PERCEPTIONS ON THE USE OF PLATFORM IN TEACHING AND LEARNING ENGLISH IN PANDEMIC ERA AT GRADE XII OF SMKN IN OKU

Andrea Dwima Septiana[1], Indawan Syahri[2], Mulyadi[3]

[1]SLB Negeri Baturaja
[2]University of Muhammadiyah Palembang
[3]University of PGRI Palembang

Email: andreadwimaseptiana@gmail.com

ABSTRACT

The objective of this research was to determine the perceptions of teachers, students, and parents in using the Platform for Teaching and Learning English during the pandemic. This research is qualitative research with a qualitative description method. This research was carried out in SMK 1, 2, and 3 OKU with respondents being all English teachers, students, and parents of grade XII. Data collection techniques include observation techniques, questionnaires, and interviews. The results of the study show that the Platform (Google Classroom, Telegram, and Whatsapp) for teachers is very helpful as a medium for delivering materials, but assignments sent by students are sometimes still late, for students, as well, this media is helpful for them in learning during the pandemic, but sometimes accessing materials or collecting assignments is still difficult because the network is not stable and sometimes they don't have a quota, and for parents, this media is very helpful for their children to learn, but sometimes the network is not stable, so that it makes it difficult for them to access materials and collect their assignments as well as economic factors that make it difficult for them to buy internet quota.

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Keywords: perceptions, platform, and pandemic.

1. INTRODUCTION

According to the United Nations (UN), one of the sectors affected by this pandemic was education (Purwanto, 2020). Some countries have decided to close schools and universities as a result of this. The World Health Organization (WHO) recommends temporarily halting activities that have the potential to produce crowds in order to avoid the spread of COVID-19. Even in the midst of the COVID-19 outbreak in Indonesia, the government has taken many steps to prevent its spread through social distancing, such as the Large-Scale Social Restrictions or *Pembatasan Sosial Berskala Besar (PSBB)* last year and the Enforcement of Community Activity Restrictions or *Pemberlakuan Pembatasan Kegiatan Masyarakat (PPKM)*.

And, in the circular letter of Minister of Education and Culture of the Republic of Indonesia or *Kementrian Pendidikan dan Kebudayaan Republik Indonesia (Kemendikbut)*, number 4 of 2020, the Ministry of Education and Culture ordered remote learning and recommended students study from home. Based on the instructions in the Minister of Education and Culture's circular letter, The South Sumatra Provincial Government through the Governor of South Sumatra Province Regulation or *Peraturan Gubernur (Pergub) Provinsi Sumatera Selatan*

Number 15 of 2020 concerning guidelines for implementing learning from home.

As a result, the influence of COVID-19 on teaching and learning activities has been felt since March of last year, as can be seen from the fact that learning that should be carried out directly and meaningfully can now only be done independently. In this manner, students engage in indirect learning through the use of online or online learning, which is considered extremely acceptable in a pandemic situation.

The term online learning refers to instructional environments that are facilitated by the internet. "Online learning encompasses a wide range of initiatives that use the internet both within and outside of the school walls to provide access to instructional resources and to allow interaction between teachers and students" (Bakia et al., 2012).

Online learning is education that takes place through the Internet. Online learning, on the other hand, is only one sort of "distance learning." A catch-all word for any learning that occurs across a distance rather than in a regular classroom or face-to-face.

Based on the previous explanation, online learning is learning that is done through the internet rather than face-to-face. So, in order to undertake this learning, certain media must be used as a tool to access online learning, allowing students to learn at their own pace and at their own convenience. According to Dhull and Sakshi (2017), "online learning provides education through the use of numerous technologies such as the global web, email, chat, groups and new texts, audio and video conferencing supplied over computer networks."

In the era of the pandemic, the government has limited all community activities so that they are not too crowded, such as last year's PSBB and now mini PPKM. This also has an impact on education, with the issuance of a directive from the Minister of Education and Culture and the Governor of South Sumatra Province so that all learning is transferred to distance learning or online learning. For learning activities during the pandemic to continue even though they are online, of course, media that can be used by teachers as a means to get involved or deliver

material can be used to help online learning, and there are various platforms (such as Zoom meetings, Google Class Room, Edmodo, Telegram, and so on.) which can be used as learning media. However, during implementation, there are certainly many obstacles in learning by utilizing the new platform in several educational institutions for professors, students, or parents in distance learning using learning platforms, especially English. The same thing is also experienced by teachers and students in SMKN in OKU. To support them in learning and teaching during the pandemic they use several platforms, namely Google Classroom, Telegram, and WhatsApp.

Based ondescribed previously, the formulation of the problem in this research is How are the perceptions of teachers', students', and parents' in the process of teaching English using platform learning in the pandemic era. Referring to the formulation of the problem above, the researcher interested in conducted a research entitled: Perceptionson the use Platform in Teaching and Learning in Pandemic Era at Grade XII of SMKN in OKU.

2. LITERATURE REVIEW

Perception

Humans perceive various phenomena outside of themselves through the five senses they have (Robbins & Judge, 2008). Perception is the process of giving meaning to the stimulus in the form of information about the environment received by the five senses which is also determined by personal and situational factors (Slameto, 2010). Personal factors can be seen from the functioning of the five senses, while situational factors can be seen from the situation when the individual receives the stimulus.

According to Irwanto (2002), "the process of receiving a stimulus (object, quality, relationship between symptoms, and events) until the stimulus is realized and understood is called perception. Because perception is not just sensing, some writers state perception as the interpretation of experience. Because perception occurs after sensing."

Understanding the perception illustrates that a person's perception occurs after the stimulus is received by the senses and

then realized and understood, after the perception is realized and understood then there is the interpretation of experience. The interpretation of this experience is also commonly referred to by some experts as perception. Meanwhile, according to Rakhmat (2007), "perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. Perception is giving meaning to sensory stimuli (sensory stimuli)."

From some of the definitions above, there is a similarity that perception is one of the most important aspects of human cognitive which is influenced by stimuli that allow us to know and understand the world around us. Without correct perception, humans can't capture and interpret various phenomena, information or data that always surrounds them.

Digital Learning in Pandemic Era

Science and technology are quickly evolving in the digital era, also known as the information age. This advancement has had an increasingly widespread impact on the dissemination of information and knowledge from and to all corners of the globe, transcending distance, place, space, and time. The truth is that in this digital era, human life will always be linked to technology. According to Munir (2017), "technology is fundamentally a method to gain extra value from the items it generates in order for them to be usable." Because technology has influenced and transformed people's everyday lives, if you are currently experiencing technical panic, it will be too late to comprehend information, and you will be left behind to capitalize on many prospects for success. In the age of the information society, or knowledge society, information plays a significant and actual function.

Information and communication, as components of technology, are also fast expanding, touching a wide range of lives and bringing about changes in lifestyles and daily human activities, including in the field of education. Education is also advancing at a rapid pace, including through digital learning. Education can reach all levels of society by capitalizing on advances in information and communication technologies. Education is not opposed to or allergic to the advancement of science and technology, but rather becomes a

topic or a forerunner to its advancement. People involved in education must have the ability to grasp technology based on their needs or open technology, which is also known as technical literacy, because it will play a part in their current and future lives. As a result, there are various tendencies in the field of education today and in the future, including an expanding learning system with ease of arranging instruction.

The pandemic that is happening all over the world is no exception for Indonesia, inevitably making Indonesian education transform and digitalization occurs in terms of methods and concepts that were previously is an old concept or can be said to be analog. Even though the pandemic is detrimental from all sides, if you think about it, the pandemic is also the right entry point for the transition period analog or the old method of learning to digital because of the government program, Distance Learning or *Pembelajaran Jarak Jauh* (PJJ) then inevitably all methods, systems and classes shift to the digital world which brings all must be forced to learn new methods and technologies.

Educational concerns are a priority to improve is related to the quality of education, especially education in the current pandemic era, especially the quality of distance learning. From various existing conditions and potentials, efforts that can be made to improve the quality are to develop learner-oriented learning. Learner-oriented learning can be done by building a learning system that allows students to have the ability to learn to be more interesting, interactive, and varied. Learners must be able to have competencies that are useful for their future. Along with the development of technology and its supporting infrastructure, efforts to improve the quality of learning can be carried out through the use of technology in a known system with Digital Learning.

Digital learning applies a web-based or digital learning system. Digital learning begins with good planning, then the way the learning material is delivered (delivery content) to the learner must refer to the plan. "Digital learning can be formulated as 'a large collection of computers in networks that are tied together so that many users can share their vast resources'. Understanding digital learning includes aspects

of hardware (infrastructure) in the form of a set of computers that are interconnected with each other and have the ability to transmit data, either in the form of text, messages, graphics, video and audio" (Munir, 2017).

With this ability Digital learning can be interpreted as a computer network that is interconnected with other computer networks throughout the world. However, the notion of digital learning is not only related to hardware, but also includes software in the form of data sent and stored which can be accessed at any time.

21st Century Learning Competence

21st century teacher skills are becoming a very important topic in learning. Teachers' lack of understanding of 21st century skills is caused by a lack of global awareness and the importance of global skills which are the basis for developing 21st century learning.

Globalization is characterized by rapid change, therefore we must master science and technology. In this case, Tilaar in Wihardit (2016) implies the concept of innovation demanded in the era of globalization are:

a. In the era of globalization we are in an open society, and full of competition. This means that society is in conditions that produce the best.

b. Society in the era of globalization demands high quality both in services, goods, and capital investment. Quality is above quantity.

c. The era of globalization is an information age with its facilities known as the information superhighway. Therefore, the use of information superhighway is a necessity of modern society and thus needs to be controlled by the community.

d. The era of globalization is an era of very fast communication and advanced. Therefore, mastery of means of communication, such as language, is an absolute requirement.

e. The era of globalization is marked by the rise of business life. Therefore, business skills, managers, are the demands of the future society.

f. The era of globalization is an era of technology and therefore, its members must be digitally literate.

Education is one of the keys to entering the era of globalization. Global awareness is one trait that will equip us to enter the era of globalization. We already know about globalization, so it is hoped that it can change attitudes and views that were originally Indonesian-minded to a wider view, namely worldly. If we already have such broad insights and views, then we already have a global perspective. Teachers must be able to capture the trend (tendency) of such great globalization. Global awareness makes us teachers who seek to prepare ourselves as global teachers.

Through global education, there is a systematic effort to form awareness, insight, and perspectives in students because, through global education, students are provided with complete and comprehensive material related to Global problems. Global education conveys the message that we live in a human society, a global village where humans are linked by ethnicity and nation, and national boundaries do not become a barrier; rather, the communality of differences between people of different nations becomes a barrier. It can be concluded that global education is an education that seeks to increase students' awareness that they live and are in an interconnected global area. Therefore, students need to be given information about global conditions and systems.

In order to be able to adapt and adapt in a society that growing very fast in this era of globalization, then individuals need to learn to work. Teachers need academic and applied knowledge, can connect knowledge and skills, creative and adaptive, and able to transform all these aspects into valuable skills. The teacher must have skills that include:

1) Critical Thinking Skills;

2) Ability Solve the problem;

3) Communication and Collaboration;

4) Creativity and Innovation;

5) Information, Communication, and Technology Media Literacy.

In the 21st century, there is a change in teaching strategies carried out by teachers from the traditional way currently leading to a

digital approach that is considered more relevant in meeting the needs of students. However, the process of changing from a classroom environment that applies traditional methods to digital methods varies depending on how the teachers and schools concerned respond and respond to them. There are four phases of the adoption and adaptation process of teachers in 21st century learning, including: engaging in, doing old things the old way, doing old things in new ways, and doing new things in new ways (Smaldino et al., 2015).

TPACK

Technological Pedagogical Content Knowledge or abbreviated as TPACK is a theoretical framework which is the development of Pedagogical Content Knowledge (PCK). Pedagogical Content Knowledge (PCK) was first initiated by Shulman in 1986. According to Shulman (1986)"a teacher must master Pedagogical Knowledge (PK) and Content Knowledge (CK)". The combination of PK and CK means that a teacher must not only master the content or material but also pedagogy in creating learning. The ability to master the material and pedagogy of a teacher is actually the same as the abilities that teachers in Indonesia must possess. This is stated in Law No. 14 of 2005 concerning teacher competence, namely teachers must have pedagogic, personality, social, and professional abilities.

According to Shulman (1986) "content knowledge includes knowledge of concepts, theories, ideas, frameworks of thought, methods of proof and evidence". Meanwhile, pedagogical knowledge relates to teaching methods and processes which include knowledge of classroom management, assignments, learning planning and student learning. Furthermore, Hurrel (2013) "described Pedagogical Content Knowledge (PCK) as the relationship between basic knowledge of content and pedagogy with the three required fields of context". Hurrel describes the PCK relationship as a combination of content knowledge and pedagogical knowledge that is applied by teachers in classroom learning by taking into account the existing context.

Koehler and Mishra developed Technological Pedagogical Content Knowledge (TPACK) based on Pedagogical

Content Knowledge (PCK) developed by Shulman in 1986. Technological Pedagogical Content Knowledge (TPACK) is a theoretical framework for integrating technology in learning (Koehler et al, 2013). Koehler et al (2013) further explained that Technological Pedagogical Content Knowledge (TPACK) has three main components, namely technological knowledge, content knowledge, and pedagogical knowledge. Of the three components there is an interaction between each of the two components. The relationship diagram of the TPACK elements is depicted in Fig.
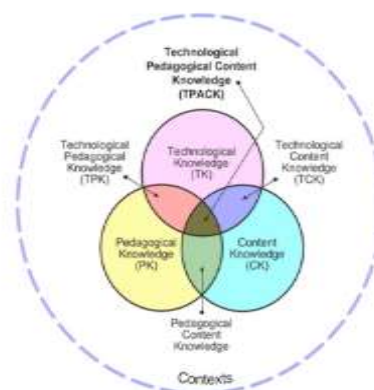

Figure 2.1 TPACK chart.

From Figure above it can be seen that of the three main components and the interactions between the two components form a TPACK slice. So that there are seven components in TPACK, are:

a. Technological knowledge (TK),

b. Pedagogical knowledge (PK),

c. Content knowledge (CK),

d. Technological Content Knowledge (TCK),

e. Pedagogical content knowledge (PCK),

f. Technological Pedagogical Knowledge (TPK),

Technological Pedagogical Content Knowledge (TPACK) (Agyei & Voogt, 2011).

Platform

A platform is a group of technologies used as the basis on which applications, processes, or other technologies are developed. Meanwhile platform in general is software designed to create, distribute, and manage the delivery of learning materials.

In the era of the pandemic, the platform is very useful to support distance learning. There are several media platforms that are used as learning media. Especially in learning English, the learning media platforms used include SEVIMA EdLink, Moodle, Google Classroom, Edmodo, Schoology, Zoom Meetings and others.

3. METHODOLOGY

This research was conducted in SMK 1 OKU at Prof. IR. Sutami number 176, SMK 2 OKU at Imam Bonjol Air Pauh and SMK 3 OKU at Imam Bonjol number 695.

The research method used qualitative research methods. According Sugiyono (2013, p.5) "Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions". This shows that the implementation of this research does occur naturally, as it is, in normal situations that are not manipulated by circumstances and conditions, emphasizing natural description.

Related to research method, the researcher uses a type of research that is descriptive qualitative research.

In this research, researcher designed the steps of research activities. Where there are three main stages in this research:

1. Description stage or orientation stage. At this stage, the researcher describes what is seen, heard and felt. The new researcher makes a cursory record of the information he has obtained.

2. Reduction stage. At this stage, the researcher reduces all the information obtained in the first stage to focus on certain problems.

3. Selection stage. At this stage, the researcher describes the focus that has been set in more detail and then conducts an in-depth analysis of the focus of the problem. The result is a theme that is constructed based on the data obtained into knowledge, hypotheses, and even new theories.

Specifically, Sudjhana (2001) described in seven steps of qualitative research: problem identification, problem limitation, problem focus determination, research implementation, data processing and meaning, theory emergence, and research result reporting.

According to Moleong (2014) the main data sources in qualitative research are words and actions, the rest are additional data such as documents and others. Data resources is the subject of the data obtain. There are 2 kind of data resources; primary and secondary data resources. The primary data resource are the teachers, students and parents in the grade XII at SMK 1, 2 and 3 OKU. The secondary data resource is the supporting data in this result such as answers from teacher and student interviews, observations and other documentation.

Data collection techniques used in this research, are questionnaire, interview and observation.

4. FINDINGS AND DISCUSSION

The researcher conducted this research at vocational schools in OKU, SMKN 1 OKU, SMKN 2 OKU, and SMKN 3 OKU. Starting from 12 August 2021 until 30 September 2021. Researcher collected data using questionnaires, interviews, and observations. The following is an explanation of the results obtained in this research:

a. The following is the overall conclusion of the questionnaire:

1) From the teacher's perception, the result is that they agree that the platform (Google Classroom, Telegram, and Whatsapp) can be used as a medium for learning during the pandemic, can replace their role as a teacher, they can use it to share information with students (share material, for attendance students, or for students to collect assignments), making learning and learning during this pandemic more flexible, and the platform itself can support learning and learning during the pandemic.

2) From the perception of students, the results were that some of them agreed that the platforms (Google Classroom, Telegram, and Whatsapp) could be used as a medium for learning during

the pandemic, but some answered that they disagreed if the platform replaced the role of the teacher. The platform is comparable to face-to-face learning. They are easier to understand, they access the platform only during class hours, and some of them agree if they experience problems while studying and learning to use the platform.

3) From the parents' perception, some of them agree that the platform (Google Classroom, Telegram, and Whatsapp) can be used as a medium for learning during the pandemic.

b. Interview

After the teachers, students, and parents were given a questionnaire, the researcher gave them the interview process. The following are the results of each interview about the perceptions of teachers, students, and parents about using the platform in teaching and learning during the pandemic.

1) From the teacher's perception, the results are that the Platform (Google Classroom, Telegram, or Whatsapp) is very helpful for the teaching and learning process, as teachers can send materials, task orders, and students can write attendance on the Platform.

2) From the perception of students, the results showed that the Platform (Google, Telegram, or Whatsapp) really helped them during this pandemic, such as they could get materials sent by teachers, orders to do assignments or to collect assignments, and send their attendance. They can do this because they find it difficult to open the Platform according to their lesson schedule, which results in them being late for submitting or submitting assignments, and sometimes the material sent by the teacher is not understood by them, which causes them not to submit assignments.

3) From the perception of parents, the results are that they as parents see that the Platform is very helpful for their children in learning during this pandemic period, but sometimes when their children experience problems in the network, quota, cellphone error, or

other obstacles, they as parents are sad to see it. Because their children cannot study optimally during the pandemic, as they do when they learn face-to-face at school.

c. Observation

Researcher made observations starting when teachers and students, started filling out questionnaires and interviews until the researcher finished carrying out research in each of these schools. From observations, researcher can conclude that the first respondent is the teacher, the result is that the teacher has carried out their duties as a teacher during this pandemic using the Platform, this is proven by their sending learning materials to students in Google Classroom (GC) furthermore, the attendance of students who were present during the lesson hours was telegram, as was providing information about the material they had shared in the GC (the material that was shared was, of course, not explained in detail as when they taught class face-to-face), and students could send assignments on WhatsApp (WA), all in a structured manner that was according to the lesson schedule. The second thing was observed, namely students, the result was that, as students who used the platform during this pandemic, some of them had carried out their duties according to the lesson schedule, but some were not on schedule. This was due to several facts. For example, when class started, they did not have a quota. There was no network because they lived in the area. From the various obstacles faced by these students, it can be seen that they access Google Classroom (GC) materials, write attendance in telegrams, and when submitting assignments do not match their lesson schedule because they access the platform when the network is smooth and each of them has a quota. But sometimes for the collection of assignments, it appears that there are students who do not collect assignments. The third thing observed was parents, but because of these parents, the researcher could observe from their responses when the researchers gave questionnaires or interviews, that the results were that only some of them responded to what the researcher had instructed because of their background factors, such as their work. Those who farm in the garden, of course, there is no network, so they don't have smart phones. From various kinds

of problems, it is clear that they cannot be blamed if their children have difficulty learning during the pandemic by using the platform, because from their parents alone, it can be seen that a lot of the economy is inadequate and where they live in the area, the network is unstable.

5. CONCLUSION AND SUGGESTION

Based on the perceptions' of teachers, students, and parents, the researcher can conclude that the Platforms (Google Classroom, Telegram, and Whatsapp) are:

a. For the teacher perceptions' it is beneficial for the teachers', students', and parents' perceptions on using platformn (Google Classroom, Telegram and WhatsApp) in teaching and learning english in pandemic era at grade XII of SMKN in OKU.

b. For student perceptions', it is beneficial for the teachers', students', and parents' perceptions on using platformn (Google Classroom, Telegram and WhatsApp) in teaching and learning english in pandemic era at grade XII of SMKN in OKU.

c. For parent perceptions', it is beneficial for the teachers', students', and parents' perceptions on using platformn (Google Classroom, Telegram and WhatsApp) in teaching and learning english in pandemic era at grade XII of SMKN in OKU.

In this research, the researcher offers suggestions for government, school, teacher, student, and researcher. The following as below:

a. Government

As for the government as a regulator in education policy, it can provide policies by opening free online services to communicate with the internet and application providers to help the online learning process. The provision of quotas from the government should be given evenly because the provision of free quota packages is still not evenly distributed. In addition to providing equal free quota assistance, the government should also provide assistance in providing gadgets, or if not, then introduce another learning system that does not use smartphones. Finally, the government must

also prepare a curriculum and a syllabus for online-based learning.

b. School

For the school, it is necessary to conduct online technical guidance on the online implementation process and socialization to parents and students through print and social media regarding the procedures for implementing online learning, related to the role and implementation. Parents are expected to be able to accompany children when they study online, so that when children get into trouble, parents can provide solutions and so that children become more enthusiastic about learning, even though they are learning from home.

c. Teacher

Teachers are expected to be able to provide material with interesting presentations designed by attractive videos, and during this pandemic, due to network difficulties or quotas which resulted in some students not submitting assignments, both teachers and parents need to collaborate together to create an educational home atmosphere.

d. Student

For students, it is expected that they will be more motivated and more active when online learning, rather than solely relying on the material provided by the teacher. When they encounter problems in the network, they immediately report to the school in order to find a way out and obtain solutions to the problems.

e. Researcher

For further research that is interested in examining the same case, my suggestion is to do research for a longer period of time in order to get better results.

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