



The Implementation of Group Investigation, Direct Learning and Motivation toward Learning Outcome of Pancasila and Citizenship Education (PPKn)

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Abstract

Group Investigation (GI) is one of the complex methods in group learning that requires students to use high-order thinking skills. Direct Learning (DL) is one of the teaching approaches designed to support students' learning processes related to declarative knowledge and well-structured procedural knowledge. DL can be taught by a gradual and step-by-step activity pattern. It is known that both models are related to student learning styles and learning outcomes. Learning outcome is a result of the learning process by using measurement tools, namely in the form of tests arranged in a planned manner, both written tests, oral tests, and deeds tests. This study was an experimental research. The population of the study were all class of 10th Grade from two religion-based senior high school, MA Al Khairiyah Balen and MA Muhammadiyah 1 Sumberrejo Bojonegoro, two classes from academic year of 2017/2018 in a total of 142 students. The researchers chose as sample for the experimental group was the class X of Natural Science (IPA) amounting to 36 students and the control class was the class X of Social Science (IPS) totaling 36 students. Sample selection is done by cluster sampling technique.

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1. Introduction

Learning models are very important in the learning process in the classroom, with the selection of teacher learning models can create conditions that support the achievement of goals. In order for students to learn actively, teachers need to create a learning model in order to increase motivation so that the material taught is easier to understand. "What makes teaching effective is that the teacher tries to be a role model by showing a positive personality and attitude, having experience in teaching, being able to convey information, reflective, motivational, and passionate about learning" (Majid, 2013). There are two learning models in cooperative learning which are considered appropriate, those are Group Investigation (GI) and Direct Learning (DL). Those two learning models in cooperative learning can make children creative to master the subject matter and students can foster collaboration with their groups to overcome a problem. Cooperative learning is a more effective learning process strategy for new models. Some expressions are taken from the learning process of the model above; the teacher plays an important role in the learning process and the policy is the main responsibilities of the effectiveness of all educational efforts in the school. Those responsibility works as expected by students, the school, and parents of students. Thus, to get maximum results in accordance with the plans and desires above, in the learning process the teacher needs to master several learning models so

that expectations can be fulfilled. In this case, some learning models need to be applied only to teachers who have creative and innovative thinking and are always willing to achieve satisfactory results. One of the advantages of the Group Investigation (GI) and Direct Learning (DL) is easy to apply at various levels of thinking ability. In those learning model, students are given more time to think, answer, and help each other. The procedure used is also quite simple, the teacher as a facilitator and not as an operator. "In this activity, questions and answers are expected to occur which encourage the construction of knowledge integratively. Learners can find the structure of the knowledge they learn "(Suprijono, 2010). If this learning model is applied, the class atmosphere will be more alive because learning motivation arises, between students asking peers and discussing groups to get clarity on what the teacher has explained. Discussions in the form of small groups are very effective to facilitate students in understanding the material and solving a problem. Some of the strategies of learning activities have basically been implemented in *MA Al Khairiyah Balen*, and at *MA Muhammadiyah 1 Sumberrejo Bojonegoro*. However, the learning motivation is still low and the learning outcome obtained is also below the minimum completeness criteria (*Kriteria Ketuntasan Minimum/KKM*).

In implementing the Group Investigation (GI) learning model there are steps that need to be taken in detail. These stages include:

Stage-1. Selection of Topics

Students choose various sub-topics from a common problem area that is usually described first by the teacher. They are then organized into task oriented groups of two to six people. The composition of the group should be heterogenic, both in terms of sex, ethnicity, and academic ability.

Stage-2. Planning Cooperation

Students and teachers plan a variety of specific learning procedures, assignments, and general objectives that are consistent with the various topics and sub-topics that have been chosen in the previous step.

Stage-3. Implementation

Students carry out planned plans. Learning must involve a wide range of activities and skills. At this stage, the teacher must encourage students to conduct research by utilizing various sources inside and outside the school. The teacher continuously follows the progress of each group and provides assistance if needed.

Stage-4. Analysis and Synthesis

The students analyze and synthesize various information obtained in the previous step, then try to summarize it into an interesting presentation in front of the class.

Stage-5. Presentation of the Final Results

All groups present their presentations on topics that have been studied so that all students in the class are involved and reach a broad perspective on a particular topic. Group presentations are coordinated by the teacher.

Stage-6. Evaluation

Students and teachers evaluate the contribution of each group to class work as a whole. Evaluation can be done on each student individually or in groups or both, (Huda, 2013). In general, the six stages that apply and take place in an investigative group model are characterized by democratic decisions that are developed or strengthened for group experience in the context of the problem which is the central point of teaching and learning activities. Group activities that occur wherever possible depart from the minimum direction from the teacher. Teachers and students have the same status before problems that will be solved but with different roles. The management principle in the class that applies the investigative group model, the teacher acts more as a counselor, consultant, and useful critic. Implementation and maximum effort from the teacher plays an important role in maximizing the learning outcomes as the target.

1.1. Direct Learning

Direct Learning Model is one of the teaching approaches specifically designed to support student learning processes related to declarative knowledge and well-structured procedural knowledge that can be taught with a pattern of activities that are gradual, step by step. "Direct learning or direct instruction is better known as active teaching. There are also those who call it whole class teaching. The mention refers to the teaching style where the teacher is actively involved in carrying out the contents of the lesson to students and teaches it directly to the whole class " (Suprijono, 2010). Direct teaching is teacher-centered, and must ensure the involvement of students. In this case the teacher delivers the contents or academic material in a structured format, directs the activities of the students, and tests the skills of students through exercises under the guidance and direction of the teacher. So the environment must be created that is oriented to the tasks given to students. Direct learning is learning that is directed by the teacher. This strategy is effective for determining information or building skills step by step. Thus, basically Direct Learning is a learning process

that teaches students to work together with fellow friends, who in the teachings of religion are termed helping each other in virtue. Here also lies the importance of building the cooperation that teachers have invested in students since they were in school.

1. 2. Learning Motivation

Basically motivation is a conscious effort to move, direct and maintain one's behavior so that he is compelled to act to do something so as to achieve certain results or goals. So motivation to learn is a psychological condition that encourages students to learn happily and learn seriously, which in turn will form student learning methods that are systematic, full of concentration and can select their activities.

1. 3. Learning Outcome

Learning outcome is a result of the learning process by using measurement tools, namely in the form of tests arranged in a planned manner, both written tests, oral tests, and deeds tests. Learning outcomes are abilities possessed by students after receiving learning experiences. Students who study will experience changes.

2. Methods

2.1. Research Method

The design of this study used experimental research design by Factorial Design. According to Sugiyono (2015) Factorial Design is a modification of true experimental design, namely by considering the possibility of a moderator variable that influences the treatment (independent variable) on the outcome (dependent variable).

2.2. Time and Place of Research

The study was conducted at 2 religion-based schools of *MA Al Khoiriyah Balen* and *MAM 1 Sumberrejo Bojonegoro*. This research was conducted in March to April 2018.

2. 3. Research Populations and Samples

The population of the study was 142 students, using cluster sampling technique, the sample consisted of *MA Al Khoiriyah Balen* consisting of 2 classes namely X IP and X IPS, and *MAM 1 Sumberrejo* consisting of 2 classes namely X IPA 1 and X IPS.

2. 4. Data, Instruments, and Data Collection Techniques

This study used data from the results of the pretest and posttest. The pretest and posttest problems consisted of multiple choice questions. The researchers used multiple choice questions to obtain learning outcomes from the students. The researchers used syllabus, lesson plans, and lesson package books.

2. 5. Data Analysis Techniques

All data analysis in this study was carried out using computer analysis with the help of the 22nd version of SPSS (Statistical Package for the Social Sciences) software.

3. Results and Discussion

3.1. Results

a. Learning Outcomes of Students Who Have High Motivation by Using Cooperative Learning Group Investigation

From the research data obtained, it is known that the PPKn learning outcomes test score of the Material "Harmonization of Regional and Central Government" students who have high motivation who use Group Investigation cooperative learning the highest score of 95, the lowest score of 68, the average value is 84.40, mode value 88.50, median 80.17, variance 51.42, and standard deviation 7.17. Based on the average value known to 6 people or 30.00% are on the average score of learning outcomes, as many as 6 people or 30.00% are above the average score of learning outcomes and as many as 8 people or 40.00% are in below the average score of learning outcomes.

Table-1. Frequency Distribution of Students' Learning Outcomes with High Motivation by the Use of Group Investigation

No	Interval	f-absolute	F-relative
1	68 - 72	1	5.00%
2	73 - 78	3	15.00%
3	79 - 83	4	20.00%
4	84 - 88	6	30.00%
5	89 - 93	4	20.00%
6	94 - 98	2	20.00%
	Total	20	100.00 %

Source: Data production from SPSS 22

b. Learning Outcomes PPKn Material "Harmonization of Local Government and Center" Students Who Have Low Motivation by Using Cooperative Learning Group Investigation.

From the research data obtained, it is known that the PPKn learning outcome test material "Harmonization of Regional and Central Government" students who have low motivation who use Cooperative Group Investigation learning the highest score 89, the lowest score 58, the average value is 75.31, the mode value 81.50, median 71.90, variance 73.05, and standard deviation 8.55. Based on the average value known to 5 people or 31.25% are in the average score of learning outcomes, as many as 5 people or 31.25% are above the average score of learning outcomes and as many as 6 people or 37.50% are in below the average score of learning outcomes.

Table-2. Frequency Distribution of Student's Learning Outcomes with Low Motivation by the Use of Group Investigation

No	Interval	f-absolute	F-relative
1	56 – 61	1	6.25%
2	62 – 67	2	12.50%
3	68 – 73	3	18.75%
4	74 – 79	5	31.25%
5	80 – 85	3	18.75%
6	86 - 91	2	12.50%
	Total	16	100.00 %

Source: Data production from SPSS 22

c. Learning Outcomes PPKn Material "Harmonization of Local Government and Center" Students Have High Motivation Using Direct Learning Strategies

From the research data obtained, it is known that the PPKn learning outcome test material "Harmonization of Regional and Central Governments" students who have high motivation use Direct learning strategies the highest score is 87, the lowest score is 63, the average value is 75.58, mode 77, 50, median 70.42, variance 35.85, and standard deviation 5.99. Based on the average value known to 6 people or 35.29% are on the average score of learning outcomes, as many as 6 people or 35.29% are above the average score of learning outcomes and as many as 5 people or 29.41% are below average score of learning outcomes.

Table-3. Frequency Distribution of Students' Learning Outcomes with High Motivation by the Use of Direct Learning Strategies

No	Interval	f-absolute	F-relative
1	63 - 67	2	11.76%
2	68 - 72	3	17.65%
3	73 - 77	6	35.29%
4	78 - 82	4	23.53%
5	83 - 87	2	11.76%
	Total	17	100.00 %

Source: Data production from SPSS 22

d. Learning Outcomes PPKn "Harmonization of Regional Governments and Centers" Students Who Have Low Motivation Using Direct Learning Strategies

From the research data obtained it is known that the PPKn learning outcomes test material "Harmonization of Regional and Central Governments" students who have low motivation who use Direct learning strategies highest score 89, lowest score 61, average value is 76.37, mode value 80, 50, median 71.00, variance 56.58, and standard deviation 7.52. Based on the average value it is known that 5 people or 26.32% are on the average score of learning outcomes, as many as 5 people or 26.32% are above the average score of learning outcomes and as many as 9 people or 47.37% are below the average score of learning outcomes.

Table-4. Frequency Distribution of Students' Learning Outcomes with Low Motivation by the Use of Direct Learning Strategies

No	Interval	f-absolute	F-relative
1	61-65	2	10.53%
1	66-70	3	15.79%
3	71-75	4	21.05%
4	76-80	5	26.32%
5	81-85	3	15.79%
6	86-90	2	10.53%
	Total	19	100.00 %

Source: Data production from SPSS 22

3.2. Discussions

a. *There are differences in student learning outcomes in the subjects PPKn material "Harmonization of Regional and Central Government" which is taught using Group Investigation (GI) learning using Direct learning strategies.*

Based on the results of the analysis of research data through two-way ANOVA test it was decided to reject H_0 and accept H_a . This shows that the learning outcomes of the PPKn material "Harmonization of Regional and Central Governments" students taught with Group Investigation (GI) learning are higher than students who are taught with Direct Instruction strategies. The learning outcomes of the PPKn material "Harmonization of Regional and Central Governments" students using Group Investigation (GI) obtained an average value of 79.86 and by using the Direct Learning strategy obtained an average value of 76.97. Every student has diversity in terms of skills and personality. The skills possessed by each student include potential skills that allow them to be developed, such as talent and intelligence as well as skills acquired from learning outcomes. The factor that also determines is the learning approach factor. This factor relates to all the ways and strategies used by teachers and students in supporting the effectiveness and efficiency of the process of studying certain materials.

In the school environment students will certainly follow the learning strategies that have been designed by the teacher who taught them. Therefore, every teacher needs to pay attention and prepare learning strategies that support the effectiveness and efficiency of the learning process in the classroom. Learning material is one of the rationale that is taken into consideration by a teacher to choose a learning strategy. The scope of aspects that are calculated can include, the nature of the material, the depth of the material and the amount of material to be delivered. Memorizing material may be quite effective if it is only delivered by the lecture method. On the other hand, material that has the understanding of daily applications needs to be conveyed in different ways, for example by practicum. Likewise, the depth of the material and the amount of material to be delivered will also be a consideration in determining what strategies a teacher will use in the classroom.

The subject of PPKn material "Harmonization of Regional and Central Governments" is a subject that is related to living in the community of the nation and state. Therefore, the PPKn subject matter "Harmonization of Regional and Central Government" is very closely related to the coordination system, especially in the use of the budget, both Village Funds (DD) originating from the Central Government and Village Fund Budget (ADD) originating from the Regional Government. PPKn subjects require observation, understanding and practice. The subject of PPKn material "Harmonization of Regional and Central Governments" is a lesson that covers theory and practice in life. These two aspects support each other. PPKn lessons are learned not only with theory. Vice versa, PPKn must also be applied in daily life in service to community members.

In learning at school, teacher factors and teaching methods are very important factors, teacher mastery of learning strategies is needed to improve the professional skills of teachers in teaching, so that the teacher must be able to determine the most appropriate strategy and in accordance with the objectives, characteristics of students and the material to be conveyed. Learning strategies used in delivering lessons must consider the characteristics of the lesson, as explained earlier. PPKn lessons are closely related to daily life. It will be very easy for students to understand if the learning strategies used directly require students to actively conduct, observation. Nevertheless, PPKn lessons also need to be explained by the teacher theoretically using the Direct learning strategy. However, the teacher must be creative to integrate methods that support in creating a pleasant atmosphere so that the learning material is easily understood by students.

In addition to the nature and subject matter, one other rationale used by the teacher as a consideration in designing learning strategies is the characteristics of students. Characteristics of students is one of the things that needs to be identified by the teacher to be used as a guide in developing learning programs. Every student has different potentials and characteristics. A teacher must try to accommodate students' potential to the maximum in the learning strategies applied in the classroom. Student characteristics such as motivation, interests, talents, intelligence, emotional intelligence, emotional personality, feelings, and thoughts need to be considered and integrated in the designed learning strategies. Learning strategies that accommodate the potential of students in their application will increase the chances of students to understand and absorb the subject matter that is narrated more easily. So that the easier the learning goals will be achieved, the more potential students are accommodated in the learning strategy, the greater the opportunity to achieve learning goals.

If we look at the considerations in choosing a learning strategy based on the nature of the material and the characteristics of students, then the strategy of Group Investigation (GI) is one of the learning strategies that can be chosen in the PPKn lesson. Group Investigation (GI) cooperative learning strategies try to maximize and accommodate the potential that exists in students. so that it becomes a learning strategy that has many variations of learning methods in it. This makes cooperative learning the Group Investigation (GI) strategy capable of creating a dynamic atmosphere that motivates students to learn. Characteristics of Direct learning strategies are learning carried out by the teacher by conveying the subject matter verbally, meaning speaking orally. This method is the main tool because the Direct learning strategy is often identified with lectures, and usually the subject matter delivered is ready-made subject matter, such as

data or facts of certain concepts that must be memorized so as not to require students to rethink. The main purpose of learning is mastery of the subject matter itself. In principle, the learning methods used in the Direct Learning strategy are commonly used in schools, such as delivering material using lecture methods, working on student worksheet (LKS), question and answer and occasional discussions.

Each student will learn more optimally if the learning strategy used accommodates the most comfortable way to use students. Students are more motivated and focus on their attention to learning is maintained. During this time the students often make noise and do other activities during class hours because students feel bored and not interested in the lessons delivered by the teacher. Students are not invited to be involved and only sit in the listening room, so that their concentration is easily broken and looking for other more enjoyable activities.

While the Direct Learning strategy has not maximized the potential of students. Students act as recipients of information that has been designed by the previous teacher. Class activities are also not too varied and tend to be boring. Students listen to the material delivered by the teacher through lectures, then students work on the exercises, ask questions and draw conclusions. Strategies like this really demand the ability of a teacher to communicate and speak. The teacher must be able to make each student focus his attention on the material he presents. Teachers who are not capable of narrating, will make the delivery of material like this feel very boring.

Compared to the two strategies above, it can be seen that the Group Investigation (GI) learning model emphasizes the opening and closing parts and the learning process and gives more portions. In this strategy the opening and closing are important things, in the opening part, the teacher must really prepare students in a state ready to receive the lesson. To get it, the first must feel comfortable with the atmosphere of learning, then students know for what he studied the material, the big picture of what and set goals to be achieved at the end of learning, so that at the beginning of learning students have really prepared their learning activities.

This will make learning activities more focused and meaningful. Whereas at the end of the lesson, the Group Investigation (GI) strategy emphasizes the process of repetition and immediate feedback. The process of activation and demonstration is the process by which students test and demonstrate mastery of the newly learned material. At this stage the teacher provides direct feedback on the work of students and then the final step students draw conclusions about what has been learned.

Whereas in the Direct learning strategy, which has the largest portion is the core part of the lesson, which is presentation and closing. Although the presentation stage is the most important stage, but if the strategy provides more portions for the preparation and closing stages, the student learning process becomes more effective so that student learning outcomes will be better.

Based on the description above, it can be understood that the learning outcomes of the PPKn material "Harmonization of Regional and Central Government" students taught by cooperative learning Group Investigation (GI) are higher than the learning outcomes of students who are taught with Direct Learning strategies.

b. There are differences in learning outcomes PPKn material "Harmonization of Regional and Central Government" students have high motivation with learning outcomes of students who have low motivation.

The results of research data analysis through two-way ANOVA test were decided to reject H_0 and accept H_a . This shows that the learning outcomes of students who have high learning motivation are higher than the learning outcomes of students who have low learning motivation. The learning outcomes of PPKn material "Harmonization of Regional and Central Governments" students who have high motivation obtain an average value of 79.99 and students who have low motivation obtain an average score of 75.84. These results occur because the implementation of learning is influenced by the factors of students themselves such as intelligence, talent and motivation to learn, also affect the learning outcomes that will be obtained. One of the characteristics of students that is only reviewed by experts and grouped based on different perspectives is the motivation to learn. Knowledge of the characteristics of students who most help a teacher in understanding students is the motivation of learning.

For learning, motivation is needed. Motivation is an essential condition of. Learning outcomes will be optimal, if there is motivation. The more precise the motivation given, the more successful the lesson will be. So motivation will always determine the intensity of learning efforts for students.

c. There are differences in student learning outcomes on PPKn subjects students taught with the Group Investigation learning model and have high motivation with those who have low motivation.

The results of research data analysis through two-way ANOVA test were decided to reject H_0 and accept H_a . This shows that student learning outcomes in PPKn subjects of students who have high motivation are higher than the learning outcomes of students who have low motivation using the Group Investigation (GI) learning model. Student learning outcomes using the Group Investigation (GI) strategy have a high motivation of 84.40 and a low motivation of 75.31. These results occur because the implementation of learning is influenced by various factors, especially in the students themselves related to their learning motivation both

high motivation and low motivation. The use of cooperative Group Investigation (GI) can arouse student learning motivation

d. There are differences in PPKn learning outcomes of students who are taught with Direct Learning strategies and have low motivation with highly motivated ones.

The results of research data analysis through two-way ANOVA test were decided to reject H_0 and accept H_a . This shows that the PPKn learning outcomes of students who have low motivation are higher than the PPKn learning outcomes of students who have high motivation using the Direct strategy. PPKn learning outcomes of students using Direct Learning strategies have a low motivation of 76.37 and have a high motivation of 75.58.

This is due to the fact that learning using Direct strategies is learning that emphasizes the process of delivering material verbally and a teacher to a group of students by means that students can master the subject matter optimally. Direct Instruction (direct instruction) in this method the subject matter is delivered directly by the teacher, students are not required to find the material. So for students who have low motivation will certainly be easier to accept the subject matter with this strategy.

Direct Instruction (Direct Instruction) there are several characteristics, namely: (1) carried out by conveying the subject matter verbally, meaning to speak verbally, so that often people identify it with lectures, (2) usually the subject matter that is delivered is finished subject matter, such as data or certain concepts that must be memorized so as not to require students to rethink, (3) the main purpose of learning is mastery of the subject matter itself, meaning that after the learning process ends students are expected to understand it correctly by being able to re-disclose the material described.

e. There is an interaction between learning strategies and learning motivation towards student learning outcomes in subjects subject to PPKn material "Harmonization of Regional and Central Government"

The results of research data analysis through two-way ANOVA test were decided to reject H_0 and accept H_a . This shows that there is an interaction between learning strategies and learning motivation towards student learning outcomes in the PPKn subject matter "Harmonization of Regional and Central Government". The ANOVA test results obtained $F\text{-count} = 5.63$ and the critical value $F\text{-table} = 3.98$ with $df(1.68)$ at the level of $\alpha = 0.05$. This result shows that $F\text{-count} = 5.63 > F\text{-table} = 3.98$ so that there is an interaction between the use of learning strategies and learning motivation in influencing student learning outcomes in the PPKn subject matter "Harmonization of Regional and Central Government".

This is due to the fact that in learning there are two main factors that influence the achievement of student learning outcomes, namely the quality of learning and the characteristics of students. The quality of learning is an external factor that influences learning, including strategies, methods, media, etc. The characteristics of students are internal factors, including motivation to learn, learning styles, ways of thinking, and creativity. Thus, these two factors cannot be ignored because they interact with each other.

The link between learning strategies and student motivation in learning situations is something that needs attention. As expressed by experts in the field of education that to improve learning outcomes must be tailored to the characteristics of students. Indeed, teachers need to understand the general principles of the use of learning strategies as follows: (1) goal oriented, learning objectives can determine a strategy that must be used by the teacher, (2) activities, learning strategies must be able to encourage student activities (3) individuality, strategy learning aims to develop each individual student (4) integrity, learning strategies must be able to develop all aspects of the student's personality.

4. Conclusion and Suggestion

4.1. Conclusion

There is an interaction between learning strategies and learning motivation towards student learning outcomes in the PPKn subject matter "Harmonization of Regional and Central Government". The ANOVA test results obtained $F\text{-count} = 5.63$ and the critical value $F\text{-table} = 3.98$ with $df(1.68)$ at the level of $\alpha = 0.05$. These results indicate that $F\text{-count} = 5.63 > F\text{-table} = 3.98$ so that there is an interaction between the use of Direct Learning strategies and learning motivation in influencing student learning outcomes in PPKn subjects material "Harmonization of Regional and Central Government".

4.2. Suggestion

1. To improve student learning outcomes, PPKn teachers from MA Al Khairiyah Balen and MA Muhammadiyah 1 Sumberrejo need to pay attention to the characteristics of the subject matter that will be conveyed to students so that they can be adjusted between the subject matter and the learning strategies to be used so that the subject matter is easily understood by students.
2. To improve learning outcomes, each MA student of Al Khairiyah Balen and MA Muhammadiyah Sumberrejo should increase their learning motivation, by more actively participating in learning activities, diligently repeating (reviewing) lessons at home, and doing lots of exercises to better understand the subject matter they are learning so that it can improve learning outcomes.

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