

# The Implementation of The Dialogue Method At The Primary School Level From The Perspective Of Socrates' Analysis

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## ABSTRACT

This research aims to analyze the relevance of Socratic analysis in the application of the dialogue method in elementary schools. The research approach uses descriptive qualitative data collection techniques using documentation studies and literature studies related to this research topic. The data analysis technique uses the Miles and Hubmer analysis model, through the stages of data collection, data reduction, data presentation, and drawing conclusions or data validation. The findings in this research are that the application of the dialogue method with Socratic analysis to elementary school students needs to pay attention to the stage of students' cognitive development, where there are two stages of cognitive development for elementary school students, students aged 7-11 years who are generally in grades 1- 5 are at the concrete operational stage of cognitive development. Meanwhile, students aged 11-13 years who are generally in grades 5-6 are at the formal operational cognitive development stage. In applying the dialogue method with Socratic analysis, paying attention to students' cognitive development stages is a necessity because this can influence the level of understanding of students' reasoning and the effectiveness of the dialogue process. Obstacles encountered in the dialogue process with Socratic analysis in elementary schools, the language used needs to be adjusted to students' understanding, and external conditions, namely the environment which is often less supportive.

**Keywords:** *Dialog method, Elementray School, Socrates Analysis*

## **A. INTRODUCTION**

Education involves a complex process, not limited to conveying information from teachers to students. Education significantly impacts the forming of competent human resources (HR) professionals who can face challenges (Alpian et al., 2019). Ki Hajar Dewantara, a father of Indonesian education, said that education is an effort to develop children's moral, intellectual and physical development. According to Ki Hajar Dewantara, education aims to form good character, increase the intelligence of the mind and body health (Asa, 2019).

Effective teaching methods are needed at all levels of education, including elementary school education, to achieve these educational goals (Qowim, 2020). There are various learning methods at various levels of education. The methods commonly used by teachers in Indonesia are the lecture method and the dialogue or discussion method (Pangestika et al., 2017). In implementing effective teaching methods, students must be involved in the learning process, meaning there is a two-way relationship between teachers and students (Dewi & Hidayat, 2022). The dialogue method can obtain two-way relationships between teachers and students and fellow students. The dialogue method can be a relevant alternative learning process because it involves two-way interaction between teachers and students. In applying the dialogue method, students are no longer passive in receiving what the teacher says, but there is a two-way dialogue process it (Novianti et al., 2023).

The dialogue method needs to be implemented in the learning process to train students to think critically and deeply about a learning concept (Ismah & Muthmainnah, 2021). The dialogue method can improve critical and in-depth thinking skills because the intelligence and abilities possessed by each student are honed through dialogue between teachers and students and between students. In the dialogue approach, it is recommended to use questions related to everyday life situations. This aims to make it easier for students to understand and respond to these questions by referring to their experiences in real life (E. B. Johnson, 2002).

The dialogue method can be applied at various levels of education, including elementary school. Students at the elementary school level must be trained to think critically so that students in the future can face the future in all its complexity. Based on research, the problem currently experienced by elementary school (SD) students is that their critical thinking abilities are still relatively low (Putri Handayani, 2016). Critical thinking skills can help students adapt to increasingly rapid developments (Lidiawati & Aurelia, 2023).

Applying the dialogue method by analyzing socratically can be useful for developing elementary school (SD) students' critical thinking skills. Therefore, based on this context, this research aims to explore the relevance of Socratic analysis in the implementation of the dialogue method at the elementary school level.

## **B. LITERATURE STUDY**

### **Dialogue Method in Learning Process**

Learning through the dialogue method is a teaching approach that involves questions that require answers, both from the teacher to the students and vice versa. In another sense, the dialogue method refers to the pattern of interaction between teachers and students through a question-and-answer process carried out by the teacher to obtain verbal responses from students (Dimiyati, 1999; Sudirman, n.d.).

The Implementation of the dialogue method in learning has several objectives, including: 1) Directing students to improve cognitive and social abilities. 2) Encourage students to solve a problem; in this case, students are guided to improve critical thinking. 3) Provide a sense of security to students who can answer questions. 4) The discussion becomes focused.

The application of the dialogue method in learning needs to be well-prepared so that the dialogue does not deviate from the main issue. Steps to Socratic Dialogue: 1) Formulate the objectives of using the dialogue method clearly and measurably so as to facilitate the evaluation process. 2) Prepare hypotheses and questions that students might ask. 3) Establish answers so that the dialogue stays on track. 4) Prepare time for students to ask questions.

Interaction with students must also be considered when applying the dialogue method in learning. In carrying out proactive interactions, it is essential to understand several aspects, such as the characteristics of practical questions, strategies for presenting questions, the teacher's attitude towards student responses, and the teacher's response to student questions.

The characteristics of practical questions to ask students during discussion sessions involve the ability to stimulate student thinking, clarity without giving rise to too much interpretation, brevity and ease of understanding, and being adapted to the student's ability level. The technique of asking questions in the dialogue method involves allocating questions to all students, giving enough time to students, ensuring each student has the opportunity to answer, and holding the session in a relaxed atmosphere. When students provide answers, teachers should view each answer with a favourable interpretation, appreciate every effort even though the answer may not be entirely correct, and provide opportunities for other students to evaluate their friends' answers. If a student asks a question, the teacher should encourage other students to ask questions, and these questions should follow the applicable rules.

### **Biography and Philosophical Foundations of Socrates**

Socrates was a philosopher who came from Greece. Only a few people know about Socrates' biography. According to several sources, Socrates was born and died in Athens, Greece, who lived in 469-399 BC. Information about Socrates can be obtained from Aristophanes, Plato, Xenophon, and Aristotle. Socrates did not leave much writing, it was his students who explained Socrates mainly in the form of dialogues (Sondarika, 2021).

Socrates' lifetime coincided with the time of the Sophists; however, Socrates confidently and firmly rejected and opposed the teachings of the Sophists. Socrates stated that knowledge and life cannot be separated. For him, the most valuable knowledge is understanding oneself. In Socrates' philosophical teachings, the main focus is on ethics and logic, which are explained in depth. Socrates taught that it is essential for humans to distinguish between truth and error, good and evil, and justice and injustice (Brickhouse, 2000).

Socrates died after being sentenced to death. The Greek court at that time sentenced Socrates to death because he was deemed to have committed a serious offence. Socrates was sentenced to death by being forced to drink poison, a charge that was then levelled at Socrates because he was considered to have damaged the ethical foundations of Ancient Greek society. Socrates was also accused of mentally corrupting young people in Ancient Greece and rejecting the gods worshipped by Ancient Greek society at that time.

### **Socratic Dialogue Method**

Socratic dialogue is a method that originates from the conversational habits carried out by the Greek philosopher Socrates to guide his students in understanding a concept (Pangestika et al., 2017; Prasko et al., 2020). The use of the dialogue method by applying Socratic analysis can be explained as a form of teaching that involves discussion guided by the teacher to get students to ask questions regarding the truth of their own reasoning. In the context of Socratic analysis, all dialogue is constructive and relies on questions originating from the Socratic approach (Khairuntika, 2016). In an educational context, applying the Socratic method is carried out through question-and-answer dialogue to guide and improve students' understanding of learning material. This aims to enable students to develop their thinking through resolving cognitive conflicts (D. W. Johnson & Johnson, 2002).

Socrates would initially ask general questions, then continue with more specific questions until finally. The questions reached a point where there was no clear answer. In Socratic dialogue, dialogue participants are invited to dive deeper into understanding the complex ideas discussed (Koellner-Clark et al., 2002; Pangestika et al., 2017). In the Socratic dialogue learning method, teachers use questions to help students review their knowledge and check the validity of their statements. Implementing Socratic dialogue learning involves training students to think critically about the reasons and responses they give. The process of Socratic dialogue can be divided into two stages. The first stage involves the teacher asking general questions to train students in formulating claims based on their prior knowledge. In the second stage, the questions asked are more in-depth, encouraging students to analyze the problem in more detail and depth (Delić & Bećirović, 2016; Pitorini et al., 2020).

The dialogue method using Socratic analysis has unique characteristics different from other dialogue methods. The characteristics of the dialogue method with Socratic analysis are as follows: 1) Dialectical, which means the dialogue method is carried out by two or more people with different opinions. 2) Conversation, which means dialogue is carried out through verbal questions and answers. 3) Tentative means many possible answers exist, and each student can express his opinion. 4) Empirical and inductive, which means the questions given and their solutions must be appropriate to the circumstances. 5) Conceptual, which means this dialogue method aims to achieve knowledge.

There are five stages for implementing the Socratic dialogue method, including ("Socratic Method as an Approach to Teaching," 2016): 1) Ask questions according to the learning topic to be discussed. 2) Students provide answers or opinions to the questions asked. 3) Examination of the opinions expressed by students. This stage is claimed to be the core of the Socratic dialogue method because a dialectical process occurs here. 4) Accept or reject the hypothesis from the questions asked and the answers expressed by the students. 5) Take further action based on the results of the dialogue.

The advantages of the dialogue method with Socratic analysis are as follows (Pahlavi et al., 2014). Stimulate students to think in detail and critically about a problem. 2) Direct students to prepare for the learning process actively. 3) Directing students to participate in learning actively. 4) Provide feedback to students regarding their opinions. 5) Create an exciting learning atmosphere. 6) Create a disciplined learning atmosphere.

### **C. METHOD**

This research applies a qualitative descriptive method. A qualitative descriptive method is a research approach that produces data in the form of written descriptions based on the results of interviews or behaviour observations (Moleong, 2007). The data collection technique used in this research is a literature study related to the research topic. The primary data source used in this research is from scientific articles on the Socratic dialogue method and the application of the dialogue method in elementary schools.

This research utilizes data analysis methods based on the Miles and Huberman model. According to the Miles and Huberman model, the data analysis process involves data collection, data reduction, data presentation, and drawing conclusions or data validation (Miles & Huberman, 1992). The data reduction stage involves summarizing or selecting essential aspects and is carried out throughout the data collection process.

The data reduction process includes data coding activities, summarizing, and creating sections. At the data presentation stage, information that has been reduced in the previous stage is presented to enable conclusions to be drawn and action taken. Data presentation can be in the form of brief descriptions, graphs, or relationships between categories. Concluding is the final step in the Miles and Huberman data analysis model, where conclusions are drawn from data that has been processed through the data reduction stage to data presentation. Conclusions in a qualitative approach can be temporary if data collection is still ongoing.

### **D. RESEARCH AND DISCUSSION**

#### **The Implementation of the Dialogue Method in Elementary Schools Using Socratic Analysis**

In a teaching process, the elements of the learning process play an essential role because they will determine the achievement of learning objectives. The dialogue method is one of the learning methods to train students' critical thinking. The application of dialogue methods in learning needs to be implemented as early as possible, including students in elementary schools. Elementary school students must be trained to participate in learning actively. Based on research on fifth-grade elementary school students, out of 31 students in one class, only 13 actively participate in the learning process. This research revealed students' inactivity in the learning process because teachers only used lecture methods, which made students more passive. After applying the group discussion method in the first cycle, there was an increase in the number of active students, but it still needs to be maximal. In the second cycle, the number of active students again increased to 81% (Kelirik, 2018).

When applying the dialogue method with Socratic analysis, dialogue or discussion in learning at the elementary school level is more than just an ordinary discussion, as is often done in the discussion method. Jones, Bagford, and Walen state that Socratic dialogue in the learning context is a form of discussion process guided by the teacher, aiming to make students review the truth of their knowledge to reach conclusions (Bestari

et al., 2018). The dialogue method with the Socratic approach does not involve direct explanations of learning material. However, it involves asking questions, identifying logical errors in answers, and developing further questions to encourage students to clarify their ideas and detail the definitions of the concepts they mean.

The steps for applying the dialogue method with Socratic analysis to elementary school-level students are as follows (Octovi et al., 2017): 1) The teacher prepares questions or topics to be asked to students. 2) Then, the teacher gives the students the questions or topics that have been prepared, and the students must find answers to these problems. 3) The teacher teaches students about problems and how to solve these problems. 4) The role of the teacher in implementing this dialogue method is that students are allowed to play an active role in expressing their opinions, facilitating students to solve a problem, and helping students solve problems from the problems given. 5) Teachers need to provide feedback on the opinions expressed by students on the problems given. 6) If the student answers correctly, the teacher asks the next question. 7) If the student has not answered correctly, the teacher should repeat the question.

These steps are more detailed than the Socratic dialogue stages (Delić & Bećirović, 2016). These steps need to be specified in more detail because they must be adapted to the abilities and cognitive development stages of elementary school students in the age range of children. According to Piaget, the stages of children's cognitive development in the elementary school age range consist of two phases: concrete operational at the age of 7-11 years and formal operational at the age of 11-12 years. In the concrete operational phase, students can use their minds to think logically, rationally and objectively about concrete objects. On the other hand, in the formal operational phase, students can consider things that might happen and are abstract (Santrock, 1996).

For students aged 7-11 years or generally taking grades 1-5 of elementary school, students are at the stage of cognitive development, namely concrete operations. Applying dialogue with Socratic analysis to students at this stage means the teacher needs to prepare questions or dialogue topics that are concrete or tangible, not abstract. Students in this development phase find it challenging to understand if it is abstract so that the dialogue will run poorly (Marinda, 2020). For students aged 11-12 years or generally taking grades 5-6 of elementary school. At the age of 11-12 years, students are in the formal operational development stage. At this age, students can think about abstract things, things that have not happened or have never been seen, and things that are likely to happen in the future. Applying dialogue with Socratic analysis to students in grades 5-6 of elementary school, questions or dialogue topics can be abstract, such as the possibility of what will happen if something is done or not done (Prabowo & Widodo, 2004)

After the teacher asks the questions, the teacher teaches about problems and how to solve them. Because students are still at the elementary school level, they need to be directed first about how to solve problems so that students are evident in solving them. Apart from that, at this stage, the teacher also motivates students to be actively involved in the learning process. In the next stage, the teacher allows students to express their opinions and answer questions based on their knowledge and abilities. This is where the active role of students in the learning process can be seen, and at this stage, the dialectical process that is characteristic of Socratic analysis occurs. In Socratic dialogue, students are stimulated to analyze a problem with an analogy and think critically about the argument. Dialectics occurs when there are students who are pros and cons to a (Sujana, 2005).

Therefore, teachers also need to provide feedback on the answers given by students, regardless of whether the student's answer is wrong or correct. Feedback from the teacher is one of the triggers for students' enthusiasm to be more actively involved in the dialogue

process. Appreciation from teachers for elementary school students can trigger student activity, and students want to continue to be active (Melinda, 2018). If the student's answer is correct, the teacher needs to appreciate it. If the student's answer is still incorrect, the teacher must repeat the topic to the student until the student understands the question and gives the correct answer. Teachers need to remember that the characteristic of the dialogue method with Socratic analysis is that it is tentative, which means there are many answers, so as far as possible, it does not limit students' answers.

### **Hambatan Dalam Implementasi Metode Dialog Sokrates di Sekolah Dasar**

A learning method only sometimes runs smoothly but often faces obstacles. Likewise, the application of dialogue with Socratic analysis in elementary schools only sometimes runs smoothly. Two factors can influence the success of learning using the Socratic analytical dialogue method: internal and external factors. Internal factors that can influence the success of the dialogue learning process using Socratic analysis are as follows (Nihayah et al., 2023):

- 1) Physiological aspects and physical fitness aspects also influence the learning process. Body condition and muscle and joint tension can influence students' enthusiasm and intensity in following a series of learning processes.
- 2) Psychological aspect, all students' psychological conditions and functions greatly influence the learning process because learning is psychological. Psychological factors that influence students' active learning are intelligence, attitudes, interests, talents, and motivation.

External factors that influence the success of the student learning process are as follows (Nihayah et al., 2023):

- 1) Environment, Environmental factors are the most influential factors compared to external factors for successful learning using the Socratic analytical dialogue method. Environmental factors are divided into two, social and non-social. Social and environmental factors that influence the learning process include the role of teachers, school staff, and all students, especially students in class. Non-social environmental factors that influence it are the school's location and condition, the house's location, learning support tools, weather conditions, and study time.
- 2) Learning approach, A learning approach is everything related to everything that students use to support the effectiveness and efficiency of the learning process for specific materials..

The disadvantage in applying the dialogue method with Socratic analysis, according to Ariesta (Ariesta et al., 2019), which can also become an obstacle is the possibility that disputes will arise between students if the teacher does not accompany the dialogue process, creating a learning atmosphere that is uncomfortable for students because they are "forced" to express opinions, while there are some students who do not like expressing their opinions in public, requires a relatively long and long time.

Another obstacle to the learning process using the dialogue method with Socratic analysis is the language used. The language used must be under students' reasoning and

cognitive abilities. The questions the teacher asks, and the feedback given must be adjusted to the student's level of understanding. This needs to be paid attention to because the dialogue process will not work if students do not understand what the teacher is asking..

#### **E. CONCLUSION**

In the current era, critical thinking has become a demand. Therefore, schools as educational institutions must actively participate in preparing students who can think creatively as early as possible. The dialogue method can be an option to be applied to the learning process in schools at various levels, including elementary schools. Applying the dialogue method with Socratic analysis can train elementary school students to think critically. Based on the findings of this research, applying the dialogue method with Socratic analysis to elementary school students requires certain adjustments according to the abilities and cognitive development of students at the elementary school level. The age of students at the elementary school level is divided into two: students aged 7-11 years who are at the concrete operational cognitive development stage and those aged 11-12 years who are at the formal operational development stage. Therefore, teachers need to pay attention to this so that applying the dialogue method with Socratic analysis is more effective and efficient. In implementing Socratic dialogue in elementary schools, obstacles that are often found are that the topics of questions asked by teachers need to be adapted to the stage of cognitive development, the language used needs to be adapted to students' understanding, and external conditions, namely the environment which is often less supportive..



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