

Development of Think and Share Model Based on Traditional Games to Improve Mutual Cooperation Attitude

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Abstract

Mutual cooperation is also one of the characteristics that are still inherent in the lives of Indonesian people. The Cooperative Learning method of the Think Pair Share model based on traditional games is a learning approach designed to increase interaction between students and provide a deeper understanding of the subject matter. In this study, students in Class XII B 1 of SMA Negeri 1 Sukamakmur, as the object of research with a total of 31 students, From the research data on 31 Class XI B1 Students, the results obtained an average understanding value (academic) of 90.21, an average value of observation results on the attitude of mutual cooperation of 90.21 and the results of observations on the application of the values of the third principle of Pancasila of 90.16. It can be concluded that the value is at the Very Developed (SB) stage which shows that the Cooperative Learning Method of the Think Pair and Share model based on traditional games is very effective in improving the attitude of mutual cooperation as a form of implementing the values of the third principle of Pancasila in national and state life for students of class XII B1 at SMAN 1 Sukamakmur.

Keywords: Think Pair And Share, Traditional Games, Mutual Cooperation

1 INTRODUCTION

Mutual cooperation has become a characteristic and culture of the Indonesian nation. The attitude of mutual cooperation has become ingrained and even become the personality of the nation, as well as a culture that is deeply rooted in the lives of the people. So that almost all regions in Indonesia instill the value of mutual cooperation in solving various social problems. The meaning of mutual cooperation for the Indonesian nation is more than just cooperation, but mutual cooperation is a noble value of the nation which is the philosophy and ideology of the nation which is the core of the application of Pancasila values (Koentjaraningrat; 1990). Mutual cooperation also means a sense of togetherness in the same fate and burden so that it gives birth to an attitude of helping each other. In essence, humans realize that every individual needs other individuals, especially in community life, awareness is needed to establish relationships with each other in solving various life problems together (Sudrajat; 2014).

Abdul waidi (2021) stated that the concept of mutual cooperation can be interpreted as community empowerment because mutual cooperation can be social capital to support institutional strength at the community, state and cross-national levels. Gotong royong contains the meaning of collective action to struggle, self-governing, common goal, and sovereignty. Sambatan is a tradition of asking for help from the community in repairing houses, weddings, deaths and other interests that require help or assistance from many people.

The values of mutual cooperation have also long been embedded in the lives of the Sukamakmur community, this is evidenced by the many social problems that are resolved through mutual cooperation, including: mutual cooperation in the field of infrastructure such as building houses, building places of worship, building roads, building rice field irrigation and so on, mutual cooperation in the social field such as in wedding activities, circumcisions, commemorating religious holidays and thanksgiving or thanksgiving, night patrols, even mutual cooperation in farming and harvesting agricultural products although in practice the Sukamakmur community is more familiar with mutual cooperation with the term community service. The value of mutual cooperation has been proven to be the root of national unity as stated in the third principle of Pancasila, namely the unity of Indonesia (Abdillah; 2011).

Fokky Fuad (2020) explains that gotong royong is a state where each component unites to achieve a common goal. The Indonesian Constitution also truly absorbs the religious value of gotong royong, including the legal structure in Indonesia. However, the noble value of Gotong royong has now received an extraordinary challenge, namely the value of individualism which refers to the value of unlimited individual freedom, this will certainly degrade the value of Gotong royong which is the core of the Pancasila values. Based on personal observations combined with the results of observations of class XI B1 students at SMAN 1 Sukamakmur, the following facts were obtained: 1) Gotong royong or community service in several areas in the Sukamakmur area is rarely found anymore. 2) Every job in the Sukamakmur community uses a wage or coolie system so that it is no longer done together voluntarily. 3) Students or teenagers in the Sukamakmur environment are no longer taught or inherited the values of Gotong royong through completing community work together voluntarily. 4) Minimal participation of teenagers in community service in the Sukamakmur community 5) The influence of technology and the use of smartphones also encourages the individual attitudes of teenagers and the community, thereby eroding the attitude of caring for others. 6) The low human development index in the Sukamakmur area causes low understanding of the Sukamakmur community towards the noble values of Pancasila. This is evidenced by the Sukamakmur HDI data which is the lowest in Bogor Regency. 7) Pancasila education obtained by class XI B1 students at SMAN 1 Sukamakmur still often uses conventional methods such as lectures and assignments so that the values obtained are more on cognitive values rather than affective values.

The value of mutual cooperation has been greatly influenced by the value of globalization that prioritizes technology in solving various life problems so that today's individuals assume that technology can solve various life problems. For example, today's teenagers tend to be inseparable from smartphone technology so that they assume that there is no need to be friends and work together with other individuals in solving problems because smartphones can be friends and solutions to various problems they face. The use of smartphones that are not used wisely will encourage individualism for today's teenagers, especially teenagers of school age, the ease of accessing games on smartphones makes today's teenagers forget traditional games that are a process of education and instilling the noble values of Pancasila such as the noble value of mutual cooperation.

The values contained in traditional games also contain strong national character values, including the values of mutual cooperation, nationalism, independence, integrity and religious values. For example, integrity values can be found in several traditional games such as gobak sodor, dakon, bekel, jump rope, and other games that require honesty. Hompimpa has a meaning that everything from God will return to God, congklak teaches the value of independence and many other traditional games that teach the noble values of the Indonesian nation. Changes in social attitudes of society that are increasingly individualistic are increasingly eroding the values of mutual cooperation in society so that there is a tug of war between communal attitudes that prioritize common interests and individual attitudes that prioritize personal interests. for that, there needs to be an effort to teach and re-instill the value of mutual cooperation as a noble value of the Indonesian nation to school-age teenagers by prioritizing a cooperative approach and cooperation between individuals to develop their ideas and concepts so that they realize the importance

of working together and interacting with each other to achieve common goals. to create a balance in the massive use of technology such as smartphones that can easily access various individual games, it is also necessary to remind our teenagers of traditional games that contain the values of mutual cooperation, nationalism, integrity and noble values as characteristics of the Indonesian nation.

The presence of Artificial Intelligence (AI) technology embedded in various social media also influences the social attitudes of the Sukamakmur community. Artificial Intelligence (AI) is considered as an artificial intelligence technology that will replace various human roles so that it has a tendency that individuals do not need to cooperate with other individuals in completing various jobs because the role of other individuals can be replaced by the role of this technology. Of course, if this is not balanced with the instillation of Pancasila moral values to adolescents, especially school age, it will eliminate the noble values of our nation such as the value of mutual cooperation in society. So that efforts to instill the value of mutual cooperation through education in schools are very important in order to become a filter in preventing the erosion of Pancasila values. The transformation of Pancasila values that are increasingly open towards global diversity is also expected to be able to answer future challenges for the next generation of the nation.

PPKn learning at SMAN 1 Sukamakmur, especially in instilling the value of mutual cooperation in class XI, has not been seen optimally. This is acknowledged by subject teachers and schools that still have many limitations in conducting studies and developing learning methods so that current learning is still fixated on conventional methods. Therefore, further studies and research are needed on appropriate learning methods and models but still in accordance with the culture of the Sukamakmur community. The selection of the Cooperative Learning Model Think Pair and Share (CL-TPS) method based on traditional games to improve the attitude of mutual cooperation as a form of implementing the values of the third principle of Pancasila in national and state life in class XI B1 at SMAN 1 Sukamakmur is considered by researchers to be quite appropriate in developing and innovating learning because students need a pleasant learning atmosphere, working together, and meaningful learning so that the learning process carried out can achieve learning objectives as expected.

Characteristics of Grade XI Students at SMAN 1 Sukamakmur are individuals at a young age who have a tendency to low self-confidence and active roles in participating in the learning process. Conventional learning is considered monotonous and uninteresting for students. Therefore, active learning through cooperation and game methods is needed as an innovation and development of active and enjoyable learning. Through instilling the value of mutual cooperation for students, it is hoped that it will become meaningful learning and can be practiced in everyday life so that the education process becomes part of preserving the noble values of the nation, the values contained in the philosophy of the Pancasila state, namely the values of divinity, humanity, unity and deliberation values in solving various problems in achieving social justice for all Indonesian people.

Through the independent curriculum currently implemented by the government, it encourages the strengthening of Pancasila Education through the Pancasila Student Profile Strengthening Project (P5). The Pancasila student profile consists of; Faith and devotion to God Almighty, Mutual cooperation, independent, global diversity, creative and critical thinking. As one of the components of the Pancasila student profile, the values of Mutual cooperation are very important values to be mastered by today's students. Through the Pancasila student profile, it is hoped that the instillation of nationalism values and national values can revive the identity of the Indonesian nation. The Indonesian nation is a great nation and a pluralistic nation if the values of Pancasila begin to fade it will cause serious national problems (Wulan; 2021). Values such as tolerance and Mutual cooperation are a solid foundation in building the integrity, unity and integrity of the nation. Although the form of mutual cooperation in the millennial era like today has undergone many transformations, the values of togetherness in realizing common goals will build this nation to be more solid and stronger. Therefore, teaching and continuing to instill the values of mutual cooperation means participating in helping to strengthen and solidify the existence

of this nation. This is also in line with the hopes of the nation's founders who have laid down Pancasila as the foundation of the state. Students at SMAN 1 Sukamakmur are part of the nation's generation who need to receive education and teaching of Pancasila values in order to have a high sense of love for the country and maintain the unity and integrity of the nation by filling independence with knowledge and creativity as well as highly competitive competencies that they have. Through the Merdeka Teaching platform, educators are also required to always innovate and develop interesting and innovative learning methods and models so that they are able to explore the potential of students according to their interests and talents. Diversified learning to communal learning is being developed and applied at various levels of education. An educator is required to be able to analyze and determine the appropriate learning methods and models in the learning process in order to achieve the desired learning objectives.

Cooperative Learning Model Think-Pair-Share (CL-TPS) is one of the cooperative learning techniques or strategies (Lillah; 2002). The Think-Pair-Share learning model is designed to increase active participation of students, encourage critical thinking, and promote cooperation between students. By allowing students to share their ideas with others, this model can also help build students' social and communication skills (Lyman; 1081). Joko Mursitho (2011) explains that the Think Pair and Share method, this method provides exercises to logically predict things that will appear or the most appropriate alternative answers. According to Huda (2015), Think Pair Share is a learning model that gives students time to think individually or in pairs. This method gives students time to think about answers to questions or problems that will be given by the teacher. Students help each other in solving the problem with their respective abilities. After that, it is described or explained in the classroom and applied through traditional games.

Traditional Games are a type of game that has existed for a long time and contains cultural, social, and educational values. Traditional games are usually played by people in the context of a particular culture and tradition but can also be played by the wider community. Traditional games are often played in open environments or open spaces, such as yards, fields, or rivers. Although many modern games have emerged, traditional games are still maintained as part of a community's cultural heritage. The traditional games used in this study are Hompimpa (Gambreng) and the dragon snake game. In addition to being widely known and widely played by children, this game can also be easily applied in the learning process. Hompimpa or gambreng is done to start various other games. In Javanese culture, hompimpa is done while saying the sentence "Hompimpa alaium gambreng". While in Betawi culture, hompimpa is said with the sentence "Hompimpa alaium gambreng, Mpok Ipah wears a romper". This is why hompimpa is often also called the gambreng game. Hompimpa Game Rules: This game is played by more than two people and simultaneously. Hompimpa is said with the hands pressed together. Say "Hompimpa alaium" while flapping the palms of your hands, and when "gambreng" each child turns their hands over or does not turn them over. Whichever hand position is the least, he is the winner.

Meanwhile, the dragon snake game is a group game played by five or eight children. In this game, two children hold each other and act as the gate. The other children hold on to the shoulders of the person in front of them, forming a snake. The rules of the game are: Before playing, hompimpa is done. The last two people to lose become the fence or gate. The first player to win hompimpa will become the mother dragon. He is at the front, followed by other players behind him. The dragon snake walks around the fence while everyone sings "The dragon snake is incredibly long. Always crawling here and there. That's the delicious bait that is sought. Now he is the one at the back." When the song is over, the gate will lower its hands and quickly catch one of the players. The child who is caught will be asked to choose which fence he wants to follow until the dragon snake runs out. After that, the fence that gets the fewest children must chase after the child at the back of the other fence. However, no one can let go of their grip on each other's shoulders. In this case, the researcher also argues that the cooperative learning method of Think Pair and Share (CL-TPS) model based on traditional games can improve the attitude of mutual

cooperation as a form of implementing the values of the third principle of Pancasila in national and state life in class XI B1 at SMAN 1 Sukamakmur. Therefore, the feasibility and success of this learning method need to be proven in the implementation stage of the research.

2 RESEARCH METHODS

The research method used in the research of the Development of the Cooperative Learning Method of Think Pair and Share (CL-TPS) Based on Traditional Games in Improving the Attitude of Mutual Cooperation as a form of implementing the values of the third principle of Pancasila in the life of the nation and state in class XI B1 students at SMAN 1 Sukamakmur is the R&D (Research and Development) Development Method which is a series of approaches or processes used to develop new products, services, or technologies. In order to produce a particular product, research is used that is in the nature of needs analysis (qualitative methods are used) and to test the effectiveness of the product so that it can function in real terms, research is needed to test the effectiveness of the product (experimental methods are used) (Sugiyono; 2016).

Sri Rahayu Pudjiastuti defines development research as a process or steps to develop a new product or improve an existing product and can be accounted for. Simply put, R&D is defined as a research method that is deliberate, systematic, aimed/directed to find findings, formulate, improve, develop, produce, test the effectiveness of products, models, methods/strategies/ways, services, certain procedures that are superior, new, effective, efficient, productive, and meaningful (Pudjiastuti; 2019). Observations and interviews were conducted with several students and subject teachers of class XI B1 at SMAN 1 Sukamakmur. The researcher also obtained data on the initial grades of students obtained in the previous semester. To obtain initial data and information, the researcher distributed a pre-research questionnaire to class XI B1 students at SMAN 1 Sukamakmur.

Validation of cooperative learning model think pair and share (CL-TPS) learning method products based on traditional games is carried out through several steps, namely determining validation criteria, method testing, method analysis, evaluation and final validation. The validation instrument is in the form of a questionnaire according to the criteria that have been set and validated by students and teachers as users of the method. Validation is also carried out through data validity testing using methods and techniques developed by data validity testing experts. After the product is completed, a pretest and posttest are held to collect data on student understanding. The purpose of the final stage analysis is to answer the hypothesis that has been put forward. The data used are pretest and posttest scores. Data analysis is carried out descriptively, the percentage of pretest and posttest results using the N-gain test.

3 RESULT AND DISCUSSION

3.1 How is the Design of Cooperative Learning Method Development of Think Pair and Share (CL-TPS) model based on traditional games.

From the results of the research that has been conducted, it shows that the Design of Cooperative Learning Method Development of Think Pair and Share (CL-TPS) model based on traditional games can improve the attitude of mutual cooperation as a form of implementing the values of the third principle of Pancasila in the life of the nation and state in class XI B1 students at SMAN 1 Sukamakmur. This proves that the method of the development results meets expectations and can provide benefits according to the goals to be achieved. the concept of the results of the development of this method can be used as a quality reference material and according to needs. From the analysis and processing of the final values of the pretest and posttest results, it can be concluded that the cooperative learning method of think pair and share (CL-TPS) model based on traditional

games can be applied to PPKn subjects with the material of mutual cooperation attitudes of students as a form of implementing the values of the third principle of Pancasila in the life of the nation and state. This method is expected to be part of the innovation of learning methods that can be widely applied by educators and interested parties to advance the world of national education in order to achieve comprehensive educational goals.

3.2 Feasibility of the Think Pair and Share Cooperative Learning Model Based on Traditional Games.

The feasibility of a research result refers to the extent to which the findings of the research can be considered valid, reliable, and relevant. There are several aspects that need to be considered to assess the feasibility of research results such as validity, reliability and relevance. From the validity and reliability test of the research data, it shows that the Think Pair and Share Cooperative Learning Model Based on Traditional Games can improve the Gotong Royong Attitude as a form of implementing the values of the third principle of Pancasila in the life of the nation and state in class XI B1 students at SMAN 1 Sukamakmur can be said to be feasible to be used and used as a reference for further research.

3.3 Student responses to the Think Pair and Share Cooperative Learning Model Based on Traditional Games.

The responses of class XI B1 students of SMAN 1 Sukamakmur to learning using the Think Pair and Share Cooperative Learning Model Based on Traditional Games were very positive. Several student responses as feedback for researchers can be described as follows: 1) High Motivation. Students tend to feel more motivated to learn when the learning method involves games. Traditional games often contain elements of competition and collaboration, which can increase their enthusiasm for active participation. 2) Active Involvement. Game-based learning allows students to be directly involved. They prefer to participate in interactive activities compared to more passive lecture methods. This helps increase their involvement and concentration. 3) Increased Creativity. Traditional games often rely on imagination and creativity. Students feel freer to express themselves and find solutions in game situations, which can stimulate their creative thinking. 4) Increased Socialization. Playing traditional games allows students to interact with their friends. This can strengthen social relationships and develop cooperation and communication skills. 5) Contextual Learning.

Traditional games often contain relevant cultural and historical values. This helps learners to understand the context of learning in a more meaningful way, making the subject matter more memorable. 1) Positive Perception of Learning. When learning is done in a fun way, learners tend to have a more positive perception of the learning process as a whole. This can reduce anxiety and stress that are often experienced when learning. 2) Improvement of Cognitive and Motor Skills. Through games, learners not only learn academic content but also motor and cognitive skills, such as strategy, decision making, and problem solving. In general, the use of the Cooperative Learning Method Think Pair and Share model based on traditional games in learning can provide a fun, educational and meaningful experience for learners, which has a positive impact on their learning process.

3.4 Effectiveness of the Think Pair and Share Cooperative Learning Model based on traditional games.

From the research data, it shows that the cooperative learning method of Think Pair and Share (TPS) model based on traditional games is very effective in improving learning. Several things that can show the effectiveness of this method can be described as follows: 1) Increasing Student Involvement. By using traditional games, students become more involved in the learning process. The TPS method allows students to think individually (Think), discuss with partners (Pair), and share ideas with larger groups (Share). This creates an interactive and fun atmosphere. 2) Increasing Social Skills. Through this method, students learn to collaborate and communicate with their peers. Traditional games

often involve teamwork, so students can develop social skills and learn to respect each other's views. 3) Developing Deeper Understanding.

The process of thinking independently and discussing with a partner helps students deepen their understanding of the material being taught. Small group discussions allow them to ask questions, explain ideas, and strengthen understanding through explanations from each other. 1) Encourage Creativity and Innovation. Traditional games often require creativity in strategy and problem solving. With TPS, students are given the opportunity to share their creative ideas, which can enrich the learning experience and inspire classmates. 2) Increased Motivation and Interest in Learning. Game-based learning tends to be more fun. When students feel happy, they are more motivated to learn. The TPS method adds a collaborative element that makes students more enthusiastic in participating. 3) Diverse Assessments. The TPS method gives teachers the opportunity to assess students' understanding in a variety of ways. Teachers can observe student interactions in discussions, as well as the final results of their presentation of ideas, so they can provide constructive feedback. 4) Flexibility and Adaptability. This method can be applied to various learning contexts and can be adapted to various types of traditional games. Teachers can choose games that are appropriate to the subject matter, so that learning remains relevant and interesting. In general, the cooperative learning method Think Pair and Share model based on traditional games is very effective in creating an active, collaborative, and fun learning environment. By utilizing the power of traditional games, this method not only improves academic learning outcomes, but also helps develop students' social and emotional skills.

3.5. Dissemination of the Cooperative Learning Method, Think Pair and Share model based on traditional games

The dissemination of the cooperative learning method Think Pair and Share (CL-TPS) model based on traditional games can be done in several ways, including the following: 1) Socialization to Students and Parents Educating Students about the benefits of collaborative learning and traditional games through orientation activities or introductory sessions in class and Communication with parents by providing information to parents about this learning method and how they can support the learning process at home. 2) Utilizing Technology Support. Using technology to support the implementation of the CL-TPS method Based on traditional games, such as learning platforms that allow students to discuss online and Utilizing applications that adapt traditional games in digital format, so that students can still interact even in distance learning situations. 3) Collaboration with the Community. Inviting local communities to participate in the introduction and implementation of traditional games in schools. This can be in the form of game events or festivals and Integrating traditional games in extracurricular activities, clubs, to strengthen the implementation of this CL-TPS method.

4 CONCLUSION

Based on the results of the analysis of research data on the development of the Cooperative Learning Method, Think Pair and Share (CL-TPS) model based on traditional games can improve the attitude of mutual cooperation as a form of implementing the values of the third principle of Pancasila in national and state life for students in class XI B1 at SMAN 1 Sukamakmur, it can be concluded as follows:

1. In the Mutual Cooperation Attitude Variable, data was obtained from 31 students of class XI B1 SMAN 1 Sukamakmur which was used as One Group Posttest. From these data, it can be concluded that the average value of students is 90.21, which means that students are at the Very Developed (SB) stage. This shows that the application of the Cooperative Learning Method, Think Pair and Share (CL-TPS) model based on traditional games is very effective in the learning process. PPKn with Mutual Cooperation material.
2. From the observation data on the implementation of the Gotong Royong Attitude in 31 Class XI B1 Students of SMA Negeri 1 Sukamakmur, Bogor Regency, the results obtained an average value of 90.21, which means that the value is at the Very Developed (SB) stage. This shows that the Cooperative Learning Method Think Pair and Share (CL-TPS) model based on traditional games is very effective in improving students' mutual cooperation attitudes.
3. In the Variable of the Values of the third principle of Pancasila in Class XI B1 Students of SMA Negeri 1 Sukamakmur, Bogor Regency, the results obtained an average value of 90.16 at the Very Developed (SB) stage. This shows that the Cooperative Learning Method Think Pair and Share (CL-TPS) model based on traditional games is very effective in improving the Values of the third principle of Pancasila.
4. In general, the cooperative learning method Think Pair and Share model based on traditional games is very effective in creating an active, collaborative, and enjoyable learning environment. By harnessing the power of traditional games, this method not only improves academic learning outcomes, but also helps develop students' social and emotional skills.

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