ANALYSIS THE COMPONENT OF CONTEXTUAL TEACHING AND LEARNING ON ISLAMIC EDUCATION AND CHARACTER TEXTBOOK AT VOCATIONAL HIGH SCHOOL GRADE X

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ABSTRACT

Analysis the component of Contextual Teaching and Learning on Islamic Education and Character textbook at Vocational High School grade X published by Erlangga aims to know the component of CTL on students’ textbook. This analysis is based on the using of Islamic education textbook published by Erlangga for students at Public Vocational High Schools 2 Padang Panjang. Then, Contextual Teaching and Learning approach is learning concept which helps the teacher to relate the learning material taught with students’ real situation and encourage the student to create link between their own knowledge and daily life implementation, involves 7 main components of contextual learning; constructivism, inquiry, asking, learning community, modeling and authentic assessment. Method of this article used descriptive quantitative approach. The kind of research used is content analysis writing. In this research, guidelines used were the instruction components of Contextual Teaching and Learning. Besides, the data gathering used scoring technique. This technique is done by giving checklist on scoring pages according to assessment criteria. Afterwards, data analysis technique is done by calculating the percentage of each aspect score assessed. The analysis result on Islamic Education and character textbook at Vocational High School grade X Curriculum 2013 published by Erlangga is as follow: constructivism component 80%, inquiry component 100%, asking component 91.6%, learning community component 100%, modeling component 78.3%, reflection component 100%, authentic assessment component 100%.

Key Words: Contextual Teaching and Learning (CTL), Islamic Education Textbook
1.0 INTRODUCTION

In term of Islamic Education learning, Public Vocational High School 2 Padang Panjang used textbook entitled Islamic Education and Character for VHS published by Erlangga. This book is used for all of students and it can be borrowed in school library.

There are several learning models and there is an interesting learning model, which is able to increase students’ reasoning, which called Contextual Teaching and Learning (CTL) model. CTL learning is a teaching system, which is suitable with brain that produces meaning by connecting academic content with students’ daily life context. In this learning model, students must be able to develop skill and concept understanding in order to apply it in daily lives.

CTL learning is learning concept, which helps teacher to connect between learning material and students’ real situation, and encourage the students to make a link between their own knowledge and daily life implementation (Muslich, 2008). Knowledge and students skills are gotten from students’ effort that constructs new knowledge and skill when they learn (Nurhadi, 2014).

By using contextual approach, it expects students are not only as object but also they are able to role as subject, students expect able to construct learning on their own mind with support given by teacher. So, students do not only memorize facts but also they are asked to encounter and finally interested to apply it.

Based on the statement above, author is interested to do analysis to Islamic Education textbook used in learning and teaching process of Islamic Education in Public VHS 2 Padang Panjang West Sumatera entitled: analysis the implementation of contextual (CTL) on textbook of Islamic Education and Character at Vocational High School grade X.

2.0 LIMITATION AND FORMULATION OF PROBLEM

Based on background of problem, researcher limits this research, that is: Analysis implementation of Contextual Teaching and Learning (CTL) on Islamic Education and Character textbook on Vocational High School (VHS) grade X published Erlangga Curriculum 2013 Core Competence-Basic Competence (CC-BC) 2017. Based on problem stated above, problem that will be researched is how did the implementation of Contextual Teaching and Learning (CTL) on Islamic Education and Character textbook at Vocational High School (VHS) grade X?

3.0 RESEARCH METHODOLOGY

3.1 Kind of Research

Approach used in this research is quantitative descriptive approach. Method of quantitative descriptive research is a research that aims to describe phenomena, event, tendency and occurrence, which happens factual, systematic, and accurate.

The kind of this research is documentary analysis research or content analysis. Definition of content analysis concept or content analysis, like written by Lexy J. Maleong in Quantitative Research Methodology, Holsti stated content analysis is any technique used to draw conclusion through effort to find the characteristic of message and done objectively and systematically. (Lexy J. Moleong, 1999).

Content Analysis is based on the following characteristic: (1) text needs to be processed with rules or designed procedures (rules formulated explicitly), (2) text is processed
systematically (which is included in category and which is not determined based on the existed rules). (3) The process of analyzing text must direct into giving contribution to theory (there is theory relevance), (4) the analysis process is based on description manifested, (5) Using quantitative techniques (in this section, quantitative means the using of simple statistic because it only needs numerical data from determined category) (Noeng Muhadjir, 1996).

This research is done to know the implementation of CTL approach on Islamic Education and character textbook for Vocational High School grade X Curriculum 2013 CC-BC 2017 published by Erlangga used in learning process of Islamic Education at Public Vocational High School 2 Padang Panjang.

3.2 Data Gathering Technique

Data gathering technique is the most strategies step in research, because the main goal of research is getting data (Sugiyono, 2013). In this research, data gathering technique is documentation method. Documentation is the note of past event. Documentation can be in the form of writing, pictures or someone monumental arts (Sugiyono, 2008). Documentation can be in the form of writing such as life history, stories, biography, rules and policy. Meanwhile documentation can be in the form of picture for instance photo, live picture, graph, and chart. Documentation method becomes main method if researchers want to do content analysis approach and can be done, (Suharsimi Arikunto, 2010).

Researcher can get the information from various writing sources or document through documentation. According to Jusuf Soewadji in his book said documentation study is study which emphasizes on analysis or written interpretation based on the context. The substance can be in the form of published note, textbook, newspaper, etc. documentation study is done by collecting document or necessary data in research problem then review deeply (Yusuf Soewadji, 2014).

Besides, documentation used in this research is written document that is students’ textbook entitled Islamic Education and Character for Senior High School grade X curriculum 2013 published by Erlangga in 2018. Additionally, data gathering technique is scoring technique. This technique is done by giving checklist on scoring pages by paying attention to assessment criteria, which attach on appendix.

3.3 Data Analysis Technique

In this research, Data analyzed is content/material on students’ textbook entitled Islamic Education and Character for Senior High School grade X curriculum 2013 published by Erlangga in 2018. This data is based on the implementation of Contextual Teaching and Learning (CTL) approach. This analysis is done by describing the condition of content/material and giving note on Islamic Education students’ textbook. Besides, the analysis steps in this research are

1. Researcher prepares students’ textbook entitled Islamic Education and Character for Senior High School grade X curriculum 2013 published by Erlangga in 2018
2. Researcher makes scoring criteria on the implementation aspect of CTL for each chapter, which will be analyzed.
3. The process of text analysis is based on standard/category, which has been determined.
4. Counting score percentage from each aspect by using scoring technique, with the following formula:

\[ P\% = \frac{\sum q \times 100\%}{q} \]
∑\text{r}

Information:
\[ P\% = \frac{\sum q}{\sum r} \]
\[ \text{P\%} = \text{percentage resulted from each observed aspect.} \]
\[ \sum q = \text{the number of score obtained from each observed aspect.} \]
\[ \sum r = \text{the number of maximal score from each observed aspect} \]

Then, the assessment of score percentage is categorized into assessment guidelines (M. Ngalim Purwanto, 2002), as follow:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>86% - 100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>76% - 85%</td>
<td>Good</td>
</tr>
<tr>
<td>60% - 75%</td>
<td>Fair</td>
</tr>
<tr>
<td>55% - 59%</td>
<td>Less</td>
</tr>
<tr>
<td>\leq 54%</td>
<td>Not Good</td>
</tr>
</tbody>
</table>

4.0 REVIEW OF LITERATURE

4.1 Definition of CTL (Contextual Teaching and Learning)

CTL is short form of Contextual Teaching and Learning. Context derives from Latin verb contexere means “weave together”. The word context refers to “whole situation, background or environment” related to self, which linked with it (Elain B. Johnson, 2006).

Contextual approach (Contextual Teaching and Learning /CTL) is learning concept, which helps the teacher links between materials taught with students’ real life condition and encourages the students to create relationship between knowledge owned with the implementation in their life as family member and community (Imam Suyitno, 2011). Contextual approach is meant as teacher ability in implementing learning process, which prior education ideality so that it really produces learning quality, which is effective and efficient (Saekhan Muchith, 2008). CTL approach is included in constructivism learning theory. Constructivism theory emphasizes that knowledge can’t simply move from teacher’s mind to students’ mind. It means the students must be active mentally in constructing their knowledge structure based on the cognitive maturity owned. CTL is trying to emphasize the students to construct their self-understanding based on what do they see, observe, and feel.

Based on the definition stated by expert above, it can be concluded that CTL is a learning approach that emphasizes to the students’ involvement process fully. For instance, students learn and find by their self about what are they learning, by presenting the real daily life into the class. This thing encourages the students to create link between their knowledge and try to implement it in daily life.

In brief, it can be concluded CTL is learning process which aims to help students to understand the meaning of learning material by linking it with their daily life context (personal, social and cultural contexts), so that students have dynamic and flexible knowledge to construct actively the understanding. In other words, CTL is learning concept, which encourages the student to create relationship between their knowledge and the implementation in their life as the member of community.
4.2 The Background of CTL Approach

The problem, which causes the CTL learning concept is most of students cannot connect what they learned by utilizing their knowledge. Besides, the teaching and learning process can truly happen if students are able to process information and knowledge well so that knowledge can be meaningful (Abdul Ghofur, 2003).

CTL is comprehensive system, which consisted of connected components. If this part connects one and another, it will result the influence, which exceed the result obtained separately. Therefore, every single part of different CTL gives contribution in helping the students to understand school task. They simultaneously form a system, which make students possible to find out the meaning behind it.

4.3 CTL Learning Objectives

Contextual learning aims to prepare the students with knowledge flexibility and it can implement from one problem to other problem and from one context to other context. By connecting real life, learning will be more meaningful, which caused the students will face the phenomena and real condition naturally, so than it can be more obvious, more factual and accountable truth.

In conclusion, students can find the meaning of what do they learn, by connecting academic material content with daily life content. Contextual approach can be run without changing the curriculum and existed system. Besides, contextual learning aims to prepare students with flexible knowledge, implemented from one problem to another.

4.4 CTL Characteristic

There are five essential characteristic in learning process which used CTL characteristic as follow:

1. In CTL, learning is the process of activating knowledge
2. Contextual learning is learning in order to get and add new knowledge (acquiring knowledge)
3. Understanding knowledge means knowledge obtained not only to memorize but also to understand and convince.
4. Practice knowledge and experience (applying knowledge)
5. Reflecting related to knowledge development strategy (Wina Sanjaya, 2007).

4.5 The Component of CTL Approach

As learning approach, CTL has seven principles and it often calls as the components of CTL.

4.5.1 Constructivism

Constructivism is process to construct or arrange new knowledge to students’ cognitive structure based on experiences. According to constructivism philosophy, new knowledge derives from outside but constructed by someone inside. Therefore, knowledge is form by two important factor; object as the observation substance and the subject ability to interpret the object.

4.5.2 Inquiry

Knowledge and skill obtained by students expect not the result of memorizing a set of facts, but it the result of self-discovery (Kokom Komalasari, 2011). In her book entitled Learning
Strategy: Oriented to Standard of Education Process, Wina Sanjaya explained: inquiry is learning process based on finding and discovery through systematic thinking process. New knowledge is not a number of facts as result of memorizing, but it is result of self-discovery (Nurhadi, 2004).

4.5.3 Questioning
Questioning is main learning strategy based CTL. Teacher views questioning as boost, guide, and assess students’ thinking ability. In learning and teaching process, questioning ability is related to answering ability. Therefore, questioning ability often calls as question answer strategy.

4.5.4 Learning Community
In learning community, the learning result can be obtained from corporation with others. Learning result can be obtained from sharing among friends, among group and among people who know to people who unknown yet. (Nurhadi, 2004).

Learning community concept in CTL suggests learning result obtained through corporation with others. Corporation can be done in various forms both in formal learning group and in natural environment. (Wina Sanjaya, 2007).

4.5.5 Modeling
Modeling principles is learning process by modeling something as example, which can be imitated by each student. For instance, teacher gives example about how to operate a tool. Modeling process does not limit from teacher, but teacher can utilize the students who is considered have ability (Wina Sanjaya, 2007).

4.5.6 Reflection
Reflection is important in CTL learning. Reflection is way of thinking or contemplation about what is just learned or thinking about what did we do in past.

4.5.7 Authentic Assessment
Wina Sanjaya in his book entitled Learning in Curriculum Implementation Based on Competence explains: authentic assessment is process done by teacher to collect information about students’ learning development. This assessment is necessary to know whether students are really learning or not; whether students’ learning experience has positive influence to the students’ development both intellectual and mental (Wina Sanjaya, 2007).

4.6 Textbook of Islamic Education and Character for Vocational High School (VHS) Grade X published by Erlangga

Students’ book entitled Islamic Education and Character for Vocational High School (VHS) Grade X curriculum 2013 revision edition 2017 published by Erlangga contain 15 chapters; the important of control yourself (Mujahadah an Nafs), prejudice (Husnuzzan), beautiful of brotherhood (Ukhuwwah), keeping yourself from promiscuity and the act of approaching adultery, exemplify Allah swt through Asma’ul Husna. Presenting angel in daily life, increase self-dignity by wearing Syar’I cloth, honest brings a life full of blessing, like to study and practice it. Get to used living based on Islamic law and complete religion through Hajj and Umrah (H. Abd. Rahman, dkk, 2017).
5.0 FINDING

The result of research and analysis, which has described get the following result

5.1 Constructivism Component

Constructivism is process to construct or arrange new knowledge and students’ cognitive structure based on experience (Kokom Komalasari, 2011). It generally apply in teaching and learning process in the form of students’ work, such as practice to do something, train physically, write essay, demonstrate, etc.

In order to give score on constructivism component used assessment criteria: there are 3 or more sentence which contains constructivism component (score 4), there are 2 sentence contains constructivism component (score 3), there is one sentence contain constructivism component (score 2), there is no sentence contain constructivism component (score 1).

Based on 15 chapters in Islamic Education and Character textbook for Vocational High School (VHS) Grade X, it found 7 chapter contains 3 constructivism activity with score 4, 4 chapter contain 2 constructivism activity with score 3, 4 chapter contains 1 constructivism activity with score 2. As a result, score is obtained for constructivism component is (7x4) + (4x3) + (4x2) = 28+ 12 + 8 = 48 with maximum score 15 x 4 = 60. So that, the percentage for constructivism component is 48/60 x 100% = 80%.

Then, percentage value for constructivism component is matched with category scale of assessment guidelines (M. Ngalim Purwanto, 2002). According to category scale of assessment guidelines stated value 76%-85% is on good category, so constructivism component has score 80 % is on good category.

It means constructivism component emerges in every chapter, with detail 7 chapter has 3 or more sentence contains constructivism component, chapter 4 has 2 sentence contains constructivism component and 4 chapters has one sentence contains constructivism component.

5.2 Inquiry Component

Based on 15 chapters in Islamic Education and Character textbook for Vocational High School (VHS) Grade X, it found all of chapter has inquiry component that is on case study part. The steps in inquiry activity are as follow:

1. Formulating the problem
2. Observing/doing observation
3. Analyzing and discussing the result in the form of report.
4. Communicating and presenting the works to classmates (M. Hosnan, 2014).

To give score on inquiry component, it is used assessment criteria as follow: all of characteristic and inquiry activity steps is fulfilled (score 4) one criteria from score 4 does not fulfill (score 3), 2 criteria from score 4 does not fulfill (skor 2), 3 or more criteria from score 4 does not fulfill (score 1).

Based on analysis done to textbook of Islamic Education and Character textbook for Vocational High School (VHS) Grade X, it is found all of chapters in textbook fulfill all criteria steps in inquiry activity. So that every chapter has score 4, then it obtains score for inquiry component (15 x 4) = 60 with maximal score 15 x 4 = 60. It obtains percentage for inquiry component 60/60 x 100% = 100%.
Then, percentage value for inquiry component is matched with category scale of assessment guidelines (M. Ngalim Purwanto, 2002). According to category scale of assessment guidelines stated the value 86% - 100% is on very good category, so inquiry component which has score 100 % is on very good category.

5.3 Questioning Component

Questioning is learning main strategy based on CTL. Questions can be done both in spoken and written. The using of question answer mechanism, which is efficient, will increase the productivity of learning process in the class (Oemar Hamalik, 1993).

To give score on questioning component, the following assessment criteria are used: there are 3 or more questioning component (score 4), there are 2 questioning component (score 3), there is one questioning component (score 2), there is no questioning component (score 1).

Based 15 chapter on textbook of Islamic Education and Character textbook for Vocational High School (VHS) Grade X, it is found 10 chapter has 3 questioning activity with score 4 and 5 chapter has 2 questioning activity with score 3. As result, it obtains score for questioning component \((10 \times 4) + (5 \times 3) = 40 + 15 = 55\) with maximum score \(15 \times 4 = 60\). As result, it obtains the percentage for questioning component \(\frac{55}{60} \times 100\% = 91.6\%\). Percentage value for questioning component is matched with category scale of assessment guidelines (M. Ngalim Purwanto, 2002). According to category scale of assessment guidelines said 86% - 100% is on very good category, so questioning component has score 91,6% which is on very good category.

5.4 Learning Community Component

Learning community can be happen if there are two ways communication process. Learning indicator, which implements corporation concept: group work in solving problem, there is group responsibility; there is effort to build learning motivation with others.

In order to give score on learning community component, the following assessment criteria are used: all of learning community indicator is fulfilled (score 4), one criteria from score 4 is not fulfilled (score 3), 2 criteria from score 4 does not fulfilled (score 2), 3 or more criteria from score 4 does not fulfilled (score 1).

Based on 15 chapter in textbook of Islamic Education and Character textbook for Vocational High School (VHS) Grade X, it is found learning community component in all chapters, that is on case study part.

In every chapter, learning community activity appears with indicator: group work in solving problem, there is group responsibility, effort to build learning motivation, learning atmosphere, multidirectional communication, willingness to accept and respect other opinion, facilitator who guide learning process, prevent more dominant side (Ali Mudlofir, 2012).

Based on analysis result, every chapter has score 4, so that it obtains score for learning community component: \((15 \times 4) = 60\) with maximum score \(15 \times 4 = 60\). It obtains percentage for learning community component \(\frac{60}{60} \times 100\% = 100\%\)

Percentage value for learning community component is matched with category scale of assessment guidelines (M. Ngalim Purwanto, 2002). Based on category scale of assessment guidelines value 86%-100% is on very good category, so learning community component has 100 % score which is on very good category.
5.5 Modeling

Modeling means learning process by showing something as example, which can be imitated every student (Wina Sanjaya, 2007). To give score on modeling component, it is used the following assessment criteria: there are 2 or more modeling component in the form of full story (score 4), there is 1 modeling component in the form of full story (score 3), there is modeling component in the form of sentences (score 2), there is no modeling component (score 1).

Based on 15 chapter in textbook of Islamic Education and Character textbook for Vocational High School (VHS) Grade X it is found 2 chapter has more than 1 modeling with score 4 and 13 chapters has one modeling with score 3. As result, score that obtained for modeling component is \((2 \times 4) + (13 \times 3) = 47\). Maximum score is \(15 \times 4 = 60\).

As result, percentage obtains for modeling component \(\frac{47}{60} \times 100\% = 78.3\%\). Percentage value for modeling component is matched with category scale of assessment guidelines. Based on category scale of assessment scales stated 76\% - 85\% is on good category, so learning community component score is 78.3\% which is on good category.

5.6 Reflection

Score percentage for Reflection is 100\% or it is on very good category. Based on 15 chapters in textbook of Islamic Education and Character textbook for Vocational High School (VHS) Grade X, it found reflection component is on tafakur part.

Realization of reflection are: direct statement about what do you get that day, note at students’ book, impression and students’ suggestion related to learning in that day, discussion and art work (Trianto, 2010).

The following asessment criteria are used to give score on reflection component: all of reflection indicator is fulfilled (score 4), one criterion from score 4 is not fulfilled (skor 3), 2 criteria from score 4 is not fulfilled (score 2), 3 or more criteria from score 4 is not fulfilled (score 1).

Based on the analysis, it is found every chapter have score 4, it is obtained the score for reflection component \(15 \times 4 = 60\) with maximum score \(15 \times 4 = 60\). It is gotten percentage for reflection component \(\frac{60}{60} \times 100\% = 100\%\).

Then, percentage value for reflection component is matched with category scale of assessment guidelines. Based on category scale of assessment guidelines stated 86\% - 100\% is on very good category, reflection component has score 100\% which is on very good category.

5.7 Authentic Assessment

Authentic Assessment is process done by teacher to collect information about students’ learning development (Wina Sanjaya, 2007).

The characteristic of authentic assessment are: it is done during and after learning process, can be used to formative or summative, things measured are skill and performance not remembering facts, continuous, integrate and can be used as feedback (Trianto, 2010).

To give score on reflection component, it is used the following assessment criteria: fulfilled all authentic assessment indicators (score 4), one criteria of score 4 is not fulfilled, 2 characteristic from score 4 is not fulfilled (score 2), 3 or more criteria from score 4 is not fulfilled (score 1).

Based on 15 chapters in textbook of Islamic Education and Character textbook for Vocational High School (VHS) Grade X, it is found authentic assessment in the form of attitude assessment, cognitive assessment and skill assessment so that every chapter has score 4. As
result it is obtained score for authentic assessment component $15 \times 4 = 60$ with maximum score $15 \times 4 = 60$. It obtained percentage for authentic assessment $60\% \times 100\% = 100\%$

Percentage value for authentic assessment is matched with category scales of assessment guidelines. Based on category scales of assessment guidelines said 86% - 100% is on very good category, so authentic assessment has 100% score, which is on very good category.

6.0 CLOSING

6.1 Conclusion

Based on research and analysis, which have been done by author showed the text book entitled Islamic Education and Character for Vocational High School grade X curriculum 2013 revision edition 2017 published by Erlangga has arranged according to contextual teaching and learning (CTL) component. Based on the result of score percentage, the following result is obtained: Score percentage obtained on constructivism is 80% or in good category. Score percentage on inquiry component is 100% or it is on very good category. Score percentage on questioning component is 91.6% or it is on very good category. Score percentage on learning community is 100% or it is on very good category. Score percentage on modeling component is 78.3% or it is on good category. Score percentage on reflection component is 100% or it is on very good category and Score percentage on authentic assessment is 100% or it is on very good category.

6.2 Suggestion

Based on research, which has been done, it expects can give contribution in the form of thought in education field especially in Islamic Education and Character field.

Authors suggest the following things:

1. For editor
It would be better if complete students’ learning activity with applicative question. On chapter 12 about zakat with calculation questions, so that students can understand the concept of zakat calculation well. Besides, at grade X vocational high school, the calculation of zakat by using percentage is same with Math material which learned by students on real number operation chapter.

2. For educator
It would be better to follow learning steps on textbook, which has been suitable with CTL. Even there is complete CTL component on the book, without the complete implementation from teacher, contextual teaching and learning will not run well.

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