

Improving Learning Outcomes and Student Teamwork Through Reciprocal Teaching Lessons in 5th Grade of Primary School

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Abstract—Appropriate learning methods will foster student activeness in cooperation with each other and also will improve student learning outcomes. However, in reality, students tend to be selfish, unable to socialize and have low learning outcomes. The purpose of this study is to improve the teamwork and learning outcomes of students through learning reciprocal teaching on the seventh theme and the first subtheme in 5th Grade of Al Farghani Muhammadiyah Sapen Primary School in the academic year of 2016/2017. This research is a classroom action research. The subject of this study is students of 5th Grade of Al Farghani Muhammadiyah Sapen Primary School in Yogyakarta. Data collection techniques used in this study are observation, written test, and questionnaire. The data collection instruments used in this study is observation guidance, written test grid and questionnaire. The result of study shows that student's cooperation increased from 91,5% in cycle 1 to 100% in cycle 2. The result of student learning that got value above KKM increased to 88,2% for Indonesian language and 85,3% for Social.

Keywords—*learning outcomes; teamwork; reciprocal teaching*

I. INTRODUCTION

Teaching and learning activities have very important roles in order to actualize the purpose and education function. Basically, the function of education is to evolve the ability and form the personality and civilization of a dignified nation. Education aims to build the potential of learners to become human beings who believe and piety, morality, healthy, knowledgeable, creative, independent, and become responsible citizens (Law No. 20 of 2003 article 3 on National Education System).

The implementation of 2013 Curriculum is a form of implementation to achieve the purpose of education. Unlike the previous curriculum, this curriculum seeks to be perfect and strengthen some mindset about learning. This refinement of mindsets is reflected in teacher-centered learning changes

shifting to student-centered learning. In this case, the student is not the object of learning, but is the subject of learning. Therefore, students must have diverse choices of learning materials and learning models in order to achieve the competencies which must be achieved.

In addition, learning takes place interactively among students, teachers, communities, the natural environment and other media sources. Using a scientific approach, students are more actively seeking different learning resources. Both individually and as a group, students learn critically and innovatively with multi-media based.

Implementation of the 2013 curriculum in primary schools is carried out through thematic-integrated learning from 1st Grade to 6th Grade of Primary School. Thematic learning is one integrated learning model that uses themes to link some subjects so as to provide meaningful experiences for learners. Integrated learning is defined as learning that connects ideas, concepts, skills, attitudes, and values, both subjects and in one subject [1]. Thematic lessons emphasize selecting a specific theme that is appropriate to the subject, to teach one or more concepts that incorporate various information.

Pedagogically thematic learning is based on exploring the knowledge and values conveyed through the theme so that learners have a complete understanding. Learners are positioned as explorers so they can find relationships and patterns that exist in the real world in the relevant context. Thematic learning is intended to develop the various abilities, skills and attitudes gained through integrated thematic learning processes into real-world contexts that are brought into the creative learning process.

In fact, in the implementation of integrated thematic learning process in schools is often various complex problems faced by teachers and experienced by the students as subject of the school education system. The problems that researchers face in

learning in Muhammadiyah Sapen Primary School, among others, are not maximized student learning outcomes and less development of student teamwork.

Based on the results of document analysis, it can be identified that there are various problems related to the activity of learning activities in 5th Grade of Muhammadiyah Sapen Primary School. The problem is reflected from the data of daily replication of the 5th Grade of Muhammadiyah Sapen Primary School on the second semester of 2015/2016 which shows that the students' daily test score on seventh theme is not maximal, in which there is about 60.5% of students get the score below the minimum mastery criteria (KKM).

According to observation data, several documents of daily recapitulation on October 1, 2016 in 5th Grade of Al Farghani showed the result of daily test of first theme academic year 2016/2017 which has not fulfilled the criteria of minimal limitation (KKM) that reached 61.1% of the students. The result of daily second theme that has not yet fulfilled the KKM has decreased by 2.8% compared to the daily repetition of first theme. In other words, the students' results that have not reached KKM are 58.3%. The low fulfillment of the KKM demonstrates the need for appropriate action to improve student learning outcomes.

Based on observational data on 7- 13 October 2016 in 5th Grade of Al Farghani the data obtained shows that the level of students' ability to ask questions, answer questions and discuss during the lesson is still low. It shows that the students' activity is not maximal during the implementation of teaching and learning activities, so it still needs to be improved.

In addition, the observational data also shows that most of the students of Fifth Grade of Al Farghani have not been good teamwork in completing classroom tasks. This is in line with the students' social competence assessment data at the beginning of semester 1 of academic year 2016/2017 with indicators of honesty, discipline, responsibility, politeness, care, and confidence showing that students who can reach the new high category was as much as 69.44%. It means that there are still 30.56% of students belonging to the low category.

Based on document analysis of learning implementation plan (RPP) and observation date 1 - 7 October 2016 it was shown that the teaching method applied in Muhammadiyah Sapen Primary School was unable to maximize student teamwork and student learning outcomes. During the observation it was found that much learning is dominated by lectures and Q & A. In addition, during the class, the teacher lectures usually gives the task or work referring to student worksheets (LKS), where teachers have not made different learning innovations yet.

The lecture and question and answer (Q&A) method is applied by presenting the learning materials or delivering the subject verbally by the teacher. In this learning activity the teacher becomes a learning center. The observation results show that during its application this method is known to have some disadvantages, among others: 1) it is considerably difficult to follow by students who are lack of ability to listen and memorize, 2) it provides very few opportunities for the students to participate actively, 3) the role of teachers is more as a learning resource, 4) the subject is more likely on the memory aspect, and 5) the method is the teacher-centered learning process. The result of learning evaluation by using lecture and question and answer method shows that most students' learning outcomes are below minimal level of mastery (KKM). In addition, the method tends to lower students' level of activity and teamwork.

Based on the description, it can be seen that the learning method that has been implemented and applied in the learning activities in 5th Grade of Al Farghani Muhammadiyah Sapen Primary School has not been creative and innovative. It resulted in student learning outcomes and student teamwork that has not been optimal. Therefore, the various problems need to be addressed and solved. The way of overcoming these problems is to apply the teaching method of reciprocal teaching.

Focus and problem formulation

- The learning outcomes of the 5th Grade students of Al Farghani Muhammadiyah Sapen Primary School have not been maximum yet, namely students who have not fulfilled the KKM reached 60.5%. In addition, students' cooperation in learning is still low. The results of the observations indicate the low ability of the students in terms of approving the division of group tasks, conveying and agreeing on the thinking of other learners, maintaining togetherness in the group, accepting and agreeing on the results of the discussion, and completing the work that has become their obligation.
- The results of this study are expected to provide information in the world of education, especially to help teachers produce a suhik knowledge and relevant for their classroom to improve the quality of learning in the short term. This research is also aimed at encouraging the creation of an interesting, challenging, comfortable, enjoyable, and engaging learning process for the application of appropriate and carefully chosen learning methods. For educational practitioners, this research is expected to improve the quality of teaching by applying the teaching method of reciprocal teaching.
- How to improve teamwork and learning outcomes through learning reciprocal teaching on

seventh theme, first subtheme, and sixth learning on the 5th Grade of Al Farghani Muhammadiyah Sapen Primary School

- This study aims to increase the activity, learning outcomes, and teamwork of students through learning reciprocal teaching on the seventh theme, first subtheme in 5th Grade of Al Farghani Muhammadiyah Sapen Primary School in the academic year of 2016/2017.
- This research will be focused on 5th Grade of Al Farghani Muhammadiyah Sapen Primary School in the academic year of 2016/2017. The learning material in this research is seventh theme, first subtheme, and sixth learning content of Social and Indonesian language.

II. LITERATURE REVIEW

A. *Learning outcomes*

Learning outcomes are the abilities that a student gets through learning activities. Human behavior consists of a number of aspects such as knowledge, understanding, habits, skills, appreciation, emotional, attitude and others. Learning outcomes will be seen in each change of these aspects. Student learning outcomes are not only influenced by the character of the students themselves, but also determined by the quality in their learning [2,3].

Gagne, Briggs and Walter [4] say that learning outcomes is an internal capability that includes five types, such as intellectual skills, cognitive strategies, knowledge, attitudes and motor skills that have become private property of someone and allows someone to do something. Suprijono [5] said that learning outcomes are patterns of deeds, values, understandings, attitudes, appreciations and skills. Learning outcomes are a result of a person's learning.

It is said by Winkel [6] that learning outcomes are changes that result in human change internally and externally. Internal changes include understanding and attitude, whereas the external can be motor skills and speech. Meanwhile, according to Purwanto [7], learning outcomes are the acquisition of student learning process in accordance with the purpose of teaching. Reigeluth [8] suggests learning or learning outcomes can also be used as an effect that provides a measure of the value of alternative methods under different conditions.

B. *Teamwork*

Not only can it improve student learning outcomes, reciprocal teaching learning strategy is also expected to improve student teamwork. In human life, teamwork is a very important part. Teamwork allows humans to be able to carry out their lives. Teamwork requires interaction between several parties.

Soerjono Soekanto [9] states that teamwork is a joint activity between individuals with each other or

groups to achieve certain goals. The opinion firmly states that teamwork is a form of relationship between several parties who interact to achieve common goals. Johson, Johnson and Smith [10] say that effective teamwork will require at least five elements: positive member dependency, member accountability, promotional interaction, individual skills, and effective group processing and management. Further, Adam [11] explains that effective co-learning with sufficient guidance from the teacher will have a positive impact on the students' learning outcomes.

Miftahul Huda [12] describes teamwork in the context of learning involving students, that is, when students work together to complete a group task, they provide encouragement, advice, and information to their group of friends who need help. It means that by teamwork, students who understand better will have an awareness to explain to friends in the group. According to Slavin [13] within the group, students can give each other reward based on individual learning together. In this lesson we want to achieve not a single group product. Ward [14] adds that the behavior of group members to teach each other, to assess each other's learning and to ask for help with each other will produce learning benefits.

Student teamwork will be enhanced if learning activities are made in small groups. Each student works in a small group with a specific role. The results show that this learning technique will increase students' participation [15]. Furthermore, according to Abadzi [16] small groups with members of various capabilities will further enhance the teamwork between students. Similarly, Castle and Arends [17] state that learning groups will be maximized if their members vary and change.

C. *Reciprocal Teaching*

The reciprocal teaching method was developed by Palincsar & Brown. Palincsar and Brown [18] describe reciprocal teaching as a learning activity in the form of dialogue between teachers and students on reading texts. The dialogue is composed of four strategies that summarize, question, clarify or explain, and predict. Teachers and students take turns in leading a dialogue by applying the four strategies in the reciprocal teaching. Also, reciprocal teaching method may provide an opportunity for the students to convey information to other students related to the summary and questions that have been made.

Furthermore, in another source, Palincsar explicitly mentions that a reciprocal teaching method consists of four strategies, such as *summarize*. In this strategy, students have the opportunity to identify and integrate the information contained in the material. Students fall into the subject matter of the material that is compiled into integrated sentences or paragraphs. According to Doolittle [19] summarizing activities can improve students' abilities in the environment, speech and mapping of material

contained in the text or not. The first is *Question Generating*. In this case, students are given the opportunity to make inquiries regarding the material being discussed. The question is expected to reveal the mastery of the concept of the learning materials being discussed. When students ask questions, students will get the correct information to provide additional insight. In this step, students can answer their own questions and share with other students. Secondly, *Clarification Strategies*. This is an important activity during learning, especially for students who have problems in understanding the material. Students can discuss with each other for better understanding. Also, students can ask the teacher about the difficult concept that cannot be solved by the group. In addition, teachers can also clarify concepts by giving questions to students. Thirdly, *Predict*. This is a strategy in which students hypothesize or matters about subsequent material concepts [20]. In this strategy, according to Bransford, Brown and Cocking [21] students can explain and develop the existing knowledge structures to make predictions about various situations and explain the reason for the predicate. In this case, the teacher can help the students to be in line with his thought.

Reciprocal teaching method is a model of reading comprehension that emphasizes interactive dialogue and collaboration between students because they build knowledge both written text and colleagues [20]. The premise of the teaching method of reciprocal teaching is that students, working in small groups of peers, studying gradually in four strategies will boost their knowledge and understanding skills [22]. Palincsar & Brown [18] research shows that students who have been involved in learning with reciprocal teaching methods improve their reading comprehension on test steps. They can also transfer these skills to other texts. Because of the emphasizing on the social construction of individual knowledge, research strongly suggests that this technique has the potential to make learning more achievable and enjoyable for all students, especially if they face learning difficulties.

Carter [23] states that reciprocal teaching is the process of reading as an interactive one, in which the reader interacts with the text because he has already possessed knowledge as an apperception. By applying prior experience as a channel, the reader learns new information, key ideas and arguments. In this case, the reader builds on the knowledge of the text by relying on parallel, contrasting or strengthening previous experiences. It is further said that the method of reciprocal teaching is the basis of constructivism learning.

Komariah et al. [24] states that the strategy in reciprocal teaching method is able to improve students' ability in understanding the content of reading. It can be seen from how the students are

discussing the content of reading with other students more actively. They are also more productive in writing down the materials that they have learned. Based on Tod's research [25] toward fourth grade students of elementary school that reciprocal teaching succeeded in increasing the acquisition of vocabulary and students' understanding of the text of reading. In line with that, Ghorbani [26] states that reciprocal teaching can improve students' writing skills. Furthermore, the study also proved that students' learning achievement also showed significant improvement. In addition, students will be highly motivated in learning because they love to learn with this method. Meanwhile, according to Danin [27], reciprocal teaching can improve students' speaking ability because this method trains students to read and discuss a topic and help in the process of understanding the concept.

In their previous studies in the United States, Pilonieta and Medina [28] state that learning by using reciprocal teaching method is very useful for students in understanding the teaching materials. Similarly, the study of Yang [29] shows that the reciprocal teaching method can improve students' reading ability that encourages students to interact intensively with others. Learning by reciprocal teaching methods can also be designed to improve reading comprehension skills [30]. Similarly, Halberstam [31] in his research on third grade students of elementary school also shows that learning with reciprocal teaching method is very effective to foster and strengthen the comprehensive reading skill.

Reciprocal teaching method is not only helping students to read well but also providing students with opportunities to learn and think independently [32]. In fact, according to Virgilio [33] a reciprocal learning teaching can develop affective, cognitive and psychomotor of the students. The purpose of the reciprocal teaching method is to facilitate students to communicate and help each other in their group in understanding the text or reading provided by the teacher. The structure of dialogue and intergroup interactions in the learning process requires the participation of all students in fostering healthy competition relationships that help to create a conducive learning atmosphere.

In his research, Lederer [34] stated that the method of reciprocal teaching can improve the understanding of social science in primary schools, especially when the students find difficulty in learning Social science. On another occasion, Lederer [35] emphasizes that reciprocal teaching is a good method and effective method in helping students to choose techniques to use with students with diverse needs, especially the students who have difficulty in Social learning. With this method, students can effectively make summaries and questions well. Reciprocal teaching requires students to be self-contained learners with the knowledge to choose

some strategies for reading comprehension. Through reciprocal teaching, students are taught how to use and harmonize these strategies to help understand reading.

Reciprocal teaching guides students in understanding the reading in a better way to improve the quality of summaries and questions [18]. Reciprocal teaching is a reading comprehension strategy and provides a way to improve text understanding in greater depth. Also, reciprocal teaching can improve students' writing skills. Meanwhile, according to Cooper and Greive [36] reciprocal teaching can improve students' ability to master predicting skills and summarize readings.

Palincsar and Brown [18] argue that the reciprocal teaching method is a constructivist approach based on questions-making principles, teaching metacognitive skills through teaching, and modeling by teachers to improve reading skills of the students with low-ability. The reciprocal teaching model is a teaching procedure or approach designed to teach students about cognitive strategies and to help students understand the reading well.

Furthermore, Palincsar and Brown [18] state that reciprocal teaching is a method of learning in which students are given the opportunity to learn the material first. Then, the students re-explain the material they learned to the other students. Teachers only served as facilitators and mentors in the learning, responsible for straightening or explaining the material that can not be solved independently by students. Independence in this study will likely cause students to internalize and understand the materials.

As explained by Clark [37] learning by reciprocal teaching method proved effective to improve students' understanding of various ages, including elementary school students. This method of learning seeks to optimize students' thinking skills to different points of view and how to support that view [38]. Consequently, it helps students to learn the content of the reading, and also teaches how to read new content. Students, in this way, are taught to internalize the use of strategies to make them become more independent and successful learners.

The application of reciprocal teaching learning method aims to facilitate students to communicate and help each other in their group in understanding the text or reading given by the teacher. The structure of dialogue and interaction among groups in the learning process requires the participation of all students in fostering healthy competition relationships to create a conducive learning atmosphere. In other words, the method of reciprocal teaching can be one of the solutions in solving learning problems especially in increasing student learning outcomes and student co-operation in a learning group.

III. MATERIAL & METHODOLOGY

A. Data

Data completion techniques were used in this research, such as observation, written test, and questionnaire. Observation is the systematic completion of data concerning the implementation of classroom action by using the key observations of liveliness and student teamwork. Meanwhile, the written tests are questions given to students to get answers from students in a written form. This written test is used to assess and measure student learning outcomes, especially cognitive learning outcomes regarding the mastery of instructional materials in accordance with educational and teaching objectives [39]. This test consists of some materials of seventh theme and the first sub theme consisting of 3 (three) kinds of problems in the form of 15 multiple choice questions, 10 questionnaires and 5 limited explanation questions. The questionnaire is a valuation tool used to know opinions, aspirations, expectations, achievements, desires, beliefs, and others as a result of student learning. The students will be asked with some questions, then they answer them by writing the answers. The form of the question may be objective or essay [39]. The questionnaire is used for its practicality, time-efficiency, energy-efficiency, and affordability. However, one of the disadvantages is that the answers are sometimes not objective, especially if the questions are not so straightforward that they allow students to give subjective answers. Accordingly, in order to fill out the questionnaire well and to be true in reality, the questionnaire made randomly representing each indicator. Students' expectations when filling in the questionnaires will not be arbitrary. Instead, they will answer based on their actual situation.

The criteria of success in this study is that the students' learning outcomes meet the success of the action if 75% of the number of students get a minimum score of 75. Whereas student teamwork meet the success of the action if 75% of students get a minimum score with high category.

Technical data analysis in this research is done qualitatively and quantitatively. Qualitative analysis is done to describe activity and result of student learning in a narrative form. Quantitative analysis is done to calculate the minimum mastery of student learning, student activeness score and student teamwork score. This is done by summing the scores or the scores obtained from each student for each variable in the form of quantitative numbers.

B. Method

The research design used in this research is Classroom Action Research (PTK), in which the action research was conducted in the classroom with the aim of improving the quality of learning practices [40]. This classroom action research uses a model

developed by Kemmis & Taggart. This model consists of four stages that show a cycle or repetitive activities that include planning, action, observation and reflection [41].

The planning stage is a structured and planned action research plan but does not rule out the possibility of changes. The action stage includes all conscious and controlled actions that are a careful and prudent variation of practice. The actions undertaken in this study are based on the planning that has been prepared according to the problem.

The observation stage in this classroom action research serves to document things that occurred during the action and the influence of the related action. The stage of reflection is to remember and reflect on an action that has been done in accordance with the results of observation.

The research will be conducted in second semester of academic year of 2016/2017. The preparation stage of this research was in the form of observation and preparation of proposals that have been implemented since August 2016. Research instruments and various teaching material supplies such as syllabus, RPP, materials, worksheets, evaluation tools and others are declared ready for research on 13 February 2017. The first-cycle action was carried out on February 16 and 17, 2017. Since the action of cycle I has not completed, then the action was continued to the second cycle on 23 and 24 February 2017.

This research was conducted in 5th Grade of Al Farghani Muhammadiyah Sapen Primary School in Yogyakarta which is located at Bimo Kurdo Street Number 33 Yogyakarta. This school is an accredited A private school. Besides the fifth Grade of Al Farghani as a class for the action research, 5th Grade of Muhammadiyah Sapen Primary School there are 6 other parallel classes, namely 5th Grade of Al Jahiz, 5th Grade of Ibn Sina, 5th Grade of Azzahrawi, 5th Grade of CIMIPA Ibn Sahl, 5th Grade of CIMIPA Ibnu Haitam, and 5th Grade of CIMIPA Al Khazini.

The subject of this study was students of 5th Grade of Al Farghani Muhammadiyah Sapen Primary School Yogyakarta. There are 36 students consisting of 20 male students and 16 female students in the class. The average of the age of the students of 6th Grade of Al Idris is 11.5 years. There are 3 12-year-old students. Students aged between 11.5 years - 12 years are 15 students, While other students are under 11.5 years old.

In terms of their characteristics, the 5th Grade students of Al Farghani mostly have a fairly good level of intellectual intelligence. Students have a habit of speaking but not well structured yet. Students have not been able to socialize well and are still choosing friends.

The cycle in this case is a cycle of activities consisting of planning, action, observation, and reflection. Mulyatiningsih [41] describes the cycle of action through images of Kemmis and Taggart spiral cycles as follows:

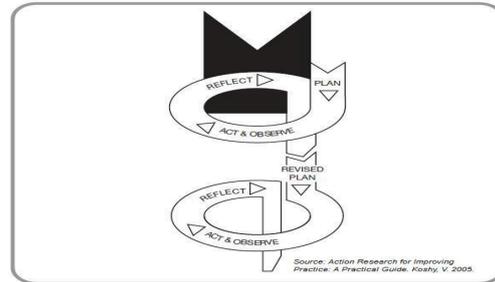


Fig. 1. Cycle of Kemmis & Taggart Spiral model

The Planning Stage :

The classroom action planning stage is carried out as follows :

- To conduct curriculum analysis for determining indicators to be used as a benchmark of Indonesian language and Social learning.
- To prepare teaching materials for themes of Indonesian Language and Social Studies.
- To develop a lesson plan.
- To prepare teaching aids and instructional media for the seventh theme about the History of Indonesian Civilization, first sub-theme of the Islamic Kingdom in Indonesia, and the sixth learning materials of Indonesian language and Social sciences.
- To prepare the students' worksheets for the material of Indonesian Language and Social sciences.
- To make test questions for the seventh theme about the History of Indonesian Civilization, the first sub-theme of the Islamic Kingdom in Indonesia, and the sixth learning materials about Indonesian language and Social sciences.
- Guidelines for Student Activity Observation for the seventh theme the History of Indonesian Civilization, first sub-theme of the Islamic Kingdom in Indonesia, sixth learning materials of Indonesian language and Social sciences.

Stages of Action Implementation

- Initial Activity
 - Students pay attention when the teacher gives a perception.
 - Students pay attention to teachers conveying basic competencies and learning objectives.
 - Students pay attention to teacher's explanation regarding student's learning plan.
 - Students pay attention to teachers delivering learning objectives.

- Core Activity
 - Students create groups according to the teacher's direction.
 - Students listen to teachers when the teacher delivers Indonesian language learning materials in the form of texts on the Islamic kingdoms in the archipelago against the VOC colonialism.
 - Students receive text in each group.
 - Students read and observe the specified learning materials.
 - Students discuss learning materials in their respective groups.
 - Students identify, summarize and describe the learning materials (summarizing).
 - Each group presents the summary results in front of the class.
 - In the group, the students discuss to make questions related to the matter discussed (question generating).
 - Students discuss the questions between one group and another.
 - Students provide clarification related to questions with assistance from the teacher (clarifying)
 - Students make various estimation relating to learning materials with practice questions (predicting).
 - Students prepare for Social study.
 - The students are still at the same group.
 - Students receive learning materials on social science in the form of texts about the history of the Indonesian National Movement given by the teacher.
 - Students read and observe the specified learning materials.
 - Students discuss learning materials in their respective groups.
- Last Activity
 - Students pay attention to teacher giving learning process.

Observation Stage

Observations were conducted during the process of learning in the cycle of action where the observer fill out the observation sheet of student learning activities. In addition, at the end of each stage the students filled in questionnaires about his activities during the lesson. To find out the results of learning, a series of written tests was administered at the end of the action. The observations made are documented using cameras and videos to find out the results of the research action.

Reflection Stage

- The researcher analyzes the results of the implementation and observations for the conclusions in the teaching cycle I.
- Researchers and teachers overcome the analysis results of the implementation of cycle I action.

- The researcher asks the teacher to carry out the result of discussion and the implementation of cycle I action to take corrective action on the implementation of the next cycle research activity.

IV. RESULTS AND DISCUSSION

A. Result

1) *First Cycle Student Teamwork*

Student teamwork is measured using a teamwork questionnaire. Questionnaires about student teamwork is made by using four scales, with the highest score of 4 and the lowest score of 1. The questionnaire contains six indicators of teamwork. Each indicator consists of 4 randomly arranged questions. The total number of questions in this teamwork questionnaire is 24 questions. The questionnaire was given to all students. The level of student cooperation is measured by clustering the score in the categorization of the measurement results.

The indicators of teamwork that will be measured include: 1) giving and receiving the opinions of others, 2) maintaining group cohesiveness, 3) accepting and agreeing on the results of the discussion, 4) doing the tasks that have become their responsibility, 5) respecting individual differences, and 6) concern helps friends in solving problems.

TABLE I. STUDENT TEAMWORK SCORE RESULTS ON FIRST CYCLE

Interval	Interpretation	Frequency	Percentage
24-42	Very low	0	0.0%
43-60	Low	3	8.6%
61-78	High	19	54.3%
79-96	Very High	13	37.1%

Based on table 1 above, student teamwork level on the first cycle after the implementation of reciprocal teaching mostly belongs to the high category, but it still needs to be improved especially in the students whose teamwork level is still low and in the students whose teamwork level is not very high.

The results of the scores of student collaboration is reinforced by observation data of student cooperation.

The observational data of the collaboration were that 45.7% of students were included in the high cooperation category, while 48.6% were included in the high category, and 5.7% of the students were included in the low cooperation category.

The level of student cooperation for each indicator in cycle I is presented in the following table.

TABLE II. STUDENT TEAMWORK LEVEL ON FIRST CYCLE PER EACH INDICATOR

Interval	Interpretation	1	2	3	4	5	6
4-7	Very low	0.0 %	2.9 %	0.0 %	0.0 %	5.7 %	2.9 %
8-10	Low	8.6 %	14.3 %	11.4 %	11.4 %	22.9 %	20.0 %
11-13	High	51.4 %	57.1 %	54.3 %	48.6 %	51.4 %	40.0 %
14-16	Very High	40.0 %	25.0 %	34.3 %	40.0 %	20.0 %	37.1 %

Based on table 2 above, it is shown that Indicator 5 and Indicator 6 still need to be improved because the low category are showing high percentage at 28,6% and 22,9%. Nevertheless, indicator 1, 2, 3, and 4 also still need to be increased to lower the percentage of the low and very low category.

Written test results

Written tests are conducted to determine the level of student learning outcomes in the learning process. The test is carried out on the content of Indonesian and Social Science (IPS) lessons. The result of Indonesian load test in cycle I is presented in the following table.

TABLE III. STUDENT TEST RESULTS INDONESIAN CONTENT ON THE FIRST CYCLE

Interval	Interpretation	Frequency	Percentage
< 75	Not Fulfill KKM	8	22.9%
75-100	Fulfill KKM	27	77.1%

Based on the data above it can be seen that the value of Indonesian language that has met the KKM is of 77.1% and the value of Indonesian language that has not met the KKM is of 22.9%. This means that the students' score in Indonesian language lesson in cycle I by using reciprocal teaching mostly meets the KKM. However, the value of Indonesian language lessons at still needs to be improved at some points, especially for students who have not fulfilled KKM. The students are those with the student attendance number of 11, 13, 14, 16, 17, 20, 32, and 35.

The test result data also show that in the form of multiple choice questions the correct answer of the students reaches 73.3% and in the form of the questionnaire, the correct answer of the student reaches 86.9%.

TABLE IV. PERCENTAGE OF INDONESIAN LOAD TEST RESULTS BASED ON THE FORM OF PROBLEM ON THE FIRST CYCLE

Questions Form	Language				Total
	0	1	2	3	
Multiple Choice	26.7%	73.3%	.0%	.0%	100.0%
Stuffing	13.1%	.0%	86.9%	.0%	100.0%
Description	.0%	15.7%	4.3%	80.0%	100.0%

Besides Indonesian language lesson, in cycle 1, the test is also carried out on the content of Social science lessons (IPS). Social load test results in cycle I are presented in the following table:

TABLE V. STUDENT TEST RESULTS OF SOCIAL CONTENT ON THE FIRST CYCLE

Interval	Interpretation	Frequency	Percentage
< 75	Not fulfill KKM	9	25.7%
75-100	Fulfill KKM	26	74,3%

Based on the above data it can be seen that of all the result, the students who the KKM of Social sciences lessons (IPS) are reaching 74.3% and the Social science core that has not met the KKM is of 25.7%. **This means** that the Social science score of the students in cycle I by using reciprocal teaching mostly meets the KKM, but the Social science score of the students still needs to be improved especially for those who have not fulfilled the KKM.

The test result data also show that in the form of multiple choice questions the correct answer of the students reaches 75.2%, while in the form of the a answer-question the student achieves 80.0% and in the form of the question description, the student's correct answer reaches 99.0%.

TABLE VI. STUDENT TEST RESULTS OF SOCIAL CONTENT ON THE FIRST CYCLE

Questions Form	Social				Total
	0	1	2	3	
Multiple Choice	24.8%	75.2%	.0%	.0%	100.0%
Stuffing	20.0%	.0%	80.0%	.0%	100.0%
Description	1.0%	18.1%	17.1%	63.8%	100.0%

Based on the analysis of observational data it can be reflected that the first cycle has achieved the expected results. This is indicated by the level of student cooperation that is included in the high or high category that reached 91.4% and the number of students whose learning outcomes have reached KKM is at 74.3% for cargo IPS (Social Sciences), and 77.1% for the content of Indonesian language.

The success and lack of learning on the first cycle serve as a basis for improving cooperation and student learning outcomes on the second cycle. Some improvement to do in cycle 2 is that, among others, teachers must complete the learning stages of reciprocal teaching, the formation of a more conducive group. Also, the teachers must improve their performance during learning, and teachers should approach personal students who find difficulties in achieving maximum score.

2) *Second Cycle*

The implementation of the second cycle in using reciprocal teaching method is better than the first cycle. Teacher performance is increasing and mastery

of learning technique with reciprocal teaching method is growing well. Teachers are able to master the learning process well and able to make students be more active and more cooperative in completing group tasks that have been given by teachers. Teachers are able to create a more conducive learning atmosphere so that students enthusiastically can follow the learning by reciprocal teaching method.

Student Teamwork

Student teamwork is measured using a cooperation questionnaire. Questionnaire of student teamwork is made by using four scales, the highest score is 4, while the lowest score is 1. Student teamwork level is measured by grouping the score in the categorization of the measurement result.

TABLE VII. STUDENT TEAMWORK SCORE RESULTS ON SECOND CYCLE

Interval	Interpretation	Frequency	Percentage
24-42	Very Low	0	0.0%
43-60	Low	0	0.0%
61-78	High	7	20.6%
79-96	Very High	27	79.4%

Based on this data, it can be seen that the level of student cooperation in cycle II is in the high category (interval value 61-78) despite the decrease to 20.6%. However, the level of student cooperation is very high, increasing up to 79.4%.

The results of the scores of student collaboration is reinforced by observation data regarding student cooperation. The collaboration observation data shows that 73.5% of students are included in the high cooperation category, while 26.5% are included in the high category, and no students are included in the low cooperation category. Enhancement of student cooperation in Cycle II compared to Cycle I can be seen in the following table.

TABLE VIII. COMPARISON OF TEAMWORK LEVEL ON THE FIRST CYCLE AND SECOND CYCLE

Teamwork Score Interval	Interpretation	Cycle I	Cycle II
24-42	Very Low	0	0
		0.0%	0.0%
43-60	Low	3	0
		8.6%	0.0%
61-78	High	19	7
		54.3%	20.6%
79-96	Very High	13	27
		37.1%	79.4%

The questionnaire of student teamwork result shows that the student teamwork level on the first cycle by using reciprocal teaching method is 54.3% belonging to high cooperation level (with the total score of cooperation between 61-78) and 37.1% belongs to high level of cooperation 79-96), and only 8.6% of them are included in the low level of cooperation.

The results of the student teamwork questionnaire also shows that the student teamwork level on second cycle using the reciprocal teaching method which is at 20.6%, belonging to the high teamwork level (the number of teamwork scores between 61-78) and 79.4% are included in the high teamwork level (with the total scores of cooperation of 79-96), and none of them is included in the low or very low teamwork level.

Based on the above data, it shows an increasing kinship level in cycle II compared to the first cycle. The increase is from 91,4% (high or middle level) on the first cycle increased to 100,0% (high or high category) on the second cycle.

The increase is in accordance with the opinion of Yang [29] stating that a reciprocal teaching can improve students' abilities in relationships with others. Students will also be able to cooperate well with each other.

Written test results

Like the first cycle, at the end of the second cycle of learning a written test is also carried out to determine student learning outcomes. The test is conducted for the content of Indonesian and IPS subjects. The result of Indonesian load test on the second cycle is presented in the following table.

TABLE IX. KKM LEVEL COMPLIANCE DATA INDOONESIAN ON SECOND CYCLE

Interval	Interpretation	Frequency	Percentage
< 75	Not fulfill KKM	4	11.8%
75-100	Fulfill KKM	30	88.2%

As in table 9, shows that the value of Indonesian language that has met the KKM increased to 88.2% and the value of Indonesian language that has not met the KKM of 11.8%. The improvement of the students' learning outcomes for Indonesian language learning on the second cycle compared to first cycle can be observed in the following table.

TABLE X. COMPARISON OF INDOONESIAN KKM ACHIEVEMENTS ON THE FIRST CYCLE AND SECOND CYCLE

Indonesian Language Interval	Interpretation	First Cycle	Second Cycle
<75	Not fulfill KKM	8	4
		22,9%	11.8%
75-100	Fulfill KKM	27	30
		77,1%	88.2%

The test results also showed that in the form of multiple choice questions the students' correct answers increased to 74.5% and in the form of the questionnaire, the students' correct answer increased to 95.9%. Finally, in the form of the description problem, the student's correct answers reached 91.2%.

TABLE XI. PERCENTAGE OF INDONESIAN VALUES ON SECOND CYCLE

Questions Form	Language				Total
	0	1	2	3	
Multiple Choice	25.5 %	74.5 %			100.0%
Stuffing	4.1%	1.2%	94.7 %		100.0%
Description	8.8%	4.4%	5.9 %	80.9%	100.0%

Besides the value of the Indonesian language, the following written test results for the content of Social science subjects. Social science test results on second cycle are presented in the following table.

TABLE XII. KKM FULFILLMENT RATE DATA OF SOCIAL ON SECOND CYCLE

Interval	Interpretation	Frequency	Percentage
< 75	Not fulfill KKM	5	14.7%
75-100	Fulfill KKM	29	85.3%

Based on the data above it can be seen that the Social result that has met the KKM increased to 85.3% and the Social science score that has not met the KKM is at 14.7%. The improvement of student learning outcomes for Social lesson content in Cycle II compared to Cycle I can be observed in the following table.

TABLE XIII. COMPARISON OF ACHIEVEMENT OF SOCIAL ON FIRST CYCLE AND SECOND CYCLE

Social Interval	Interpretation	First Cycle	Second Cycle
<75	Not fulfill KKM	9	5
		25,7%	14,7%
75-100	Fulfill KKM	26	29
		74,3%	85,3%

The test result data also show that in the form of multiple choice questions the percentage of the students who answer correctly reaches 81.9%, while in the correct answer of *answer question* the student reaches 83.5% and in the form of *question description*, the student's correct answers reach 93.1%

TABLE XIV. PERCENTAGE OF SOCIAL RESULT BY PROBLEM FORM

Questions Form	Social				Total
	0	1	2	3	
Multiple Choice	18.1%	81.9%			100.0%
Stuffing	16.5%		83.5%		100.0%
Description	6.9%	4.9%	15.7%	72.5%	100.0%

B. Discussion

Based on analysis of observation result, it can be reflected that the second cycle has achieved the expected result with better result compared to result on the first cycle. The written test result of Indonesian Language is that 88.2% of students have reached

KKM, while in Social science, there were 85.3% of the students who reach KKM.

The written test data shows that the students' test score on the first cycle using the reciprocal teaching method of the learning load of Indonesian language is equal to 77.1% in which students have been able to meet the KKM and there was only 22.9% of students have not been able to meet the KKM. Meanwhile, the achievement in Social science is that there are around 74.3% students who have been able to meet the KKM and only 25.7% of all students have not been able to meet the KKM

Written test result data also showed that the students' test score on second cycle using the reciprocal teaching method of Indonesian lesson is increasing, in which there are 88.2% of students are able to meet the KKM and only 11.8% of students have not been able to meet the KKM. Moreover, in Social science the number has also increased to 85.3% (the students have been able to meet the KKM) and only 14.7% students have not been able to meet the KKM. This increase is in line with what Ghorbani [16] says that this method can improve student learning outcomes. It is further said that this method can improve student learning outcomes significantly.

Based on the result of the study it can be concluded that the method of reciprocal teaching can improve student cooperation. This is based on observation data from all indicators of cooperation on the first cycle of student cooperation level mostly included in high category that is equal to 54.3% and which is included in high category once equal to 37.1%. The student teamwork level increased sharply at the second cycle where most of the students included in the high category, equal to 79.4% compared to the first cycle, which was only 37.1%, and those included in the high category on the second cycle is at 20.6%.

In addition, the method of reciprocal teaching can improve the value of student learning outcomes. This is based on observation data of KKM fulfillment in the first cycle of Indonesian student learning that has fulfilled KKM 77.1%, and increased to 88.2% on the second cycle. The percentage of KKM fulfillment also increased on Social science slesson with only 74.3% on the first cycle to 85.3% on the second cycle.

V. CONCLUSION

The results of the research have shown that the learning method of reciprocal teaching on the theme of History of Indonesian Civilizations can improve student cooperation and the value of student learning outcomes. The implications of this research are practical. This practical implication occurs in students and teachers. These implications include: planning, implementation and evaluation of

reciprocal teaching learning methods conducted by teachers have implications for the management of the classroom. Classroom management emphasizes the interaction between students and students and between students and teachers. Implementation of learning by using reciprocal teaching method also implies on the behavior and attitude of students in following the learning. This implication is manifested from the change of attitude of students especially on cooperation aspect from the first cycle to the second cycle that increased. The implementation of learning by using reciprocal teaching method has implication on achievement of minimum mastery criteria (KKM). This implication is manifested from changes in students' attitudes in a more structured and focused learning pattern through the application of reciprocal teaching techniques.

Teachers are encouraged to use reciprocal teaching methods in the learning process. This needs to be done, considering this learning method can improve cooperation and student learning outcomes especially for theme learning 7, where teachers apply reciprocal teaching learning methods for learning materials related to text or discourse.

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