

AN ANALISIS OF PAKEM APPROACH

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This article aims to explain the konsep of PAKEM approach in accordance with the principle of particular learning model, namely, active learning, creative learning, effective learning, and joyful learning. The elaboration of this issue will relate to the condition of teaching learning process. Due to that point, the characteristics of implementing PAKEM are introduced. It uses various sources of learning, and applies various activities based on these. In addition the results of students' creativities are displayed. Furthermore, the teachers apply various methods of teaching and at the end of activity, the teacher together with students do reflection and usually when doing evaluation, teachers apply classroom based assessment that focuses on its process. In line with this, this article also explains some consideration when applying this approach such as understanding students' behaviors as an individual and in a group. Finally it explains about the process of teaching learning process.

Key Words: *PAKEM; active learning, creative learning, Effective learning, joyful learning*

In Indonesia, *PAKEM* is not a new approach anymore. However, at the matter of fact, not all of the teachers apply this as it is. It could be happened because they do not pay attention on the original concepts of this approach. The following is the discussion about the approach.

A. The definition of *PAKEM*

PAKEM is an abbreviation of *pembelajaran* (teaching - learning), *Aktif* (Active), *Kreatif* (Creative), *Efektif* (Effective) and *Menyenangkan* (Joyful) (Suparlan et al 2009).¹ Its characteristic focuses on study principles for a particular learning model. Therefore, it will be meaningful when the discussion of *PAKEM* is collaborated with the discussion of study principle.

1. Active learning

Active in teaching learning means a teacher has to create situation in such a manner so that a student actively enquires, asks question, and tells his idea (Johar; et al, 2006).² Learning is an active process of a student in developing his knowledge. Therefore, it is not passive process where the student just accepts speech from teacher. As a consequence, if learning does not give opportunity to student to share actively, the study opposes concept of learning; Active student is importance for the agenda of forming creative generation, productive that benefit him and others.

Therefore, learning does not only mean to hear teacher's reading and his describing for items, but also to transfer knowledge from teacher to students. In the opposite, learning means to facilitate students with experiences that support

them to actively construct their understanding, manage it to be a skill, applies it and uses it as a source for proper behaviour in their life.

Consequently, learning has to create situation that motivate students to involve in an activity physically and mentally. Physically, active learning is marked by “learning by doing”. Students also must use critical, reflective and creative ideas. So, students’ understanding about knowledge will be deeper and would give guidance toward their attitude in their life. In line with this the book *Embracing Diversity* explains as follows: For some of us, we learn base on “learning by doing”, that is through actually doing activities and gaining experience. It’s getting children to learn new information through different activities and teaching methods. These activities are often linked to children’s practical experiences in everyday life. This linkage helps them to understand and remember what they are learning, and what they have learned later on in their life (Team UNESCO, 2000).³

Related to the above statement, it is clear that learning by doing is considered as a good way in experiencing something, especially for children .This activity could help them much to understand new things in their daily life. The more children getting involved in practical situation the more they experience new materials in their life. In addition, Mc Graw said that one way to increase learning is to encourage creation of more synaptic connection in the brain through movement. The more connection has the better and faster one becomes at assimilating information, solving problems, and thinking. Brain scans show that children learned best when they are actually moving and learning at the same

time. Movement stimulates the necessary neurons and electrical wiring that facilitates the child's ability to absorb information or learn (Mc Graw, 2006).⁴

Therefore, the physical movement not only strengthens the body, but also crucial to brain and nervous system development. Learning by doing is imperative to improve a child's ability to make data and utilize it in effective way, clearly. Based on the research, Children need to be more active physically and spend less time sitting at both home and school.

2. Creative learning

Teacher has to create various activities in teaching-learning process that support different students' competencies. Students' product also should be assessed and shown out in front of class or in announcement board of school (Johar; et al 2006).⁵

Students are motivated to be productive as according to their potency. Difference of existing potency does not be made as obstacle, but it is exactly made opportunity for worthwhile product to each other learning and equipping.

Creative learning tends not to be a learning dogmatically. The students are motivated to be sceptic toward material of learning. They are offered opportunity to find out truth in their way that more useful and quicker. Students are invited to look for alternative, to study positive and negative side, take decision as well as conclusion of the study.

Early childhood learning of a child in trying or doing something donates great impact in his teaching and his future education. Any attempts that students do will return result on his learning. The experience will make him more diligent

and make him more independent; Student will feel optimism in facing life. Therefore experience is a process that impacts to students' ideas, way of thinking, way of taking decision, etcetera.

Good planning is highly recognized as the underlying strength to successful teaching. Inspiration and spontaneity are sprinted, energizing qualities that add high interest to many lessons. However without a solid, functional plan there is no guarantee that effective instruction will automatically occur. Teacher must have a process to guide in teaching learning to create a plan for interaction that help children learn, and will let them evaluate their learning success (Donna I Bennet,1994).⁶

3. Effective learning

Active state and joyful is not adequate when learning process is not effective and while learning materials does not mastered by student after learning process took place. In other words, the objective of learning is not achieved after the learning process carried out by teacher. Effective learning is a condition and situation learning that are designed (effect instructional) and contribute positive impact that reach target of learning effectively and efficiently (Johar; et al. 2006).⁷

In an effective learning, students need to be involved actively in learning process, because they are the centre of learning and activity. Students have to participate in directional question and answer, and look for resolving to various learning problem. Educational participation must be forced to students to interpret and mind the information that can accept by common sense. This strategy needs mutual-transfer of mind between students and teachers, discussion, and debate to

reaching same understanding to each standard item through effective and meaningful learning. Through effective learning, knowledge and competences of students would be improved, saved in brain and would shape their personalities through “sensible process” (E. Mulyadi 2005).⁸

In the opposite, if learning only active and joyful but not effective, the learning will be just like playing usual game. Effective learning is usually marked with using of efficient time to complete task. It means that time used by students tailored with a clear instruction for task completion. Very little time of students waste away for non-academic activities. Therefore, students focus on executing duty, and reach expected goal set up earlier by teachers.

Classroom’s climate is important. If students’ experience in the classroom a caring, supportive place, where there is a sense of belonging and every one is valued and respected, they will tend to participate more fully in the process of learning. Various task dimensions can fasten motivation to learn. Ideally, task should be challenging but achievable. Relevance also promotes motivation, as does “contextualizing” learning that is helping students to see how skill can be applied in the real world. Task that involve “a moderate amount of discrepancy or incongruity” are beneficial because they stimulate student’s curiosity, an intrinsic motivator.

4. Joyful learning

Joyful is a situation of teaching learning that provides a happy atmosphere, so that students will pay more attention on learning (Johar; et al 2006).⁹ As a result, high focus of students to on-going learning process improves students’

mastering toward material of learning, which finally improves the ability of students.

In joyful situation, students will learn seriously if they feel enjoyable and without being pressure. Joyful learning is not identical with study that preferably using music or hymn. Joyful learning occurs when students sit in a happiness situation. This condition will happen if students feel challenged, and get benefit of the task given. Besides, the study will be joyful if students are treated in a human way by teachers and appreciated for their success.

In addition, the situation of learning which is conducive is important. To get a conducive situation, learning had to be supported by various learning facilities and environment of learning; adequate building-classroom, availability of medias and laboratory, library, supportive water and school sanitation, teachers attitude and appearance, harmonious relation among students with teachers and among students themselves, and also availability of study materials and so forth. The situation learning that joyful will hearten and grow activity and creativity of student (E.Mulyadi, 2004).¹⁰ Moreover, a school success has a lot to do with relationships. New staff members learn from interactions with the principal, other teacher, students, support staff, and parent what beliefs and values are important in that school setting. They learn what behaviours are accepted and which ones are frowned upon. How decisions are made, how conflict is dealt with and so forth. To put it another way, they become familiar with the culture of the school (Eric1997).¹¹

The relationship among teachers, students, and staff should be established in order to produce a good environment, therefore in teaching learning process it is expected teachers and others have a good cooperation so that teaching and learning will automatically well-organized.

The following are illustration of *PAKEM* (Suparlan et al 2009):¹²

- a. Students are involved in many activities to develop their ability and these emphasizes on learning by doing.
- b. Teachers use various media assistances and methods, including using environment as source of learning
- c. Teachers arrange the class with books and materials of learning, more drawing and provide reading corner in the class.
- d. Teachers apply approaches co-operatively and interactively, such as group work, and partnership method.
- e. Teachers support students to find out their own way in resolving problems, to express ideas, and implicate students in creating their school environment.

B. Characteristic of *PAKEM*

In a direct view, there are some visible uppermost characteristics in learning process by using *PAKEM* (Suparlan et al 2009):¹³

1. It has various sources of learning, and shall no longer rely on book as single source. This matter has been conducted by aiming to enrich

experience of learning. Not solely deny at all that schoolbook as one of the source of learning.

2. The various sources of learning are designed by various activities.
3. School result activities are put at the corner of class, wall, blackboard, and even added with string of nail anywhere in the class. The display is result of student masterpiece result or discussion.
4. It has various schools' activities; started with individual activity in few minutes, and followed by peer and small group activities. Finally they do presentation.
5. The students attempt to develop the best duties to achieve maximum result.
6. A teachers plays as fasilitator.
7. At the end of learning process, the students do reflection'. And usually the students' creativities are displayed

C. Some Considerations in Applying *PAKEM*

According to Dirjen Dikdasmen, there are several considerations in applying *PAKEM*. The considerations to be paid attention in applying *PAKEM* in teaching learning process are as follows (Suparlan et al 2009):¹⁴

1. Understanding children behaviour

Usually, children have high curiosity and imagination. Countryside children, town children, plutocrat children, pauper children, Indonesian children and others – in a normal condition are born and have the above nature mentioned.

Both of the nature is authorized capital for them to expanding of attitude, creative thinking and critical thinking. Activity of study is one of the ways that must be proceeded to fertilize for expanding, and both the nature are God award. Study atmosphere where teacher praises child because of his masterpiece result, teacher raise challenging question, and push child to do an effort such way for fertilization in a study.

Many people were born in different conditions so that most of them tend to learn differently. These happen because each individu has different characteristics whether the way he learns or the way he processes the information. However, it is obviously true that the information store in our brain is similar between one another although the way of learning could be different

2. Understanding student as individual

The students come from different family environment and have different ability. In *PAKEM*, individual difference is required to be paid attention and this must be mirrored in activity of study. All children in class do not always do the similar activity, but difference as according to speed learning. Children posses special capability can be exploited to assist their friends of who are ‘weak, (tutor coeval). Recognizing ability of a child is important for teacher to assisting him/her so that learning and result of that child become more optimal.

In applying *PAKEM*, teachers should pay attention on how students learn. Understand on how students learn automatically help the teachers to present a

good material that is very helpful for students in order to understand and get easier to grasp the knowledge.

3. Considering behaviours of children in organization learning

As social creature, children since childhood naturally are engaged in a partnership or team in playing. His/ her behaviour can be exploited in organization learning. In doing duty or study something, children can work in partner or group. Pursuant to experience, children finish duty better if they are in a team. It facilitates them to an interaction and gives opportunity to compare note among them. However, the children also need to complete duty alone in some other works, so that individual talent expands.

In the school, students tend to be involved in the group activity, although some of them might prefer to stay away from friends. In learning, teachers also create a good learning environment, such as mixing them in the group so that they learn material as if they are playing casually. Therefore, the objective of learning can be reached.

4. Developing ability for critical thinking, creative, and ability for problem solving

Basically, living is to solve problem. In this case, a student needs ability to think creatively and critically. Critical to analyse problem will offer a creative thinking to bear trouble-shooting alternative. Both types of think, critical and creative, are coming from feeling to know and curious for a problem and solution. Sometimes, critical and creative are from second imagination of a child since they

were born. Therefore, a task for a teacher is to develop this child, and for example often give duty or raise open questions. Question which is started with words “What is going on if ...” better than started with words” What, how much/many, when, what generally closed (correct answer only one).

In our daily life, different individual actually has different characteristic, whether it is from different places, ages or different circumstances. In children’s life, they prefer to be involved in the activity where they can play all the day learning everything; otherwise, adults may tend to be free. Therefore, teaching requires a teacher to be more active to make them enjoy in learning.

5. Developing classroom as an interesting place

The interesting classroom is very suggested in *PAKEM*. Student’s work result is better filled class room. Because it is expected to motivate students to work better and generate inspiration for other students. It can be in the form of individual activity result and or in partner or group result.

Display can be in the form of picture, map, diagram, model, original object, poem, composition, and so forth. Classroom that is full of display results of students’ work and arranged better can assist teacher and students, because all of them can be served as reference when studying.

In line with this, Mayra Pollack Sadker mentions in his book that good managers also carefully arrange their classrooms to minimize disturbances, provide students with a sense of confidence, and make sure that instruction can

proceed efficiently. They set up their rooms according to the following principles (Mayra Pollack Sadker; et al 2005):¹⁵

a. Teachers should be able to see all students at all times. Students' desks should be arranged. So the teacher can see every body from any instructional area with all students in direct line of sight, a teacher's nonverbal cues can often short-circuit off-task students' behaviour.

b. Teaching materials and supplies should be readily available. Arranging a self-help area, so that students have direct access to supplies encourages individual responsibility while freeing up the teacher to focus on instructional activity.

c. High-traffic areas should be free of congestion. Place student desk away from supply cabinets, pencil sharpeners, and so on. Minor disturbances ripple out, distracting other students from their desks.

d. Students should be able to see instructional presentations. Research shows that student who are seated far away from the teacher or the instructional activity is less to involve in class discussions. Good teachers see the entire classroom as their stage and they intentionally teach from different areas of the class, placing instructional materials (video monitor, over head projector, demonstration activity, flip cart, lab station, and the like) in various parts of the room gives each student "the best seat in the house" for at least part of the teaching day.

e. Procedures and routines should be actively taught in the same way that academic content is taught. Initial planning and organization reduce time wasted on discipline problems and more quickly establish classroom routines and procedures for students who came from chaotic home environment, these routines after a sense of stability. Once established, they allow teachers and students more time for academic learning.

6. Exploiting environment as source of learning

Environment (physical, social, or cultural) is a very rich source for learning materials. Environmental can personate media learning, and also as study object (source learning). The usage of environment as source of learning often makes students feel joyful in learning. Learning by using environment does not always have to go out of the class. Materials of environment can be brought to classroom to cost effective and time consuming. Exploiting of environment can be a number of skills like perceiving (with entire), noting, formulating question have, hypothesis, classification, making article, and make picture.

Moreover, it is no doubt that environment always interrelated to the learning and teaching process. The better environment chosen the more interesting circumstances will be. So that learning is not only always in the class but also outside classes possibly create a good motivation for students. Since students are not all alike, it is better to lead them in different situations in learning and that will motivate them learn more about knowledge from inside and outside classroom.

7. Giving good feedback to improving activity of learning

The Quality of learning will increase if the students get interaction in learning. Giving feedback from teacher to students is one of the interaction forms between students and teacher. Feedback shall be more focus on strength than weakness of students. Besides, way of giving feedback is even to be decently. Therefore, teacher must be consistently to check result of students' work and give note and comment. This method will be meaningful for students' development.

8. Differentiation between active physical and active mental

Many teachers see to be satisfied when witnessing the students look to be got into busy and make a move more than anything else. This situation is not characteristic which in fact from *PAKEM*. Active mental more wish than active physical. Often enquire, questioning others idea, and lay open idea are active marking bounce. Condition expands active students' bounce is the growing of feeling not afraid: fear to be laughed at, fear is not it, or fear to be made angry if wrong. Therefore, teacher shall eliminate causes have cold feet, ad for which come from itself neither teacher nor his friends.

D. The Process of Teaching *PAKEM*

Teaching and learning process is the centre of educational activity and a teacher plays an important role. It is to prepare and provide well situation, and also manage and evaluate it as comparison toward students' learning. Perfect teaching is basically an activity to arrange environment as good as possible and to connect that environment to students, so that teaching and learning occur. Gagne

(1999) said: Instructional is the means employed by teacher, designer of materials, curriculum specialist, and promote whose purpose is to develop and organized plan to promote learning (Gagne and Brige L.J.1999).¹⁶

In short, teaching is a presenting learning activity effectively and efficiently, conducted by teacher, starting from planning, and instructional as well as evaluation.

Interconnecting things for teachers ability in arranging teaching process as mentioned above, will present in detail in the following:

1. The ability in planning of teaching.

Basically, if an activity was planned, the objective of activity will gain more success and directional. Because of that a teacher must have ability in planning of teaching.

Relating to the above point, David Johnson (1991) said that teachers are expected to design and deliver instructional so that student learning is facilitated. Instructional is asset of event designed to initiate activate and support learning for student, it is a process of arranging the learning situation (including the classroom, the students, and the curriculum materials) so that learning is facilitated (David Jhonson.1991).¹⁷

In applying *PAKEM* approach, teacher must set several steps activities as follow (Suparlan et al 2009):¹⁸

- a. Making lesson plan
- b. Preparing the facility needed based on lesson plan

- c. Choosing briefly the methods and strategies based on lesson plan developed
- d. Setting good and relevant evaluation;
- e. Being ready with strong intention execute teaching process together with students.

2. The ability in conducting teaching

In implementing teaching, there will be interaction between teachers and students in reaching the goals of education together. Thus, implementation of teaching and learning can be said that as mutual interaction between teachers and students in present material to bring students achieving goals of study.

When applying *PAKEM*, there are several steps in teaching and learning process (Suparlan et al 2009):¹⁹

a. Greeting

Teachers can give greeting, in the form of *Salam* in Aceh, to the students. And the students are used to give *Salam* to the teachers too. In some part of Indonesia, there will be “*Selamat Pagi*” or “Good Morning” in Western countries. This greeting is important to aware students that teacher is in classroom already and they are ready to start learning.

b. Setting induction

On this step, the teacher may ask warming up questions to the students to stimulate their attentions to learn.

c. Showing the instructional objectives

There are three instructional objectives that must tell to students.

- 1) State the task
- 2) Identify how the task is to be completed
- 3) Identify minimum level of competency to be achieved, if the teacher wishes to identify a minimum level.

d. Teaching and learning materials that have been planned

Lesson materials are material contents that should be given to the students as the curriculum suggested. The activity of learning should also be planned according to topic per topic. By doing this, it is expected that syllabus of learning that are separated into Lesson Plans will be structurally managed. In fact, learning material can be different to be several categories, they are facts, opinions, skills, and principles. There is basically change in teaching and learning as according to new curriculum demand, those are (Suparlan et al 2009):²⁰

- 1) Create student centered activity
- 2) Create the creativity
- 3) Create situation that joyful, challenge, and contextual
- 4) Provide multi study experiences and learning by doing.

e. Reflection

At the end of teaching learning process, teacher must invite students to evaluate teaching process and result for activities that have been done. The teachers ask the advantages and disadvantages from the implementation of teaching. This is called reflective activity where students and teacher to pick fruitful advantage for teaching and learning process and to make better future process and result for next time.

3. The ability in evaluating the process of teaching

To determine the successful of educational objectives, it must be conducted activity for assessing learning result. Learning result of assessment is aimed to look at learning progress as well result of student in mastering learning material that have been studied and specified. Areas of evaluation could be cognitive, affective or psychomotor of students.

The assessment in teaching learning process by using *PAKEM* concern on (Suparlan et al 2009):²¹

a. Result evaluation

Result evaluation is an assessment conducted in the general examination / post test / final examination

b. Process evaluation

Process evaluation checks students understanding toward learning materials that are studied, and getting experience. It takes place during the process of teaching. Because of this way, on *PAKEM*, the teacher applies classroom based evaluation

c. Authentic evaluation

Authentic evaluation is conducted to measure the real ability of students. It does not guess ability got from test. The truth on evaluation can be indicated in several things such as more close to test that recognized performance test and teacher perception continually from going concern process, for example from student result in the form of sheet of portfolios which collecting. There is no mark up the score, ether evaluation conducted by headmaster or teacher.

In conclusion, it can be said that PAKEM approach should be applied in any Indonesian schools. It can motivate the students to learn actively, creatively, effectively and joyful. It is because of many reasons such as using various materials in teaching, using various methods doing classroom based-assessment (focuses on the proses of evaluation), and using environment as a media.

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