

The Impact of the Window Shopping Learning Model on Learning Outcomes of Junior High School Students

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Abstract: This study aims to analyze the effect of window shopping learning model on the learning outcomes of seventh-grade students in social studies subjects. This research is quasi-experiment research with a randomized pretest-posttest control-group design. Determination of the sample in this study using a simple random sampling technique with the results of the draw obtained class VII B as an experimental class and class VII E as a control class consisting of 30 students each. The results showed that of hypothesis testing which obtained the value of Sig. (2-tailed) <0.05, it is concluded that the window shopping learning model can affect the learning outcomes of junior high school students in Class VII in social studies subjects with the material of the condition of the territory of Indonesia. The results of this study contribute to identifying effective learning approaches for junior high school level, particularly in social studies, and provide valuable guidance for developing better learning strategies in the future.

Keywords: Learning Model, Learning Outcomes, Window Shopping

A. Introduction

Education is a key pillar in the development and progression of a country. Through an effective education system, young people can develop their potential and become productive members. In a continuous effort to improve the quality of education, various learning models are continuously explored and developed to maximize student learning outcomes (Kamaruddin et al., 2023). One of the learning models that has attracted attention in recent years is the Window Shopping learning model. This learning model combines active learning principles with a visual approach to optimize the student learning process (Prasetyo, 2021). Inspired by the phenomenon of window shopping in the real world, where people can see products but not actually buy them, this learning model allows students to "peek" or "look around" learning concepts or materials before actually engaging deeply. In an educational context, this model encourages students to introduce new concepts initially before arriving at a deeper understanding (Astutik, Kurniawan, & Wahyuningtyas, 2023).

The rapid development of science and technology over time must be supported by an increase in the implementation of education, especially in formal education. Formal education is able to provide considerable influence and contribution to students, both academic and non-academic abilities (Nofita, Zulkifli, & Kurnia, 2020). Therefore, efforts to improve the quality and quantity of education are needed to improve student learning outcomes. Another variable in this study involves social studies subjects with the material of the location of the territory of Indonesia as the main presentation of students to apply the windows shopping learning model. Social studies is a compulsory subject at the primary and secondary education levels that contains various integrated social science disciplines (Tunjung & Purnomo, 2020). One of the scopes studied in social studies is geography (Agustang, Herman, Said, & Agustang, 2021).

This window shopping method provides an opportunity for students to be actively involved in learning and create an emotional connection with the subject matter. This is expected to increase their interest in learning about geography and the location of Indonesia as a whole. The concept of window shopping method in learning invites students to explore the lesson as if they are browsing in a shop window, but in the context of learning they will interact with maps and geographical information. In practice, students will be divided into groups to "visit" Indonesian islands and provinces, understanding the location, capital city, and characteristics of each region so as to increase and improve students' knowledge (Vivi Indriyani et al., 2023). This method not only creates strong visual connections, but also encourages a deeper understanding of the impact of geographical location on the social, economic and political aspects of a region. By sharing findings and discussing, students not only learn from the teacher's perspective, but also from their peers, creating a more interactive and memorable learning experience.

The learning process is said to be successful and of high quality if the input is evenly distributed, produces a lot and high quality output, and is in accordance with the needs, development of society and development (Alten, Phielix, Janssen, & Kester, 2019). As social studies learning is applied to students, there are also results obtained by students' lack of motivation to participate in class learning. This can be seen from several social facts in the field. As an unstructured interview conducted with Winarto, S.Pd., as a Social Studies Teacher at SMP Negeri 2 Karangrayung, Kab. Grobogan, Central Java on May 17, 2023 in general has a problem that the ability of students is still lacking when understanding the material in Social Studies. This is because learning is done conventionally which results in the ability of students in insight problems related to subject matter is still lacking. When going to use a varied learning model the teacher is constrained by the allocation of learning time. In addition to the results of interviews, direct observations were also made to class VII. Based on observations that have been made, students do tend to find it difficult to understand social studies subject matter and pay less attention to the material presented by the teacher. When students are asked questions by the teacher, only a few students answer. On the next day, unstructured interviews were conducted with 3 seventh

grade students who live around Telawah Village, Karangrayung District, Grobogan Regency. Based on the results of the interviews, it was found that students found it difficult to understand the material in social studies because they considered the material to be incomprehensible due to the teacher delivering the material contextually from the textbook only. This problem is reinforced by the average score obtained by seventh grade students in social studies subjects at SMP Negeri 2 Karangrayung, the majority of which are dominated by less than KKTP (Criteria for Achieving Learning Objectives) which is in the interval range of 71%.

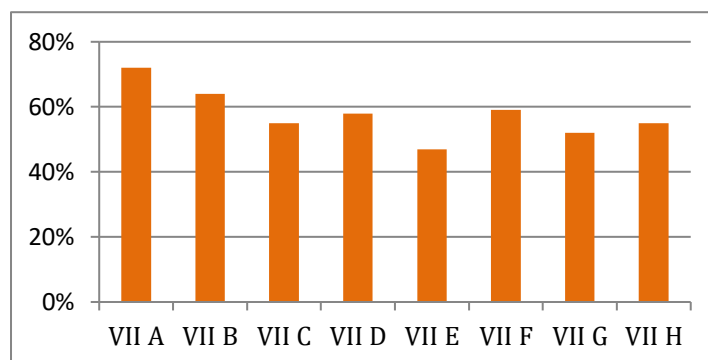


Figure 1. Average of Summative End of Semester (SAS) Social Studies Subjects Grade VII in the 2022/2023 School Year

One of the consequences of not optimizing the learning process is low learning outcomes. Learning outcomes are the abilities obtained by students after going through learning activities (Ratnaningsih, Nurhidayah, & Trisnawati, 2022). Learning outcomes determine whether or not students succeed in the learning process. Learning outcomes lead to changes in a person's knowledge structure as a result of learning. Learning outcomes vary greatly in the form of complex skills and facts (Prasetyo, 2021). Window shopping is a group work-based service strategy by traveling around to see the work of other groups to add insight (Mumpuni, Inganah, & Sugiarti, 2020). The window shopping learning model can train students' collaboration and thinking skills because each student is required to have the skills to discuss the topics discussed by the group to the end who attended the stand (Zam, 2021). Students' activeness makes the atmosphere of group discussion lively which indicates that they play a major role in learning activities.

There are gaps from several studies that have been conducted, including applying the window shopping learning model with a Classroom Action Research design (Apriana, 2020). The results of each of these studies showed that individual completeness in each cycle increased both individually and classically. Teacher and student activities in each cycle have also reflected an increase in the application of window shopping learning. Several studies have shown that window shopping can improve learning outcomes continuously. Quassy experiment type research has also been conducted, but what makes the difference lies in the sampling technique with purposive sampling and the use of N-gain testing (Prasetyo, 2021).

Research novelty occurs with the application of quassy experiments through simple random sampling. This will obtain a representative sample so that it can be generalized with several other objects. The problem limitation in this study is that the research was conducted on seventh grade students of SMP N 2 Karangrayung in the social studies subject of the condition of the Indonesian territory. From the limitation of the problem, the purpose of this research is to analyze the effect of Window Shopping learning model on the learning outcomes of social studies subjects of seventh grade students of SMP N 2 Karangrayung. By exploring the latest literature, empirical research, and the views of experts in the field of education, this research will analyze the potential advantages, challenges, and implications of using the windows shopping learning model in improving the quality of education. It is hoped that the information generated from this research can provide valuable guidance for educators, policy makers, and practitioners in education in developing more effective and innovative learning strategies (Purwadhi, 2019).

However, in an effort to understand the true impact of the window shopping learning model on student learning outcomes in social studies subjects, careful and comprehensive research needs to be conducted. The fundamental question that arises is the extent of the effectiveness of this model in improving concept understanding, student engagement, and ultimately, student learning outcomes at the junior secondary school level. It is also important to evaluate whether this learning model can be widely and sustainably implemented in diverse educational settings.

B. Methods

This research uses a quantitative approach with a type of quasi-experiment. The research design in this study was Randomized Pretest-Posttest Control-Group. Determination of the sample in this study using simple random sampling technique with the results of the draw obtained that class VII B as an experimental class while class VII E as a control class consisting of 30 students each. Data collection was carried out by observation, tests, and documentation. Observations were made by filling out a check list sheet of the contribution of student learning activities when the research occurred. The test was arranged in the form of multiple choice questions of 20 items, with similar pretest and posttest questions. The test instrument in the material mastery index analyzed in the form of C1 (remember) consists of 3 questions, C2 (understand) consists of 6 questions, C3 (apply) consists of 3 questions, C4 (analyze) consists of 4 questions, C5 (evaluate) consists of 4 questions. Documentation was carried out both primary (photos of experimental activities) and secondary (summarizing the scores given by the teacher). Data analysis was carried out using the Independent Sample t-Test test through the help of SPSS version 25 software (Sugiyono, 2020).

C. Results and Discussion

Learning Outcomes

Learning outcomes include patterns of action, values, knowledge, attitudes, appreciation, abilities, and skills. The abilities that students have after going through the learning process can also be interpreted as learning outcomes. Students acquire these abilities after experiencing learning experiences. After the learning process ends, students will have learning achievements. In the context of the learning process, learning outcomes have an important role. The main goal of learning is to achieve learning outcomes. Knowledge of the extent to which students understand and master the material can be measured through learning outcomes. In another view, learning outcomes reflect changes in a person's knowledge structure as a result of the learning process. For teachers, teaching ends with the evaluation of learning outcomes. For students, learning outcomes mark the end and culmination of the learning process (Kristianto, Susetyo, Utama, Fitriyono, & Jannah, 2023). This is evidence of the success achieved by the individual. Measurement of learning outcomes is carried out through assessment of learning activities or the learning process, which is expressed in the form of symbols, letters, or sentences that summarize children's achievements in a certain period. Learning outcomes also include changes in students, including cognitive, affective, and psychomotor aspects, as a result of learning activities.

Student learning outcomes are influenced by internal and external factors that interact with each other. Internal factors include physiological conditions, where good health and excellent physical condition allow students to more effectively absorb learning material (Widarbowo et al., 2023). In addition, psychological factors such as intelligence, interest, talent and motivation also play an important role in determining the extent to which students can achieve optimal learning outcomes. On the other hand, external factors, such as the environment, have a significant impact. The physical and social environment provides the context in which students interact with information and learn from classmates. Instrumental factors, such as the curriculum, the facilities provided and the role of teachers in the learning process, also contribute significantly to the achievement of learning outcomes. Taken together, these factors complement each other and play a role in shaping students' learning experiences and their impact on learning outcomes.

In essence, the disclosure of ideal learning outcomes includes all psychological changes arising from students' learning experiences and processes. Assessment of whether or not a person has succeeded in mastering knowledge in a subject can be seen through his achievements. Student success is measured by their achievement, where good achievement indicates success, while low achievement indicates unsuccess. Learning outcomes can be grouped into three categories. Learning effectiveness is generally measured by the extent to which students achieve learning objectives (Alten et al., 2019). There are four important aspects used to measure learning effectiveness, namely mastery of the learned behavior or "error rate," speed in performing the task, level of mastery of the material by the student, and retention or understanding of what was learned. Learning efficiency is usually measured

through a comparison between the level of effectiveness and the amount of time and cost involved in the learning process. Evaluation of learning attractiveness depends on the extent to which students remain interested in continuing the learning process (Muhammad Yusuf, 2022). This level of interest is strongly related to students' interest in a particular subject and the quality of learning they experience, which can have a direct effect on students' level of engagement in learning. One important key in measuring and collecting data on student learning outcomes is to understand the indicators associated with the type of achievement to be measured or displayed. Indicators of learning outcomes, as outlined by Benjamin S. Bloom in his taxonomy of educational objectives, involve three main domains, cognitive (intellectual understanding), affective (emotional and attitudinal changes), and psychomotor (physical and practical skills) (Hoque, 2017).

Table 1. Taxonomy Bloom

Domain	Indicator
Cognitive Domain	1.1 Can mention
1. Memory, Knowledge	1.2 Can show again
2. Comprehension	2.1 Can explain,
3. Application	2.2 Can define in own language
4. Analysis	3.1 Can give examples
5. Create, build (Synthesis)	3.2 Can use appropriately
6. Evaluation	4.1 Can describe
	4.2 Can classify/sort out
	5.1 Can connect materials, so that they become a new whole
	5.2 Can deduce
	5.3 Can generalize (make general principles)
	6.1 Can assess,
	6.2 Can explain and interpret
	6.3 Can conclude
Affective Domain	1.1 Demonstrate an attitude of acceptance
1. Receiving	1.2 Demonstrate an attitude of rejection
2. Welcome	2.1 Willingness to participate/engage
3. Appreciation	2.2 Willingness to utilize
4. Deepening (Internalization)	3.1 Considering important and useful
5. Appreciation (Characterization)	3.2 Considering it beautiful and harmonious
	3.3 Admire
	4.1 Recognize and believe
	4.2 Deny
	5.1 Institutionalize or negate
	5.2 Embodying in personal and daily behavior.
Psychomotor Domain	1.1 Ability to coordinate the movements of the eyes, ears, feet and other limbs.
1. Movement and action skills	2.1 Fluency in reciting/speaking
2. Verbal and non-verbal expression skills	2.2 Skill in making mimicry and physical movements

Window Shopping Learning Model

The group work-based learning model by shopping around to see the work of other groups to add insight is the Window shopping learning model. Window shopping can be said to be a group work-based service strategy by traveling around to see the work of other groups to add insight (Inganah et al., 2020). Window shopping as a learning model with a way to assess and remember what students have learned to increase students' emotional power and find new knowledge that can stimulate memory if something found is seen directly (Zam, 2021). The distribution of work results is carried out when students have done their assignments. After all groups have done their work, the teacher provides conclusions and clarifications if there is something that needs to be straightened out from the students' understanding. Thus they can learn more enjoyably so that the expected learning objectives can be achieved. Students can shop actively and dynamically by displaying their work creatively. Two people from each group look after their work (guarding the stand/shop). In discussions with window shopping, participants can shop actively and dynamically by displaying their work creatively (Juliarini, 2020).

Students are very engrossed in the window shopping learning model because they can walk around while learning. Students who walk around to other groups have the task of providing input or questions about the material discussed. Meanwhile, students who are in charge of maintaining the stand are ready to conduct questions and answers with other groups who visit. The uniqueness of this learning model is that participants not only look at the work of other groups but also record the results of the work to share with their group members. So that each member or group of guests who visit also shop for knowledge or gain knowledge for souvenirs for other members, especially members who are assigned as stand / shop keepers.

The application of the window shopping or gallery visit learning model has main objectives that cover several important aspects. First of all, this goal focuses on inviting students' interest and attention to the learning material by using a visual and interactive approach. Furthermore, this model allows students to activate their knowledge and beliefs related to the topic to be learned, including both precise understanding and inaccurate understanding. During this process, another goal is to encourage deeper and exploratory understanding, inviting students to look at deeper aspects of the material. In addition, this model aims to develop students' new skills and knowledge, which include critical thinking, research, communication, and cooperation in gathering new information. Students are also given the opportunity to process and present new information and understanding gained during the gallery visit, which hones their ability to convey information in an effective way. Last but not least, this model encourages students' independence, allowing them to express their understanding, skills, attitudes and values in a way that suits their individual preferences and experiences. Thus, the main purpose of the window shopping model is to activate students in the learning process, build deep understanding, and develop skills and a holistic understanding of the subject matter.

The window shopping learning model presents a series of intriguing steps to follow. First, students are grouped in teams of 4-5 individuals to encourage cooperation and interaction. Next, the groups are given a paperboard as a medium to record and present the learning findings. At this stage, a learning topic or theme is chosen that will be the focal point. The process continues with group discussions to summarize each member's understanding of the material previously learned. The results of this discussion are put into a list containing the main points of the learning outcomes. The work of each group is displayed on the wall of the room for other group members to study. The next moment involves representatives from each group taking turns to observe and explain the other group's work. Meanwhile, members of that group approach the other group's work to deepen understanding. With this approach, the window shopping model not only fosters collaboration and knowledge sharing, but also gives students the opportunity to actively engage in interactive learning. The window shopping model does not only limit participants to looking at the work of other groups, but also encourages them to take notes and respond to the work with other members.

The window shopping model not only limits participants to looking at the work of other groups, but also encourages them to take notes and respond to the work with their own group members. In this way, each group member who visits the exhibition of other groups' work will gain new insights or shop for knowledge that they can later share with their group members, especially to the members who act as the guardians of the exhibition. The window shopping approach in learning has significant benefits, where students can practice collaborating with their groups to achieve optimal learning outcomes. In addition, this approach also helps students develop polite communication skills in expressing their opinions or defending their arguments, in accordance with the principles of scientific activities that focus on the development of students' communication skills.

Windows Shopping Learning Model and Student Learning Motivation in Social Studies Subjects

Learning activities in class VII students of SMP Negeri 2 Karangrayung are still passive, students' abilities are still lacking when understanding material in social studies subjects. When going to use a varied learning model the teacher is constrained by the allocation of learning time. This triggers learning activities that are less enthusiastic, thus causing low learning outcomes for students. The existence of an interesting learning model will foster student activeness in improving concept mastery to learn learning materials (Baniyah, Jannah, & Utama, 2023). Active and fun learning will improve student learning outcomes. Learning outcomes are influenced by two factors, namely internal factors and external factors. The internal factors include physiological factors and psychological factors of the students themselves. While external factors include environmental factors and instrumental factors. Therefore, the right learning model is needed to be able to support the teaching and learning process so as to get maximum learning results (Rusman, 2013). In realizing

the improvement of student learning outcomes for Geography social studies subjects, the learning model at school must be able to make students more active and creative in participating in learning, and can improve their learning outcomes. One of the learning models that can improve student learning outcomes is the window shopping learning model.

Window shopping learning model is a learning model that involves students to walk around observing the work of other groups presented on the classroom wall, then the students record the work of the group as a result of their visit. Students will be more involved and happy when learning geography using the window shopping learning model, especially when studying the material on the condition of the Indonesian region. The utilization of window shopping learning model is expected that students will no longer see geography as a dry and boring topic, but a material that is real and fun.

Tests on test instruments were carried out with content validity tests (Pearson Correlation) and reliability tests (Cronbach's Alpha). The following is a summary of the test results.

Table 2. Test Instrument Testing Results

Testing	Result	Description
Content Validity	The calculated r value is in the range of 0.545 to 0.771.	15 questions were all declared valid
Reliability	Cronbach's Alpha value of 0.881	The questions meet the reliability requirements

After it is known that the test instrument used meets the valid and reliable requirements, then the calculation of the level of difficulty is carried out. This calculation is intended to show the quality category of the items carried out with the help of ANATES V4 software. The following are the results of the calculation.

Table 3. Test Results for Level of Difficulty

Criteria	Question Number	n	%
Easy	4	1	5
Medium	1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19	16	80
Difficult	5, 16, 20	3	15

Furthermore, the differentiating power test was carried out to determine the differences in students' ability to answer questions. This test was carried out with the help of SPSS software version 25. The following is a summary of the differentiating power test results.

Table 4. Differentiated Test Results

Criteria	Question Number	N	%
Very good	7	1	5
Good	1, 4, 6, 8, 11, 13, 15, 16, 17	9	45
Fair	3, 10, 12, 14, 18, 19	6	30
Insufficient	2, 5, 9, 20	4	20

The prerequisite tests used in this study are normality test and homogeneity test. The normality test was carried out with the Kolmogorov-Smirnov test with SPSS software version 25. The results obtained are as follows.

Table 5. Normality Testing Results

Group	Sig.	Description
Pretes Control	0,211	Normal
Posttes Control	0,159	Normal
Pretest Experiment	0,210	Normal
Posttest Experiment	0,169	Normal

After it is known that the data in each group meets the assumption of normality, the next homogeneity test is carried out. This test is used to determine the level of variance similarity between two data groups carried out with the Levene's Statistic test through the SPSS version 25 software.

Table 6: Homogeneity Test Results

Group	Sig.	Terms	Conclusion
Control	0,952	Sig. Value >	Homogeneous
Experiment	0,400	0,05	Homogeneous

Hypothesis testing is done with the Independent Sample T-Test test through the SPSS software version 25. The criteria used in making decisions with a Sig value. (2-tailed) <0.05. The following is a summary of the test results that have been carried out.

Table 7. Hypothesis Testing Results

Group	Mean	Sig. (2-tailed)
Control	52,727	0,000
Experiment	79,091	

One of the efforts in improving student learning outcomes in learning is by applying various learning models (Mustopa, 2020). This is because there is no perfect learning model so it needs to be varied with other models (Hamilton, McKechnie, Edgerton, & Wilson, 2021). This research makes the window shopping learning model the focus of the study. Broadly speaking, it is known that the window shopping learning model has an effect on learning outcomes in social studies subjects with

material on the condition of the Indonesian territory. Based on observations, it is found that students look more involved and happy when learning using the window shopping learning model. The utilization of the window shopping learning model stimulates the mindset of students who no longer view geography as a dry and boring topic, but a material that is reality and fun. Students will be engrossed in the window shopping learning model because they can walk around while learning (Juliarini, 2020). This can be seen when observations were made in the core activities of applying the window shopping learning model. Learning in the control group saw teachers who were more dominant in guiding each group due to students who did not understand the flow of learning activities. In the experimental group, the teacher seemed to be able to share attention to all groups fairly and evenly.

Learning with the window shopping model is a form of territorial learning approach (Tunjung & Purnomo, 2020). This approach emphasizes a combination of spatial approaches and environmental approaches. This causes the experimental group of students' abilities to be homogeneous because it utilizes a type of peer tutor learning. Students who walk around to other groups are tasked with providing input or questions about the material presented by other group students who are in charge of maintaining the stand (Astutik, Kurniawan, & Wahyuningtyas, 2023). The uniqueness seen from observations is that students not only come to see the work of other groups, but also take notes on the work to share with other group members. Each visiting member or guest group conducts knowledge shopping activities or obtains knowledge for souvenirs for other members, especially members who are assigned as stand guards (Arini, Simal, & Pattiruhu, 2019). The window shopping learning model provides opportunities for students to demonstrate their knowledge and beliefs related to the discussion assigned to each group (Juliarini, 2020). This causes students to determine for themselves how to present the material they have learned. This model will improve creative and critical thinking, research skills, communication skills, and cooperation systems (Erliyanti, 2019).

The application of the window shopping learning model in teaching and learning activities can be a means for students to practice cooperation with groups to achieve maximum learning results (Rokhmah & Sutiyono, 2023). This model is also able to familiarize students to communicate politely in conveying or defending opinions. This is in line with scientific activities that lead to student skills in communicating knowledge. Learning outcomes are influenced by two factors, namely internal factors and external factors. Internal factors include physiological factors and psychological factors of the students themselves, while external factors include environmental factors and instrumental factors (Hsu, Wang, & Levesque-Bristol, 2019). The window shopping learning model is indirectly a stimulus for internal factors and external factors in improving student learning outcomes. In realizing the improvement of student learning outcomes, the learning model at school must make students more active and creative in participating in learning (Budiyanto, 2023). Students will be more involved and happy when learning geography using the window shopping learning model, especially when studying the material on the

condition of the Indonesian region. Learning using the window shopping model creates dynamic classroom conditions and requires students to be actively involved in the learning process.

D. Conclusion

The window shopping learning model can affect the learning outcomes of junior high school students in Class VII in social studies subjects with the material of the condition of the territory of Indonesia. Evidence of enhanced student learning achievements becomes apparent in the subtopic concerning maps of Indonesia, location, area, and the physical condition of the territory of Indonesia. Activities that arise include: being able to provide consideration of answers with their own point of view, being able to provide answers in more than one way, and increased cooperation in groups. It can be suggested for teachers to apply the window shopping learning model to improve student learning outcomes during social studies subjects. It is recommended for future researchers to be able to manage learning time due to less generalized student abilities. This allows the emergence of other variables that can be studied such as student activeness and creative thinking skills.

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