



Student Have Question Type Active Learning Model to Improve Cognitive and Affective Learning Outcomes in Citizenship Education in Sma Manggala

Edi Kusnadi

Islamic Nusantara University, Bandung Indonesia

Email: edikusnadi@uninus.ac.id

Raden Dandy Tresnadi Hendrawan

Islamic Nusantara University, Bandung Indonesia

Email: radendandy@uninus.ac.id

Siti Mariam

Islamic Nusantara University, Bandung Indonesia

Email: sitimariam@uninus.ac.id

Syarifudin dolu

Islamic Nusantara University, Bandung Indonesia

Email: syarifudin@uninus.ac.id

Mifar Gustira

Islamic Nusantara University, Bandung Indonesia

Email: mifargustira@uninus.ac.id

Received: December 21, 2022; reviews: 2; accepted: January 10, 2023

Abstract

In the learning process of Citizenship Education, it is necessary to have a reciprocal relationship between teachers and students, so that two-way communication is established which makes learning directed at achieving competence. Besides carrying out the learning process in an atmosphere of two-way communication, it is hoped that students can also do it in an atmosphere of multi-way communication. The student have question model is used to learn about the wishes and expectations of students as a basis for maximizing their potential. In the question students have learning model requires students to write down questions about subject matter that they do not understand in the form of sheets of paper, then give other friends the opportunity to read the existing questions. The purpose of this research is to know the cognitive learning outcomes and affective learning outcomes by using learning active question type students have in learning Citizenship Education at SMA

Manggala. This study used a quantitative approach with a quasi-experimental design at the X IPS (experimental class) and X IPS (control class) grades at Manggala Senior High School. The data collection techniques are: observation, tests, literature studies, and documentation studies. The results of this study indicate that the results of cognitive learning it was obtained that the average posttest score of students in class X IPA as an experimental class was greater than in the control class X IPS. The learning completeness of the students was 86.66% while the control class was 56.66%, while the effective learning results were obtained by the average attitude of students which consisted of three aspects indicating that the experimental class had a higher average compared to the control class on the aspect of activeness, cooperation and respect for the opinions of others. Thus it can be concluded learning active question type student have can improve cognitive and affective learning outcomes in learning citizenship education at SMA Manggala.

Keywords

Citizenship Education Learning, Cognitive Learning Outcomes, Affective Learning Outcomes, Question Student Have.

A. Introduction

Citizenship education is a subject that has an orientation to improve students' cognitive and affective abilities. Citizenship education is one of the subjects in schooling which has an important contribution in forming and realizing smart citizens as mandated in the 1945 Constitution, namely smart and good citizenship.

Paradigmatically, citizenship education has three domains, namely 1) academic domain; 2) curricular domain; and 3) socio-cultural activities (Winataputra, 2001). As a manifestation of the curricular domain's real activities in the praxis of education in schools, the implementation of the curriculum applies various learning models that can develop good citizens. There are several learning models that can be used in the learning process. Joyce and Weil in (Rusman, 2011: 133), argue that a learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plans), design learning materials, and guide learning in class. The learning model can be used as a pattern of choice. Basically the choice of learning model is one very important thing that must be understood by every teacher considering that the learning process is a multi-way communication process between students, teachers, and the learning environment. The learning model chosen by the teacher should be based on various considerations according to the situation, conditions and environment they face, so as to create an active learning atmosphere.

Active learning is simply defined as a teaching method that involves students actively in the learning process. As for what is meant by active learning (Active Learning) according to Agus N. Cahyo is an approach in managing the learning system through active learning methods towards independent learning. This independent learning is the ultimate goal of active learning.

Based on observations by looking at classroom learning there is a deficiency

in learning Citizenship Education in class X SMA Manggala, namely students are still less active in the learning process. In addition, the learning process is still controlled by the teacher so that students only listen and occasionally answer questions given by the teacher. During the learning process the teacher taught using the lecture method, researchers also saw that students were often sleepy and slept in class during the learning process. This is because the learning process is one-way, passive. So that students feel afraid when asked and in the end students do not understand the material provided by the teacher. Students lack confidence in their abilities even though they understand the material presented. With this passive attitude, there is no interaction between students and teachers.

In the learning process of Citizenship Education it is necessary to have a reciprocal relationship between teachers and students, so that two-way communication is established which makes learning directed at achieving competence. Besides carrying out the learning process in an atmosphere of two-way communication, it is hoped that students can also do it in an atmosphere of multi-way communication. In a learning process like this the relationship does not only occur between a teacher and students and vice versa, but also between students and other students (Shah, 2005; Kamano, Patitad, & Watanabe, 2023). So that fostering active learning, discussions and simulations are strategies that can develop this communication.

Overcoming the problems above, a teacher must be able to understand and develop various methods and strategies in learning Citizenship Education. The goal is that teachers can create learning that is effective, right on target and can motivate students so they learn enthusiastically. More than that so that students feel really taking part in teaching and learning activities. The question student have learning model is an appropriate alternative to overcome the above problems. In this lesson students are taught to be more active in expressing their opinions by asking questions on the paper provided.

According to Zainab (2009) the Question Student Have (QSH) learning model is a technique for obtaining student participation through writing. Question student have is one of the learning models that is developing at this time and is an alternative learning strategy intended for students. The student have question model is used to learn about the wishes and expectations of students as a basis for maximizing their potential. In the question students have learning model requires students to write down questions about subject matter that they do not understand in the form of sheets of paper, then give other friends the opportunity to read the existing questions. If students want to know the answer to the question, students can give a tick mark to the least. This is very well used for students who are less daring to express their questions, desires and hopes through conversation.

The question students have learning strategy that has been developed by Melvin L Silberman, this strategy is used to learn about the wishes and expectations of students as a basis for maximizing their potential in the form of questions written on question cards. This strategy uses a technique to gain participation, is good for

students who are less daring to ask questions and provides opportunities for students to explore their abilities through writing and is also inseparable from the teacher's role as a facilitator, informer, and motivator. With this learning model, it frees students to express their opinions.

B. METHODS

This research uses a quantitative approach. According to Sugiyono (2019: 17) quantitative research is defined as a research method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, data analysis is quantitative/statistical, with the aim of testing predetermined hypotheses. In this study using type of quasi-experimental research which consists of 2 different classes namely class X IPA as an experimental class whose learning process uses an active learning model type student have questions while class X Social Sciences as a control class whose learning is conventional, using a nonequivalent control group research design. This design consists of two groups that are not randomly selected. The nonequivalent control group design is described in the following table:

Class	<i>Pretest</i>	<i>treatment</i>	<i>Posttest</i>
Experiment	O1	X	O2
Control	O3	-	O4

Information:

O1: Pretest, in the experimental class

O2: Pretest, in the experimental class

O3 : Pretest, in the control class

O4: Posttest, In the control class

X: Treatment, Treatment with the application of the student have question learning model

The population in this study were all students of class X SMA Manggala with a purposive sampling technique, namely class X-IPA as an experimental class with a total of 30 students and X-IPS as a control class of 30 people. Class X was considered suitable as a sample in this study, because this class was active in the learning process of Citizenship Education compared to other classes. The data collection techniques used by researchers in this study are: Observation, test, Study of literature and Documentation.

This study aims to determine the effect of applying the active learning model type question students have on learning outcomes on the cognitive and affective aspects of students. The affective aspect is tested by observing student activity while the cognitive aspect is tested using a multiple-choice test of 35 questions tested outside the sample then the instrument is measured through validity so that

it can be declared valid or invalid as can be seen in the following table:

Table 1. Data Collection Techniques and Instruments

No	Variable	Technique	Instrument
1	Learning model Question student have	Direct observation of the activities of students and teachers	Observation sheet
2	Learning outcomes in the cognitive and affective domains	Test Observation	Question Observation sheet

Table 2. The validity of the question instrument

Category	Question number	Number of questions
Valid	2,7,8,11,14,16,17,18,26,28,30,31,32,33,35	15
Invalid	3,4,5,6,9,10,12,13,15,19,20,21,22,22,23,24,25,27,29,35	20

From the table above it can be seen that the instrument questions consisted of 35 questions and had the final result with 15 valid questions and 20 questions declared invalid.

Table 3. Instrument Rehabilitation Test questions

Reliability Statistics	
Cronbach's Alpha	N of Items
.663	36

Source: SPSS 25.0 output

From table 3 above, the alpha coefficient is 0.663, meaning that the student assessment instrument is reliable, because the alpha coefficient is (0.663) > rtable (0.361).

C. Result and Discussion

D. Cognitive learning outcomes

Cognitive learning outcomes are used to determine the initial and final understanding of students. The students' cognitive value was obtained from the multiple choice test which was distributed before the application of the learning model and after the application of the learning model. Recapitulation of student learning outcomes in the control class and experimental class is seen in the table below:

Table 4. Recapitulation of cognitive learning outcomes

Information	Experiment class		control class	
	Pretest	Posttest	Pretest	Posttest
The number of students	30	30	30	30
The highest score	80	90	77	88
Lowest Value	60	70	56	60
Average	72.67	81.37	69.23	75.93
Number of students completed	13	26	6	17
incomplete number of students	17	4	24	13
Percentage of calcul completeness (%)	43,33	86,66	20	56,66

Based on the table above, it was obtained that the average posttest score of students in class X IPA as an experimental class was greater than the control class X IPS. Mastery learning in students 86.66% while the control class 56.66%.

E. Normality test

The normality test is carried out to test whether all variables are normally distributed or not. The normality test uses the Kolmogorov-Smirnov formula in calculations using the SPSS 25.0 program. To find out whether it is normal or not, if sig > 0.05 then it is normal and if sig < 0.05 it can be said to be abnormal. So that it can be

Tests of Normality							
	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Student learning outcomes	Experiment Pretest	.152	30	.077	.935	30	.065
	Posttest Experiment	.113	30	.200	.955	30	.232
	Pretest Control	.147	30	.096	.919	30	.025
	Posttest Control	.093	30	.200	.981	30	.846
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							
Source: SPSS 25.0 output							

seen in the following table:

Table 5. Normality Test Results

Table 6. Homogeneity Test Results Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Student learning outcomes	Based On Means	.068	3	116	.977
	Based On Median	.096	3	116	.962
	Based On Median And With Adjusted Df	.096	3	115,175	.962
	Based On Trimmed Mean	.079	3	116	.971

In the normality test table above, it shows that the pre-test value is in the experimental class with a significant level of 0.077 > α (0.05). Meanwhile, the

posttest scores were in the experimental class with a significant level of $0.200 > \alpha$ (0.05). In the control class, it was found that the significant level of the pretest value was $0.096 > \alpha$ (0.05), while in the control class it showed that the posttest value was with a significant level of 0.200. So in this study both data came from normally distributed data so that it could be continued with a homogeneity test.

Homogeneity Test

After knowing the level of normality of the data, then the homogeneity test is carried out. Homogeneity test is used to determine the level of variance similarity between the two groups, namely the experimental group and the control group. to accept or reject the hypothesis by comparing the sig price on Levene's statistic with 0.05 ($\text{sig} > 0.05$). The results of the homogeneity test can be seen in the following table:

Source: SPSS 25.0 output

Based on the data above, the results of the homogeneity test for the research variables obtained a significant pretest value of 0.977 and a posttest value of 0.962. from the significant calculation results the data is greater than 0.05 ($\text{sig} > 0.05$) it can be concluded that the data in this study has a homogeneous variance.

Independent T test

The pre-test t-test and post-test of the experimental class and the control class aim to determine whether there is an increase in scores. The conclusion of the study is stated to be significant if $t_{\text{count}} > t_{\text{table}}$ at a significance level of 5% and $p \text{ value} > 0.05$. As for the summary results of the pre-test and post-test of the control and experimental classes, the results of the t-test if the value of Sig. (2-tailed) < 0.05 , namely 0.001 and 0.001 then H_0 is rejected and H_1 is accepted so that there is a significant difference between the control class and the experimental class. Shown in the following table:

Table 7. T-test results

Independent Samples Test kelas Eksperimen

		Levene's Test for Equality of Variances		T-test for equality of Means			
		F	Sig.	t	Df	One-Sided p	Two-Sided p
Hasil Belajar	Equal variances assumed	.009	.923	6.156	58	<,.001	<,.001
	Equal variances not assumed			6.156	58.000	<,.001	<,.001

Independent Samples Test kelas kontrol

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	One-Sided p	Two-Sided p
Hasil Belajar	Equal variances assumed	.130	.720	4.465	58	<,.001	<,.001
	Equal variances not assumed			4.465	57.860	<,.001	<,.001

Test the N-Gain Score in the control and experimental classes.

Normalized gain (N-Gain score) aims to determine the effectiveness of using a model in pretest posttest design studies as well as research using experimental and control groups. The gain score is the difference between the posttest and pretest scores. The N-gain score test for the experimental and control classes aims to determine whether there is a difference in the increase in the cognitive learning outcomes scores of students in the experimental class and the control class in Civics learning. Can be seen in the table below:

Table 8. N-Gain Score Results

Descriptives					
	Class		Statistics	std. Error	
n_Gain	Experiment	Means		.3233	.02141
		95% Confidence Interval for Mean	LowerBound	.2796	
			Upperbound	.3671	
		5% Trimmed Mean		.3207	
		Median		.3288	
		Variances		.014	
		std. Deviation		.11725	
		Minimum		.10	
		Maximum		.62	
		Range		.52	
		Interquartile Range		.15	
		Skewness		.263	.427
	kurtosis		.410	.833	
	Control	Means		.2184	.02322
		95% Confidence Interval for Mean	LowerBound	.1709	
			Upperbound	.2659	
		5% Trimmed Mean		.2103	
		Median		.2303	
		Variances		.016	
		std. Deviation		.12721	
		Minimum		.03	
		Maximum		.57	
Range		.54			
Interquartile Range		.19			
Skewness		.768	.427		
kurtosis		.920	.833		

Source: SPSS 25.0 OUTPUT

From the table above, the results of the calculation of the N-gain score test for the experimental class using the active learning model of the question student have type yield an average value of 0.3233 with a minimum value of 0.10 and a maximum value of 0.62, while the N-test results the gain score of the control class using the conventional learning model produces an average value of 0.2184 with a minimum value of 0.03 and a maximum value of 0.57.

Based on the minimal results of the calculation of the N-gain score test, it

shows that the average N-gain score for the experimental class (using the question student have learning model) is 0.3233 included in the medium category with a minimum N-Gain score of 0.10 and a maximum of 0.62. Meanwhile, the N-Gain value for the control class (using the conventional learning model) is 0.2184, including the low category with a minimum N-Gain score of 0.03 and a maximum value of 0.57.

So it can be concluded that the active learning model of the question student type has been categorized with moderate criteria to improve cognitive learning outcomes in Civics learning in class X IPA students. While the use of conventional learning models is categorized as low in improving learning outcomes in Civics learning in class X IPS

Affective learning outcomes

Affective learning outcomes relate to emotions such as feelings, values, appreciation, motivation and attitudes. Affective value is used to determine students' attitudes during the process learning takes place. The following is a recapitulation of class students' affective learning outcomes control and experiment in the following table:

Table 9. Affective Learning Outcomes

Aspect	Control Class		Experiment class		Difference
	Average (%)	Criteria	Average (%)	Criteria	
liveliness	70	Enough	80	Good	10
Cooperation	75	Good	89	Very good	14
Respect other people's opinions	83	Good	88	Very good	5

Based on the data above, the results from the affective aspect obtained an average attitude of students consisting of three aspects indicating that the experimental class had a higher average compared to the control class in the aspects of activeness, cooperation and respecting the opinions of others.

Discussion

Based on the research, cognitive learning outcomes were taken from the pretest and posttest scores in the control class and experiment. The average posttest score for the experimental class was 81.37 compared to the control class which was only 75.93. The percentage of classical completeness for the experimental class was 86.66% of 30 students, only 4 students did not complete while the control class only 75.93% of 30 only 17 students who passed above the KKM.

One of the factors that can influence the difference in learning outcomes in the control and experimental classes is the application of the active learning model type question students have on these learning outcomes students not only listen

but need to read, write, discuss and encourage students to think in solving a problem. questions and arouse the activeness of students so that it will lead to a desire to learn it also attracts the attention of students in learning. The results of the t-test analysis show that there is a significant difference between the learning outcomes of the control class and the experimental class. The condition for the t test is that the data must be normally distributed. A data that forms a normal distribution if the amount of data above and below the average is the same, as well as the standard deviation (Sugiyono, 2019).

Based on the results of the analysis there are still students who have not completed the KKM in the experimental class after being given treatment, namely the active learning model type question student have. This is because students have different levels of understanding and achievement different. Although already given the same treatment, not all students in the experimental class can receive learning material well. Some students who have not completed are less active in participating in learning so that it affects the learning outcomes.

In affective learning outcomes, the average attitude of each aspect is obtained in the control and experimental classes. Assessment of student attitudes is obtained from observation of each student using the observation sheet. Assessment of student attitudes aims to determine student attitudes during the learning process in both control and experimental classes. Attitudes measured in each affective aspect include activeness, cooperation, and respect for the opinions of others. Based on the increase in the affective learning outcomes of students in the experimental class, there was a higher increase than the control class with very good criteria. This shows that the learning process with the student have question learning model is able to encourage students' attitudes to be better. The impact of learning outcomes on the affective domain of the experimental class is higher than the control class.

The learning stages are carried out in accordance with Silberman's opinion with the following steps:

1. Give each student a blank piece of paper
2. Ask each student to write down questions they have about the subject matter, the nature of the subject matter they are taking or that relate to the class.
3. When finished making questions ask students to ask questions to a friend on the left. Adjust it to the student's sitting position because if the sitting position is in a circle the questions will follow clockwise. Provided that all students get questions from their friends.
4. After getting a question paper from a friend beside them, ask them to read the question. If he also wants to get answers to the questions he read, ask him to tick (✓). If you don't ask to immediately give it to a friend beside

him.

5. After the question papers are returned to their owners, ask students to collect the papers marked with the most ticks and read them.
6. Give answers to each of the questions that have been selected by:
7. Give direct and concise answers.
8. Postpone questions until a more appropriate time.
9. State that at this time you have not been able to answer or this question (promise an answer in private if possible)
10. If there is enough time, ask students to read the question that did not get the most votes (√).
11. If class time is over, ask students to collect all the question papers, because you can answer them in the next lesson or meeting.

According to Hartono (2008) the question students have learning model has the following advantages and disadvantages:

1. The advantages of the question students have learning model are:
2. The implementation of the learning process emphasizes the activeness of student learning and the activeness of teachers in creating a harmonious learning environment and challenging student interaction patterns.
3. Students are motivated in learning and students will find it easy to accept and understand the material being taught because there is reciprocity between teachers and students.
4. Get student participation through writing, so it is very good for students who are less daring to express questions, wishes, and hopes through conversation.
5. Students not only listen but need to read, write, discuss and encourage students to think in solving a problem and assess student mastery of the subject matter, arouse student interest so that it will lead to a desire to learn it also attracts students' attention in learning.
6. Can keep students' attention so that they remain focused on the learning process, strengthen and facilitate student response stimuli, so that learning is more fun and able to give a deep impression on students.
7. The teacher knows better where the students' lack of understanding lies, because all students have asked questions and will be discussed.
8. The disadvantages of the question students have learning model are:
9. Not all students easily make questions because the level of ability of students in different classes.
10. The time needed is often not enough because it has to give all students the opportunity to make questions and answer them.
11. Time is often wasted because you have to wait for students to be given the opportunity to ask questions.
12. Students feel afraid when asking questions, students sometimes feel that the question is wrong or difficult to express.

The civics education learning process in this study focused on the cognitive and affective aspects of students as measured by the posttest and pretest assessments of each student. In the learning process by applying the student-have active learning model, the teacher first conveys the competencies and goals to be achieved, the teacher conveys the material to be taught, then the students are divided into several groups consisting of 4 people for each group. Then the teacher distributes blank paper which will be filled with questions about the material described in the paper. Then the card is rotated clockwise and given a tick if the question you want to answer. Then the paper is collected to the teacher and the most ticks will be discussed with students so that students play an active role in the class discussion. Furthermore, during group discussions the teacher as a facilitator assesses students directly in the affective aspect which includes activeness, cooperation in groups and respecting the opinions of fellow friends is assessed directly in learning activities. So that the affective attitude affects the learning outcomes of students.

Based on the learning steps described above, it can be concluded that students can increase their activeness in participating in the learning process by providing opportunities for students to overcome their fears in putting questions on paper and then students express their opinions. So it can be concluded that the active learning model type question student have can improve cognitive and affective learning outcomes of students.

CONCLUSION

Based on the results of research on the active learning model type question students have on the cognitive and affective learning outcomes of class X students at SMA Manggala in the Citizenship Education subject, it can be concluded that:

1. The application of the active learning model type question student have can influence the results cognitive and affective learning of students in this case shows the results of hypothesis testing using the independent t test obtained a significant level <0.05 , namely 0.001, which means H_0 is rejected and H_1 is accepted. In addition, the average final test on experimental class students was higher than the control class.
2. There is an increase in the results of students' affective abilities with the question learning model students have been able to encourage attitude of students to be better. The impact of learning outcomes on the affective domain of the experimental class is higher than the control class.

References

- Abraham, I., & Supriyati, Y. (2022). "**Desain Kuasi EKsperimen Dalam Pendidikan: Literatur Review**". *Jurnal Ilmiah Mandala Education (JIME)*, p-ISSN: 2442-9511, e-2656-5862.

- Adi Wisesa, I. A., & Suastika, I. (2020). "**Pengaruh Model Pembelajaran Project Citizen Terhadap Keterampilan Berpikir dan Hasil Belajar PPKn Siswa Kelas X SMA Negeri 1 Busungbiu**". Jurnal Pendidikan Kewarganegaraan Undiksha, Vol.8 No.1
- Aisyah, S. (2022). "**Upaya Meningkatkan Kualitas Pembelajaran PKn melalui Metode Team Game Tournament (TGT) pada Siswa Kelas VII-3 SMP Negeri 2 Tembilahan Tahun Pelajaran 2019/2020**". Jurnal Pendidikan Tambusai, Volume 6 Nomor 2.
- Anisah, A., & Azizah, E. N. (2016). "**Pengaruh Penggunaan Buku Teks Pelajaran Dan Internet Sebagai Sumber Belajar Terhadap Hasilbelajar Siswa Pada Pembelajaran Ips**". Jurnal Logika, Vol XVIII, No 3.
- Kamano, K., Patitad, P., & Watanabe, W. C. (2023). "**A dynamic allocation model for bike sharing system; the sharing economy concept**". Engineering and Applied Science Research, Vol. 50, No. 1, 74-81.
- Karyadi, D., & Suprpto, w. (2018). "**Model Pembelajaran Active Learning Dengan Strategi Pengajuan Pertanyaan Untuk Meningkatkan Kualitas Proses Pembelajaran PKn**". Jurnal Education, Vol. 12 No. 1, Juni 2018, hal. 11.
- Hasanah, Z. (2021). "**Model Pmebelajaran Kooperatif dalam Menumbuhkan Keaktifan Belajar Siswa**". Irsyaduna: Jurnal Studi Kemahasiswaan, Vol. 1, No. 1.
- <https://fatkhan.web.id/questions-students-have-adalah-suatu-variasi-dari-pembelajaran-aktif-yang-berarti-pertanyaan-siswa/> Diakses pada tanggal 20 Desember 2022
- Krisno, A. (2017). "**Sintaks 45 Metode Pembelajaran dalam Sudent Centered Learning (SCL)**". Malang: UMM Press.
- Malau, D., Sihombing, D., Guswantoro, T., & Lumbantobing, S. (2020). "**Penerapan Model Pembelajaran Cooperative Learning Berbantuan Mind Map Pada Siswa kelas XI IPA**". EdumatSaind: Jurnal Pendidikan Matematika dan Sains, 60-71.
- Marianingsih, P. M., Asmawati, Anggrania, S., & Leksono, S. M. (2019). "**Kemampua Afektif dan Psimotor Siswa Melalui Penerapan Modeul Berbasis Sainifik Kontektual di Banten**". Prosiding Seminar Nasional Pendidikan, Vol. 2, No. 1, 2019, hal.
- Muhsyanur. (2018). "**Pemodelan dalam Pembelajaran: Mendesain Pembelajaran menjadi Berkarakter dan Berkualitas**". Bandung: Forsiladi.
- Nurtanto, M., & Sofyan, H. (2015). "**Implementasi Problem Based Learning Hasil Belajar Kognitif, Psikomotor, dan Afektif Siswa di SMK**". Jurnal Pendidikan Vokas, Vol 5, Nomor 3.
- Octavia, S. A. (2020). "**Model-Model Pembelajaran**". Yogyakarta: Deepublish.
- Putri, & Syifa. (2020). "**Analisis Model-Model Pembelajaran**". Fondatia: Jurnal

Pendidikan, Volume 4, Nomor 1.

Rahayu, S. (2018). "**Desain Pembelajaran Aktif (Active Learning)**". Yogyakarta: Ananta vidya.

Rahmawati, N. I., & Sutiarto, S. (2019). "Pembelajaran Kooperatif Sebagai Model Efektif Untuk Mengembangkan Interaksi dan Komunikasi Antara Guru dan Peserta Didik". Jurnal Eksponen, Volume 9 No. 2 Hal 10-19.

Ridwan. (2006). "**Metode & Teknik Menyusun Tesis**". Bandung: Alfabeta

Ronald, J. (2015). "**Pengaruh Model Pembelajaran Aktif dengan Metode Question Student Have Terhadap Hasil Belajar Ekonomi Siswa Kelas XI IPS di SMA Negeri 7 dan SMA Negeri 8 Padang**". *Economica Journal Of Economic and Economic Education*, vol.3 no.2 194-201.

Satria, I. (2017). "**Model Pembelajaran Penanaman Nilai-Nilai Pancasila Pada Pelajaran Kewarganegaraan Melalui Pendekatan Contextual Teaching and Learning.**" Nuansa, Vol X, No. 2, .

Sugiyono. (2019). "**Metode Penelitian Kuantitatif, Kualitatif, dan R&D**". Bandung: Alfabeta.

Tasya, A. (2019). "**Faktor Penyebab Rendahnya Belajar Siswa**". Bandung: Sesiomadika.