

THE RELATIONSHIP BETWEEN JIGSAW COOPERATIVE LEARNING METHOD AND PARENTS ATTENTION WITH ENGLISH LEARNING ACHIEVEMENT STUDENT IN PUBLIC JUNIOR HIGH SCHOOL 4 BOGOR

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Abstract

This study aims to prove and examine the relationship between parents' attention to English learning achievement, either individually or together. The hypotheses tested were: (1) there is a positive the relationship between the jigsaw cooperative learning method and English learning achievement, (2) there was a positive the relationship between parents' attention to English learning achievement, and (3) there was a positive the Relationship between jigsaw cooperative learning method and parents' attention together towards the English learning achievement. The research method used is survey method with correlational approach. The research was conducted at Public Junior High School 4 Bogor. The study respondents were 80 students, with the sampling technique using is cluster random sampling technique. The instrument uses the English learning achievement test questionnaire as rthe dependent variable, while the model instrument is koorporatif jigsaw method and the attention of the parent as independent variable. The result of the research shows that: (1) there is positive the relationship between model of jigsaw method to English learning achievement; (2) there is positive the relationship between parent's attention to English learning achievement; (3) there are a positive the relationship between the jigsaw cooperative learning method and the parent's attention collectively to the English learning achievement. Thus the results of this study conclude that English learning achievement can be improved through improved jigsaw cooperative learning method and parental attention.

Keywords: jigsaw cooperative learning method, parents' attention, and English learning achievement

Introduction

Junior High School is a formal educational institution plays an important role in equipping various knowledge and skills to become a provision to continue to higher education institutions.

In an effort to prepare students for continuing education to college, English lessons learned in Junior High Schools need to be given serious attention from education providers assigned to Junior High Schools, especially teachers directly involved through learning activities. This is with the consideration that English is an international language whose function is very important as a communication tool and the key to mastering science and technology. Apart from that, language is one of communication tools. Through language human can be interconnected, sharing experience, learn from each other, and as a means of thinking. English subjects are programs to develop knowledge, language skills, and positive attitudes toward English.

Language as a means of communication has an important role in deepening and developing science and technology. The above English learning

signs show The Relationship between of language with one's mind or cognitive development. In relation between language and mind, Piaget states that "the development of cognitive causes the development of the language of the child" and Bruner states otherwise "The development of language is very great influence on the cognitive development of children." (Toeti Soekamto, 2003, p. 82).

Language activities that cover four aspects, namely, listening, speaking, reading, and writing can not be separated from thinking activities. Based on this, language learning should be provided with good planning using the right approach according to the nature of the language itself, in this case the communicative and integrative approach as recommended in the curriculum (Toeti Soekamto, 2003, p. 82).

In essence the communicative approach is not oriented to procedural matters, but rather refers to the development of a syllabus or the design of learning. What methods and techniques can be used in the implementation of this approach as long as it supports and enables students to use the

language as a means of communication in order to achieve the goal.

From on the illustration above, it shows that many factors can influence the learning achievement, two of which are low cooperative learning method and low attention of parents. Cooperative learning methods and parents' attention are important and decisive elements of English learning achievement, therefore the English learning achievement as a result of the process of learning activities can be used as a reference for teachers and students in improving the next learning process.

Cooperative learning methods are group learning methods with emphasis on teamwork and rewards, self-responsibility and equal opportunity to behave (equal opportunities for success). Cooperative learning model can influence English learning achievement, because with embedded cooperative attitude in English learning activity, will be embedded attitude of sense of responsibility, independent and good cooperation in learning activity of English can support the effectiveness of learning.

Many factors can influence the learning achievement, considering the limitation of the ability of the researcher, so not all the factors that influence the learning result of the English writer can be meticulous, the author only researches about The Relationship between of cooperative learning model and the attention of parents to the english learning achievement students of Public Junior High School 4 Bogor.

Based on the above problem limitation, then the problem formulated are: (1) there is the relationship between of cooperative learning method to English learning achievement of Public Junior High School 4 Bogor students? (2) Is there the relationship between parents' attention on the english learning achievement students of Public Junior High School 4 Bogor? (3) Is there the relationship between cooperative learning method and parents attention together to English learning achievement of students of Public Junior High School 4 Bogor?

Discussion

1. Theory Description

a. English Learning Achievement

In various literature, learning achievement are related to the results obtained after learning activities, as stated

Dimiyati that in each learning process will be able to produce learning achievement, learning achievement are known after the measurement. (Dimiyati and Mudjiono, 2009, p. 2000). Muhibbin Syah explained that the result of learning is the level of success of students in learning the subject matter in school expressed in the form of scores obtained from test results on certain subject matter. (Muhibbin Shah, 2007: 141). Similarly to Altbach and Kelly's opinion that, learning achievement are only a measure of success at school excluding successes in the family and community environment.

From these three opinions above, indicates that the learning achievements achieved by students are the result of the learning process. In connection with this, Syaiful Bahri Djamarah argued that the result of learning is the result of the educational process, namely adjustment, emotional changes, or changes in behavior. (Syaiful Bahri Djamarah, 2004, p. 19). Similarly Ngalim Poerwanto argues that learning achievement are the knowledge that students gain as a result of the teaching process (M. Ngalim Poerwanto, 2009, p. 61).

Based on some opinions above can be concluded that the results of learning is the result achieved and an activity or business that can provide emotional satisfaction and can be measured by a particular tool or test.

The learning achievement itself can be interpreted as the level of success of students in learning the subject matter in school, expressed in the form of scores obtained from test results on a number of specific subject matter. In general, to assess student learning achievement, teachers may use various "achievement tests", such as "oral test", "test essay", and "objective test" or "short-answer test" (Ngalim Purwanto, 2004, p. 154) As for the value of learning process and student learning achievement that are skill, can not be used only by written test.

Thompson and his colleagues argue that there are several ways that a teacher can get information about his or her students' learning achievement, such as by directly observing behavior, analyzing and evaluating creative products (workshops, papers, clippings, etc.), talks, memorabilia, and exams as a form that is often used for test learning achievement (George Thompson et al., 2009, p. 99).

The test is a systematic procedure to compare the ability of two or more people. The test comes in two forms: a test made by the teacher or a standard test that is commercially available.

The use of commercially available standard results tests results in time efficiency for teachers as well as for obtaining more valuable information. For example, teacher-made tests can not always be used to compare student outcomes at school to school outcomes at the same level in other schools. This does not refer to schools or teachers to improve student achievement. A learning test is used as a diagnostic test designed to prove the picture of a child's strengths and weaknesses (Dimiyati, 2009, p. 200).

To be able to know the ability of learning hence need to know how far behavior change that happened after teaching process take place. This will be seen in the learning achievement. The learning achievement obtained can be knowledge, skills, values and attitudes.

Based on the above description of the theory, it can be concluded that the intended english learning achievement for junior high school students is the standard results achieved by students in english subjects after following the English language learning program within a certain time with dimensions that include competence listening, speaking, reading (reading), and writing that can be known through the assessment of student learning achievement.

Indicator of english for students between: appearance felling, appearance comparison, comparison feeling, object appearance, object appearance, feeling quality, felling quantity, performance comparison, comparison quality, object action

b. Jigsaw Cooperative Learning Method

Experience in other countries has shown an increase in the number of teachers, especially those who observed the repeated success of students in demonstrating basic mastery of standardized tests, found that students' interest in and achievement in math, science and language increased dramatically as they were helped to build linkages between new information (knowledge) with the experience they already have, or with other knowledge they have mastered. Students' participation in schoolworks increases significantly as they are taught how

they learn about concepts and how they can be used outside the classroom. And almost all students learn more efficiently when they are allowed to work cooperatively with other students in a group or team. Their success to face challenges and be able to present the teaching that is able to increase students' interests and achievements in these subjects is achieved by a teaching approach based on Koorporatif learning. This approach emphasizes one of them to how learning in school is contextualized by way of group learning, so that learning achievement are more acceptable and useful to students when they leave school.

Cooperative learning has developed in developing countries with various names. In the Netherlands developed the so-called Realistic Mathematics Education (RME) which explains that Social Science learning should be linked with real-life students. In the United States developed what is called Contextual Teaching and Learning (CTL), which essentially helps teachers to relate learning materials with real life and motivate students to relate knowledge learned to their lives. Meanwhile, Michigan also develops Connected Mathematics Project (CMP), which aims to integrate mathematical ideas into real life contexts in the hope that students can understand what they learn well and easily.

Coorporative learning can be said to be a learning approach that recognizes and demonstrates the natural state of knowledge. Through relationships within and outside the classroom, a coorporative learning approach makes the experience more relevant for students in building the knowledge they will apply in lifelong learning by way of group learning.

Based on that understanding, cooperative learning theory focuses on multi learning aspect learning environment such as classroom, science laboratory, computer laboratory or other places such as fields, rivers and others. In such environmental situations, students find a very meaningful direct connection between abstract ideas and practical application in the real-world context; concepts are understood through the process of discovery, empowerment and relationships.

Cooperative learning is a form of group learning consisting of 2 (two). up to 6 (six) students Through these 6 small groups every student is committed to actively engage the teacher's lessons. In order to be

active, students must be given certain roles and tasks. for example: reader 'maler lesson (reader) incentive, pacifist, propulsion, decision maker, and formulator.

Cooperative learning has characteristics. principle. Techniques, and certain learning models. The thing that gives privilege to cooperative learning is a group reward. This group award is given based on the results of effort and learning each individual in the group. The superior group will be awarded better than any other group.

This award is given to three groups who excel from other groups. This award is given to three groups that excel from groups in the class. To give students more encouragement, teachers are encouraged to reward students with prizes, such as stationery. eat. Shared or shared together. Robert Slavin (1990) argued that cooperative learning is a small group of students working together to learn and bertanggung answer to a group of friends.

Cooperative learning methods emphasize group goals and group success that can only be achieved if all group members learn on the goals taught. Thus in learning the group of students is not doing group tasks, but learning something for the group.

The three concepts that focus on cooperative learning methods are group rewards, self-responsible accountability and equal opportunity to behave (equal opportunities for success). A method that uses cooperative learning, according to Achyar (Wasti Sumanto, 2005, p. 33) has characteristics, emphasizes group success, member roles, sources and materials, interaction, group awards, individual responsibilities, opportunities for common interest, personal relationships, common interests, group assessment.

c. Parent's Attention

The development of the needs and aspirations of individuals and communities, causing the role of parents in paying attention to their children also experience change. In the beginning, parents' attention plays a role in the education of their children, both in the aspects of culture, as well as the mastery of knowledge and skills. With the increasing needs and aspirations of children, the attention of parents in general can not afford to fulfill. Therefore, a portion of the educational goals will be achieved through school education or other out-of-school

education (courses, study groups, etc.). Even the role of the school education path is increasingly important, especially with regard to aspects of knowledge and skills. This does not mean that parents' attention can be detached from their child's educational responsibilities, as parents are expected to work together and support other educational centers (schools and communities).

The function and role of parents 'attention, besides government and society, in Sisdiknas Indonesia is not limited to family education alone, but parents' concern is also responsible for other education. Especially for family education, namely the function and role of parents in the family in achieving the educational objectives of building a complete Indonesian man. Family education is part of an out-of-school education pathway that is organized in families and that provides religious beliefs, cultural values, moral values, and skills.

The attention of parents to the education of their children is very important and also determine the success of learning the students. In this connection Andersen defines attention as a mental process when the stimuli or series of stimuli become prominent in consciousness as other stimuli weaken. Attention occurs when we concentrate on one of our senses. (Jalaludin Rachmat, 2008, p. 24).

According to Jalaludin Rachmat, attention has external and internal factors of attention. Those classified into external factors are movement, intensity of stimuli, novelty, and repetition. While the internal factors of interest are biological, sosiopsikologis, and sociogenetic motives. (Jalaludin Rachmat, 2008, pp. 54-55).

Jalaludin Rakhmat, said that functional factors derived from the needs, past experiences, and other things that include what we call as personal factors. What determines perception is not the type or form of stimuli but the characteristics of the person who responds to the stimuli. (Jalaludin Rachmat, 2008, pp. 54-55). According to Oskamp, that during childhood, the most influential person is the elderly. The Relationship between of parents with children is not an idea-free forum. Childhood socialization is an intensive exercise on parental attitudes. (James F.Calhoun and Ross Acocella, 2005, p. 317). Papalia and Olds, stated that teachers are not just adults that affect the good of children's activities at

school. Parental involvement has been shown to increase levels and scores on IQ tests and achievement tests, as well as their behavior and attitudes toward school. According to Papalia and Olds, parents whose children perform well do a number of special activities. They read, talked, and listened to their children. Parents provide a place to learn and store books and study materials. They organize and advise on time to eat, sleep, and do homework. Parents monitor how long children watch television and what they do after school. Parents show interest in the lives of their children at school, sometimes by talking about events at school, sometimes by talking about children's issues and successes. (James F. Calhoun and Ross Acocella, 2005, p. 317).

Thus, attention is an important education and determines the success of student learning, so the parent's job is to find a way, to help the child in learning in order to perform the activity well. Children who used to participate in all the work in their families, themselves experienced and practiced various activities that are very useful for the education of character and manners such as honesty, courage, tranquility, and so forth. Parental concerns are manifested in the formation and development of children's social feelings such as living frugally, respecting the truth, tolerance, helping others, living in peace, and so on. It is clear that the attention of parents, plays an important role in the education of personal character, but social education. The concern of parents is functioning in the formation of the character of children. Decroly has argued that 70% and children who fall into the abyss of evil come and families who are ruined of their lives. Therefore, to improve the condition of society, it is necessary to improve the family education. (James F. Calhoun and Ross Acocella, 2005, pp. 71-72) As stated by Thomas J. Watkins, that parents' involvement in the form of attention to their children affects the success of student learning in school. Because Watskin said that the attention of parents, can provide motivation and enthusiasm to learn students to get a good achievement in school (J Thomas Waktins, 2007, pp. 3-14). Similarly, according to Zigarelli that parents' attention to children has a positive relationship with student learning achievement at school. According Zigarelli there are several factors that have a positive relationship with student

learning achievement include: Quality of teacher resources, teacher participation, principal leadership, academic culture and attention of parents in the form of children's education (Zigarelli, A. Michael, 2006, pp. 103-10).

The relationship between of The Relationship between of mother and child needs to get attention, especially The Relationship between of excessive supervision on the development of children. Levy distinguishes this over-supervision into two, spoiling and dominating the child. Pampered children will be more non-obedient, aggressive, and rebellious. Conversely, the child who is dominated by the dominant mother will develop into a child who is obedient and always dependent on others (lack of initiative). However, in school, both pampered children and children who are always dominated in general have no difficulty in learning. Based on the results of his research, Levy concluded that although the pampered child is always troublesome parents at home, but both children are pampered or always dominated by the mother was very accurate as a student and can complete school work well (Zigarelli, A. Michael, 2006, pp. 103-10).

Based on the above description, it can be said that the attention of parents to children is the process of receiving stimuli from the environment so that children are aware and give meaning to various forms of parental attention, both external and internal. The external parental attention dimension comes from movement, intensity of stimuli, novelty and repetition. The internal attention dimension of the parents comes from biological, sosiopsychological, and sociogenetic aspects.

Methodology

The method used in this research is using survey method that is doing direct research into the field that is to Public Junior High School 4 Bogor, which means that the research does not treat the variables studied.

Data collection tool used is questioner (questionnaire). With the data collection tool can be obtained data in accordance with the theme of research. The research data was collected by using the researcher developed questioner and given to the sample from the population. This method is used to express whether there is the relationship between model variable kooperatif jigsaw method (X1) and parents

attention variable (X2) with English learning achievement variable (Y). The research was conducted at Public Junior High School 4 Bogor, with survey research method.

Respondent of the research is VIII grade students of Public Junior High School 4 Bogor, amounting to 80 people, the sample is determined by using cluster random sampling technique.

Processing of research result is done by using descriptive statistic to get data estimation, every research variable and values which include score data, median, mode, standard deviation and frequency distribution. Then for hypothesis testing research used inferential statistics with simple and multiple regression and correlation techniques.

Results

1. The relationship between jigsaw cooperative learning method and english learning achievement. Based on testing the first hypothesis Y over X_1 , in order to know the regression equation of Y over X_1 means or does not mean, and linear or not, then F test is performed.

Based on the result of F test, obtained Fcount of 173,405 at significance level 0,000. Since probability (0,000) is much smaller than 0.05, the regression model can be used to predict English learning achievement. While from result of test of linearity, obtained Fhitung = 1,68. If consulted with F_{table} on the level of significance α 0.05 and dk (28.50) = 1.78. Thus H_0 is accepted because it is tested and Ft is less than F table (1.68 < 1.76). So H_0 accepted then the above calculations are arranged in the table anava then obtained the following picture:

Based on the above calculation, it can be stated that the linear regression of Y over X_1 with the regression equation is $\hat{Y} = 4,446 + 0,179 X_1$ is meaningful. Since the probability of the F test of 0,000 is much smaller than 0.05, the regression model is significant, meaning that the jigsaw cooperative learning method has a positive relationship to English learning achievement.

From the calculation of simple correlation coefficient between, X_1 with Y obtained price $r = 0.732$. To determine the correlation coefficient means or not, then test is done by using the t test. Statistical analysis for this test yields a probability of 0.000 Thus $p < 0.05$. Thus the null hypothesis that reads a simple correlation coefficient

between X_1 and Y does not mean rejected. It can be interpreted that the jigsaw cooperative learning method that tends to get better, the more likely to be good, the result of learning English tends to increase.

To see how big the relationship between jigsaw cooperative learning method and English learning achievement can be seen from the amount of coefficient of determination, based on regression analysis got coefficient of determination equal to $r^2 = 0,535$. It can be interpreted that 53.5% of english learning achievement are determined by jigsaw cooperative learning method.

2. The relationship between parents attention and the result of learning English

To find out the regression equation Y over X2 means or not and linear or not, the significance and kelinearan test are performed. The test is done by F test. From F test, Fcount is obtained at 302.689 at 0.000 significance level. Since probability (0,000) is much smaller than 0.05, the regression model can be used to predict English learning achievement.

Based on the result of inferential statistic calculation, it can be concluded that the linear regression of Y over X2 with the regression equation is $\hat{Y} = 7,743 + 0,283X_2$ is meaningful. Since the probability of F test of 0.000 is much smaller than 0.05, the regression model is significant. This shows that there is a positive relationship between the attention of parents and the learning achievement.

Based on linearity test, obtained F_{hitung} sebesar 1,68. If consulted with F_{table} at the 0.05 significance level and fd (25,53) = 1,84. Therefore H_0 accepted because F count is smaller than F_{table} (1.68 < 1.84). Thus H_0 is accepted if the above calculations are arranged in the following anava table:

Result of simple regression analysis of Y over X_2 , obtained regression equation $\hat{Y} = 7,743 + 0,283 X_2$. From the calculation result of simple correlation coefficient between X2 with Y obtained price $r = 0,728$. Then for probability of 0.000 then $p < 0.05$. So the null hypothesis which states the simple correlation coefficient between X_1 and Y is meaningless, it is rejected and the alternative hypothesis is accepted. Thus it can be concluded that r_{X1Y} is meaningful.

From the results of the research shows there is a positive relationship between the attention of parents with English

learning achievement. It can be interpreted that the better the parent's attention, the better the learning achievement. The magnitude of the relationship can be seen from the magnitude of the coefficient of determination. Coefficient of determination for the attention of parents (X_2) with the learning achievement of English (Y) of 0.529. It can be interpreted that 52.9% of the variation in English learning achievement is determined by the attention of parents.

3. The relationship between Jigsaw cooperative learning method And Attention of Parents With English learning achievement

To determine the significance of the regression equation Y over X_1 and X_2 , tested significance and linearity by using F test. From Ftest, obtained Fcount of 302, 689 at significance level $\alpha = 0,000$. Since probability (0,000) is much smaller than 0.05, the regression model can be used to predict English learning achievement. Based on the above calculation, it can be concluded that the linear regression of Y over X_1 and X_2 with the regression equation $\hat{Y} = 8,378 + 0,184X_1 + 0,173 X_2$ is meaningful. Since the probability of F test is much smaller than 0.05, the regression model is significant, it means there is a positive relationship between jigsaw cooperative learning method and parental attention together with the learning achievement.

To see how big The Relationship between of jigsaw cooperative learning method and attention of parents with learning achievement, can be seen from the amount of coefficient of determination, that is $r^2 = 0,644$. It can be interpreted that 64.4% of English learning achievement are determined by cooperative learning model and parents attention together. This means that the increase or decrease in English learning achievement can be explained by the variation of jigsaw cooperative learning method of jigsaw method and parent attention by 64.4% through simple linear regression equation $\hat{Y} = 8,378 + 0,184X_1 + 0,173X_2$. Thus the Y regression of X_1 and X_2 can be meaningfully used to predict the average English learning outcome (Y) if the average cooperative learning model of the jigsaw method and the attention of the parents is known.

To see the relationship of one independent variable with the dependent variable in the condition of the other

independent variable is controlled (fixed), a partial correlation analysis is performed. The first partial correlation analysis is performed between variables x_1 with variable Y in condition variable X_2 controlled (fixed). The calculation results obtained $r_{y1.2}$ value of 0.4439. Because the probability value of 0.000 is much smaller than 0.005 then the partial coefficient is declared significant.

Conclusion

Based on the result of hypothesis test between X_1 with Y, X_2 with Y, and X_1 and X_2 with Y, all statistical hypothesis (H_0) in this study was rejected, at significance level $\alpha 0,05$. This indicates a positive relationship between; (1) jigsaw cooperative learning method, and (2) parents attention, either individually or in combination with English learning achievement. Several discussions and results of the above research are presented in the following description:

The First, There is a positive relationship between jigsaw cooperative learning method with the english learning achievement of Public Junior High School 4 Bogor. The coefficient of determination of both variables ($r_{y2.1}$) of 0,535, can be interpreted that if not done control to variable attention of parents (X_2), the 53.5% proportion of the English learning achievement variance can be explained by the jigsaw cooperative learning method.

Second, There is a positive relationship between parents' attention with english learning achievement. The coefficient of determination (r_{y2}^2) of 0.529. This means that if there is no control on the jigsaw cooperative learning method, then the proportion of variance of english learning achievement in Public Junior High School 4 Bogor, 52,9% can be explained by the attention of parents.

Third, There is a positive relationship between jigsaw cooperative learning method and parental attention, together have positive relationship with learning achievement. Coefficient of multiple The Relationship between two independent variables with dependent variable ($R_{v.12}$) of 0.803, and the coefficient of determination ($R_{v.12}^2$) of 0.644. Which means that 64.4% proportion of English learning achievement variance can be explained jointly by both jigsaw cooperative learning method and parental attention.

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