

THE EFFECTIVENESS OF THE COOPERATIVE LEARNING MODEL ON STUDENTS' ACTIVITIES AND LEARNING OUTCOMES IN CITIZENSHIP EDUCATION CURRENT DISCUSSION OF CORRUPTION ERADICATION EFFORTS IN SMA NEGERI 15 GARUT.

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Abstract

Marwan Setiawan, Effectiveness of the Cooperative Learning Model on Student Activities and Learning Outcomes in Citizenship Education Subjects The Main Discussion Efforts to Eradicate Corruption at SMA Negeri 15 Garut. This study aims to determine the application of the Cooperative Learning model to student learning activities on the results of Civic Education (Civics) class X IPS SMA Negeri 15 Garut. The research is based on the findings in the field that students' understanding of the concept of reflection and translation is still weak, so that many misconceptions occur in this sub-topic. One of the causes of the weak understanding of students is the lack of involvement of student activities during learning. So it is necessary to choose an appropriate learning method and can involve student activities to the maximum. One method that can form and develop self-confidence in students, so that students can understand and develop basic concepts with better ideas is the Cooperative Learning model using the Learning Together method, which is an easy way to absorb information, study together in groups. foster interactive, mutual help, and minimize the difference between high-low learning activities and learning outcomes according to the program. The hypothesis proposed is the use of the cooperative learning model can increase the effectiveness of Civic Education learning in the subject of Corruption Eradication Efforts in class X SMA Negeri 15 Garut. The research method uses the Quasi Experimental Design method, in the form of Nonequivalent Control Group Design. In this model, treatment begins, both groups are given an initial test or pretest to measure the initial condition (O1). Furthermore, the experimental group was given treatment (X), after completing the treatment both groups were given another test as a posttest (O2), while the control group after the initial test (O3) was not treated as in the experimental class, learning was carried out as usual (conventional).), then given the test (O4). The study population was limited to class X SMA Negeri 15 Garut in the 2010-2011 academic year from 9 classes, only 2 (two) classes were taken which were used for evaluation at different times and places in the same semester. As many as these two classes, can have characteristics that are representative (represent) as a sample of the population. In science lessons, especially Citizenship Education class X can only take one subject. Researchers, only examined the subject of Citizenship Education with the subject of Corruption Eradication Efforts. The variables considered include multiple paradigms with two dependent variables. The effectiveness of the cooperative learning model (X), student learning activities (Y1) and student learning outcomes (Y2). Analyzing the research data, used validity and reliability tests, t-test with the help of the SPSS.19 for Windows program. The results of this analysis, may be useful to add insight to teachers in improving teaching skills. Teachers need to use appropriate and effective learning models. Teachers in the field of Citizenship Education studies, should always use the Cooperative Learning learning model, because it is proven that this model can encourage the effectiveness

of student learning outcomes, and has provided opportunities for students to develop themselves democratically, think critically, creatively, innovatively, excite, interesting, fun, arouse desire, self-confidence, perseverance, enthusiasm, competitive, optimistic, persistent, active in reading and looking for learning resources independently. In this model students are no longer used as objects but students are used as subjects to study together and discuss them in solving problems according to the topics taught. The results of this study may be a recommendation to policy makers, and users and future researchers who are interested in conducting further research.

Keywords: Cooperative Learning, Activities and Learning Outcomes.

INTRODUCTION

A. Background of the problem

The teaching and learning process is a social interaction or reciprocal relationship between teachers and students, students with teachers, and students with students which takes place in an atmosphere of educational activities to achieve certain goals according to a predetermined program. The teaching and learning process is not only an activity of absorbing information, but also involving students and teachers.

In every activity of the teaching and learning process accompanied by the goal of achieving the teaching program, it means that the dynamics of interpersonal relationships between teachers and students are ongoing, it is very necessary for the existence of teachers as professional educators. Teachers must know enough and understand human nature, psychology, including emotional and classroom situations of success and failure. Teachers must be able to understand the condition of students' different abilities starting from the potential of students who have high and low abilities and the learning motivation of each student. To achieve a teaching program, the teacher must master and be able to choose the right learning method and be able to create an active and fun atmosphere for teaching and learning for students.

In line with the development of science and technology, there are also changes in the field of education, for example the curriculum is updated/improved and then developed, the formulation of educational objectives that are not appropriate is changed and the teaching and learning process methods that are still conventional are changed to fun methods, so that students enjoy and are interested in the subject.

Encho Mulyasa (2006:47) suggests that a factor causing the low quality of learning is that learning resources have not been utilized optimally, either by teachers or by students. This is further complicated by a hereditary condition, where the teacher dominates the learning activities. In the competency-based curriculum (KBK) the teacher no longer acts as the main actor/actress in the learning process, because learning can be done by utilizing a variety of learning resources. Thus there is no longer an assumption that new learning activities are said to be perfect if there is a lecture from the teacher. Likewise, students must be able to learn well without being accompanied by a teacher.

Teachers play a very important role in motivating students, teachers must be responsive to their students. Then provide encouragement so that students are active in the learning

process. One of the low quality of education is the lack of motivation to learn for students. This is indicated by the level of participation or activeness of students in the learning process is still relatively low.

According to Mohamad Surya (2000:7) suggests that the teacher plays a very important role. He must master the ins and outs of the internet and more importantly the ability to facilitate children's learning effectively. The teacher's role as an information provider must shift to become a learning manager with a number of specific roles, because the teacher is not the only source of information, but only one source of information.

Therefore, improving the quality of learning and teaching cannot be separated from the learning methods used by teachers. The success of the teaching and learning process can be seen from the input, process and output. One of the learning methods involving more active students in activities is using the Cooperative Learning (Learning Together) approach. In the implementation of the teaching and learning process using cooperative methods, the atmosphere will be more lively, because students help each other because of group work, the positive side for students who have low abilities will be helped, while the negative side for students with low abilities will depend on students highly capable, so the person concerned is not creative. The teaching and learning process can provide a meaningful experience for students in acquiring knowledge. Therefore, learning strategies must continue to be developed. Teachers, as educators, have the opportunity to develop better learning strategies.

Meaningful learning can be started by creating comfortable learning conditions. Therefore, as educators, teachers are required to be able to change learning activities into interesting activities by carrying out learning innovations, so that students will be encouraged to integrate various information received as knowledge and can express the ability to express opinions and ask questions. In order to achieve such learning, an active learning tool is needed to refer to the achievement of student competencies, especially in the subject of Citizenship. Fields of study taught in schools, as usual, include the dimensions of knowledge, skills, and values. Citizenship Education is a scientific material and subjects of knowledge, skills, and values that want to form good citizens, namely citizens who are patriotic, uphold truth and justice, are loyal to the nation and state, have a tolerant attitude, have faith, and devotion to God Almighty, and have a democratic attitude.

Efforts to eradicate corruption are the subject of Citizenship Education. While Citizenship Education is part of social science education (IPS) which discusses the relationship between humans and their environment. In the community environment, students grow and develop as part of the community, which is faced with various problems that exist and occur in the surrounding environment. The purpose of social science (IPS), experts often relate to various angles of interest and emphasis of the educational program. Gross (in Etin Solihatin, 2009:14) states that:

The purpose of Social Education (IPS) education is to prepare students to become good citizens in their lives in society, explicitly saying "to prepare students to be well-functioning

citizens in a democratic society". Another goal of social studies education is to develop students' ability to use reasoning in making decisions about every problem they face.

The subject matter/learning Efforts to eradicate corruption are given in the first semester of class X SMA/MA with basic competencies in analyzing corruption eradication efforts in Indonesia and showing participation in efforts to eradicate corruption in Indonesia. In this chapter, students are expected to master, understand and be able to explain about efforts to eradicate corruption in Indonesia (cognitive, affective and psychomotor) starting from the understanding, forms, driving factors, the impact of corruption, and how to prevent, repressive, efforts to eradicate corruption from corruption. from time to time, what is the role of society and what is the role of citizens through community organizations in eradicating corruption. Cooperative Learning (Learning Together), is not a new learning method, but teachers have used this method for years in task groups, discussion groups, laboratory groups and so on. Currently, the most widely used cooperative method is the Learning Together Model, students can work together cooperatively. The activeness, participation and creativity of each student are indispensable for the success achieved in the group, and not personal responsibility so that students with low abilities cannot work alone, and creativity is required, because one or two students in the group bear all the responsibility. joint responsibility.

The development of learning models from time to time continues to change. Traditional learning models are now starting to be abandoned and replaced with more modern models. One of the learning models that are now getting a lot of responses is the cooperative learning model or cooperative learning. In the cooperative learning model students are given the opportunity to communicate and interact socially with their friends to achieve learning objectives, while the teacher acts as a motivator and facilitator of student activities.

B. Formulation of the problem

Based on the description on the background, the formulation of the problem that can be put forward is as follows:

1. How are the learning activities of students who take part in learning by applying the Cooperative Learning model in the subject of Citizenship Education in the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut?.
2. How are the learning activities of students who follow conventional learning in the subject of Citizenship Education in the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut?.
3. Is there a difference in student learning activities for students who follow and those who do not follow the Cooperative Learning model in the subject of Citizenship Education with the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut?.

4. How are the learning outcomes of students who take part in learning by applying the Cooperative Learning model in the subject of Citizenship Education in the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut?.
5. How are the learning outcomes of students who follow conventional learning in the subject of Citizenship Education in the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut?.
6. Is there a difference in the learning outcomes of students who attend and those who do not follow the Cooperative Learning model in the subject of Citizenship Education with the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut?.
7. How is the correlation of the application of the Cooperative Learning model to the effectiveness of Citizenship Education subjects with the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut?.
8. How is the correlation between student learning activities and learning outcomes for Citizenship Education subjects with the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut?.

C. Research Objectives and Benefits

1. Destination

This study aims to determine :

- a) Learning activities of students who take part in learning by applying the Cooperative Learning model in the subject of Citizenship Education in the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut.
- b) Learning activities of students who follow conventional learning in the subject of Citizenship Education in the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut.
- c) There are differences in student learning activities for students who follow and those who do not follow the Cooperative Learning model in the subject of Citizenship Education with the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut.
- d) Learning outcomes of students who take part in learning by applying the Cooperative Learning model in the subject of Citizenship Education in the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut.
- e) Learning outcomes of students who follow conventional learning in the subject of Citizenship Education in the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut.

- f) There are differences in the learning outcomes of students who follow the Cooperative Learning model in the subject of Citizenship Education with the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut.
- g) The correlation of the application of the Cooperative Learning learning model to the effectiveness of Citizenship Education subjects with the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut.
- h) Correlation of student learning activities with learning outcomes of Citizenship Education subjects with the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut.

2. Benefits of research

After carrying out this research, it is hoped that it can be useful especially for students and teachers in the continuity of the learning process, as follows:

1. In learning Citizenship Education on the subject of Corruption Eradication Efforts using the Cooperative Learning model, it is hoped that differences will be obtained between students who take part in learning and those who do not take part in learning, then this model can be useful for teachers to use effective and efficient Cooperative Learning models in the teaching and learning process.
2. This research can add insight to teachers in improving teaching skills such as in interacting with students.
3. This research can provide learning opportunities for students to express their understanding freely about a topic being studied.
4. This research can contribute to schools to develop cooperative learning models in improving the quality of education.
5. This research is a reference material for researchers from research results to be expanded in other classes, and this model can be developed further.

D. Thinking Framework

Differences in the Cooperative Learning model on student learning outcomes.

1. In learning that uses the Cooperative Learning model, it is a form of group learning where students can learn to work together. However, there are members of the group of students who are lazy or some are individual, which causes the learning outcomes of students from these groups to be low. If using Cooperative Learning learning according to the subject and student learning styles appropriately, then student learning outcomes will be high.

2. Activity

Learning activities are activities that are both physical and mental. In learning activities, the two activities must always be related. If students have high activity, which is obtained from their environment, especially from the quantum teacher or already exists in

themselves, it will produce the impetus to learn with their activities that will produce better learning outcomes. On the other hand, students who have low activity, because the environment is not supportive, there is no impetus to learn, so that their learning outcomes are not good. It can be concluded that there are differences in the learning outcomes of students who have high activity with students who have low activity.

3. Learning that uses the Cooperative Learning model with the steps of the Learning Together method that is in accordance with the subject matter and is carried out appropriately and accompanied by student activities will produce high learning outcomes. It can be concluded that there is a learning interaction that uses the Cooperative Learning model with the steps of the Learning Together method and learning activities on student learning outcomes.

E. Research Assumptions and Limitations

1. Research Assumptions

If students take Citizenship Education lessons on the subject of Corruption Eradication Efforts with the Cooperative Learning (Learning Together) method, then student learning activities and productivity will be high, because cooperative students are encouraged to integrate various information received as knowledge, can express the ability to express opinions and ask questions, and students will also be active in conducting discussions or group work in solving problems of a topic being studied.

The outline of Citizenship Education subjects in the National Education Standards Agency (BSNP 2006:3) is as follows:

- a) Dimensions of citizenship knowledge (civics knowledge) which includes the fields of politics, law and morals. In more detail, civics knowledge materials include knowledge of democratic principles and processes, governmental and non-governmental institutions, national identity, rule of law (rule of law) and an independent and impartial judiciary, constitution, national history, rights and obligations. citizenship, human rights, civil rights, and political rights.
- b) The dimensions of civic skills include participation skills in the life of the nation and state, for example: actively participating in creating civil society, skills in influencing and monitoring the course of government, and political decision-making processes, skills in solving social problems, skills in coalition, cooperate, and manage conflict.
- c) The dimensions of civic values include, among others, self-confidence, commitment, mastery of religious values, noble norms and morals, values of justice, democracy, tolerance, individual freedom, freedom of speech, freedom of the press, freedom of association and assembly, and protection. against minorities.
- d) Efforts to eradicate corruption can be taught in schools as one of the subjects in the subject of Citizenship Education. This subject matter has entered the realm of

civic knowledge dimensions in the fields of political, legal and moral systems, including the national judiciary.

2. Research Limitations

a. The research population was limited to class X SMA Negeri 15 Garut in the academic year 2010-2011 which consisted of 9 classes, of these 9 classes only 2 classes were taken which were used for evaluation.

b. In science lessons, especially Citizenship Education class X can only take one subject. On this occasion, the researcher only examines the subject of Citizenship Education with the subject of Corruption Eradication Efforts.

F. Research Hypothesis

Based on the formulation of the problem stated earlier, in this study the following hypotheses were proposed:

The use of Cooperative Learning learning models and student learning activities can increase the effectiveness of student learning outcomes in subjects, especially Citizenship Education in the subject of Corruption Eradication Efforts in class X SMA Negeri 15 Garut.

G. Research Methods and Samples

1. Sample

The method of this research is to use the method. The research method uses the Quasi Experimental Design method, in the form of Nonequivalent Control Group Design. In this model, treatment begins, both groups are given a pretest or pretest to measure the initial condition (O1). Furthermore, the experimental group was given treatment (X), after completing the treatment both groups were given another test as a posttest (O2), while the control group after the initial test (O3) was not treated as in the experimental class, learning was carried out as usual (conventional).), then given the test (O4). The design of this study was to determine whether there were differences in the use of the Cooperative Learning model on the learning outcomes of Citizenship Education at SMA Negeri 15 Garut.

2. Research Sample

The sampling technique used was random sampling, and the samples were taken from X grade students of SMA Negeri 15 Garut, as many as two classes, with different times and places in the same semester.

METHODOLOGY

A. Method

Descriptive method of analysis, with a randomized control group pretest-posttest design. In this model, starting with the treatment, both groups were given a pretest or pretest to

measure the initial condition (T1). Furthermore, the experimental group was given treatment (X), after finishing the second treatment, they were given another test as a posttest (T2). In general, the first model can be schematized as follows:

Figure 1. Randomized control group pretest-posttest design

Pretest	Treatment	Posttest
T1	X	T ₂
T1		T ₂

Information :

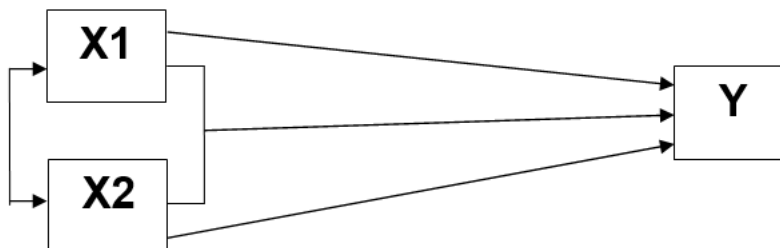
T1 : Pretest

T2 : Posttest

X : Cooperative Learning

With the scheme as illustrated, it can be seen that the effectiveness of the treatment is shown by the difference between (T1-T2) in the experimental group (experimental group) or the class that uses the cooperative learning model and (T1-T2) the control group (Control Group), namely the class that uses the conventional model. .

Based on the operational definition as presented in table 3.3, the general pattern of the relationship between variables is illustrated as follows:



Information :

X1 = use of cooperative learning model

X2 = student learning activities

Y = effectiveness of student learning outcomes

B. Data Processing and Data Analysis Techniques

1. Analysis and processing of test result data

The first step in processing the test result data is to check the students' answers to each question, then score them. This step is carried out both in the pre-test and post-test activities. After obtaining the pre test and posttest scores, the two mean differences were

tested. The test for the difference between the two means is using the t-test, with the following formula:

Hypothesis testing using t statistical test:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} \text{ (Arikunto, 2002:79)}$$

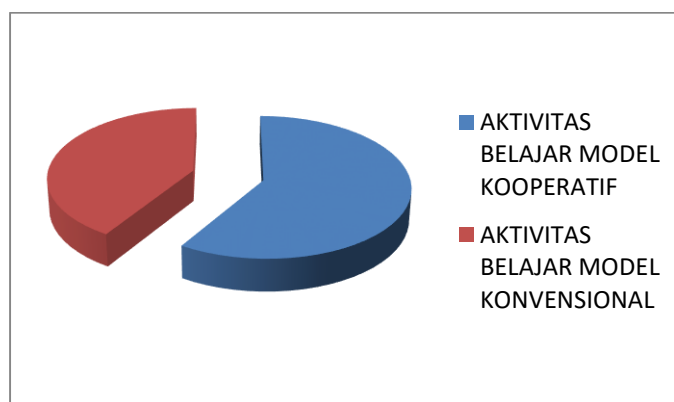
By using the help of SPSS .19 for Windows.

RESEARCH RESULT

Paired Sample Statistics					
		mean	N	Std. Deviation	Std. Error Mean
Pairs 1	Cooperative learning activities	53.4500	40	5.14383	.81331
	conventional learning activities	37,6500	40	7.85298	1.24166

Paired Samples Correlations				
		N	Correlation	Sig.
Pairs 1	cooperative learning activities & conventional learning activities	40	-.052	.751

Paired Differences									
		mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pairs 1	cooperative learning activities conventional learning activities	-1.58000E1	9.60822	1.51919	12.72714	18.87286	10,400	39	.000



CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the data description and hypothesis testing that has been carried out the results of this study, it can be concluded as follows:

1. Learning activities of students who take part in learning by applying the Cooperative Learning model in the subject of Citizenship Education in the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut. Students are active in expressing opinions, asking questions, answering questions, responding to other groups and presenting material. Because this model provides the widest opportunity for students to develop themselves democratically, think critically, creatively, innovatively, excite, interesting, fun, arouse desire, confident, diligent, enthusiastic, competitive, optimistic, persistent, active in reading and looking for sources. study independently.
2. There are differences in the learning activities of students who take part in learning by applying the Cooperative Learning model in the subject of Citizenship Education in the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut. Based on the explanation of descriptive data, student learning activity is quite high when compared to conventional learning which shows low activity.
3. There are differences in the learning outcomes of students who follow the Cooperative Learning model in the subject of Citizenship Education with the subject of Corruption Eradication Efforts for class X SMA Negeri 15 Garut. The Cooperative Learning model is better than the conventional model.
4. The subject matter of Corruption Eradication Efforts is more suitable to be taught through cooperative learning models, because students are more active, fun and their learning outcomes are maximized.
5. This model can be useful for teachers to use effective and efficient Cooperative Learning models in the teaching and learning process, because this model can provide learning opportunities for students to express their understanding freely about a topic being studied.

B. Recommendation

Based on the conclusion, the use of the cooperative learning model can provide opportunities for students to develop themselves democratically, critically, creatively, innovatively, excitingly, interestingly, funly, arouse desire, confident, diligent, enthusiastic, competitive, optimistic, persistent, enterprising. read and look for learning resources independently.

This model can also encourage the effectiveness of student learning outcomes, presumably it can be a recommendation to policy makers, and users and subsequent researchers who are interested in conducting further research, as follows:

1. To users/teachers.

- a) The results of this study can contribute to adding insight for teachers and can be used as a guide in improving teaching skills. In the teaching and learning process, teachers should be able to use and develop cooperative learning models, taking into account the factors of student characteristics, memory, student habits, learning styles, in order to obtain optimal improvement and effectiveness of student learning outcomes.
- b) Student learning outcomes are a benchmark to determine student learning success, because it is necessary to use appropriate and effective learning models. Teachers in the field of Citizenship Education studies should always use the Cooperative Learning learning model, because it is proven that the use of this model can encourage the effectiveness of student learning outcomes, and has provided opportunities for students to be innovative, think critically and creatively, be able to express their opinions and have fun. In this model students are no longer used as objects but students are used as subjects to study together and discuss them in solving problems according to the topics taught.

2. To Policymakers/Principals.

- a) Directing the teacher that in the teaching and learning process can create a pleasant classroom atmosphere for student learning so that student learning outcomes can be obtained as expected.
- b) Socializing to teachers, especially teachers in the field of Citizenship Education to be able to use and develop Cooperative Learning learning models.
- c) Can strive to provide the necessary facilities and infrastructure in the use of the Cooperative Learning learning model, so that it can be effective and efficient to increase the effectiveness of student learning outcomes.

School is a center for learning activities. Thus, the school is an arena for developing activities. These types of activities can be carried out by students at school and activities at school are quite complex and varied. If these activities can be created in schools, of course schools will be more dynamic, not boring and truly become centers of maximum learning activities and will even facilitate their role as centers of cultural transformation.

3. The next researcher.

The results of this study may be used as a basic reference material for conducting similar research with the development of the variable using the Cooperative Learning model, which involves a number of other variables that affect the learning process, so as to obtain an increase and effectiveness of student learning outcomes that are more optimal.

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