning community in implementing learning in PKBM Gorontalo. The observed social intelligence includes; Situational awareness, Presense, Authenticity, Clarity, and Emphaty

Evaluation of the impact of the implementation of the model (outcome), carried out in reflective activities to determine the ability of learning citizens, is carried out through observation of learning citizens in implementing learning. Observations or observations are made carefully by the researcher. The results of the observations are then discussed to provide mutual input to improve the social intelligence of the observed



learning citizens, to improve further learning. listed in Government Regulation Number 19 of 2005 concerning National Education Standards. In fact, according to the findings in the field from 3 to 5 September 2011, according to the results of interviews with several managers in several PKBM Gorontalo City, it was found that the learning process in the Package B program generally still uses conventional learning, namely tutor-centered learning.

In detail, the objective conditions for the implementation of cooperative learning for increasing the social intelligence of learning citizens of Package B in PKBM Gorontalo City can be described as follows: (1) The cooperative learning model has not been fully implemented in the Package B program in PKBM Gorontalo City, (2) There is a concern that cooperative learning will only cause chaos in the classroom, and students will not learn if they are placed in groups. (3) There are many negative impressions about collaborative activities or studying in groups. (4) Learning residents do not like being asked to cooperate with other people. (5) Active and diligent learning citizens feel they have to work more than other learning citizens in the group, while learning citizens who are less able feel inferior because they are placed in a group with smarter and more active learning citizens. (6) Smart learning societies feel that their less fortunate friends are just riding in on their hard work. (7) There is a feeling of anxiety among group members about the loss of personal characteristics or uniqueness because they have to adjust to the group.

This study is directed at exploring the internal factors of the factual learning model in Package B at PKBM which are assumed to affect the social intelligence of learning citizens in participating in learning programs and the ability of tutors / tutors in building learning programs. In addition, various problems

related to the implementation of learning that take place at PKBM will also be discussed.

## **DISCUSSION:**

The procedure adopted in developing this cooperative learning model goes through four stages, namely: (1) planning, (2) implementation, and (3) evaluation. Each of these stages can be explained as follows:

### **1) Planning Stage:**

The planning stage in implementing this model involves several activities, including: a) Identification of learning needs, taken in two stages, namely: first, interviews with the Head of the Equality Education Section for PNFI, Gorontalo City and the Chairperson of PKBM. The interview technique uses open interviews to obtain an overview of the tutor's learning needs. Second, identify the learning needs of each tutor using the learning needs identification format, and complete with interviews to obtain an overview of the tutors' learning needs related to the development of their competence in learning. b) determine learning needs based on priorities, learning needs are determined based on the largest portion of the identification results filling in the identification and interview format. This step was taken to avoid too diverse learning needs and the learning resources needed. Determination of learning needs, used as the basis for setting learning objectives, subject matter of learning, learning strategies or approaches, as well formulation of evaluation tools to be used. c) Identification of learning sources, namely selecting and determining tutors who can be involved in assisting learning in education, in addition to the researchers themselves as tutors, also recruiting lecturers from the PLS Department and lecturers from the Department of Curriculum and Educational Technology who are considered competent in



the educational material to be provided. In addition to choosing tutors, other learning sources that support learning activities are also selected, namely in the form of teaching materials. Teaching materials are determined in accordance with the results of identification of needs, which include printed teaching materials (textbooks), and teaching materials developed by the tutor. d) Identification of learning citizens; are citizens of learning who take lessons in PKBM Gorontalo City.

## 2) Implementation Stage:

The implementation of skills education activities is oriented towards cooperative learning strategies. This strategy is projected on professional interaction conditioning by maintaining a transmission (transfer), transactional, and collaborative learning approach. In learning the tutor acts as a learning resource to facilitate the learning process activities with the following steps: Phase-1 Present goals and set (conveying objectives and preparing students). Phase-2 Present Information (presenting information to students verbally). Phase-3 Organize Students Into Learning Teams (Provide explanations to students about the procedures for forming learning teams and helping efficient transition groups). Phase-4 Assist team work and Study (Helping teams as long as students do their work). Phase-5 Test on The Materials (Testing the knowledge of students about various learning materials or groups presenting their work). Phase-6 Provide Recognition (Preparing a way to recognize the efforts and achievements of individuals and groups).

## CONCLUSION:

1. The implementation of model development is carried out through testing and testing the cooperative learning model application.

This cooperative learning model trial was conducted twice. From the results of this trial, it is hoped that a conclusion can be drawn that describes the characteristics of the expected development of the cooperative learning model. The procedure for implementing this trial is carried out through three main activities, including: forming an experimental group and a control group that refers to the steps of each learning model, implementing learning, and giving post-tests to the experimental group and the control group with the same test material.

2. The effectiveness of the cooperative learning model developed has shown effectiveness in the acquisition of learning outcomes supported by systematics and adaptive relationships between components so that it can be implemented by facilitators as learning resources and by learning citizens in making efforts to increase social intelligence. Increasing social intelligence is the behavior of learning citizens, which includes indicators: (1) situational awareness, (2) presence, (3) authenticity, (4) clarity and empathy.

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