

The Implementation of Cooperative Learning Model *Fan-N-Pick* and Quick on the Draw to Enhance Social Competence and Cognitive Learning Outcome for Social Studies

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Abstract: *The purpose of this study is to: 1) describe the implementation of cooperative learning model Fan-n-Pick and quick on the draw, 2) improving social competence and cognitive learning outcome on Social Studies through the implementation of cooperative learning model Fan-n-Pick and Quick on the Draw. This study is a classroom action research with the subject of the fourth grade students of SD Negeri 1 Karangkobar Banjarnegara. Data collection instruments consist of observation sheet activities of teachers and students, observation sheets and questionnaires of social competence, test material, field notes, interview, and documentation. Analysis was done through qualitative analysis with steps: data reduction, data presentation, and conclusion. The results showed that: 1) the implementation of cooperative learning model Fan-n-Pick and Quick on the Draw for the fourth grade students of SD Negeri 1 Karangkobar Banjarnegara is well performed; 2) the implementation of cooperative learning model Fan-n-Pick and Quick on the Draw can improve students' social competence shown by the results of observation and questionnaires which reached an average score of 75.02 with good criteria, whereas in the second cycle to obtain 84.53 with very good criteria for observation. Meanwhile, the questionnaire on social competence in the first cycle showed the percentage of students' average score of 78.16% and 80.21% for the second cycle with high criteria; 3) the implementation of cooperative learning model Fan-n-Pick collaborations with Quick on the Draw can improve student learning outcomes and cognitive on Social Studies. It is proved that the cognitive learning outcomes for of students has increased from the first cycle and the second cycle. During the pre-action, it reached 26.32%, 68.42% in the first cycle and in cycle II reached 86.84%.*

I. Introduction

According to the National Council for Social Studies (2009) definition of *social studies* is the integrated study of social science and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology as well as appropriate content from humanities, mathematics and natural sciences. Social Studies on basic education focuses on the relationship between people and processes to help development in the relationship that is aimed at the achievement of harmony and success of social life.

According to Kawuryan (2013), the function and purpose of social studies learning in elementary is to develop the knowledge, values, attitudes, citizenship, and social competence of students in the form of concepts and experiential learning are selected or grouped in order to study social sciences which can then be reflected and applied in the life of society, nation and state of Indonesia. Social learning plays an important role to equip students to have social competence, because the social competence of students will have an impact on life in society.

Based on the understanding, function, and purpose of social studies learning can be understood that, we need a lesson plan that is capable of bridging the achievement of these goals. Abilities and competence of a teacher in defining and using a variety of methods, strategies, and appropriate learning models is needed in social studies learning.

Syaodih (2007) stated that the Social Studies education has been developed and implemented in the curriculum in Indonesia. Mastery of social and civic knowledge of basic education graduates is relatively quite well, but the implementation of values and social competence have not been encouraging. This can be seen in his students' awareness to help her difficulties, the emergence of selfishness, and little concern for the members of the surrounding community.

The same fact was also discovered in the process of learning social studies in fourth grade of SD I Karangkobar Banjarnegara. Based on observations and interviews with teachers of the fourth grade Elementary

School I Karangobar on August 20, 2014, that Social Studies is better known as a subject that a lot of remembering, boring and unattractive for the students. Many students do not like social studies, and therefore contributes to their interest in participating in social studies. Placing the students as a learning object causes their learning activities to be limited.

Observation results also found that learning leads to social competence are still less applied. In the classroom the students have not been accustomed to express their opinions, questions, and answers clearly, the students have not been familiarized with the information communicate well, students are not accustomed to sharing the material and help each other in solving problems, students have not been trained to respond and show attention to his actions, and the students have not been trained to care about the problems faced by the group. Social Studies learning for the fourth grade students of SDN 1 Karangobar Banjarnegara still use conventional learning models. Teachers have not been to maximize the function of group learning by using certain learning models that can develop students' social competence.

Social competence for students is very important because it serves as a reference for behaviour on others, so as to be accepted in society. According to Crews et al (2004) *social skills are also viewed as academic enablers because it has been demonstrated that social skills are highly related to academic achievement and facilitate academic performance through a student's school career*. Almost the same thing also delivered by Gresham et al (2006) *'social skills and social competencies are important in students' development of interpersonal relationships with peers and significant adults'*.

Social Studies learning for the fourth grade in elementary school are expected the students to have social competence, students are also expected to master some cognitive competencies at each pre-determined learning. Cognitive competence, among others, recognize the concept of space, time, and human activities in social, cultural, and economic, as well as communicating the results of the exploration of the life of the nation of Indonesia (Permendikbud No. 64 of 2013).

At each end of the learning process of students are expected to demonstrate abilities in this case referred to the cognitive learning. The cognitive learning is learning outcomes related to intellectual ability. Social Studies cognitive achievement obtained after the students gain experience studying for a predetermined time, showing how far students can master Social Studies competencies in learning. Social Studies cognitive learning outcomes for the fourth grade students of SDN 1 Karangobar based observation is still relatively low. This can be seen from not achieving the minimum completeness criteria established by the school that is 70. From 38 fourth grade students, 28 (73.68%) students still have not reached the passing grade standard from school. low cognitive Social Studies learning outcomes is caused by the implementation of learning that is used or applied by teachers to students is not yet right. Address issues regarding social competence and poor cognitive achievement on Social Studies, teachers must have the ability to choose the model or method of learning and knowing the characteristics of the students. From a variety of learning models that exist, of course, the model chosen in this study is oriented to activities that lead to the improvement of students' social competence and being able to improve the cognitive learning. Learning that requires students to be able to master the social competence and learning objectives are cooperative learning. The implementation of cooperative learning can help students not only achieve success in learning but also can train students to have the competence, good thinking competence and social competence as the competence to express their opinions, receive advice and input from others, cooperation, solidarity. This learning allows students to develop the knowledge, abilities, and competence fully in the learning environment that is open and democratic. Students are no longer as an object of learning but can act as a subject or tutoring peers.

Cooperative learning is a learning process that involves the use of small groups that allow students to work together on it in order to maximize their own learning and learning from each other (Johnson et al, 2004). There are a variety of cooperative learning, cooperative learning that will be used in this study using a type of Fan-n-Pick combined with quick on the draw. Both have been learning the activity involves all students; students learn together, each contribute ideas and be responsible for learning outcomes both individually and in groups.

Learning excellence of Fan-n-Pick is in line with Evans (2012) *'this approach promotes teamwork, thinking competence and communication'*. In line with the opinion of Evans, the other opinion stated that Fan-n-Pick emphasizes to students to exchange information, build knowledge and teach something to others, so it is expected that more students understand the material (Hakim, 2014). Social competence, communication competence, and respect the opinions of others, it is highlighted in this study. Students who are less able to communicate or convey the material will be trained through this learning. Each member of the group took turns to throw each question, answer, and provide reinforcement for the answers to these questions (Kagan, 2009).

Ginnis (2008: 163) suggested that a quick lesson on the draw is a research activity with intensive teamwork and speed that can encourage group work more efficiently. Quick on the Draw to foster mutual respect and work together, as well as helping students to familiarize themselves basing learning on the source, instead of receiving the knowledge of the teacher and the student just sat listening to the teacher commands.

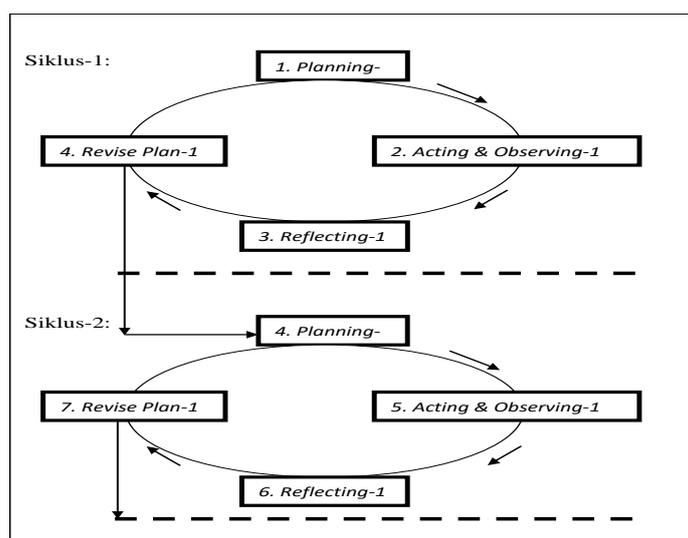
Activities Quick on the Draw in the form of inter-group race aiming for the first group to complete a set of questions. To be a winner or a group of the first group to complete a set of questions in the shortest time, hence the need for positive interdependence and good communication between group members. Each member of the group must also be active, sharing materials, responsible for each task, working together, and the need for discipline towards the achievement of the group's success.

The use of cooperative learning model Fan-n-Pick and Quick on the Draw is in line with the success of several previous researchers. Results of research conducted by Maariwuth (2014) indicated that the cooperative learning model Fan-n-Pick can improve motivation and cognitive learning outcomes where the percentage of students in classical completeness constantly increased from the first cycle to cycle III. Other research by Hakim (2014) showed that the implementation of cooperative learning model Fan-n-Pick(FNP) and Team Games Tournament (TGT) may improve learning outcomes and provide positive feedback to increase understanding of this material being studied. Biru (2014) showed that through the implementation of cooperative learning model of Quick on the Draw can improve learning outcomes on pre action for sociology student from cycle I and from cycle 1 to cycle 2. In this study is limited to the problem of low social competence and cognitive learning outcomes IPS. This study aimed to describe the implementation of cooperative learning model Fan-n-Pick and Quick on the Draw and to improve social competence and cognitive learning outcomes for Social Studies students.

In this study the definition of the term for the cooperative learning model Fan-n-Pick is a cooperative learning starts from: 1) Student # 1 holds the question card, 2) Student # 2 took one question cards, and read the questions, 3) Student # 3 answers the question, 4) Student # 4 comments on the answer, and 5) the students switch roles in a clockwise direction. Meanwhile, Quick on the Draw learning is an activity for teamwork and speed that can encourage group work aimed at finding the first group to complete a set of questions. Social competence in this study is a social competence which include: 1) collaboration / cooperation, 2) firmness / assertion, 3) liability / responsibility, 4) empathy / empathy, 5) self-control / self-control and cognitive learning outcomes are the abilities of the students after receiving their learning experiences related to intellectual ability and focus on cognitive learning outcomes in this study include the category given (C1), understanding (C2), and applying (C3), analyzing (C4), evaluating (C5). Two blended learning referred to in this research is the implementation of learning in turn two which begins with learning the Fan-n-Pick and proceed to quick on the draw, the second study carried out sequentially and should not be mixed up so it can be mutually complementary.

II. Research Methods

This study is a Classroom Action Research. The model used is in cycle by describing the four steps (and repetition), this model was developed by Kemmis and Taggart (Akbar, 2009) that has been depicted in the figure below.



The figure of a Classroom Action Research

Subject in this study is the fourth grade students of SD I Karangobar on odd semester of academic year of 2014/2015, the number of students is 38 people consisting of 18 males and 20 females. The fourth grade students is used as research subjects because this class is known have not developed their social competence in learning and cognitive learning outcomes for Social Studies is still much below the minimum passing grade (KKM).

The data that is required in this research is the implementation of cooperative learning model fan n pick and quick on the draw, students' social competence and cognitive learning outcomes of students. For further details, here is data from a data source which can be seen in the following table.

Table 3.1 Data and Data Source of the Research

No	Variable	Instruments	Data Collection Technique	Data Source
1	Cooperative Learning Model <i>fan-n-pick</i> and <i>quick on the draw</i>	Observation sheet for the implementation of Cooperative Learning Model <i>fan-n-pick</i> and <i>quick on the draw</i>	Observation	Teacher and students
2	Social Competence	Questionnaire sheet on students' social competence	Questionnaire	Students
		Observation sheet on students' social competence	b. Observation	Students
3	Cognitive Learning Outcome	Cognitive Test (C1, C2, C3, C4, C5)	Written Test	Students

The data were collected through observation sheets, test descriptions, questionnaires, interviews, documentation, and field notes. Analysis of the data used is descriptive qualitative analysis. Qualitative data analysis using flow models proposed by Miles and Huberman (2009) that consist of:

1. Data reduction is the process of selecting the data to be used it is relevant or not and processing the raw data directly from the field.
2. Presentation of data, in this research the presentation of data in accordance with the description and interpretation of the data obtained. The data in question is the description of the process of learning activities, observation of students' social competence, social competence questionnaire, and student learning outcomes as a result of the action.
3. Withdrawal of the conclusion is giving meaning and interpretation of the data that has been reduced and presented in accordance with the required information.

After the data were analyzed through the third stage, the data is evaluated to determine the outcome. If the expected result has not achieved, then it will be evaluated with improvements and refinement for the next cycle stage. The next cycle is a reflection of the previous cycle and so to achieve the expected results.

III. Research Findings and Discussion

The instrument used to assess the feasibility of cooperative learning Fan-n-Pick and Quick on the Draw for the Social Studies is observation sheet that contains the assessment by the observer. The instrument is based on data obtained feasibility study. Data results can be stated that the feasibility study feasibility level by teachers in teaching has increased from cycle I to cycle II. The average level of adherence to the teacher in the learning activities increased from 75.56% with good criteria the first cycle to 87.08% with the criteria very well in the second cycle. For learning activities by students, the average rate of 73.23% on its appropriateness with good criteria the first cycle to 86.74% with the criteria very well in the second cycle, so the implementation of learning activities by teachers and students from the first cycle to cycle II has improvement.

On the implementation of cooperative learning model Fan-n-Pick from the first cycle to the second cycle, the better the student activity is visible. Students can do interaction, information sharing, mutual cooperation, mutual help, and give praise to his friend so that it can improve social competence, thinking competence to build knowledge, as well as the character of students.

This condition is consistent with the theory of cooperative learning proposed by Vygotsky (Huda, 2011), mental learners were first developed in the interpersonal level where they learn to internalize and transform their interpersonal interactions with others, at the level of intra-personal student began to acquire understanding and new competence. This is what underlies that students need to be directed to interact with his friends to accomplish these tasks. Interact with friends in the group, not only can help students achieve success in learning, but also can train students to have the competence, good thinking competence (thinking competence) and social competence (social competence) as the competence to express their opinions, receive advice and input from others, cooperation, solidarity. This learning allows students to develop the knowledge, abilities, and competence fully in the learning environment that is open and democratic. Students are no longer as an object of learning but can act as a subject or tutoring peers.

Furthermore, according to Kagan (2009) that the cooperative learning model Fan-n-Pick is learning that has a structure function to build in the study group so that the interaction between group members influence each other to foster new ideas, communicating knowledge and his group, execute learning based on systematic measures and embodied in the lesson plan (learning procedure), as well as helping students cultivate social competence. Social competence referred to here include collaboration / cooperation, assertiveness / assertion, responsibility, empathy, and self-control.

Learning implementation of Fan-n-Pick in the fourth grade students of SD 1 Karangobar combined with quick lesson on the draw. The implementation of Quick on the Draw is done in the classroom consist of: 1) the teachers prepare a set of questions which amounts to 10 questions, 2) each group received additional source material from teachers, 3) when the word "go", one person (the first) of each group "run" to the teacher's desk taking questions, 4) discussion groups seek and write the answers on a separate sheet of paper, 5) answers will be brought to the teacher by the second person. Teachers check students' answers, if it is true should take the question and bring to the group, but if one had to be repaired, 6) the winning team is the first to answer all questions, and 7) Students with the teachers should discuss all the questions and the students create a written record. According to Ginnis (2008: 163) that Quick on the Draw to foster mutual respect and work together, as well as helping students to familiarize themselves basing learning on the source, instead of receiving the knowledge of the teacher. An increase learning implementation by teachers and students is due at the time of execution of the second cycle of learning activities teachers already make improvements that become deficient in cycle I.

It is positive to note that during the implementation of the observer cooperative learning Fan-n-Pick combined with Quick on the Draw are learning involves all students, students actively learn together, each contribute ideas and be responsible for learning outcomes either individually as well as groups. The response of students to the type of cooperative learning Fan-n-Pick combined with Quick on the Draw is also positive. Students are excited and happy as well as being easy to understand and remember the subject matter, can learn with a group, if there is a friend that difficulty would be assisted if answered questions incorrectly, the student becomes the spirit of learning. According to the student group learning makes students happy because it becomes bored in class, no students just sat there silent and students help each other in working out questions of teachers, students also be glad to cooperate with friends because the group can help each other and students more attention to friends, students become more easily understand the material through a card game and can learn from her, so that it can be applied again at the next meeting.

Instruments to determine the social competence of students in the implementation of cooperative learning model Fan-n-Pick and Quick on the Draw is observation sheet and questionnaire social competence. During the learning process there are two teachers as an observer to observe the implementation of the activities of students' social competence using observation sheet that has been provided. Social competence of observation results conducted by two observers in the first cycle to obtain an average value of 75.02 with good criteria, while the second cycle obtain an average value of 84.53 with the criteria very well. This achievement meets the value of the indicators of success are defined.

The questionnaire results of social competence in the first cycle shows the percentage of students' average score of 78.16% with high criteria. For the second cycle showed that the percentage increases in the average value of 80.21% of students with high criteria. Indicators of success in the aspect of social competence in this study have been met as set out in this study are in the range of 76-100 with high criteria.

Based on the above analysis, it can be said that the implementation of cooperative learning type of Fan-n-Pick combined with Quick on the Draw can improve students' social competence. Teachers act as facilitators and motivators. Students in the group tried to connect the concept that has been owned and developed the concept of depth through group discussion activities, students are able to communicate information well, carry out their duties with full responsibility, students help each other to solve the problem of the teacher and sharing the material shows concern his friend, student mutual cooperation in earnest, there is no longer a passive student in the class, each concerned about the problems faced by the group, and can be restrained in expressing opinions.

The success of social competence improvement is in line with the theory of Vygotsky (Slavin, 2006) that the teaching has two implications; first, the desire to plan collaborative learning among groups of students with different ability levels vary; second, the approach to teaching emphasizes Vygotsky scaffolding, with students taking more and more responsibility for their own learning. It means that the cooperative learning in which there is cooperation, responsibility, and discussion with peers can help students of different abilities and characteristics by sharing materials and sharing of information so as to develop the social competence of students. Also according to Cumming et al (2008) social competence training can be extended beyond the individual and small groups to a whole-school population and still produce positive results.

The results of the implementation of cooperative learning research model Fan-n-Pick and Quick on the Draw can be proved that the Social Studies cognitive learning outcomes of students has increased from pre action, the first cycle and the second cycle. The final result of the final test on 38 students with standard passing grade of 70, there were 26.32% (10 students) who achieved mastery learning in pre action. In the first cycle, there were 68.42% (26 students) who achieve mastery learning, an increase of 42.1% compared mastery learning students in pre action. Results are still considered unfinished for the classical learning defined in this research that learning is considered complete when reaching 85% of the number of students who have achieved ≥ 70 .

In the second cycle, there were 86.84% (33 students) who achieved a passing grade, which means increased 18.42% over the first cycle in the amount of 68.42%. It is suggested that the fourth grade students of SD Negeri 1 Karangkoobar have been thoroughly studied in term of classical set out in this research that learning is considered complete when reaching 85% of the number of students who have achieved ≥ 70 .

The enhancement of cognitive learning outcomes in this study is also in line with the opinion of Santrock (2012) which stated that getting along with peers helps children to find information and comparison about the world outside their own family. Children receive feedback about the ability of a group of peers that can improve cognitive abilities. In addition, Piaget's theory (Slavin, 2006) stated that social interaction with peers, especially the debate and discussion, help to clarify thinking and ultimately make it more logical. It is understood that through social interaction and group discussion can help clarify thinking and knowledge of students in the process become more logical. Cooperative learning can be very helpful for teachers in the classroom. Results of research conducted by Maariwuth (2014) and Hakim (2014) also showed that the implementation of cooperative learning model Fan-n-Pick can improve cognitive and affective learning outcomes of the students. Lastly, other research that was conducted by Nurhidayani (2013) and Biru (2014) stated that learning using Quick on the Draw is better than using conventional learning models.

IV. Conclusion and Recommendation

The results showed that: 1) the implementation of cooperative learning model Fan-n-Pick and Quick on the Draw for the fourth grade students of SD Negeri 1 Karangkoobar Banjarnegara is well performed; 2) the implementation of cooperative learning model Fan-n-Pick and Quick on the Draw can improve students' social competence shown by the results of observation and questionnaires which reached an average score of 75.02 with good criteria, whereas in the second cycle to obtain 84.53 with very good criteria for observation. Meanwhile, the questionnaire on social competence in the first cycle showed the percentage of students' average score of 78.16% and 80.21% for the second cycle with high criteria; 3) the implementation of cooperative learning model Fan-n-Pick collaborations with Quick on the Draw can improve student learning outcomes and cognitive on Social Studies. It is proved that the cognitive learning outcomes for of students has increased from the preaction, the first cycle and the second cycle. During the pre-action, it reached 26.32%, 68.42% in the first cycle and in cycle II reached 86.84%.

Based on these results, then things can be suggested, among others: 1) other teachers are suggested to implement cooperative learning Fan-n-Pick combined with Quick on the Draw because it can improve social skills and cognitive learning outcomes. 2). In order to the implementation of cooperative learning type Fan-n-Pick combined with Quick on the Draw can be used optimally, it is recommended that the other teachers to: a) explain in advance a clear and detailed for learning procedure that will be used, b) directing the students to help each other, work together, and actively involved in groups discussion or workmanship of the task group, c) creating a relax classroom atmosphere, enjoyable but restrained and continue to motivate students to be more active in the learning process.

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