



Using of Experiential Learning Model Based on Multimedia to Increase the Ability of Literation Writing Indonesian Poem in Elementary School

Isah Cahyani ✉, Andoyo Sastromiharjo, Daris Hadiano D.

Universitas Pendidikan Indonesia, Indonesia

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Abstract

The education system in a country must be able to equip its young generation with sophisticated literacy skills, if they do not want to see individuals and their communities in poverty or poverty (PIRLS, 2007). The ability of literacy has become the center of attention has even become a crucial issue because of the ability of literacy related to the development of human resources in the future (PIRLS, 2007). This is because literacy skills are the key to success in school and the key to success to participate actively in the world of work, society, and politics. In the 2013 Curriculum, the competence expected from an SD / MI graduate is to have a productive and creative thinking and acting abstract and concrete. Writing is a productive action. Therefore, writing skills in Elementary School must continue to be nurtured and developed so that the expected graduate competence is achieved. Nevertheless, Alwasilah (2007) states that writing skills are the most neglected language skills in language education. This happens due to improper practice in writing lessons from elementary to university level. According to International Study of Achievement in Written Composition (in Rahman, 2011), Indonesia is a country whose culture of writing and reading is still below average. The purpose of this study, namely to find out how the influence of multimedia-based Experiential Learning model on the ability of elementary students in writing poetry. Research method that the authors use is a quasi-experimental research method with a quantitative approach. To obtain research data, researchers used test instruments, observation sheets, and questionnaires. Quantitative approach is used to get a picture of the ability of students writing multimedia based with Experiential Learning model. The result of the research, that is there is significant difference at the level of significance 0,05% between result of student learning in learning writing writing based on multimedia with Experiment Learning model with result of student learning not writing multimedia based with Experiential Learning model . Thus, It can be concluded that the model of multimedia-based writing learning with Experiential Learning model. Can improve the ability to write Indonesian in elementary school. The writing ability of the experimental class is higher than the writing ability of the control class students.

How to Cite

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✉ Address correspondence:

Jl. Setiabudi No. 229 Isola, Sukasari Bandung, Jawa Barat 40154.

E-mail: isahcahyani@upi.edu

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INTRODUCTION

The education system in a country must be able to equip its young generation with sophisticated literacy skills, if they do not want to see individuals and their communities in poverty or poverty (PIRLS, 2007). The ability of literacy has become the center of attention has even become a crucial issue because of the ability of literacy related to the development of human resources in the future (PIRLS, 2007). This is because literacy skills are the key to success in school and the key to success to participate actively in the world of work, society, and politics. In the 2013 Curriculum, the competence expected from an SD / MI graduate is to have a productive and creative thinking and acting abstract and concrete.

Writing is a productive action. Therefore, writing skills in Elementary School must continue to be nurtured and developed so that the expected graduate competence is achieved. Teachers need to pay more attention to the students' writing skills, since writing is a complex language skill. For that purpose, Indonesian language learning is directed to improve students' written communication skills in Indonesian language properly and correctly (MoNE, 2006: 231). Based on the above, the researcher considers that in implementing Indonesian language learning in schools, especially in primary schools, teachers should often teach communicate well and correctly in writing. Because the Curriculum 2013 emphasizes language skills as a means of communication, a carrier of knowledge and logical, systematic, and creative thinking.

Nevertheless, Alwasilah (2007) states that writing skills are the most neglected language skills in language education. This happens due to improper practice in writing lessons from elementary to university level. According to International Study of Achievement in Written Composition (in Rahman, 2011), Indonesia is a country whose culture of writing and reading is still below average. Writing needs to be trained correctly and appropriately in order to get results in accordance with the expected target. For that exercise should be done in the context of the actual and functional accompanied by guidance from the teacher so as to provide real benefits to students in everyday life.

In addition, the results of the PISA (Programe for International Student Assessment) study show that almost all Indonesian students only master lessons up to level 3 alone, while many other countries are level 4, 5, even 6. With the belief that all human beings are created equal, This result is only one, namely: that is taught differently from the demands of the times. Similarly, the results of the TIMSS and PIRLS (Trends in International Mathematics and Sciences Study: PIRLS: Progress in International Reading Literacy Study) suggest that more than 95% of Indonesian students are only up to mid-level, while nearly 50% of Taiwanese students are able to achieve high levels and Advance. Also explained that the ability of Indonesian children's literacy is very low, is below level one. With the belief that all children are born equal, the conclusions of these results are taught in Indonesia in contrast to that internationalized [tested].

This framework suggests that the learning process is not enough just to improve knowledge [via core subjects], to be equipped: creative, critical, and strong character (responsible, social, tolerant, productive, adaptive, and confident). In addition, it is supported by the ability to utilize information and communicate, create learning exercises, support human resources and infrastructure, enable educators to collaborate, share experiences and integration in the classroom, enable learners to learn relevant to the world context, support the expansion of community involvement in learning , Both directly and online, the need to formulate a learning-based curriculum that emphasizes personal experience through the process of observing, asking, reasoning, and trying [observation based learning] to improve

the creativity of learners. In addition, familiarized for students to work in the network through collaborative learning.

But it is not easy, because in this era of globalization is completely open this information and influence the media greatly affect the ability of their written Indonesian language. There is a need for hard effort in forming the communication habits and learning Indonesian language write as early as possible, to implement it need an innovation and a new way to get Indonesian language learning that can make students make good and correct communication, one of them by applying multimedia in Learning to write in Indonesian language. The media has become the demands of the 2013 curriculum to create a network so that quality and innovative learning. With learning media more interesting and create children to be creative. The development of today's technology demands the professionalism of teachers in teaching so students can access the material that teachers deliver well, including access to experience. One example of the use of advanced technology today in the world of education is the use of technology as a means of learning in the form of learning media, and in the world of education called multimedia learning. The role of multimedia learning is very large because it can make teachers able to design and engineering a concept and science easily, so that the teacher is able to present the material in the learning with interesting and easily accessed by students well.

To overcome the low ability of writing elementary school students, it is necessary to do writing exercises with a strategic model based on the experiences contained in students through the use of multimedia. Student experience becomes an important instrument in improving the expression of writing skills. The experience of multimedia-based students is creatively poured into a barometer of the ability to express the contents of the text. Thus, this study aims to see the profile of Experient Learning model influence on the ability of students in grade V in writing poetry. Experiential learning is a learning model that enables students to build knowledge and skills as well as values and attitudes through their experience directly. Therefore, this learning model will be meaningful when the students participate in the activity. After that, they view critical activities. Then, they gain an understanding and pour it in oral or written form in accordance with the learning objectives. In this case, experiential learning uses experience as a catalyst to help students develop their capacities and abilities in the learning process. Experiential learning is a learning process, a process of change that uses experience as a medium of learning or learning. Experiential learning is learning that is done through reflection and also through a process of making meaning from direct experience. Experiential learning focuses on the learning process for each individual (Kolb, 1984).

METHOD

This research uses experimental method. The research design is Pretes-Posttest Control Group Design (Fraenkel & Wallen, 2007: 286). Pretes done to measure students' initial ability, three treatment in the form of learning to write poetry by using experiential learning model and closed with postes done to find out the end result of student ability after following poetry writing study by using the method.

Treatment Group	O	Xi	O
Control group	O	X2	O

Information:

O = initial measurement (prettes) and end (postes)

Xi = learning treatment of writing with multimedia-based Experiential Learning model.

X2 = learning treatment of menu with image media.

Technique used in this research is test technique, covering pretest and posttest. The test given to students is a test of students' ability in writing poetry. The data processing techniques in this study were conducted in the following way:

1. Inventory (collect and calculate score) data.
2. Calculating the mean pretest and posttest.
3. Counting significant tests for pretest and posttest one group design.

The population that is used as object in this research is all students of SD Labschool UPI and SDN Sukarasa Class V Semester I of School Year 2014/2015. The sample of this research is Class V B as experiment class and VA as control class. Sampling is done purposively with the consideration of students having the same ability.

Result of Prates -Pascates Class (Lab School Elementary School)

The result of this research is the value of prates and pascates from the experimental group students (class V / A) and control group (class V / B) of the School of Labschool UPI academic year 2014/2015. The experimental group is a group of students who in the learning using TGT method, while the control group is a group of students whose learning using the whiteboard media.

- a. Experiment Group

Table 1. Value of Writing Poetry Skill

No.	Student Name	Experiment Group		Gain
		Score		
		Pretest	Posttest	
1	Reida	65	90	0,714286
2	Rsty Marhalia	60	85	0,625
3	Hasna Kirana	62	85	0,605263
4	Abisha	55	85	0,666667
5	Ilham	58	85	0,642857
6	Clara Annisa	60	90	0,75
7	Shabrina Nur Azizah	65	85	0,571429
8	Andi Kari	60	85	0,625
9	Daffa Zachary	65	85	0,571429
10	Velya Putri	65	90	0,714286
11	Zulfianti	55	85	0,666667
12	Zaidah Akmal	60	85	0,625
13	Bentang	60	90	0,75
14	Galur	55	80	0,555556
15	Arsha Dwiwana	60	85	0,625
16	Maura Saskia	60	85	0,625
17	Ghefira	65	85	0,571429
18	A. Ilyas	60	85	0,625
19	Zahra Cheryl	68	85	0,53125
20	Dejan Nesya	65	85	0,571429

21	Khansa	60	90	0,75
22	Gea Adiati	60	85	0,625
23	Ilham Razaq	60	85	0,625
24	Syafa Nurul	60	90	0,75
25	Trisna	60	85	0,625
26	Syarafina Putri	58	85	0,642857
27	M. Adzikri	60	85	0,625
28	Raya Aulia	60	85	0,625
29	M. F. Zidandan	60	90	0,75
30	Prameswara Cahaya	60	90	0,75
31	M. Aqila Rafzanjani	60	85	0,625
32	Afifah Alfira	65	90	0,714286
33	Chanisa Aurelia	60	85	0,625
	Σ	2006	2845	21,36469
	Nilai Rata-rata	60,78788	86,21212	

b. Control Class Groups

Table 2. Value of Writing Poetry Skill

No.	Student Name	Control Class Groups		Gain
		Score		
		Pretest	Posttest	
1	Zahid Musa	55	75	0,444444
2	Jason	60	75	0,375
3	Syarifah	60	80	0,5
4	Shakira	55	80	0,555556
5	Raisa Harni	60	75	0,375
6	Cindy	60	80	0,5
7	Hafidz	60	75	0,375
8	Radiva	60	80	0,5
9	Fauzya Dhya	60	80	0,5
10	Putri Zahra	65	75	0,285714
11	Muhammad Gaza	65	80	0,428571
12	M. Iksan	60	75	0,375
13	Salwa Nisa	60	75	0,375
14	Aldan Mufti	60	75	0,375
15	Muhammad Tifan	60	75	0,375
16	Ridha Nisa	60	70	0,25
17	Arah Dwi	65	70	0,142857
18	Rafa Sabia	60	70	0,25
19	M. Tristan	68	70	0,0625
20	Nikita	65	75	0,285714
21	Nasywa Rifat Annisa	60	75	0,375
22	Maheswari	60	80	0,5
23	Kinanti Fathaya	60	70	0,25

24	Rafli	55	60	0,111111
25	Bhawiva	60	75	0,375
26	Zahid	55	60	0,111111
27	Diana Tebe	60	90	0,75
28	Alifayda	60	75	0,375
29	Fahmi Khairunissa	60	75	0,375
30	Rahmania	60	70	0,25
31	Rainana	60	70	0,25
32	Dzikriyah	65	75	0,285714
33	Latiya Azzahra	55	75	0,444444

1. Results Prates - Pascates (Sukarasa Elementary School)

a. Experiment Class

Table 3. The Value of Writing Poetry Skill

No.	Student Name	Experiment Class		Gain
		Score		
		Pretest	Posttest	
1	Barkah	55	75	0,444444
2	Sahara	60	75	0,375
3	Suci Kharisma Dewi	62	90	0,736842
4	Deffa Firdaus	55	85	0,666667
5	Rafiq	58	85	0,642857
6	M. Cikal	60	75	0,375
7	Bayu	60	90	0,75
8	Arsya Muzni	60	75	0,375
9	Alya Syakura	65	90	0,714286
10	Farrel	65	90	0,714286
11	Hilmi	65	90	0,714286
12	Chilma Yusri	60	75	0,375
13	Risca Cindhya	60	75	0,375
14	Jerica Natasha	60	90	0,75
15	Fadhila	60	75	0,375
16	Mahesya Setia	60	90	0,75
17	Marshawanda Mintya	65	75	0,285714
18	Nina	60	90	0,75
19	Apriza Nugraha	68	90	0,6875
20	M. Rio	65	95	0,857143
21	Algy	60	90	0,75
22	Vina Indriani	60	70	0,25
23	Syarifa	60	95	0,875
24	Bintang	60	75	0,375
25	Wendy	60	90	0,75
26	Vinna Astiva	58	75	0,404762

27	Nazwa	60	75	0,375
28	Rulla Zixalfa	60	90	0,75
29	Nicha	60	75	0,375
30	Nyra	60	75	0,375
31	Maira	60	75	0,375
32	Zulfa	65	75	0,285714
	Σ	1946	2635	17,6545
	Mean	60,813	82,3438	
	N-Gain Rata-rata			0,551703

b. Control Class

Table 4. Value of Writing Poetry Skill

Control Class				
No.	Student Name	Score		Gain
		Pretest	Posttest	
1	Adelia Puja	55	80	0,555556
2	Alifia Qudsi	60	80	0,5
3	Andro Jessen	62	80	0,473684
4	Febria Syalfa	55	70	0,333333
5	Alleyfa Nabil	58	70	0,285714
6	Anata Syifa	60	70	0,25
7	Hani Atikah	60	70	0,25
8	Yuke Kamilatan	60	70	0,25
9	Nesya Shaira	65	80	0,428571
10	Dinda	65	75	0,285714
11	Gieska Mahira	65	80	0,428571
12	Tania Anabella	60	85	0,625
13	Nazwa Nabila	60	70	0,25
14	Abdurrahman	60	70	0,25
15	Dita Regita Maharani	60	80	0,5
16	Syaira Rifina Alra	60	65	0,125
17	Nadhifa Arum	65	80	0,428571
18	Annisa Derrymia	60	65	0,125
19	Rafika Najwa	55	65	0,222222
20	Salma Marizka	65	80	0,428571
21	Erfaldy	55	60	0,111111
22	Agung	55	60	0,111111
23	Febian Abisya Putra	60	80	0,5
24	Tiara Amanda	60	80	0,5
25	Haifa Mazaya	60	70	0,25
26	Ibrahim Yusuf	58	60	0,047619
27	Natasya	60	70	0,25

28	Adrian	55	60	0,111111
29	Lilavati	55	60	0,111111
30	Adzin Husni	55	60	0,111111
31	Wildan	60	60	0
32	Faiz	55	60	0,111111
	Σ	1898	2265	9,209795
	Nilai Rata-rata	59,3125	70,78125	

A. Data Analysis

1. Homogeneity test of (Sukarasa Elementary School)

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Prates_Eksperimen_Sukarasa	.141	1	30	.710
Postes_Eksperimen_Sukarasa	4.405	1	30	.044
Prates_Kontrol_Sukarasa	1.962	1	30	.172
Postes_Kontrol_Sukarasa	3.271	1	30	.081

The test criteria used is if the significance value (sig) > 0.05 then the data is homogeneous and if the significance value (sig) < 0.05 then the data is not homogeneous.

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Prates_Eksperimen_Labs	1.697	1	31	.202
Postes_Eksperimen_Labs	.189	1	31	.667
Prates_Kontrol_Labs	.364	1	31	.551
Postes_Kontrol_Lab	3.210	1	31	.083

The normality testing criteria of the data is if the significance value (sig) > 0.05 then the data is normally distributed and if the significance value (sig) < 0.05 then the data is not normally distributed.

2. Normality Test (Sukarasa Elementary School)

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Prates_Eksperimen_Sukarasa	.362	32	.000	.802	32	.000
Postes_Eksperimen_Sukarasa	.320	32	.000	.773	32	.000
Prates_Kontrol_Sukarasa	.238	32	.000	.836	32	.000
Postes_Kontrol_Sukarasa	.212	32	.001	.863	32	.001
Prates_Eksperimen_Labs	.321	32	.000	.842	32	.000
Postes_Eksperimen_Labs	.407	32	.000	.672	32	.000
Prates_Kontrol_Labs	.366	32	.000	.762	32	.000
Postes_Kontrol_Lab	.251	32	.000	.865	32	.001

a. Lilliefors Significance Correction

The normality testing criteria of the data is if the significance value (sig) > 0.05 then the data is normally distributed and if the significance value (sig) < 0.05 then the data is not normally distributed.

3. Hypothesis Testing

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Prates_Eksperimen_Sukarasa	.141	1	30	.710
Postes_Eksperimen_Sukarasa	4.405	1	30	.044
Prates_Kontrol_Sukarasa	1.962	1	30	.172
Postes_Kontrol_Sukarasa	3.271	1	30	.081

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Prates_Eksperimen_Labs	1.697	1	31	.202
Postes_Eksperimen_Labs	.189	1	31	.667
Prates_Kontrol_Labs	.364	1	31	.551
Postes_Kontrol_Lab	3.210	1	31	.083

The test criteria used is if the significance value (sig) > 0.05 then the data is homogeneous and if the significance value (sig) < 0.05 then the data is not homogeneous.

RESULTS AND DISCUSSION

Based on the research that has been conducted in two schools plus previously observation activity of the initial condition as a study to know the condition of the early ability to write free poetry before using experiential learning method, there are the essential findings in the implementation of learning. Essential findings that researchers obtain in detail the researchers describe as follows.

To know the initial condition, the ability to write free poetry on learning before the use of experiential learning method of state in the implementation of learning is still seen centered on the teacher, the situation of conducive learning activities but the teacher still does not involve students actively in learning activities. For the students' activity felt passive while following the learning and students still do not understand the elements of poetry. This is evident from the ability to write free poetry of students on free writing poetry learning before using experiential learning method with the average acquisition of 60 points with this indicate in the position of the category less, has not reached KKM.

In the implementation of learning there is a different view that the teacher gives the introduction of elements of poetry by using audio visual media, but the teacher still get difficulty to give pemahan elements of poetry, teachers in giving guidance and guidance how to write free poetry using experiential learning method already Began to appear only there are still shortcomings such as lack of motivation to students to be more passionate in writing poetry, for student activity in this treatment has seen a positive change that students interested in materials presented teachers and students will be helpful to express ideas or write schematics That there are even some students showed interest in writing poetry. From this description can be explained from the results of the average acquisition of students who have

increased, the average value of students get the value of 86 with this value can be categorized the value of students in either category.

In this case, the implementation of learning runs looks very conducive, this is shown by the implementation of methods that have begun to appear clear, students have been accustomed to adapt to experiential learning methods, began to appear varying audio visual presentation, the implementation of learning that always involves students in each learning activity, Provision of motivation by providing reinforcement to students who do good things, the teacher has shown mastery of the class and mastery of good material so that the meaning of learning can be delivered well as well, for student activity has progressed quite well that is with the visible enthusiasm of students on learning Writing poetry free, students are very passionate by paying attention to the pictures presented and look very helpful to students in writing free poetry writing, look at the learning situation is fun, even students show enthusiasm by always want to show The results of his work for example by reading it in front of the class this means confidence in students have started to grow well, students began to show his passion to write free poetry.

When viewed from the progress or improvement of the ability to write free poems obtained from the start of the initial conditions and the results of implementation, learning by experiential learning model through audio visual media on the implementation of free writing poetry learning showed a good improvement. Based on the essential findings that researchers have revealed, the researchers synthesize and confirm the essential findings related to the theory of the experts that the use of experiential learning methods through audio-visual media in free poetry writing lessons can facilitate students to express ideas or schemata- The schematic that is in the minds of students. The use of audio-visual media in writing learning is also used in inductive models.

According to Joyce, in the structure of the inductive model of watching audio visuals, students connect words with visual mediaaudio by identifying objects, actions, and qualities they recognize while in this study, the media images are used to develop student schematics in poetry writing lessons Is also a form of inductive learning model. This learning model is based on an approach to language experience, so students develop vocabulary, learn to research words and sentences, write sentences and paragraphs so that they will become reliable language learners (Bruce Joyce, 2011, p.157).

Learning to write free poetry can develop students' imagination, by writing poetry students can express their experiences and feelings so that students will not become bored or tired in learning. This is similar to that expressed by Jabrohim, (2009, p.67) that one's experience in the form of something seen, felt or in another form can be transformed into a meaningful form for humanity, human being possessing existential consciousness. A form that is meaningful to human beings among them is the form of poetry. With the creation of a fun learning situation, writing poetry will generate motivation to work other than that by writing a poem of confidence in students will be awakened. This is similar to that of Nurgiyantoro, (2014, p.487) that literary tasks can also be related to creative creation. That is, learners are assigned to make good literary works of poetry, piano, and drama genre. This task is important to train them to express the experience of the soul, ideas and ideas, or something to express. The task of writing creative texts should be given varied with the task of writing other forms of writing in order not to cause saturation and done varied. The literary texts written, most commonly, are writing poetry.

In addition, the grade V students ranging in age from 10 to 11 are included in the concrete operational stage, according to Zuleha (2012, p.53) at this stage the child begins to understand logic stably. Characteristics of children at this time include children begin to

develop imagination into the past and the future, then children begin to think arguments and solve simple problems, there is a tendency to get ideas as adults, but not able to think abstract because the way his mind Still concrete.

The result of research / implementation of free writing poetry writing by spalding method through this image media shows that students' ability in writing free poetry is increasing on each element and it shows on one very positive thing, this description is similar to that expressed Waluyo, (in Jabrohim , 2009, p.34) that the inner poetic structure consisting of themes, tones, feelings and mandates that are elements of the poem can not stand alone but is a structure. All elements are the unity of one element with the other elements show relationships between one another, the elements also show themselves functionally, meaning that the elements work together with other elements and in unity with the totality.

CONCLUSION

When viewed from the progress or improvement of the ability to write free poems obtained from the start of the initial conditions and the results of implementation, learning by experiential learning model through audio visual media on the implementation of free writing poetry learning showed a good improvement. Based on the essential findings that researchers have revealed, the researchers synthesize and confirm the essential findings related to the theory of the experts that the use of experiential learning methods through audio-visual media in free poetry writing lessons can facilitate students to express ideas or schemata- The schematic that is in the minds of students. The use of audio-visual media in writing learning is also used in inductive models.

The result of the research, there is a significant difference at the 0.05% significance level between the learning outcomes of students in multimedia-based writing writing with Experiential Learning model with student learning outcomes that write with no multimedia based with Experiential Learning model. Thus, it can be concluded that the model of multimedia-based writing learning with Experiential Learning model. Can improve the ability to write Indonesian in elementary school. The writing ability of the experimental class is higher than the writing ability of the control class students. Thus this research hypothesis which states that there will be an increase in the ability to write poetry using Experient Learning model model is accepted. This model of Experiential Learning model can be an alternative to students' literacy ability in writing poetry.

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