P-ISSN: 2541-6960; E-ISSN: 2549-8754
Yupa: Historical Studies Journal
Vol. 9 No. 4, 2025 (273-283)
http://jurnal.fkip.unmul.ac.id/index.php/yupa

Comparing Students' Learning Outcomes Between the *Question Student Have* and *Giving Question and Getting Answer* Strategies in Grade VII Social Studies at SMP Negeri 20 Bengkulu

Jek Prengki[1], Adisel[2], Sepri Yunarman[3]
[1,2,3] Universitas Islam Negeri Fatmawati Sukarno, Bengkulu, Indonesia

[1]jekprengki@gmail.com, [2]adisel@mail.uinfasbengkulu.ac.id, [3]sepriyunarman@mail.uinfasbengkulu.ac.id

Received	Accepted	Published
19/05/2025	24/12/2025	28/02/2026

Abstract *This study aimed to examine whether there were differences in students' learning outcomes between those who applied the Question Student Have strategy (questions from students) and those who applied the Giving Question and Getting Answer strategy (giving questions and receiving answers) in Social Studies learning in Grade VII at SMP Negeri 20 Bengkulu City. This experimental study used a comparative quantitative approach with a dual-paradigm research design involving two independent variables and one dependent variable. The population consisted of Grade VII students of SMP Negeri 20 Bengkulu City in the 2024–2025 academic year, while the sample comprised Class VII A as the experimental class and Class VII B as the control class. The research instrument was a Social Studies achievement test. The data were analyzed using a normality test, a homogeneity test, and a t-test. The results indicated differences in students' learning outcomes between those using the Question Student Have strategy (questions from students) and those using the Giving Question and Getting Answer strategy (giving questions and receiving answers) in Social Studies in Grade VII at SMP Negeri 20 Bengkulu City. This was evidenced by the t-test results ($t_{count} > t_{table} = 2.578 > 1.697$) or $p < 0.05$ (i.e., $0.029 < 0.05$), meaning that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.*

Keywords: *learning outcomes; question student have; giving question and getting answer; social studies (IPS)*

Abstrak *Penelitian ini bertujuan untuk melihat apakah terdapat perbedaan hasil belajar siswa antara yang menerapkan strategi question student have (pertanyaan dari siswa) dengan yang menerapkan strategi giving question and getting answer (memberi pertanyaan dan menerima jawaban) pada pembelajaran IPS di Kelas VII SMP Negeri 20 Kota Bengkulu. Penelitian eksperimen dengan pendekatan kuantitatif komparatif menggunakan rancangan desain penelitian paradigma ganda dengan dua variabel independen, yakni dalam paradigma ini terdapat dua variabel independen dan satu dependen. Populasi dalam penelitian ini yaitu siswa Kelas VII SMP Negeri 20 Kota Bengkulu tahun ajaran 2024-2025, sedangkan sampel dalam penelitian ini yaitu Kelas VII A sebagai kelas eksperimen dan Kelas VII B sebagai kelas kontrol. Instrumen penelitian ini adalah soal tes pelajaran IPS. Data yang diperoleh dianalisis dengan uji normalitas data, uji homogenitas data, dan uji t. Hasil penelitian ini adalah terdapat perbedaan hasil belajar siswa antara yang menggunakan strategi question student have (pertanyaan dari siswa) dengan strategi giving question and getting answer (memberi pertanyaan dan menerima jawaban) pada pelajaran IPS di Kelas VII SMP Negeri 20 Kota Bengkulu, hal ini dibuktikan dengan hasil uji t ($t_{hitung} > t_{tabel} = 2,578 > 1,697$) atau nilai $p < 0,05$ (yaitu $0,029 < 0,05$) yang berarti hipotesis kerja (H_a) dalam penelitian ini diterima, sedangkan hipotesis nihil (H_o) ditolak.*

Kata kunci *: Hasil Belajar, Question Student Have, Giving Question, Getting Answer, IPS*

INTRODUCTION

One objective to be achieved in the learning process is learning outcomes. Slameto (2010, p. 92) stated, "One of the objectives of learning is learning outcomes. The success of every teaching and learning process is measured by how far students' learning outcomes are achieved." Success in learning can be realized when interaction occurs between teachers and students. A learning process that tends to be dominated by the teacher will cause students to feel bored. Teachers' creativity is needed in managing learning, including selecting appropriate learning strategies. Choosing appropriate learning strategies can make students enthusiastic and help them understand the subject matter.

Sudjana (2016, p. 22) stated, "Learning outcomes are the abilities possessed by students after receiving their learning experiences. Students' learning outcomes are essentially changes in behavior." Behavior as a learning outcome in a broad sense includes the cognitive, affective, and psychomotor domains. "Outcomes in the educational perspective are referred to as mastery of several indicators in each Basic Competency (KD) implemented in the teaching and learning process at school" (Sudjana, 2016, p. 23). In other words, students are considered successful if they possess life skills in each subject area, which can then be applied in daily life.

Satria (2015, p. 1) stated that "the availability of various learning strategies has not been utilized by Social Studies teachers in junior high schools, so the learning process still uses the lecture method." Many learning strategies can be applied to help achieve learning objectives; however, they have not been utilized by teachers. The conventional method (lecture) can lead to low student learning outcomes in Social Studies. The learning strategies applied by teachers while teaching at school are one determining factor in the development of student learning outcomes.

To improve learning outcomes, teachers should be able to select and use learning strategies that are appropriate and aligned with students' characteristics. Sapriya (2012, p. 10) stated that "Social Studies learning outcomes will be achieved optimally if, during the learning process, students can discover and construct knowledge." One way to improve Social Studies learning outcomes is through the implementation of appropriate learning strategies in the classroom learning process. Learning strategies must be suited to students' conditions and needs. In addition, learning strategies must match the material delivered by the teacher.

Selecting learning strategies is very important to improve student learning outcomes, including by applying cooperative learning. According to Suprijono (2014, p. 122), "Cooperative learning can be chosen to achieve learning objectives. Cooperative learning involves students more directly to be active in learning, which is expected to improve students' learning outcomes in Social Studies." The *Question Student Have* strategy and the *Giving Question and Getting Answer* strategy are types of cooperative learning that can improve students' learning outcomes.

Social Studies (IPS) is an important foundation for the intellectual, emotional, cultural, and social intelligence development of students; namely, "Social Studies can foster ways of thinking, attitudes, and behavior that are responsible as individuals, members of society, citizens, and world citizens" (Trianto, 2012, p. 172). In addition, according to Satria (2015, p. 3), Social Studies has the following task: "to develop students' potential to be sensitive to social problems that occur in society, to have a positive mental attitude for improving all inequalities, and to be skilled in overcoming everyday problems, whether affecting themselves or the community."

Social Studies is part of the school curriculum whose primary responsibility is to help students develop the knowledge, skills, attitudes, and values needed to participate in social life at local, national, and global levels. According to Trianto (2012, p. 173), "Social Studies as a subject is provided at the levels of SD/MI, SMP/MTs, and SMA/MA. In SD/MI and SMP/MTs it is taught in an integrated manner, but in the Content Standards (SI) there still appears separated material." The Competency Standards (SK) and Basic Competencies (KD) of Social Studies use three dimensions in examining and understanding social phenomena and human life as a whole.

The Regulation of the Minister of National Education Number 22 of 2006 on Content Standards for Primary and Secondary Education Units explains that "through Social Studies, students are expected to become democratic and responsible Indonesian citizens, as well as peace-loving citizens of the world" (as cited in Zubaedi, 2012, p. 287). One effort to achieve these Social Studies objectives can be pursued through developing students' potential in the cognitive, affective, and psychomotor domains. Zubaedi (2012, p. 287) stated: "Social Studies education as a field of study provided at the school level does not only provide knowledge, but also provides values and attitudes as well as life skills for students in society, the nation, and the state across various characteristics."

Based on the author's initial interview with a Grade VII teacher at SMP Negeri 20 Bengkulu City on March 5, 2024, the level of learning mastery was low in Social Studies scores in the even semester of the 2023–2024 academic year: only 77% of the total Grade VII students achieved the Minimum Mastery Criterion (KKM) score of 75 in Social Studies, meaning that 23% of students had not yet reached the KKM. This is evidenced by the following data:

Table 1. Social Studies Scores of Grade VII Students at SMP Negeri 20 Bengkulu City in the Even Semester of the 2023–2024 Academic Year

Total Students	Students Achieving KKM ≥ 75	% of Meet the KKM	% Failed to Meet the KKM
56	43 students	77%	23%

Source: Grade VII Archive of SMP Negeri 20 Bengkulu City, 2024.

Based on the data above, 13 Grade VII students had not reached the Social Studies KKM. According to the informant, this was also due to students' lack of learning motivation in Social Studies. For most students, Social Studies is one of the less favored subjects, so students were less enthusiastic about learning it.

Based on initial observations on March 5, 2024 in Grade VII at SMP Negeri 20 Bengkulu City, a problem occurred in Social Studies learning: the learning strategies used by the teacher were insufficiently varied. The teacher often applied the lecture method, which tended to be monotonous in the learning process. This caused students to respond less to the material delivered by the teacher, resulting in boredom during the learning process. Students also often forgot material learned previously because they did not sufficiently understand what the teacher had delivered. This lack of understanding affected students' learning outcomes in Social Studies.

Based on these problems, a change in the Social Studies learning process was needed. The author attempted a learning strategy that could involve students' participation to stimulate their interest and enthusiasm in the Social Studies learning process, which was expected to improve students' learning outcomes. The strategies were *Question Student Have* (questions from students) and *Giving Question and Getting Answer* (giving questions and receiving answers).

According to Zaini (2008, p. 16), "The *Question Student Have* strategy is designed to identify students' wishes and expectations and is expected to improve students' learning outcomes." The *Question Student Have* strategy is designed to make students active, unify opinions, and measure the extent of students' understanding through written questions.

Implementing the *Giving Question and Getting Answer* strategy makes students active and independent and enables them to pose questions, thereby improving learning outcomes. Suprijono (2014, p. 107) stated: "The *Giving Question and Getting Answer* strategy provides opportunities for students to ask about things they do not understand and provides opportunities for students to explain things they already understand to other friends. This strategy will increase students' courage to express opinions and foster mutual respect among students."

The *Giving Question and Getting Answer* strategy helps students become more active and is a good way to help students review previously learned material, so they understand it better. This strategy is a team-forming strategy that involves students in reviewing material from previous lessons or at the end of a lesson (Suprijono, 2014, p. 107).

The above description aligns with Handayani's (2016) findings, which showed that "implementing the *Question Student Have* strategy encourages students to create written questions about the lesson material." The *Question Student Have* strategy also trains students' questioning ability, but students who already understand the material may become passive in the learning process. Meanwhile, implementing the *Giving Question and Getting Answer* strategy trains students to ask and answer questions. This strategy provides opportunities for students to ask about what they do not understand and provides opportunities for students to explain what they already understand to other students, so students' learning outcomes can improve.

Similarly, Amin et al. (2024) found that "implementing the *Giving Question and Getting Answer* strategy can improve students' learning outcomes." This is because learning that applies

the *Giving Question and Getting Answer* strategy can attract students' attention, make students active in learning, and thereby help students improve their understanding of the material delivered.

This study, conducted in Grade VII at SMP Negeri 20 Bengkulu City, aimed to determine differences in students' learning outcomes using the *Question Student Have* strategy compared to the *Giving Question and Getting Answer* strategy, as indicated by behavioral changes in Social Studies learning activities. Another consideration was that these strategies had never been applied in Social Studies learning in Grade VII. The implementation of the *Question Student Have* and *Giving Question and Getting Answer* strategies in this study is expected to be beneficial for demonstrating the effectiveness of both strategies, strengthened by identifying the appropriate strategies to optimize their implementation, thereby serving as a new reference in education, especially in Social Studies learning.

METHOD

This study used a comparative quantitative approach. According to Sugiyono (2014, p. 232), "Comparative research is a technique used to compare similarities or differences of two or more facts and characteristics of the objects studied based on a particular research framework." Meanwhile, Leo (2013, p. 99) stated that "comparative research is a type of descriptive research that seeks fundamental answers about cause and effect by analyzing the factors causing the occurrence or emergence of a particular phenomenon." Hypotheses in comparative research use comparative hypotheses, which are tentative answers to comparative problem formulations; in this formulation, the variables are the same but the populations or samples are different (Arikunto, 2013, p. 248).

This was a quantitative study using an experimental method. Sugiyono (2012, p. 72) stated that "experimental research is a research method used to find the effect of a particular treatment on another under controlled conditions." Experimental research is useful for collecting data or information under controlled conditions to investigate whether there is a cause-and-effect relationship and to examine that relationship by providing certain treatments to the experimental class and providing a control class for comparison (Sugiyono, 2012, p. 73).

The experimental method used in this study was a quasi-experiment. Sugiyono (2012, p. 90) stated that "a quasi-experiment has a control group, where samples in the experimental and control groups are not selected randomly, but are intentionally selected by the researcher as groups to be compared."

RESULT AND DISCUSSION

Classical Assumption Tests

Normality Test

The normality test is used to measure whether the data come from a normally distributed population. In this study, the normality test used the SPSS Kolmogorov–Smirnov Test, with the following criteria:

1. If the significance value (Sig) > 0.05, the data are normally distributed.
2. If the significance value (Sig) < 0.05, the data are not normally distributed.

The following are the normality test results for Grade VII students of SMP Negeri 20 Bengkulu City.

Class VII-A (The Experiment Group)

Table 2. Normality Test Results (Observed vs. Expected) - Experimental Class (Class VII A)

Score	Observed N	Expected N	Residual
95	2	3.0	-2.0
90	4	3.0	1.0
85	5	3.0	-1.0
80	10	3.0	4.0
75	3	3.0	-1.0
70	3	3.0	-2.0
65	3	3.0	1.0
60	2	3.0	-1.0
Total	**32**		

Source: Data Processing Results, 2025.

Table 3. Chi-Square Test Statistics — Experimental Class (Class VII A)

Statistics Test	
	Experiment Group
Chi-Square	7.486[a]
Df	30
Asymp. Sig.	0.264
a. 8 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.0.	

Source: Data Processing Results, 2025.

The chi-square normality test results showed a chi-square value of 7.486 and a chi-square table value of 43.773, with Asymp. Sig. (p) = 0.264. Because the calculated chi-square was smaller than the chi-square table (7.486 < 43.773) or p > 0.05 (0.264 > 0.05), the data for Class VII A were normally distributed.

Class VII-B (The Control Group)

Table 4. Normality Test Results (Observed vs. Expected) - Experimental Class (Class VII A)

Score	Observed N	Expected N	Residual
90	2	3.0	-2.0
85	6	3.0	-2.0
80	4	3.0	1.0
75	7	3.0	2.0
70	6	3.0	2.0

Score	Observed N	Expected N	Residual
65	5	3.0	-1.0
60	2	3.0	1.0
Total	32		
Total	**32**		

Source: Data Processing Results, 2025.

Table 5. Chi-Square Test Statistics — Experimental Class (Class VII A)

Statistics Test	
	Control Group
Chi-Square	8.262a
Df	30
Asymp. Sig.	.215
a. 7 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.0.	

Source: Data Processing Results, 2025.

The chi-square normality test results showed a chi-square value of 8.262 and a chi-square table value of 43.773, with Asymp. Sig. (p) = 0.215. Because the calculated chi-square was smaller than the chi-square table (8.262 < 43.773) or p > 0.05 (0.215 > 0.05), the data for Class VII B were normally distributed.

Homogeneity Test

The homogeneity test determines whether the variance of several datasets from a population is equal. The criteria are:

1. If Sig > 0.05, the data are homogeneous.
2. If Sig < 0.05, the data are not homogeneous.

Table 6. Homogeneity of Variances Test (Levene's Test)

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	1.547	1	30	.267
	Based on Median	1.388	1	30	.244
	Based on Median and with adjusted df	1.401	1	28.564	.289
	Based on trimmed mean	1.222	1	30	.231

Source: Data Processing Results, 2025.

Using Levene's test, the results showed Fcount = 1.547 and Ftable = 2.042 with p = 0.267. Because Fcount < Ftable (1.547 < 2.042) or p > 0.05 (0.267 > 0.05), the learning-outcome data for the experimental and control classes were homogeneous.

Data Analysis

A paired *t*-test is a hypothesis-testing method used when the data are not independent (paired). A common characteristic is that one individual (research subject) receives two different treatments. However, in this study, the comparison used an independent samples *t*-test. The independent samples *t*-test was used because the learning outcome data for the experimental and control classes were normally distributed.

Table 7. Independent Samples Test (Hypothesis Testing)

Independent Samples Test				
			Score	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		2.401	
	Sig.		.287	
t-test for Equality of Means	T		2.734	2.508
	Df		30	28.564
	Sig. (2-tailed)		.034	.034
	Mean Difference		3.995	3.995
	Std. Error Difference		1.856	1.856
	95% Confidence Interval of the Difference	Lower	.712	.712
		Upper	9.756	9.756

Source: Data Processing Results, 2025.

The independent samples *t*-test results showed *t*count = 2.734 and *t*table = 1.697 with p = 0.034. Because *t*count > *t*table (2.734 > 1.697) or p < 0.05 (0.034 < 0.05), there was a difference in the mean learning outcomes between the experimental and control classes. This means that the alternative hypothesis (Ha) was accepted: there were differences in students' learning outcomes between those using the *Question Student Have* strategy and those using the *Giving Question and Getting Answer* strategy in Social Studies learning in Grade VII at SMP Negeri 20 Bengkulu City.

Discussion

Selecting appropriate learning strategies can foster students' enjoyment of the subject, increase motivation in completing tasks, and make it easier for students to understand the material, thereby enabling them to achieve better learning outcomes. Cooperative learning can be selected to improve student learning outcomes. Suprijono (2014, p. 122) stated that cooperative learning involves students more directly to be active in learning, which is expected to improve learning outcomes in Social Studies. The *Question Student Have* and *Giving Question and Getting Answer* strategies are cooperative learning strategies that can improve learning outcomes.

Suprijono (2014, p. 125) explained that "the *Question Student Have* strategy is a teaching method carried out by the teacher providing a blank index card to each student and instructing them to write down the questions they have about the lesson material that has been taught." Through this strategy, students' reception of the material becomes more deeply meaningful, forming a better and more complete understanding. Students can also express the courage to ask questions and convey wishes and expectations through conversation. According to Djamarah and Zain (2014, p. 95), the advantages of the *Question Student Have* strategy include stimulating

students to develop their thinking and memory regarding the lesson and enabling students to develop courage and skills in answering and expressing opinions.

According to Silberman (as cited in Suprijono, 2014, p. 108), "the *Giving Question and Getting Answer* strategy is an excellent strategy to help learners remember or review the material delivered." This strategy was developed to train students' ability to ask and answer questions and is essentially a modification of the lecture method combined with the use of paper slips as media. According to Suprijono (2014, p. 109), the advantages of this strategy include a more active learning atmosphere, opportunities for students individually or in groups to ask what they do not understand, and encouragement for students to express their opinions.

This study was conducted in Grade VII at SMP Negeri 20 Bengkulu City. Data were collected using a Social Studies achievement test administered to 32 students in Class VII A as the experimental class and 32 students in Class VII B as the control class. The instrument consisted of 20 test items that were declared valid. The post-test scores for the experimental class (Class VII A), which applied the *Question Student Have* strategy, had a highest score of 95 and a lowest score of 60. Meanwhile, the post-test scores for the control class (Class VII B), which applied the *Giving Question and Getting Answer* strategy, had a highest score of 90 and a lowest score of 60.

The hypothesis was tested to determine differences in learning outcomes between the two strategies. The independent samples *t*-test showed *t*count = 2.734 and *t*table = 1.697 with p = 0.034. Because *t*count > *t*table (2.734 > 1.697) or p < 0.05 (0.034 < 0.05), there was a difference in the mean learning outcomes between the experimental and control classes. Thus, Ha was accepted: there were differences in students' learning outcomes using the *Question Student Have* strategy compared to the *Giving Question and Getting Answer* strategy in Social Studies learning in Grade VII at SMP Negeri 20 Bengkulu City.

CONCLUSION

There were differences in students' learning outcomes between those using the *Question Student Have* strategy (questions from students) and those using the *Giving Question and Getting Answer* strategy (giving questions and receiving answers) in Social Studies in Grade VII at SMP Negeri 20 Bengkulu City. This was evidenced by the *t*-test results (*t*count > *t*table = 2.734 > 1.697) or p < 0.05 (0.034 < 0.05), meaning that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

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