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THE STUDENTS' SCIENCE PROCESS SKILL OF EXPOSITORY CLASS OF SD NEGERI 104198 PAYA BAKUNG, MEDAN, INDONESIA

Siti Aisyah[1], Sahyar[2], Sumarno[2]

[1]Master student at State University of Medan (Unimed), Medan, Indonesia
[2]State University of Medan (Unimed), Medan, Indonesia

ABSTRACT: *Learning outcome is a description of the mastery of learning materials by students, so that the mastery of low material will result in low learning outcomes and vice versa. . Style and motion teaching can be achieved effectively if some of the approaches and learning models have been done to improve students' knowledge of style are with case studies of real-world problems. The conclusion at SD Negeri 104198 Paya Bakung, Medan, was that there is an increase in the students' science skill improvement using the expository learning model that is in the initial grade of the average score of 60.80 and the final assessment of the science process skill obtained an average score of 80.80. In the expository class that is the initial ability assessment obtained an average score of 60.33 and the final assessment of science process skills obtained an average score of 70.43*

KEYWORDS: Skill; Expository; Learning

INTRODUCTION

From year to year education always has been in the improvement process, either in the improvement of system or curriculum quality in education. One of the efforts in improvement of the curriculum education is a curriculum improvement which is designed to ease and improve the education quality. The purpose of science learning is to make the individual has a scientific process skill. In other words making the individual can understand the surrounding symptoms and the problems, observing, analyzing, arranging the hypothesis, testing, making conclusion generalizing and implementing the information obtained with the correct attitude (Aktamis & Ergin, 2008:3). Scientific Processing Skills (SPS) include several skills in which each individual uses every step of everyday life by making scientific as a reference to improve the quality and standard of living with an understanding of natural knowledge. Furthermore, these skills affect the personality, social, and global life of the individual.

Learning outcome is a description of the mastery of learning materials by students, so that the mastery of low material will result in low learning outcomes and vice versa. Lynch and Water in Arifin (2008: 41) suggest some causes of lack of mastery of learning materials by students, namely: (1) systematical and learning materials are delivered without motivating students, (2) students learn by memorizing without forming a sense of the material being studied, (3) learning materials not involving the students into the reasoning process accompanied by evidence in finding knowledge through problems, and (4) The teacher in using the learning model is not in accordance with the concepts or learning materials.

One of the Science subjects in primary school (SD) is style and motion. The students' learning outcomes of SD Negeri 104198 Paya Bakung on the subject of style and motion of learning year 2014-2015 is low. This is illustrated from the average value of IPA 62.67, as shown in table 1.1. Style and motion teaching can be achieved effectively if some of the approaches and

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learning models have been done to improve students' knowledge of style are with case studies of real-world problems (Colavito, 2000: 155). Real-world activities are believed to motivate learners to gain new knowledge and the opportunity to apply their knowledge (Mistler and Songer, 2000: 84).

Table 1: Students' Science Exam Result of VI Class of SD Negeri 104198

Academic Year	Average	Lowest Score	Highest Score
2014/2015	62,67	47,5	77,5
2015/2016	69,84	40,0	83,5

Source: DKN SDN 104198 Paya Bakung

REVIEW OF LITERATURE

Learning Models

Learning model is basically a form of learning that is illustrated from the beginning to the end presented typically. Indrawati (2009: 9) states that a lesson will generally be more effective when organized through learning models that include information processing clusters. Inquiry learning, the pattern follows a scientific method that gives students the opportunity to learn meaningfully.

Delivering instructional materials means carrying out some activities, but they will be useless if they do not lead to a particular goal. To understand a thing in a person, there is a process called learning process through teaching models that suits the learning process needs. Through the teaching model the teacher has the task of stimulating and improving the course of the learning process. To be able to perform the task well, the teacher must know how the model and the learning process takes place. Benny (2009: 86) suggests that, model is something that describes the pattern of thinking. Model can also be seen as an attempt to concoct a theory as well as an analogy and representation of the variables contained in the theory.

Expository Learning

According to Sanjaya (2009: 179) expository learning strategy is a form of teacher centered approach. It is said that, because in this strategy the teacher holds a very dominant role. Through this strategy, the teacher delivered the material in a structured learning with the expectation that the subject matter can be mastered by students well. The main focus of this strategy is academic achievement.

Learning strategy with the teachers or lectures is an expository learning strategy. This is based on when the teacher still considers that knowledge is transferred intact from the teacher to the student. Students are seen as passive individuals, accepting all information provided by the teacher. In addition to this weakness of this learning strategy is the lack of teacher effort to link between information provided with initial information held by students, learning is authoritarian or teacher-centered. This undemocratic climate causes the learning process to become static and cause a destructive effect on curiosity, confidence, creativity, and freedom among learners. But it does not mean that expository learning strategy has no merit.

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In certain situations an expository learning strategy is needed especially if the teacher provides information that is completely new or has no referrals that become the handle of students. Another advantage is that delivering the lesson materials can be faster and simpler and can reach a large number of students. The lesson material can be delivered systematically and regularly, can overcome the lack of textbooks and other learning media, easier to control the learning situation in accordance with the needs, issued relatively smaller, and easily adjustable.

Expository learning strategy is a learning strategy that emphasizes the process of verbal material delivery from a group of students with the intention that the students can master the subject matter optimally. The teacher conveys the materials and the sources are from a textbook or other source dominant from the teaching experience itself. The most delivering method is through lecturing or sometimes discussing. Tests and evaluations are done but only to identify the students not for feedback.

Sanjaya (2009: 179) says that expository learning strategy is a direct instructional strategy. In his strategy, the subject matter is delivered directly by the teacher. Fewer students are required to find their own material. Therefore expository learning strategy is more emphasis on the process of telling, so this material is often called chalk and talk.

Understanding Science Process Skill

Science can literally be interpreted as a science of nature or who study events that occur in nature. The need to learn science in learning is so that children can understand simple concepts of science that can certainly be useful for the daily life of children. Bundu (2006: 11) suggests that science has three main components, namely: processes, products, and scientific attitudes. Science learning for children not only focuses on results, but more on the process. By understanding the process of science activities, will make children more understanding so that learning activities are made more meaningful. Science as a process is also called the science process skills or abbreviated to the process of science which is a skill to study natural phenomena in certain ways to acquire and develop that science next. According to Nugraha (2005: 25) that the skills of the science process skills are all the skills necessary to acquire, develop, and apply the concept, principles, law, and science theory, whether in the form of mental skills, physical skills (manual), as well as social skills. Skill is the ability to use the mind, reason and deed efficiently and effectively to achieve a certain result, including creativity. Mujiono et al (2009: 130) suggests that process skills can be interpreted as: (1) the infrastructure and the development of facts, concepts and principles of science for students themselves, (2) obtaining facts, concepts and principles of science that are found and developed. Students also play a role in supporting the development of process skills of students themselves, and (3) the interaction between the development of process skills with facts, concepts and principles of science that will ultimately develop the attitudes and values of scientists from students. Zulfiani (2009: 51) suggests that the science process skills are the skills that scientists usually do to gain knowledge. Using process skills, the students will be able to discover and develop their own facts and concepts. In line with Amalia and Ketut explaining that process skills emphasize the facts found in the testing activities performed by a scientist.

Gagne in Supriyati (2011: 41) explains the understanding of process skills in the field of natural science that knowledge of concepts and principles can be obtained if he has certain basic skills, namely the science process skills needed to use science. Thus, the skills of the process of science are the skills necessary to engage in an interaction with concrete objects up to the

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discovery of concepts. Science process skills are needed in primary and secondary education, this is because these skills are useful in solving problems encountered in everyday life. In addition, these skills can provide provision for students to form their own concepts and how to learn something find, develop students' self-abilities, help concrete thinking and develop student creativity.

METHODOLOGY

The subjects of this research is all the 61 students of class VI SD Negeri 104198 Paya Bakung Hamparan Perak Kabupaten Deli Serdang that consists of 2 (two) classes. With the details of the class as follows: class VI-A is 31 students, class VI-B is 30 students. Considering that this research is conducted by treatment, 61 students are taken as a whole. The sampling is determined by total sampling technique, then 2 (two) sample classes are determined as experiment class, that is class VI-A which is 31 students to become the treatment class with guided inquiry model and class VI-B which is 30 students as the class of expository strategy treatment.

In this research, the data analysis method used is directed to answer problem formulation or test hypothesis. Due to the data are qualitative and quantitative, the method of data analysis uses descriptive and statistical methods. How to describe quantitative and qualitative data can be used using descriptive statistical techniques. The purpose of descriptive analysis using stastistika technique is to summarize the data becomes more easily seen and understood, among others: The validity of the item is the validity that indicates that the test items can run the measurement function properly. It can be seen from how big the role given by the item in reaching the overall score. Test the validity of these test items using the following formula:

$$r_{x,y} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where : $r_{x,y}$ = Coefficient of correlation

N = Number of Sample

X = Value for each item

Y = Total value of each item

$\sum XY$ =Total of multiplication of X product with Y product

The obtained value of rxy, was interpreted by consultation the critic r value of product moment with α =0,05 if $r_{count} > r_{table}$, then the test is valid or significant, vice versa if $r_{count} < r_{table}$ then the item is said to be invalid so the question should be replaced. A test is said to be realiable if the test can provide a fixed and steady result, meaning that if used on the same subject at a later time the results will be relatively fixed. To determine the reliability of this study using K – R.20, as for the steps are:

(1) Creating a table of grain analysis without having to be grouped odd and even numbers,

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(2) Making the correct proportions and the wrong answer proportion on each item in the grain analysis table,

(3) Multiplying the correct answer proportion and the wrong answer proportion,

(4) Finding the variance (standard deviation of square) of the total score,

(5) Calculating the test reliability by the formula K – R.20:

$$r_{11} = \left\{\frac{n}{n-1}\right\}\left\{\frac{S^2 - \Sigma p.q}{S^2}\right\}$$

Note :

r_{11} = overall test reliability

p = proportion subject answered correctly (score 1)

q = proportion subject answered incorrectly (score 0)

S^2 = Total variance

n = Number of test item (question)

The reliability coefficient of this test is then consulted with the criteria limits are:

Between 0.000 – 0,199 is categorized as very low

Between 0,200 – 0,399 is categorized as low

Between 0,400 – 0,599 is categorized as medium

Between 0,600 – 0,799 is categorized as high

Between 0,800 – 1,000 is categorized as very high

The difficulty level is the number of indicators that easily difficult. A good question is not too easy or too difficult. The formula used is:

$$P = \frac{B}{JS}$$

Note :P = difficulty index

B = Number of students answered correctly

JS = Total of all test participants

The classification of the degree of difficulty of the test as follows:

Question with the difficulty level 0.30 0.70 accepted

Question with the difficulty level 0.10– 0.29 and 0.70 accpeted

Question with the difficulty level <0.10 and > 0.90 are rejected

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Problem differential power is the ability of a problem to differentiate between high-ability students and low-ability students. The problem differential power is determined by the following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Note:

D = Differential power

JA = Number of upper group participants

JB = Number of lower group participants

BA = Number of participants in the upper group answered correctly

BB = Number of participants in the lower group answered correctly

Different power classification:

Differential power> 0.30 accepted

Differential power 0.10 0.29 revised

Differential power <0.1 denied

The normality test function to know whether the samples used in this study is normally distributed or not. This means that the distribution of data in the population is normal or not. Normality test was performed by using SPSS 20 for windows with Kolmogorov-Smirnov test. The data is said to be normally distributed when assymp.sig (2-tailed) > 0.05 significance level by using t-statistical analysis of t-test.

Calculating Gain Normalized

To calculate the improvement of science process skills and students' cognitive abilities after learning with guided inquiry model, the first gain value is determined by using the normalized gain. The calculating of the gain is used the formula:

$$N - Gain = \frac{postest\ score - pretestscore}{ideal\ score - pretestscore}$$

The results of the gain index calculation are interpreted by using the following categories:
N Gain <0.30 low

0.30 = N Gain < 0.70 medium

N – Gain ≥ 0,70 high

In this study, the normalized gain was used to determine the improvement of every aspect of the science process skills and cognitive abilities of the students, since the absolute gain (the difference between the initial test score and the final test score) illustrates the student improvement. Once the normalized gain results are collected, the next step is to test the

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normality and homogeneity of the data and the significance level α = 0.05. To perform data analysis used data analysis techniques. Descriptive statistical analysis used to describe research data by creating a list of frequency distributions and creating histograms. The list of these frequencies is calculated average, standard deviation, median, mode and variance.

1) Calculating the average value and standard deviation with the following formula:

$$M = \frac{\sum X}{N}$$

Note:

M = Average score (mean)

N = Number of students

SD = Standard deviation

2) Hypothesis testing

Statistics used to test the hypothesis is the following formula:

$$t = \frac{\overline{X_1} - \overline{X_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Note:

$\overline{X_1}$ = Average value of A experimental class

$\overline{X_2}$ = Average value of B experimental class

n_1 = Total data of A experimental class

n_1 = Total data of B experimental class

S = Combined standard deviation

With

$$S^2 = \frac{(n_q - 1)S_{21}^2 + (n_b - 1)S_2^2}{n_a + n_b - 2}$$

Note:

n_a = Number of A experimental group students

N_b = Number of B experimental group students

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S = Combined standard deviation

S_1 = Standard deviation of A experimental group

S_2 = Standard deviation of B experimental group

With the testing criteria:

The above formula will be tested at a significant level of 5% or α= 0,05. The requirements used are:

Accepted H_a if $t_o \geq t_{t\,(0,05)}$ at significant level 5 %, and H_0 is rejected

Accepted H_0 if $t_o < t_{t\,(0,05)}$ at significant level 5 %, dan H_a is rejected

DISCUSSION

This study was conducted in improving the learning outcomes of science students of grade VI SD Negeri 104198 Paya Bakung Hamparan Perak Deli Serdang District is conducting experimental research using guided inquiry and expository inquiry model. This research involves all classes VI SD Negeri 104198 Paya Bakung Hamparan Perak of Deli Serdang Regency consisting of two classes, namely VI-A with the 30 students, class VI-B with 30 students. So the total number of students of class VI SD Negeri 104198 Paya Bakung Hamparan Perak Kabupaten Deli Serdang as the subject of research is as many as 60 students.

After the implementation of the learning in the beginning, the students' science process skill was assessed in the expository learning class of 30 students. The measurements use the students' science skill assessment sheets.

Table 2: Frequency Distribution of the Students' Science Process Skill of Expository Learning Class

No	Interval	Frequency	Percentage	Cumulative Percent
1.	55-60	2	6,70	6,70
2.	61-66	8	26,70	33,30
3.	67-72	8	26,70	60,00
4.	73-78	7	23,30	83,30
5.	79-84	3	10,00	93,30
6.	85-90	2	6,70	100,00
Total		30	100,00	
Average		70,43		

Based on Table 2, the students' science process skill in expository learning class obtained the maximum score is 88, minimum score 55, average score is 70.43 mode is 63, median is 69, variance is 62.67 and the standard deviation is 7.92. Based on the average score, it is known that 8 students or 26.70% are on average scores, 10 students or 33.40% are below average scores, and as many as 12 students or 40.00% are above average score. For more details the data can be seen calculations in the appendix. Based on table 2 above about the frequency

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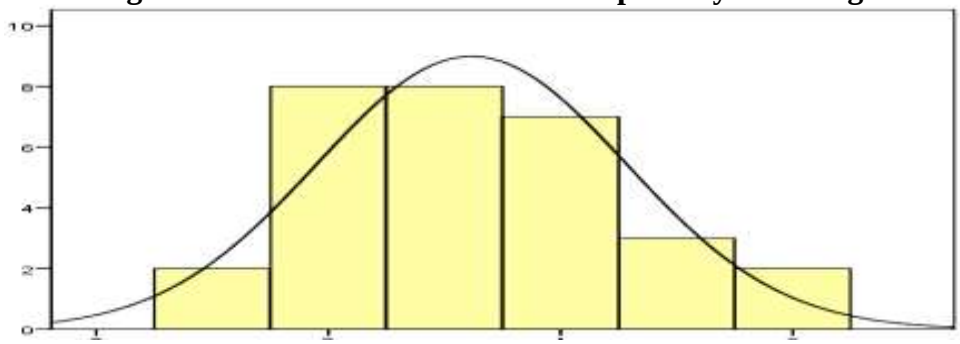
distribution data of the students' science process skill in expository model learning class, the histogram can be illustrated as follows:

Figure 1

Histogram of Science Process Skills of Expository Learning Class



Based on Figure 1 above, the histogram of the students' science process skill in class with using expository learning can be put forward the conclusion that the data distribution of the students 'science process skills in the classroom using expository learning has a normal data distribution and in accordance with the criteria of the students' science process skill on the science subjects that have been determined.

The formulation of the hypothesis used for testing the normality of data is as follows:

H0 : The sample comes from the normal distributed population

Ha : The sample comes from the not normal distributed population

Testing of data normality is conducted by using Kolgomorov-Smirnov statistic test. The overall normality test of data can be presented in Table 3 as follows:

Table 3: Results of Data Normality Testing Using Statistic of Kolgomorov-Smirnov

No	Group	*p*	*Asymp. Sig (P)*	Description
1	the stdents' science process skill uses expository learning	0,05	0,200	Normal

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Test of Homogeneity of Variances

Initial Skill of Science Process Inquiry

Levene Statistic	df1	df2	Sig.
.827	4	20	.523

In the Table 3 above shows the results of normality test data calculation of initial cognitive ability and the science process skill as well as the final test results of cognitive ability and science process skills based on each learning model. The overall test results obtained that the acquisition value p > a = 0.05 so that the overall data is normally distributed. Homogeneity test is meant to find out the data differential variance of each class. To determine the homogeneity, Barlet test is conducted as follows:

1) Homogeneity variance test between groups of samples based on initial ability

2) Summary of Homogeneity variance test results between the sample groups based on the initial ability of Science process skill

Test of Homogeneity of Variances

Initial Ability of Science Process

Levene Statistic	df1	df2	Sig.
.827	4	20	.523

Before carrying out the learning, the initial capability assessment is conducted and after the learning, the final assessment is conducted. The implementing of preliminary assessment measures the students' initial skills. The number of the students who follow the initial assessment and the final science process skills in the expository class is 30 students. The results of the assessment in the expository class can be put forward as follows:

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Table 4: Initial and Finil Assessment Data of Expository Class' Science Process Skill

No	Initial Assessment Data of Expository Class	Frequency	Final Assessment Data of Expository Class	Frequency
1.	45-49	1	55-60	2
2.	50-54	3	61-66	8
3.	55-59	6	67-72	8
4.	60-64	10	73-78	7
5.	65-69	6	79-84	3
6.	70-74	3	85-90	2
7.	75-79	1		
	Total	30	Total	30
	Average Score	60,33	Average Score	70,43

From the calculations results in Table 4.15 about the results of the initial and the final assessment of the students' science process skills in the classroom using expository learning can be stated that the initial score was 60, 33, final score was 70.43. The comparison is 60.33 < 70.43 which proves that there is an increase in the average score of the students' science skill assessment using expository learning. Based on the hypothesis testing results, the conclusion was that there is an increase in students' science process skills by using expository learning. Based on the initial assessment ability of science process skills, the average score was 60.33 and the final assessment of science process skills obtained an average score of 70.43. Thus it can be proven that there is an increase in the students' science process skills by using expository learning on the science of materials of style and motion.

CONCLUSION

The conclusion was that there is an increase in the students' science skill improvement using the expository learning model that is in the initial grade of the average score of 60.80 and the final assessment of the science process skill obtained an average score of 80.80. In the expository class that is the initial ability assessment obtained an average score of 60.33 and the final assessment of science process skills obtained an average score of 70.43.

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