

# The Effectiveness of Training Using the Constructivism Approach to the Indonesian Language Teacher Training and Education Center for Madrasah Tsanawiyah

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**Abstract**—This study aims to determine the implementation and effectiveness of training by using a constructivism approach to Indonesian language teacher training Madrasah Tsanawiyah (MTs). This form of research is naturalistic using descriptive qualitative methods of training designed using constructivism approaches. The results of the study show: there is a high level of activity from the training participants so they can streamline the activities carried out. Next, implementing training with a constructivism approach is often out by resource persons provides effectiveness to training. And then the existence of satisfactory assessment results from the implementation report of the Follow-up Plan, assessment of resource persons, and education and training curriculum so that implementing training with constructivism approach is declared effective.

**Keywords**—*Effectiveness, Constructivism, Training, Learning*

## I. INTRODUCTION

Training is a process or method used to improve a person's ability or competence in the aspects of knowledge, skill and attitude. In addition, training is the whole activity to give, get, improve, and develop work competencies, productivity, discipline, attitude, and work ethic at a certain level of skills and expertise under the level and qualifications of job and job [1]. Something base job qualifications, especially teachers, aspects that are trained on their main duties and functions as professional educators. One of them is in responding to changes in the learning paradigm under the curriculum guidelines. Teachers as professional educators are the leading gradations in realizing the curriculum. It can see this through its main tasks as educators, instructors, mentors, directors, trainers, assessors, and evaluators of students [2].

In connection with that, the improvement of the 2006 curriculum to 2013, Curriculum (K-13) requires teachers to be able to embody it in accordance with the latest regulatory requirements in the curriculum. Improving teacher competency through training is a priority. Effective training

is very much needed by teachers in improving their professionalism according to changes. It stated this in the Management of Civil Servants in article 210 that the need for developing the competence of civil servants in the form of education and training [3].

Education and training carried out must be effective to improve employee performance. It state this in the results of research that it can see the effectiveness of education and training in improving employee performance from the timeliness of completing tasks, and the increase in knowledge, skills and expertise of employees [4]. This shows it expect the activities and creativity of the trainees to achieve the training objectives.

Realities on the ground, through the initial discussion with 30 participants at the Indonesian Language Teachers' Madrasah Tsanawiyah Substantive Technical Training (MTs) participants at the Padang Education and Training Center only 30% of participants stated readiness to implement K-13, both on the aspects of the device and the aspects of practicing in learning. Meanwhile, others stated that they lacked readiness and ability to implement according to the rules. This shows training has not provided maximum contribution in improving teacher professionalism.

The problem also find in the research results that the K-13 workshop activities followed by almost every teacher were expected to contribute better to improve the quality of Indonesian education [5]. However, in fact, there are still many teachers who have difficulty implementing the curriculum. This shows that the training that teachers follow also fails to improve teacher professionalism.

As us know it that training is an effort to improve employee performance at work or related to that performance. Training should involve learning experiences based on organizational plans and formed to know needs so it needs to meet organizational goals linked to employee goals [6]. Other data show that we can see the effectiveness of a training in the participants 'activities during the training and that the training activities are applicable according to the

participants' needs. In addition, it is support an adequate facility and infrastructure [7].

Based on the above problems, it is necessary to develop an effective training program so it can meet the needs of participants who have varied. Trainees will collaborate in learning communities that construct understanding through dialogue or based on their own understanding. In activities, it requires training participants to be active during activities [6]. The statement applies to one approach, constructivism.

The constructivism approach views that knowledge is built by individual human beings who are influenced by themselves and the environment. The concept of constructivist learning assumes that knowledge is built by students and based on their interpretation of world experience [8]. Related to training activities, training is a learning process that involves gaining expertise, concepts, regulations, or attitudes to improve performance [9].

Training methods can be divided into two types, namely (1) on-the-job training; and (2) off the job training [10]. Training need exist when an employee lack the knowledger or skill to perform an assigned task satisfactory [11]. This statement provides assertiveness that the need for training exists when the employee does not have the knowledge or skills to carry out the task assigned. While other opinions state that training is the part of education. Training is specific, practical and immediate. Specific means that training relates to the field of work performed. Practical and immediate means that it has trained what can be practiced [12]. This means that training activities carried out must be effective and effective in improving the performance of trainees.

Another view, that training means guiding and directing the development of trainees through knowledge, expertise, and attitudes got to meet certain standards [13]. Next according Bramley, Training is a process which is planned to facilitate learning so that people can become more effective in carrying out aspect of their work [14]. However, in this case it needs to be realized, that the planned training must be adapted to the adult learning style. Adults have experience and thinking maturity [15]. He has a strong desire to apply what they learn to become competent with it apply what. The design of adult training needs to be effective with one approach constructivism.

Therefore, the design of adult training needs to be effective with one approach, constructivism. Implementing the effectiveness activities with the constructivism approach was seen in the MTs Indonesian subject teacher's training participants, totaling 30 people from the provinces of West Sumatra, Riau, Jambi, and Riau Islands.

One of the learning model designs with a constructivism approach developed Gagnon and Collay, the Constructivist Learning Design (CLD) model [16]. This model reveals six elements that a teacher goes through to carry out constructivism learning. The six elements are: (1) building a learning situation; (2) grouping students; (3) bringing together old knowledge with new knowledge; (4) asking questions to students; (5) present the results of discussion of students; and (6) reflect on new knowledge that has been possessed. The six-step constructivism learning design can be used in training and learning in schools [15]. The

difference is generally only the treatment of students. In training, students are adults, while in schools, students are not yet matured.

Training activities with constructivism approach to Indonesian language MTs teacher training through the adaptation of CDL models designed in the Design and Development of Education and Training (RBPMD) and Learning Plans (RP). Providing power point broadcast material, teaching materials about types of texts and examples of text in Indonesian language curriculum 2013 Curriculum, and audio-visual media text-based Indonesian language learning models. The plans made are implemented according to the implementation schedule that has been set by the committee to organize the training.

Training for Indonesian Language MTs Subject Teachers held at the Padang Religious Training Center is a Technical Training Course for MTs Indonesian Language Subject Teachers which comprises six core group training courses with different time duration. This can be seen in the following table.

TABLE I. EYES OF THE TRAINING OF CORE GROUPS TRAINING OF INDONESIAN LANGUAGE SUBJECT TEACHERS IN MTs

NO	Eyes of the Core Group Training	Training Hours	
		Theory	Practice
1	SKL KI KD Analysis and Indonesian Language Indicators MTs	2	4
2	Text-Based Indonesian Language Concepts	2	4
3	Text of Narrative Literature and Non-Narrative Text of Literature	2	5
4	Factual Text Report Text and Procedural Text	2	5
5	Text of Transactional and Expository Responses	2	5
6	Practice of Indonesian Language Learning MTs		10
	Total	10	33

<sup>a</sup> Source: Syllabus Design of Religious Technical Training Center

The six training courses above are essential material needed by educators to improve their competence in carrying out Indonesian language learning under K-13 demands. Given the above facts, it is necessary to develop training programs that can improve the quality of training, so that training runs according to the expected goals. The effectiveness was seen by using the constructivism approach through participant activities, training implementation, and the results of the assessment of the supporting factors in the training, the assessment of resource persons, curriculum, and RTL made by the participants based on the participants' level of understanding of the material presented by the resource person in Indonesian teacher training Madrasah Tsanawiyah (MTs).

## II. METHODS

This research is a naturalistic research conducted in a reasonable situation with qualitative methods that are descriptive. Qualitative research has a natural (naturalistic) background so that the meaning, understanding, process, and

pattern to be discovered are the meanings as they are lived by the subject or community under study [17, 18].

Qualitative research methods are used to determine the effectiveness by using the constructivism approach at the Indonesian Language MTs Teacher Training and Education Center with 30 participants from the provinces of West Sumatra, Riau, Jambi and the Riau Islands. The research carried out is descriptive qualitative research, so researchers here act as human instruments [18].

Qualitative research instruments are human instruments [19] or researchers themselves [20]. Researchers are key instruments in research that are directly involved in making observations and interviews [21, 22]. Researchers must be able to position themselves in a reasonable situation so that subjective and biased data do not appear. In getting an understanding of the social education situation being studied, the data collection techniques are data triangulation [23-25]. Here, the success of qualitative research is determined by the ability of researchers in the field to collect the data, interpret the data that exists and cannot be separated from the actual context.

Data collection in this study uses observation, interview, and other relevant supporting data, in the form of documentation and value of the implementation report of participants Follow-up Plans (RTL), participants assessment of the curriculum and resource persons. The analysis technique in this study uses the Miles and Huberman model [26] comprising data reduction, data presentation, and conclusion drawing/ verification [22]. Through these three stages, information about the effectiveness will be got by using a constructivism approach to the training of Indonesian language teachers in MTs at the Padang Education and Training Center.

### III. RESULT AND DISCUSSION

The training using the constructivism approach in the Indonesian language teacher training center MTs assessed its effectiveness on two factors, the training participants activities and the participants responses to training activities. Second, the results of the RTL training participants report, participants assessment of the training curriculum and assessment of the speakers.

#### A. Participant activities

Observed participant activity comprises; (1) sincerity and enthusiasm in taking part in activities, (2) activeness in asking and answering questions, (3) activeness in expressing opinions, (4) accuracy in the exposure / explanation of colleagues and resource persons, (5) activeness in group discussions, and (6) Accuracy in carrying out tasks. It gives each activity symbols (1), (2), (3), (4), (5), and (6). It made observations on the 3 core training courses which the researcher as the resource person in the Indonesian language teacher training courses, education and training; (1) Factual Text: Report Text and Procedural Text, (2) Text of Transactional and Expository Responses, and (3) Indonesian Language Learning Practices.

Based on the description of the data on the activity of the trainees, us found it that the activity of participants in the first material showed medium (66.12%). The second and

third material activities of participants were in high positions (77.22% and 81.22%). This shows a significant change in the learning process through which trainees go through. Changes in the activity of participants with average to medium to high category scores were inseparable from the involvement of participants in the learning process in the preliminary activities to the end of the activity by proving the completion of the assignments given through presentation activities. Participant activity in the implementation of the training was in the average of 74.82% showing high category. This proves that the activeness of participants in the training will streamline the activities carried out and achieve the expected goals in the training.

#### B. Constructivism based training

To find out the views of participants on learning activities in the training carried out with the constructivism approach, it structured participants and unstructured interviews. For structured interviews researchers carry out in the form of giving questionnaires with ten statements and writing five alternative answers. The results of the participants' answers as illustrated in the following table.

TABLE II. PARTICIPANT'S VIEW OF LEARNING ACTIVITIES

No	Statements	Percentage Participant's Answer	Category
1	Learning activities are opened by conveying goals, learning strategies implemented, and providing motivation for the importance of the material that is mastered	90.0 %	Very Often
2	Learning activities are created by building conducive communication with participants	80.0 %	Often
3	Learning activities facilitate participants to express opinions	93.3 %	Very Often
4	Facilitate participants to convey problems encountered in learning	80.0 %	Often
5	Facilitate participants to ask questions and answer questions	83.3 %	Often
6	Learning activities are carried out using various methods	86.7 %	Often
7	The assignment is in accordance with the material	100 %	Very Often
8	Facilitate participants to discuss and group in carrying out tasks	100 %	Very Often
9	Facilitate participants to present the work done	93.3 %	Very Often
10	Reflect and confirm each task that is carried out by the participants	90,0 %	Very Often
	Total	896,6 %	
	<b>Average</b>	<b>89,66 %</b>	<b>Often</b>

Participants' views on learning activities carried out by resource persons based on the results of the description of the questionnaire got, being in a position very often. The average results show 89.66%, learning activities are in a frequent position. The data shows that training activities have facilitated participants to improve their competency in implementing Indonesian language learning under the 2013

curriculum. If compared with the initial competency of participants with a percentage of 30%.

To support the questionnaire data, it interviewed with participants at the end of the last core training session by asking about the benefits of taking part in the training. Then, the impact of the material got in relation to implementing Indonesian language learning to accord to the demands of K - 13 it will implement which in their respective assignments, and the participants' reflection on the delivery of the material carried out.

Conclusions based on participants' answers, that the material in the training eye is beneficial for participants in improving their competence as educators, and can change their mindset in preparing learning tools and implementing them according to K-13. Participants expect the duration of face-to-face to be extended to provide flexibility for them to perform in the learning scenario.

Learning will occur when all members of the community express their opinions or ideas and have openness to the ideas of others. According some expert opinion based on research that encourages all members of a learning community to present their ideas strongly, while remaining open to the ideas of others [27-32]. The activity of participants in training is a priority in the success of activities.

**C. Report on RTL implementation**

One claim for Indonesian Language Teacher Training and Education participants in MTs is that they can implement the Follow-Up Plan (RTL) it make which based on the training material being followed. RTL implementation is a graduation requirement for participants. RTL implementation will be implemented if participants have mastered the concept and have gained the skills in the theory. For this reason, The out by the participants of the training and finishes and returns to their respective workplaces.

Assessment of implementing RTL participants based on five aspects,; (1) documents, (2) time, (3) format, (4) content, and (5) creativity. The RTL assessment results showed that the lowest score was 78 (satisfying), and the highest was 93 (very satisfying), and the classic average of 87.37 (satisfying). These data describe the classical value category as satisfying. It can conclude the description of these values that participants in their respective assignments can implement the meaning of training activities both in dissemination and direct application in learning. This is evidenced by documents in the RTL implementation report the resource persons who attended the RTL training assessed that.

**D. Resource person**

Assessment for resource persons through an assessment instrument prepared by the committee that refers to the Training evaluation instructions issued by the Education and Training Center with the following assessment qualifications,; very satisfying (90 ≤ NA <100), Satisfying (80 ≤ NA <90), Quite Satisfying (70 ≤ NA <80), and Not Satisfying (<70). It translates assessment into 14 indicators as shown in the following table.

TABLE III. INDICATOR OF ASSESSMENT OF RESOURCES

No	Aspect	Indicator
1	Knowledge	Mastery of material
		Systematic presentation
		Achievement of goals
2	Skill	Ability to present
		Use of learning methods and tools
		Manage classes
		How to answer participant questions
		Motivation
3	Attitude	Ethics
		Attitude towards participants
		Use of language
		Time discipline
		Tidiness in dressing
		Cooperation (if the Team)

The three aspects have the same assessment category as the assessment of the curriculum. The average value of the informants got based on the subject of the training course can be seen in the description in the table below.

TABLE IV. ASSESSMENT OF LECTURERS / RESOURCE PERSONS

No	Interviewees	Education and Training	Average Value	Category
1	K	Analysis of SKL, KI, KD, and Indonesian Language Indicators	90.78	Very satisfactory
2	K	Concept of Text-Based Indonesian Language	89.83	Satisfying
3	K	Narrative Literary Text and Non-narrative Literary Text	90.54	Very satisfactory
4	A	Factual Text report text and Procedural Text	89.27	Satisfying
5	A	Text of Transactional and Expository Responses	91.07	Very satisfactory
6	A	Indonesian Language Learning Practices MTs	92.00	Very satisfactory
		<b>Average</b>	<b>90.58</b>	<b>Very satisfactory</b>
	Min		<b>89.27</b>	<b>Satisfying</b>
	Max		<b>92</b>	<b>Very satisfactory</b>

<sup>b</sup> Source: Training and Education Organizing Committee

Through the description of the assessment data of the resource persons above, the resource persons category was very good and good. While in average, it is in a very satisfying category, which is 90.58. That is, the resource person who presents the material in accordance with the objectives expected in the training activity. In addition, the competency of the resource person greatly determines the effectiveness of the implementation of the training.



The findings in table 4 inform that one of the success factors of the training carried out was influenced by the speakers who provided the material where the rating given to each of the informants was on average very satisfying. The resource person becomes very important in a learning or training because it can present the material under the expected goals in learning or training and are experts in their field.

#### E. Training and Education Curriculum

Judging from the assessment of aspects of the Education and Training curriculum, and the assessment of the lecturers/resource persons, the committee has prepared the assessment format. Participants gave an assessment after all it presented the training material. The description of the acquisition of mean values for the education curriculum can be seen in the table below.

TABLE V. ASSESSMENT OF THE EDUCATION AND TRAINING CURRICULUM

No	Curriculum	Average	Category
1	Training Schedule	92.3	Very satisfactory
2	Training Materials	89.8	Satisfying
3	Benefits of Training Materials	91.97	Very satisfactory
4	Extracurricular	91.3	Very satisfactory
	<b>Average</b>	<b>91.34</b>	

<sup>c</sup> Source: Training And Education Organizing Committee

The data above describes that the four aspects of the curriculum were rated on average 91.34 with a very satisfying category. The material presented by the resource person is "very useful" for participants in improving their competence, while the training material is "useful" to increase knowledge for participants. When compared to these two aspects, the training material still needs to be reviewed in the syllabus design and presentation innovation, so it is in the optimal category. In this case, further research is needed.

Table 5 above contains information that the assessment of the curriculum is in a very satisfying category. This is supported by the results of research that explain that the curriculums used affect the assessment to be given [33]. The quality of the curriculum can be assessed from the assessment given to implementing the curriculum [34, 35]. This shows that the constructivism approach in training curriculum in the training center has received positive appreciation from participants, Indonesian language subject teachers.

#### IV. CONCLUSION

Through the activities carried out to determine the effectiveness by using the constructivism approach on the training of Indonesian Language MTs teachers in the Padang Religious Training Center, it can be concluded that there is a significant increase from the initial data of only 30%. This can be seen in the implementation of the constructivism approach with high activity with an average percentage of 74.82%. For the effectiveness of implementation using the constructivism approach through the views of participants on learning activities with an average percentage of 89.66%, the effective category. Assessment of participant RTL implementation reports with an average percentage of

87.37%, effective category. In the assessment classification for core material speakers are in a very effective category with a percentage of 90.58. The training curriculum with a percentage of 91.34 categories is very effective.

Based on these conclusions can be recommended to the resource person who the use of the constructivism approach is very appropriate to be applied in the exhaustion activities so that participants can feel the effectiveness of activities. In addition, it expect the training committee to provide teaching materials provided by the resource person to the participants before it presents the material. For policy makers and innovations to review syllabi syllabus material from resource persons so that the essentiality of the material is under the needs of participants.

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