Implementation of Learning Models With *ASIK* Concepts to Improve Learning Achievement in Pancasila Education in The Digital Era

Ni Ketut Ayu Purnami[1], I Nyoman Temon Astawa[2]
[1]SMA Negeri 2 Bangli, Bali, Indonesia
[2]Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, Indonesia
[1]purnaminiketut4@gmail.com

Abstract

The application of the problem-based learning model with the *ASIK* concept aims to improve student learning achievement in Pancasila Education subjects in the digital era. For this reason, in the test, a class was taken as a sample, namely class XII C at SMA Negeri 2 Bangli in Semester 1 of the 2024/2025 academic year. This research was carried out using qualitative methods, by collecting data through tests, observations, and interviews which were analyzed descriptively. This research was carried out in two stages, by making improvements to the learning steps using the *ASIK* concept until finally a significant increase in student learning achievement was obtained. From this research, it can be concluded that the implementation of the learning model with the *ASIK* concept can improve learning achievement in Pancasila Education in the digital era. In this way, students can use their smartphones for meaningful learning activities.

Keywords: Learning Model With The *ASIK* Concept; Learning Achievement in Pancasila Education; Digital Era

Introduction

In today's digital era, the ease of information and communication often makes us complacent, without realizing it we often spend time in front of gadgets to access news, social networks and entertainment. Without realizing it, we are currently experiencing modern technology-based colonizers, which makes us forget our daily activities, lazy to work, and for students lazy to learn. We should realize that it is not technology that governs us but we are the ones who control technology to bring positive benefits to our lives, especially students should utilize technology for meaningful learning. In this case, the role of parents and teachers is very important in directing Generation Z in the use of gadgets. At home, parents must remind children of their duties and obligations so that they do not focus on gadgets, and at school teachers must teach by leading them to utilize gadgets properly. Nowadays, there is no reason for students not to learn because there are no books. Because information from various learning sources can be accessed through the internet.

Digital technology in its development has brought rapid changes in human life, seen from the way of communicating, working, interacting with the surrounding environment, including the way students learn. The development of the current digital era has a positive impact and a negative impact. What we need to be aware of at this time is the negative impact, such as the influence of other countries' idiologies on the Pancasila idiology, our attitudes and behaviors imbued with Pancasila values, should not be eroded by individualism, consumptive lifestyles, hedonism and westernization. In this case, the subject of Pancasila Education plays an important role so that generation Z upholds the values of Pancasila, which is not only applied in real world interactions but must also be applied in interactions in cyberspace.

Use social media wisely, sticking to the phrase your mouth your harimaumu. Do not let the wrong communication on social media make it entangled in legal cases, namely violations of the Electronic Information and Transaction Law (UU ITE). In the learning process of Pancasila Education at school, it is often constrained by the attitudes and behavior of students who are not focused on learning, students who like to chat with their friends who are occasionally preoccupied with their gadgets, making students can be likened to blind and deaf people in learning, do not want to see what the teacher writes on the board or the teacher's PPT displayed in front, do not want to listen to the teacher's explanation because when the test just takes the opportunity to cheat on the gadget, even worse there is a small part of them going to school not bringing notebooks and pens, just bringing one gadget.

Because gadgets are everything, in this case support from parents for supervision and direction in the learning process is very important, it is not enough to rely on the role of the teacher to create conducive learning conditions. The teachers themselves try to find learning models that encourage students to be active in learning and be able to utilize their gadgets appropriately and correctly. From them will emerge a generation that is sensitive to the problems that arise, able to find solutions, communicative in receiving positive input and ultimately able to implement these solutions with full awareness that grows from oneself both in the family, school, community, nation and state. Implementation of Learning Model with *ASIK* concept is a learning model as a result of modification of problem-based learning model that focuses on student centered learning.

This modification is adjusted to the times and curriculum changes. As we know the education system in Indonesia often changes the curriculum along with the change of government. Currently, with the implementation of the Merdeka Curriculum based on the Peraturan Mendikbudristek Nomor 12 Tahun 2024 it is hoped that it will be able to prevent learning loss during the Covid 19 pandemic. This curriculum is expected to have the flexibility to transform essential material. As a good teacher, you must have these competencies because we realize that it is not as easy as turning your palm. Moreover, in the future we will be faced with the latest curriculum which is currently being discussed by the government. Talking about the curriculum we are not only highlighting the negative side behind it there is also a positive side, depending now back to the figure of the teacher who should be able to transform essential material with various forms of curriculum in a meaningful and enjoyable learning atmosphere.

One way to realize this situation is to apply the learning model with the concept of *ASIK*, *Aktif* (active), *SosialisASIKan* (socialize), *Investigasi* (investigate), and *KomunikASIKan* (communicate). So that the learning atmosphere becomes cool in the sense of fun, especially when the discussions are interspersed with ice breaking. As a teacher in responding to the enactment of the curriculum, it is not enough to just complain, but in this case we are required to follow the flow of curriculum changes by making updates to existing learning models so that they are suitable for application in accordance with the current digital era and along with the curriculum changes that occur. The Learning Model with the *ASIK* concept has similarities with problem-based learning which has often been applied, the difference lies in the teacher's ability to implement it with syntax or current learning steps.

Teachers are required to be professional in carrying out their work well in accordance with their knowledge, broad and deep teacher skills and skills (Sukmadinata, 2009). Teachers as educators are expected to not only be able to carry out scientific transformation but are actually also responsible for shaping the character of students who are moral, cultured, noble in accordance with the demands of the current Merdeka Curriculum. Where students must have the character of the Pancasila Student Profile,

which is designed in the form of P5 activities (Pancasila Student Profile Strengthening Project). Thus, the character building of students is not only done in class through the learning process but also in the form of project activities.

In these activities, improvements in student attitudes and behavior are carried out in a positive direction. Teachers are required to have pedagogical, social, personality and professional competencies which are realized from classroom management skills, enthusiasm, care, discipline, attention to students by showing a friendly attitude (Nur arifah Drajati in *http://ide-guru.blogspot.com*). In connection with the above, how is the implementation of the learning model with the *ASIK* concept in Pancasila Education subjects in the digital era, and whether the learning model with the *ASIK* concept can improve student learning achievement in Pancasila Education subjects? So from the research conducted related to the implementation of the learning model with the *ASIK* concept in Pancasila Education subjects is expected to be able to improve student learning achievement until it shows a significant increase in assessment.

Therefore, it is not enough to do it in just one stage, from each stage related to student assessment to analyze the shortcomings of the syntax or learning steps that occur to make improvements, until reaching evaluation results that show significant improvement. Teachers who have a mature personality are expected to be able to transform knowledge, guide, train, evaluate, create learning that is fun, meaningful, dynamic, creative, encouraged to conduct research, communicative with students as facilitators so that the quality of education can be improved. The purpose of this research is expected to find the right syntax or learning steps in the implementation of learning models with the *ASIK* concept in Pancasila Education subjects in the digital era.

From the right learning steps in the learning model with the *ASIK* concept, it is expected to improve student learning achievement in Pancasila Education subjects in the digital era. The benefits of this research for teachers can improve teaching competencies that are more creative and innovative, for students this research is expected that they have sensitivity to problems that are contextual in accordance with real life, are able to become a generation that is solutive in responding to the times of the digital era, and communicative, have public speaking skills to interact in front of many people, besides that it can increase self-confidence. The benefits for schools are in the form of growing positive characters from both teachers and students with the resolution of school problems.

Then for researchers, the benefits can find out their shortcomings in the learning process to take various corrective steps to realize professional teacher competence. The learning model with the *ASIK* concept is in line with other learning models in which the process is centered on students, one of which is the Problem Based learning model. This learning model is a plan that has a pattern or framework with systematic procedures in achieving certain learning objectives by organizing learning experiences (Udin, 1997; Joyce et al., 2003). For then this plan is used as a guide in the implementation of learning in the classroom, where the learning model is used to design teaching, for students who do not understand can be done guidance, and used as material for curriculum formation (Hamalik, 2003).

The following are some of the characteristics of the learning model, namely logical, theoretical rationale, the basis for thinking about how students learn, paying attention to student behavior, creating a conducive learning environment so as to achieve learning objectives (Sanjaya, 2006). The application of the learning model with the *ASIK* concept must pay attention to syntax or learning steps that can motivate students, be fun or exciting for students so that they can attract their attention to be involved in the learning process carried out at the beginning of learning. In the learning process, special activities

and assignments are carried out by the teacher to students. Finally, the closing stage of learning is carried out by summarizing the learning material by students, post-test activities, and reflection on learning.

The whole sequence of steps in a series of learning activities is called the syntax of the learning model (Nana, 1989). In order to apply the learning model with the *ASIK* concept well, it is necessary to pay attention to a number of differences, namely differences in the roles of teachers and students, differences in the learning environment, differences in student learning methods, physical space, and the surrounding social situation. The problem-based learning model applied with the *ASIK* concept provides opportunities for students to find problems and think about how to solve them, while the teacher is only a facilitator or guide. Teachers encourage students to engage in tasks that encourage them to solve problems or problem-based tasks that make them want to investigate or investigate situations that occur and are meaningful to foster positive habits, this is in accordance with John Dewey's research.

According to Jean Piaget's theory provides support through the view of constructivism, students must be active in obtaining information to build their own knowledge at all ages (Ibrahim, 2000). There are fives fundamental applications and learning models with the *ASIK* concept, namely:

1. Problem-Focused Learning

At the beginning of the lesson the teacher conveys the learning objectives, motivates students to foster a positive attitude towards learning. Students are independently expected to be able to find new information related to important problems. The problem has many alternative solutions, encouraging them to investigate by asking questions to find information through teacher guidance. At the next stage students can express their ideas to solve the problem. Finally students can present it in an interesting presentation activity that raises the curiosity of their peers.

2. Grouping Students To Learn

The teacher conducts a diagnostic test to be able to group students according to the similarity of their learning styles, so that they can collaborate with their peers related to the tasks or problems given by the teacher, so that they can organize and define problem solving.

3. Guiding Students In Conducting Investigations

At this stage students collect the necessary data related to the problem at hand. They must gather enough information to come up with creative ideas. The teacher teaches appropriate problem-solving methods, to become active investigators.

4. Developing And Presenting The Presentation

At this stage the teacher helps students to plan and prepare their work, which includes videos, papers, digital posters, and info graphics. The work will later be presented in the form of presentations and discussions in front of the class.

5. Evaluating The Results Of The Discussion

From the results of presentations and discussions in front of the class as material for evaluating students to analyze their way of thinking in determining problem solving independently, besides that they can find weaknesses in their way of doing investigations and intellectual abilities that still need to be improved. The advantages of the learning model with the *ASIK* concept are:

a. Understanding learning through problem solving.
b. Students can discover new knowledge by themselves from solving problems.
c. Student learning activities can increase.
d. Students have the ability to transfer knowledge in solving real-life problems.

e. Encourage students to take responsibility for learning so that they can develop new knowledge, both from the results and processes carried out independently.
f. Can understand from a certain subject learning through problem solving, not just learning by reading books, and listening to teacher explanations.
g. Creating exciting learning conditions through problem solving which is certainly preferred by students.
h. Cultivate students' interest in learning
i. Develop students' critical thinking skills.
j. Apply students' knowledge to the real world through problem solving.
k. Can develop students' interest in learning continuously throughout life

These advantages are in line with the same advantages found in the problem-based learning model which also has weaknesses (Sanjaya, 2018). The weaknesses are:

a. Students who do not have confidence and interest in certain subjects make them reluctant to solve problems.
b. Requires a lot of time to achieve learning success
c. Students do not find problem solving if they do not have an understanding

At the end of each semester or the end of the year, students or parents receive a report card, as a report on the success of students in learning which is often referred to as learning achievement. For educators, parents and students, learning achievements provide their own pride, which has an important meaning in the form of values or numbers as a basis for decision making for school policy towards these students (Svari & Arlinayanti, 2024). Learning achievement can be obtained from the implementation of learning evaluations that can measure student abilities, in the form of attitudes, knowledge and skills achieved in learning. Every subject including, Pancasila Education certainly expects an increase in learning achievement, besides expecting students to be able to become citizens who are aware of their rights and obligations to be carried out as well as possible.

The learning model with the *ASIK* concept has an active thinking flow to find problems, the teacher as a facilitator, and can independently solve problems centered on the subject matter, should not get out of the context of the teaching material discussed so that the discussion is not inconsequential. Conducting investigations or investigations to determine temporary hypotheses, finally being able to present and discuss them in front of the class, so students must have the ability to master the concept of learning material to be presented in front of the class with creative and critical thinking. In this study, it can be formulated a hypothesis that the learning steps of the learning model with the *ASIK* concept can improve learning achievement in the subject of Pancasila Education in the digital era, one of the samples conducted research on students in class XII C semester 1 of 2024/2025 SMA Negeri 2 Bangli.

Method

The method used in this research is a qualitative method with data collection through analysis of the results of evaluation tests described, observations, and interviews to make improvements to the syntax or learning steps of the learning model with the *ASIK* concept implemented to improve learning achievement in Pancasila Education subjects in the digital era. This research was conducted in 2 stages until a significant increase in student learning achievement was obtained. From this learning model, it is possible for students to collect data or information from gadgets, so that students understand that in today's digital era the role of gadgets is very important as a learning resource. Not just for WA, facebook, tik-tok and other means of communication, entertainment. In the test, a sample of one class was taken, namely class XII C at SMA Negeri 2 Bangli in the first semester of the year.

Result and Discussions

Organizing learning experiences into a conceptual framework of systematic procedures to achieve a certain level of achievement is called a learning model. In determining the learning model, there must be a learning plan at the beginning so that later it can be applied in the classroom. Implementation of the learning model with the concept of *ASIK (Aktif, SosialisASIKan, Investigasi, KomunikASIKan)* in Pancasila Education subjects as follows:

1. Active

Students actively find problems that occur in the surrounding environment related to learning material, referring to the learning objectives that the teacher has conveyed to students. Observations can be made by inviting students outside the classroom to see problems that they can find around the school environment. For example, material about cases of violation of rights and denial of obligations as citizens. Possible cases that look like the following figures

Figure 1. Problems In The School Environment

In the picture above, it can be seen that there is a case of denial of citizens' obligations to keep the environment clean, the problem of garbage is our shared responsibility. In addition, the case of chaotic parking makes the school environment unorganized, in this case it is not enough to rely on security guards in regulating parking, students must have the awareness to park their vehicles neatly, as a form of implementing awareness as a citizen to create a well-organized and conducive environment. To prevent things that are not desirable. From students who actively find their own problems, it is hoped that they will have the awareness that they are responsible for overcoming these problems and making various preventive efforts.

2. Socialize

The problems found are socialized in front of the class, to later be used as a choice of problems discussed in each group. At this stage the teacher assists students in group formation. Some of the problems that have been selected are drawn. The problems discussed in the group are based on the lottery they get, to be socialized in the group and then find a solution.

Figure 2. Listing and Socializing Problems Found by Students

3. Investigate

The teacher encourages students to conduct an inquiry or investigation. Gathering various information in order to solve the problems they find. Investigation can be done with a library study. The class happens to have a reading corner. So there is an opportunity to insert literacy activities in the classroom. The information can also be obtained through gadgets, so that students as a whole can be actively involved in learning, no longer using their gadgets to play games. Because each stage is limited in time. If possible, information can also be collected through interview activities. From this stage students will gain new knowledge that is discovered by themselves to be applied in solving real problems.

Figure 3. Group Investigation

4. Communicate

At the communicate stage the teacher provides guidance in the way of presentation. Will it be delivered in the form of papers equipped with PPT, digital posters, videos, and info graphics. The implementation of the learning model with the *ASIK* concept is not enough with one meeting, it usually takes a long time, especially the implementation at this stage. During the presentation, students must have the ability to speak in public, confidence in applying their knowledge to discuss real problems in the discussion session (Putri & Binawati, 2024). The teacher becomes a facilitator to direct the discussion so as not to get out of the context of the learning material discussed and then reinforce the problem solving. The teacher analyzes and evaluates the problem solving. In between discussions, ice breaking can be done to avoid tension.

Figure 4. Group Presentation

From the results of interviews conducted with a colleague Mrs. Ni Ketut Nanik Deni Mariani, S.Pd, the learning model with the *ASIK* concept is indeed very fun and provides its own challenges for students in finding ways to solve problems. It can give birth to a solutive young generation who are able to apply knowledge in real life and have self-awareness to become good citizens, understand their rights and obligations based on the values of Pancasila and the provisions of the 1945 Constitution. The results of interviews with students, stated that the learning model with the *ASIK* concept is very exciting because it is able to adopt the development of the digital era, so that as students are able to utilize gadgets for learning properly, besides that they can understand Pancasila Education subject matter well not just memorize.

Figure 5. Class Discussion

Problem-based learning usually consists of 5 stages starting with: 1. orienting students to the problem, 2. organizing students to learn, 3. teachers guiding the investigation, 4. presenting and developing work, 5. analyzing and evaluating the problem-solving process (Nur, 2000). If the problem is of moderate scope, the five stages are delivered in 2 or 3 meetings. But it will take a whole year to solve a complex problem. The problem-based learning model will need to be slightly adapted to the activities of teachers and students in certain subject areas, whether it is science or other subjects. (Arends, 2004). In stage I planning activities, teaching modules were prepared, consulting with fellow teachers, designing guidance for low-performing students, preparing observation sheets, and preparing other supporting materials.

a. Implementation I

Learning is carried out by guiding and directing students, if students are correct, verbal reinforcement is given. The application of the Learning Model with the *ASIK* concept is applied based on existing theories.

b. Observation I

The application of the Learning Model with the *ASIK* concept through the use of media that is prepared can improve student learning achievement in Pancasila Education subjects. Determine actions that can be taken to see whether students are active or not in learning. The following observation results of improving student learning achievement are presented in the table below:

Table 1. Learning Achievement of XII C, First Cycle

No	Score	Description
1	82	Achieved Learning Objectives
2	82	Achieved Learning Objectives
3	65	Achieved Learning Objectives
4	65	Achieved Learning Objectives
5	82	Achieved Learning Objectives
6	65	Achieved Learning Objectives
7	82	Achieved Learning Objectives
8	80	Achieved Learning Objectives
9	80	Achieved Learning Objectives
10	80	Achieved Learning Objectives
11	82	Achieved Learning Objectives
12	80	Achieved Learning Objectives
13	80	Achieved Learning Objectives
14	80	Achieved Learning Objectives
15	82	Achieved Learning Objectives
16	81	Achieved Learning Objectives
17	80	Achieved Learning Objectives
18	82	Achieved Learning Objectives
19	83	Achieved Learning Objectives
20	80	Achieved Learning Objectives
21	62	Has Not achieved Learning Objectives
22	80	Achieved Learning Objectives
23	80	Achieved Learning Objectives
24	85	Achieved Learning Objectives
25	82	Achieved Learning Objectives
26	82	Achieved Learning Objectives
27	82	Achieved Learning Objectives
28	82	Achieved Learning Objectives
29	85	Achieved Learning Objectives
30	83	Achieved Learning Objectives
31	82	Achieved Learning Objectives
32	85	Achieved Learning Objectives
33	82	Achieved Learning Objectives
34	85	Achieved Learning Objectives
35	82	Achieved Learning Objectives
36	80	Achieved Learning Objectives
37	83	Achieved Learning Objectives

Total Score	2955
Mean	79,86
Learning Objective Completion Criteria	65
Percentage of Completion	97 %
Number of students who must be remediated	1
Number of students who need enrichment	37

In stage I, it can be described that of the 37 students studied, consisting of 21 boys and 16 girls, 36 have reached the criteria for the completion of the learning objectives as expected, they have been able to understand the lesson so that they can do the task well and answer the test correctly. However, there was 1 student who had not yet reached the criteria for the completeness of the learning objectives and 3 students still reached the minimum standard. The increase in achievement is not in accordance with the required indicators, namely reaching the average score. The interpretation that can be conveyed is the possibility that the media used has not met the desires of students so that their attention cannot be optimized. In implementing the learning model with the *ASIK* concept, mastery of knowledge related to the subject matter discussed is required, but the students' knowledge is still minimal.

The implementation of learning in stage I has not met expectations because student scores are still considered standard and even 1 person is below standard. So the teacher in this case as a researcher must actively motivate students to carry out literacy activities and be more creative in learning. The planning part in stage II: making teaching modules for learning models with *ASIK* concepts, studying theories of problem-based learning models in order to apply learning models with *ASIK* concepts correctly in the field, preparing learning support materials such as learning media. From the implementation part: bring all the preparation of teaching materials, explain the learning objectives of the material discussed, create conducive learning conditions, distribute observation sheets, supervise observation tests conducted by students, after the time ends collect observation sheets.

Conveying to students the results will be submitted next week. In the implementation part, literacy activities are inserted. The results of the observations that have been made are presented in the table below

Table 2. Learning Achievement of XII C Second Cycle

No	Score	Description
1	84	Achieved Learning Objectives
2	84	Achieved Learning Objectives
3	82	Achieved Learning Objectives
4	83	Achieved Learning Objectives
5	84	Achieved Learning Objectives
6	82	Achieved Learning Objectives
7	84	Achieved Learning Objectives
8	82	Achieved Learning Objectives
9	82	Achieved Learning Objectives
10	82	Achieved Learning Objectives
11	84	Achieved Learning Objectives
12	82	Achieved Learning Objectives
13	84	Achieved Learning Objectives

14	82	Achieved Learning Objectives
15	85	Achieved Learning Objectives
16	83	Achieved Learning Objectives
17	82	Achieved Learning Objectives
18	85	Achieved Learning Objectives
19	86	Achieved Learning Objectives
20	83	Achieved Learning Objectives
21	82	Achieved Learning Objectives
22	82	Achieved Learning Objectives
23	82	Achieved Learning Objectives
24	87	Achieved Learning Objectives
25	84	Achieved Learning Objectives
26	84	Achieved Learning Objectives
27	85	Achieved Learning Objectives
28	84	Achieved Learning Objectives
29	87	Achieved Learning Objectives
30	85	Achieved Learning Objectives
31	84	Achieved Learning Objectives
32	88	Achieved Learning Objectives
33	84	Achieved Learning Objectives
34	88	Achieved Learning Objectives
35	84	Achieved Learning Objectives
36	82	Achieved Learning Objectives
37	87	Achieved Learning Objectives
Total Score		3104
Mean		83,89
Learning Objective Completion Criteria		65
Percentage of Completion		100 %
Number of students who must be remediated		-
Number of students who need enrichment		37

The results of observations from data collection carried out on the students studied have shown a very significant increase in learning achievement, from the achievement of 100% learning completeness criteria. From the reflection carried out, it shows that all students have developed beyond the specified indicators, all students have also been active in learning, which is triggered by competition and motivation from their friends. Thus, the implementation of learning models with the *ASIK* concept in the digital era can improve student learning achievement in Pancasila Education subjects.

Conclusion

From the results of this study, it can be concluded that the implementation of learning models with the *ASIK* concept in the digital era is very important, because it will make students aware of the use of gadgets as a source of information in learning. Learning with the *ASIK* concept stands for Active, Socialize, Investigate, and Communicate. From the *ASIK* learning model, it is expected that Active students find problems in the surrounding environment, then Socialize to be recorded as problems assigned in each group, followed by Investigation, conducting investigations by collecting information

from various sources, finally Communicating in the form of development activities and presenting problem solving by means of presentations. Students learn actively, exciting or fun, able to motivate students to study hard, concentrate more on making their thinking power develop. The learning atmosphere is comfortable, students dare to argue and understand the lesson deeply. This is in line with the syntax and steps of problem-based learning models, one of which is the problem-based learning model. From the research results of the learning model with the *ASIK* concept can improve student learning achievement in Pancasila Education subjects. Based on the results of student assessments from evaluations conducted in class XII C at SMA Negeri 2 Bangli from phase I to phase II showed a significant increase from the initial data of 37 students, there were 36 students who achieved the completeness of the learning objectives with a percentage of 97%, 1 person scored below the criteria for the completeness of the learning objectives.

Then stage II all students achieved the completeness of the learning objectives with a percentage of 100% whose scores were above the standard. The suggestion that needs to be conveyed is that teachers need to make careful preparations in choosing the right topic in applying the learning model with the *ASIK* concept so that maximum results are obtained. It is recommended that teachers apply problem-based learning models so that they can find new knowledge, have attitudes and skills that make students able to solve problems even at a simple level. Reader's criticism and suggestions are needed so that this article is even better and can be useful for everyone.

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