

Analysis of the Implementation of Hindu Religious Education Learning in Class VIII at SMP Negeri 12 Denpasar

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Abstract

Education is an effort to improve the ability of human resources. Implementation of learning by applying the method during the pandemic at each educational institution. Of course, there are differences because it adapts to the emergency experienced by each academic institution, so there must be some obstacles faced and solutions needed to overcome these obstacles to achieve educational goals. In this study, we will discuss how to plan for learning Hinduism in class VIII at SMP Negeri 12 Denpasar, then how to implement learning Hinduism in class VIII at SMP Negeri 12 Denpasar, then how to analyze the implementation of learning Hindu religion in class VIII at SMP Negeri 12 Denpasar. Using qualitative description method and humanism theory from Asri Budiningsih, Behaviorism theory from Semiawan, and constructivism theory from Shymansky. The learning planning of Hindu Religion teachers for class VIII students at SMP Negeri 12 Denpasar includes a learning curriculum, Syllabus, and lesson plans. The implementation of Hindu religious learning in class VIII at SMP Negeri 12 Denpasar uses the blended learning method. The form of analysis of the implementation of Hindu religious Education in Class VIII at SMP Negeri 12 Denpasar was analyzed using a SWOT analysis of advantages, disadvantages, and efforts.

Keywords: Analysis, Implementation of Learning, Hinduism

INTRODUCTION

Education is the most essential thing in life. Education is one of the processes that help improve the development of national character, considering that Education is a process that creates modern thinking and forms new characters that will later make a better generation. All citizens have the right to receive teaching or Education, so equal education distribution is a guideline for all levels of society, mainly Hindu religious education. Education is vital in achieving a nation's development goals by utilizing all existing resources and potential. According to Law no. 20 of 2003, Article 3 concerning the National Education System states that:

National Education functions to develop abilities and shape the character and civilization of a dignified nation to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who have faith and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (al-Tabani, 2014: 1).

In early March 2020, the government announced the entry of the coronavirus into Indonesia via human-to-human transmission (Fauzi & Setiawati, 2021). During this emergency period, educational institutions were forced to stop face-to-face teaching and learning processes and switch to online learning to prevent the spread of this virus. This can be seen in Circular Letter No. 4 of 2020 concerning implementing Education in the Coronavirus Disease (COVID-19) Emergency Period. The Ministry of Education and Culture urges the teaching and learning process to be carried out at home through online learning while still considering the interests and conditions of each student (Kemendikbud & Indonesia, 2020). With government policies, it is hoped that the learning process will run well even during the Covid-19 pandemic. The COVID-19 outbreak has had an impact on several aspects of activities, one of which is teaching and learning activities. The spike in cases led to the Covid-19 outbreak at the end of 2021. The regional government issued a policy in Circular Letter Number. B.31420/76560/DIKPORA regarding implementing learning during the COVID-19 pandemic in Bali Province. The Circular allows face-to-face learning (PTM). However, PTM is carried out on

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a limited basis, and learning continues online (Antara, 2021). In line with the Circular Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs of the Republic of Indonesia Number 03/KB/2021; Number 384 of 2021; Number HK.01.08/Menkes/4242/2021; Number 440-717 of 2021 concerning guidelines for organizing learning during the Coronavirus Disease 2019 (Covid-19) pandemic decides that schools or madrasas can carry out limited face-to-face learning while still implementing health protocols. With the approval of parents/guardians, students can enter school as usual at a face-to-face school by complying with health protocols and providing a health certificate from the health center or hospital.

Related to the explanation above, achieving learning outcomes and experience in an effective and efficient learning process is necessary. A learning method is a method used to deliver lessons that have been designed to achieve the objectives of the learning (Rusman, 2017: 224). The implementation of learning by applying methods during the pandemic at each educational institution is different because it adapts to the emergency experienced by each educational institution, so several obstacles are faced, and solutions need to be found to overcome these obstacles to achieve academic goals. Therefore, based on the explanation above, the author is interested in taking the title "Analysis of the Implementation of Class VIII Hindu Religious Education Lessons at SMP Negeri 12 Denpasar."

METHOD

A research method is a systematic effort or method used by researchers to obtain answers or information related to research questions. Suryabrata (2003: 66) states that research methods are a way to produce well-organized facts and theories to achieve something. Thus, the research method is a tool used to draw conclusions, explain, and analyze problems, as well as to solve these problems. In other words, it is a formalization or embodiment of a method of thinking. Research methods are scientific ways to obtain data with specific purposes and uses (Sugiyono, 2019:2).

In this research, method strengthening is the main requirement for a researcher because a method is a way or path in its function as a tool to achieve goals. A method is a way of working, namely, a way to understand the object that is the target of the science in question. So, a method is a procedure or way to find out, study, and solve a problem by using steps systematically. In research methods, "Method is defined as the path that must be followed to achieve the goal."

DISCUSSION

Planning for Learning Hinduism in Class VIII at SMP Negeri 12 Denpasar

As a teacher, before conducting learning, he must prepare a learning plan before carrying out learning activities. Learning plans enable teachers to identify learning gaps and improve program implementation later. The learning plan includes activities to develop the goals to be achieved in learning activities, the methods used in the learning process, the material presented, and the preparation of tools to be used (Jaya, 2019:10). Hanafi et al. also emphasized that for a teacher to carry out learning well and achieve the learning objectives, he must prepare everything related to the learning activities that will be carried out. Based on this, it can be concluded that learning planning is the first step for a teacher as a basis or guide in the learning process so that the desired learning objectives can be achieved. The following describes the contents of the learning plan:

Curriculum

The curriculum is a planned learning activity program for students under school guidance, both inside and outside the school. In Indonesia, the curriculum has been replaced ten times since after independence, so that currently: (1) 1947 Curriculum, (2) 1952 Curriculum, (3) 1964 Curriculum, (4) 1968 Curriculum, (5) 1975 Curriculum, (6) Curriculum 1984, (7) 1994 Curriculum, (8) 2004 Curriculum or better known as Competency Based Curriculum (KBK), (9) 2006 Curriculum or what can be called the Education Unit High Level Curriculum or KTSP, (10) 2013 Curriculum. Each curriculum has advantages and disadvantages in each application in the teaching and learning process adapted to changing times (Sarinah, 2015: 4).

The curriculum used at SMP Negeri 12 Denpasar is the 2013 Curriculum, often called K13. The 2013 curriculum emphasizes three aspects: attitude aspects, behavioral aspects, knowledge aspects, and skills aspects. The following is an explanation from the class VIII Hindu religion teacher at SMP Negeri 12 Denpasar.

Syllabus

A syllabus is a learning plan covering competency standards, essential competencies, primary learning materials, learning activities, indicators, assessments, time allocation, and learning resources/materials/tools. The following is an explanation from the Hindu Religious Education and Character Education teacher for class VIII SMP Negeri 12 Denpasar, stating:

"Syllabus is a learning tool component of a learning plan that includes competency standards, basic competencies, learning materials, indicators, assessments, time allocation, and learning resources. "This syllabus component will be used as a reference source in preparing the Learning Implementation Plan (RPP)," said Wedastiti (Interview: April 04, 2022).

In line with this statement, Mariati stated that:

"Syllabus is a detailed breakdown of plans and arrangements regarding learning activities, classroom management and assessment of teachers' teaching and learning outcomes which are arranged in groups of certain themes or subjects systematically and contain interrelated components to achieve mastery of basic competencies," Mariati (Interview April 04, 2021).

Based on the results of the interview, it can be concluded that the Syllabus is an essential tool or outline in learning planning because it contains competency standards, basic competencies, learning materials, indicators, assessments, time allocation, and learning resources which will be used as a reference in preparing Learning Implementation Plan (RPP). By applying the Syllabus in preparing the RPP, teachers can more easily map out the various variations of learning that will be included in the RPP, make it easier to map the achievement indicators that must be achieved by students, and make it easier for teachers to design forms of assessment for each indicator they want to achieve.

Learning Implementation Plan

A learning implementation plan is a plan that describes the procedures and organization of learning to achieve a basic competency specified in the content standards and described in the Syllabus (Kumandar, 2011: 263). The broadest scope of the learning plan covers a basic competency consisting of one indicator or several indicators for one or more meetings. RPP is a preparation that the teacher must prepare before teaching. The preparation in question can be interpreted as written preparation or mental preparation, the emotional situation you want to build, and a productive learning environment, including convincing students to want to be fully involved. The Learning Implementation Plan and the Syllabus are different but similar in several respects. The Syllabus contains things that students need to do to complete a competency that is in line and will be put together so that the estimated time for delivering learning material is not specific at several meetings that will be held.

Meanwhile, RPPs are fragments of activities that need to be carried out by the teacher for each meeting. In the Learning Implementation Plan (RPP), the teacher must take actions to achieve complete competency, and actions must be taken after the meeting is finished. The Learning Implementation Plan (RPP) is a reference for teachers to carry out teaching and learning activities to be more focused and run effectively and efficiently (Kunandar, 2011: 264). The Learning Implementation Plan acts as learning steps or scenarios in the learning process. Based on this, lesson plans should be flexible and allow teachers to adapt to student responses in the learning process.

Based on the results of an interview on April 4, 2022, with the class VIII Hindu Religion teacher at SMP Negeri 12 Denpasar, Mrs. Ida Ayu Tristya Wedastiti explained that it is essential to use RPPs in the learning planning process because RPPs are designs so whatever we do needs to have a plan. The planning design in question determines the learning steps, the strategies used, the learning models that will be provided, and the assessment techniques that will be carried out. Without planning, we cannot do maximum work, especially in learning.

Based on the results of interviews with class VIII Hindu teachers regarding the Learning Implementation Plan, it can be concluded that lesson plans are essential in planning learning and will be used in the teaching and learning process. The implementation plan must be prepared before learning to determine the learning steps. Determine the strategies that will be used, the learning model, and the assessment techniques that will be carried out and adapted to class conditions. Different lesson plans should be used in implementing learning because each class's circumstances and situations are different, especially in applying strategies, methods, learning models, and assessment techniques.

Implementation of Hindu Religion Learning in Class VIII at SMP Negeri 12 Denpasar

The implementation of learning in the teaching and learning process needs to use methods where the success of teachers in managing the class is not the same because the methods used are different. However, in essence, the teacher chooses strategies that are mastered and suitable for the learning topic to be discussed, and they can make learning conducive and effective. Based on research, the Hindu religious education teacher at SMP Negeri 12 Denpasar has tried several learning methods in class VIII to achieve effective learning, so the teacher carried out an evaluation and determined the appropriate learning method for class VIII at SMP Negeri 12 Denpasar. Implementation of learning uses the blended learning method as an effort that can be made to create conducive and practical learning. According to Dwiyogo (2018: 60), blended learning combines face-to-face learning activities with online learning based on technology and the Internet. So, the blended learning method is a learning method that combines or combines forms of online learning models and face-to-face learning by utilizing technology media and the Internet. Such as computer media, television, video conferences, and other electronic media. Aims to provide opportunities for students to learn independently, sustainably, and develop.

Blended learning is implemented in class VIII Hindu religious education learning. Students are divided into two groups using an odd and even absence system. Blended learning in class VIII Hindu religious education subjects at SMP Negeri 12 Denpasar uses a system of rolling odd and even absences every week, which will be rolled out every week in the first week of face-to-face meetings in class followed by students with odd absences while students with even absences take part in regular learning. Online. In the first week, oddly absent students attended face-to-face meetings directly with the teacher, while students who were even absent attended online learning. With Blended Learning, student and teacher learning activities can be combined online and offline so that students and teachers can be more flexible in the teaching and learning process.

Implementing Blended Learning in class VIII Hindu Religion education subjects at SMP Negeri 12 Denpasar uses the flipped classroom type. Flipped Classroom means students study new material at home at the next meeting. At the next meeting, the teacher will discuss the material provided again so that students follow the learning process well because they already know what will be addressed. Implementing Blended Learning in Hindu religious education subjects uses the flipped classroom type. Flipped Classroom means students study new material at home at the next meeting. At the next meeting, the teacher will discuss the material provided again so that students follow the learning process well because they already know what will be addressed.

In this case, implementing blended learning uses learning media to support learning and ensure it runs smoothly according to desired results. Learning media is a tool used in the learning process to convey learning information, such as videos, books, and so on. Learning media is a communication tool between teachers and students to arouse thoughts, attention, and feelings and improve students' learning abilities. In Hindu religious education subjects at SMP Negeri 12 Denpasar, subject teachers use several applications to support Blended Learning learning. Implementing Blended Learning in Hindu religious Education and Character education for class VIII SMP Negeri 12 Denpasar using Google Classroom and Google Form media. Teachers use this media to send teaching materials and also assignments that will be given to students. In online learning, students learn entirely through materials in Google Classroom, while in face-to-face learning in class, students can also view material in Google Classroom because the material is the same as when studying online. Online and face-to-face learning still uses Google Classroom because the material discussed in face-to-face meetings cannot be separated from the material shared in Google Classroom for online learning. Students who have a turn on the online schedule will also have the opportunity to attend face-to-face meetings in class.

Form of Analysis of the Implementation of Hindu Religious Education Learning in Class VIII at SMP Negeri 12 Denpasar

Analysis is an investigation of an event (an essay, action, etc.) to determine the actual situation (cause, problem, etc.). SWOT analysis is used to implement Hindu religious Education learning in class VIII at SMP Negeri 12 Denpasar. According to Wardoyo (2011: 1), SWOT analysis is a method used to evaluate strengths, weaknesses, threats, opportunities, and speculation according to their abbreviations: weaknesses, strengths, opportunities, and strengths. The form of analysis of the use of the blended learning method in implementing class VIII Hindu religious education learning is as follows.

Advantages of Implementing Hindu Religious Education Learning in Class VIII at SMP Negeri 12 Denpasar

Success in learning requires a learning process, and both teachers and students want to achieve success in the learning process. Every learning process has its advantages and disadvantages. The benefits of using the blended learning method in implementing class VIII Hindu religious education learning are as follows.

Increased Learning Motivation

Learning motivation is the drive to achieve good results, usually manifested through learning behavior or showing efforts to achieve learning goals. In learning activities, motivation can also be said to be the overall driving force within students, which creates, ensures continuity, and provides direction to learning activities to achieve the expected goals. Implementing the blended learning method in class VIII Hindu religious education lessons at SMP Negeri 12 Denpasar means increasing student learning motivation. Increased student learning motivation can be seen from students' active participation in online learning and face-to-face learning in class. In this blended learning, students are motivated to learn by seeing the good responses and activeness of students in interacting with the teacher during learning, and students are more likely to submit assignments on time. Increasing student learning motivation is influenced by the teacher's role as a facilitator who encourages students to do something, and teachers foster student learning motivation to obtain optimal learning results to achieve a specific goal.

Increasing Student Learning Outcomes

Learning outcomes are the results obtained by students after carrying out learning activities, which are expressed in symbols, letters, or sentences that tell the results that students have achieved. Student learning outcomes can be seen through evaluation activities at the end of learning or the end of the semester, which aim to determine the level of student ability to achieve learning objectives. Implementing blended learning in learning can improve student learning outcomes. Student learning outcomes are seen from student grade data in evaluation results or at the end of the semester. In this case, the teacher can find students who are paying attention and participating in learning activities well and students who are not paying attention seriously when the teacher delivers the material. Using learning methods in the learning process also impacts students' ability to remember material for an extended period so that students can answer the questions well during exams.

Disadvantages of Implementing Hindu Religious Education Learning in Class VIII at SMP Negeri 12 Denpasar

Success in learning requires a learning process, and both teachers and students want to achieve success in the learning process. Every learning process has its advantages and disadvantages. The shortcomings in using the blended learning method in implementing class VIII Hindu religious education learning are as follows.

Internet Network

The main requirement for conducting learning, especially online learning, is the existence of an internet network that is used to access both media applications used for the online learning process and to search for online teaching material references. A strong internet network is needed to access the learning media used in online learning. However, slow internet networks hinder learning, especially for students who receive online learning. This slow internet network is due to using too many accesses simultaneously, while the provider's capacity

cannot cover all usage. So the impact is that the internet network is slow, making access to the use of media or applications used in learning for students whose turn it is online be hampered or buffered, like PowerPoint that can't be opened, or learning videos that can't be played. This will undoubtedly impact less effective learning for students who receive online learning. Student responses were positive towards applying blended learning in Hindu religious education subjects. However, several obstacles are shortcomings in implementing Hindu religious Education learning in class VIII at SMP Negeri 12 Denpasar, which applies the blended learning method, namely the internet network which is often disrupted so that accessing the media or applications used in online learning cannot be carried out optimally or effectively.

Limited Internet Quota

Almost all students at SMP Negeri 12 Denpasar complained that the main obstacle they faced was the limited internet quota, making it difficult for them to learn. An internet quota is a limit to internet use for a certain period. Internet access will no longer be possible when usage exceeds the specified limit. To do online learning requires a reasonably large quota every month. Because everything related to learning requires internet access, not only, frequent signal interference makes them less than optimal in conducting online learning. This hinders learning Hindu religious Education online. As we know, internet quotas are an essential element of online learning.

Facilities that Students Have

The facilities available to students, such as computers, tablets, and smartphones, are uneven. Blended learning requires adequate media access; if the available media is inadequate, it will make it difficult for students to participate in independent learning online. It was stated that gadgets that often have errors and are inadequate are also an obstacle for students in online learning. Some are even hampered by a lack of facilities (not having a laptop or cellphone), so they cannot participate optimally in learning and are stuck doing their assignments. Some of the obstacles that are deficiencies in the implementation of Hindu religious Education learning in class VIII at SMP Negeri 12 Denpasar, which applies the blended learning method, are the inadequate facilities that students have, such as students who only have one cellphone which several children use in one family or students carry out learning activities when their parents come home from work. So that accessing the media or applications used in online learning cannot be carried out optimally or effectively.

Efforts Made to Overcome Deficiencies in the Implementation of Hindu Religious Education Learning in Class VIII at SMP Negeri 12 Denpasar

The role of teachers in the learning process is significant in educating, teaching, and motivating students to learn. Teachers must also be able to quickly adapt and adjust to the situations and conditions occurring when implementing learning to handle and minimize deficiencies in implementing class VIII Hindu religious education learning using the Blended Learning method, which is as follows. Online learning is certainly a new thing for students in the learning process. This makes teachers and students adapt and learn more deeply about technology and online media to make good use of it to facilitate the learning process. It cannot be denied that teachers and students also face various obstacles in participating in the online learning process. However, despite various obstacles, as professional teachers, teachers must be able to find solutions to overcome the problems they are facing.

Providing Offline Learning Resources

Learning activities can be viewed as interaction between an individual and learning resources. Today's digital learning resources have almost no boundaries, both in space and time, so students can study anywhere, with anyone, and can search for any learning resource. Of course, situations like this are not only an opportunity for teachers but also a challenge to continue to innovate in learning. An adequate internet connection is available for these abundant learning resources. However, several locations have poor connections or networks, so one solution is to use learning resources placed on local servers so they can be accessed without an internet connection. All required learning resources are collected on a large server, managed, and given local access, or can be called an offline digital Learning Resource Center (PSB). To overcome signal interference during the

online Hindu religious education learning process, teachers can create exciting learning videos that can be accessed offline so that students can watch the learning videos repeatedly without worrying about signal interference. Apart from that, making interesting videos can also prevent students from getting bored while participating in online learning.

Providing Quota Subsidy

The Ministry of Education and Culture has prepared a budget of IDR 7.2 trillion to subsidize students' internet quota for online learning. Quota assistance is intended for pupils, students, teachers, and lecturers. The details of assistance for PAUD students are 7GB/month, primary and secondary education students are 10GB/month, and students and lecturers are 15GB/month, said Minister of Finance Sri Mulyani Indrawati in a press conference, Wednesday (4/2/2022). This free internet quota assistance will be distributed to registered student telephone numbers. If students do not receive a free study quota from the government, they can immediately register their cellphone number with the school, which will then be processed by the school operator. If students and teachers are not yet registered and have changed their registered cell phone numbers, here is how to register to be a recipient of free internet quota assistance from the Ministry of Education and Culture: (1) The recipient must report to the head of the education unit before the distribution period to receive quota assistance, (2) Leaders or operators of educational units must upload a statement of absolute responsibility (STPJM) for changed numbers or new numbers on the Ministry of Education and Culture page <https://vervalponasel.data.kemdikbud.go.id/> atau <https://pddikti.kemdikbud.go.id/> (for higher education level). Efforts to overcome limited internet quotas when participating in the online Hindu religious education learning process. Students can register their telephone numbers with the school to receive free quota subsidy assistance. So that students and parents are no longer burdened with purchasing internet quotas. In this way, students can follow the learning process effectively.

Provide Flexible Time

Implementing online learning requires readiness for both parties, whether from educational service providers or students themselves. However, online and distance learning requires technological assistance that is capable and can be accessed easily. Apart from that, students must also be ready to adapt to changes in learning regulated by the school. Distance learning requires electronic media that can support online learning. However, some students do not have learning facilities, such as only having one cell phone in one family, so students cannot participate in learning effectively. To overcome the lack of facilities or inadequate electronic equipment, one way that can be done is for teachers to provide flexible time for students to take part in learning. Again, teachers emphasized creating online and offline learning materials in modules containing material so every student can access them anytime.

CONCLUSION

Based on the research results as described in Chapter IV above, the following conclusions can be drawn: The planning designed by the class VIII Hindu Religion teacher at SMP Negeri 12 Denpasar, which is oriented towards student learning motivation includes (1) Learning curriculum, (2) Syllabus, and (3) Learning implementation plan. Implementation of Hindu Religion learning in increasing the learning motivation of class VIII students at SMP Negeri 12 Denpasar, namely, Implementation of Hindu Religion learning activities in class VIII at SMP Negeri 12 Denpasar using the blended learning method used by teachers in implementing Hindu Religion learning. The form of analysis of the implementation of Hindu religious Education learning in class VIII at SMP Negeri 12 Denpasar was analyzed using a SWOT analysis of advantages, disadvantages, and efforts. (1) The advantages of implementing Hindu religious Education learning in class VIII at SMP Negeri 12 Denpasar are increasing student learning motivation and improving student learning outcomes. (2) The shortcomings in implementing Hindu religious Education learning in class VIII at SMP Negeri 12 Denpasar consist of the Internet network, limited internet quota, and the facilities available to students. (3) efforts to overcome deficiencies in implementing Hindu religious Education learning in class VIII at SMP Negeri 12 Denpasar include providing offline learning resources, quota subsidies, and flexible time.

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