



Dehumanization of Teaching and Learning Activities on Social Science Subject

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Abstract

This research aims to describe factors that influence dehumanization of teaching and learning processes. The population of this research was 158 students. The research used a proportional cluster random sampling and 40 students were analyzed as samples. Data were collected by using documentation, observation and questionnaire. The data then quantitatively and qualitatively classified due to the influence of teaching and learning factors on Social Science subject in order to draw the conclusion easily. Findings show that the influence of dehumanization factors on teaching and learning processes are teaching method by 77.9%, curriculum factor by 85%, teacher-student relationship by 63.7%, school discipline by 75.4%, homework by 65.4%, school time by 63.7%, learning equipment by 70.8%, over-standard lesson by 81% and building condition by 80%. The most dominant factor influencing the dehumanization of teaching and learning processes is curriculum by 85%. Thus, teachers are required to improve their competences and capabilities to create a more humanistic teaching learning processes which are more appropriate to the goals of education. In order to achieve the goals, it is recommended to the school administrators to improve the facilities and infrastructure for more conducive teaching and learning processes with more representative spaces and facilities

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INTRODUCTION

An education system which is appropriate to generate quality, smart and well-mannered learners is the humanistic one, which puts learners as individual and public member who need help and encouragement for them to behave effectively and be able to combine their knowledge, skills and interests. Social Science (IPS) aims to develop learners' potential for them to be sensitive to social issues in the community. This includes having positive mental attitude for correction of any existing inequality, and being skilled to solve any daily problems experienced by them and by the community. Utami (2014) proposes that learning process which has so far been oriented merely to high result of quiz grades shifts to improvement of student's thinking skill and creativity. Such condition is reflected in the phenomena that students are often found cheating during the course of quiz, because students feel that they are demanded to achieve high grade for each subject.

The Declaration of Independence states that "All men are created equal". This reminds us that in a democracy, everyone has equal rights and has the right to equal attention (Mulkhan, 2002). School is a facility to create democratic learning and teaching activities, with the same center of attention between one learner and the others. Khumaidi and Tarmudji (2014) proposes that in addition to the level of student's intelligence in support of student's learning activities, one of the components in support of learning process in school environment is learning method. Competition among learners which leads them to be individualistic results in no "knowledge to share" and it becomes personal belonging which is non-shareable for students to be unrivaled. Morality is ignored in such competition, and social corrosion takes place as a result of undirected social intelligence and an "I-you-they" thinking is still stuck. This social corrosion is what finally causes by stander apathy. The reason is clear, that is formal education system, which provides place for "winners" or learners of quantifiable intelligence, and so does education institution with classification of favorite and non-favorite levels.

Although the National Education Department states that the basis of arrangement of National Exam questions is graduate's competency standard/*SKL* and its material derived from curriculum 1994, 2004, and *KTSP*, but discrimination in the subjects does exist. There is inequality of priority between subjects being tested in National Exam and with subjects not tested in

National Exam, because not all Social Science subjects learnt by learners of education institution are included into National Exam. Educators in learners' school will certainly prepare their students to encounter certain number of subjects tested in National Exam (Mathematics, English and Indonesian Language).

Winarti (2013) proposes that activity is individual's participation in the course of teaching and learning processes (*PBM*), which is student's participation to interaction between teacher-student and among students in *PBM*. Activity is attitude each student must behave and implement in each of activities he/she is involved, either at school, at home, in organization/place where he/she perform his/her activities, or in the community. Maisaroh (2011) proposes that the achievement of a student who has conducted Social Science learning activities can be measured after conducting the learning activities for a certain period using an evaluation tool. The course of Social Science learning process often has student bored. This is shown in often existing unpleasant learning situation because of lack of teacher's innovation in trying learning method or model which may give rise to student's learning result. Learning process makes learners get more silent and exhausted. Learners enjoy the teaching and learning processes but they are passive and become static object of teaching.

Continuously changing curriculum from curriculum 2004 which was called competency based curriculum/*KBK* that this curriculum was still new at that time, but it did not take long time to change to curriculum 2006, which was called school-based curriculum/*KTSP*. School-based curriculum/*KTSP* was then changed to curriculum 2013, which was delayed during the implementation because it was not supported with the preparedness of teachers, facilities and infrastructure as well as learners. With this condition, learners become the object of educational trials. According to Yamin (2009), any effort to have learners been in really humanized context requires appropriate and correct measures for the purposes to be achieved, then the characteristics of humanized men must be clear.

In addition to curriculum, facilities and infrastructure also support the humanistic education. Effective and conducive learning environment is a factor influencing the humanistic learning. Based on the foregoing, the purpose of this research is to find out to what extent the application of dehumanization factors and dominant factor causes dehumanization of learning and teaching Social Science activity of students

of *MTs. Al-Azhar* Tuwel, Bojong district Tegal Re-gency.

According to Yamin (2009), education must be media for positive and direct human de-velopment, individually give opportunity/freedom to learners for them to direct and control themselves to develop. On the other hand, Adler proposes that education according to humanistic view is not only a tool to give biological and ma-terial satisfaction to learners.

Education assigns learners to berespon-sible to social conditions. Thus, when such opin-ions are connected, education should be able to generatehigh quality personality, to instill social commitment and responsibility into learners, so they can bear trust to mutually improve commu-nity life condition in all life aspects.

Many factorsinfluence learning, but they can be classified into two types; internal and external factors. According to Slameto (2003), internal factor is factor existing inside individu-also who is learning, while external factor is factor outside individual: (1) Internal factor which may-influence learning includes, among others, physi-cal factor, psychological factor and fatigue factor; (2) External factorwhich may influence learning includes, among others, family factor, school fac-tor and community factor.

Learner's difficulty arises from internal and external factors. Especially in school context, if learning difficulty experienced by learner is ig-nored, dehumanization will occur to learners. On the contrary, if learning difficulty issues encoun-tered by learners can be solved well, humanistic learning and teaching activity will be realized.

Dehumanization derives from humaniza-tion and de-. (Team of Redactor of *Kamus Besar Bahasa Indonesia Depdiknas*, 2008). Humanization is growth of a sense of humanity. Then, Dehu-manization is elimination of human nature. Ac-cording to Suparlan in (<http://www.Suparlan.com>:2005), the definition of humanization and dehumanization functions as antonym. Human-ization means a process of making men as human pursuant to its nature as human. Meanwhile, dehumanization has a contradictory meaning, that is, a process of making men inappropriate to its nature as human. The application of various principles in the education process to develop hu-mane human resources can be found in Figure 1.

Based on the Figure 1, the final goal to be achieved with the development and applicationof education principles is, none other than, humane Human Resources. The figure of ideal men ex-pected is ones who are full of love, democratic, open, transparent, and having strong responsibil-

ity to any environment.

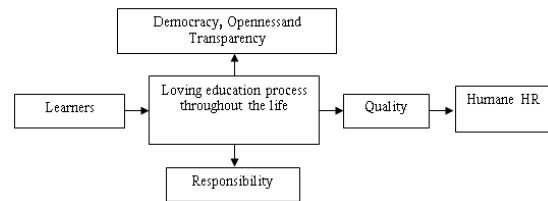


Figure 1. Application of Various Principles in Education Process to Develop Humane Human Resources

The idea of learning does not recognize an end in education. This means that what we need more is how the process to generate quality men using education as social basis, fulfillment of insight and public knowledge. We often havean idea that men are often controlled by two factors in their life, which are genetic and environment factors.However, we often forget that human fac-tor also matters. Thus, liberating education is how to release human from prison of stupidity existing within learners. The key is, of course, the process (Usman, 2006:123).

Sumaatmadja (2002:76) proposes about the following application of humanity principles: The application of humanity principles in educa-tion activities process has the meaning of instill-ing and developing human values into learners. Through this process, learners are guided and nurtured to know and be aware of themselves and others, fromfamily environment, neighbor-hood, to worldwide community gradually pursu-ant to their respective ability.Such process finally formself-efficacy, that is someone's percep-tion of assessment on his/her own ability to choose and develop optimally (Setiaji, 2015).

Men, as presented by a modern philoso-pher, Bronowski (1978) in Nugroho (2008), are always in a process of development. In order to achieve progress and resurrection, men need the ability to learn. Thus, the basic value of curricu-lum is how to develop student's ability to be able to learn. What humanistic curriculum interests has been detailed in the paradigm of UNESCO in education field, that is learning to know, learn-ing to do, learning to live together and learning throughout life. The goal of research is to de-scribe and explain factors which influence dehu-manization of learning and teaching Social Sci-ence activity at *MTs*.

METHODS

This is a quantitative research with descrip-

tive approach, which describes factors influencing dehumanization of Social Science teaching-learning activities on students of grade VIII MTs. *Al-Azhar* Tuwel Kec. Bojong. The standard of collecting factors which influence dehumanization derives from factors influencing the learning by Slameto (2003). The population of this research is all students of grade VIII Mts. *Al-Azhar* Tuwel of academic year 2014/2015 with a total of 157 students. The sampling being used is proportional cluster random sampling is 25% that 40 students are selected as the samples. The data collected in this research is documentation, observation and questionnaires in the form of Guttman scale. The validity of data uses Triangulation, Peer debriefing, Member check, Transfer ability, Depend ability, Confirmability. The data analysis technique is classified into two groups, that are qualitative data, which is connected to factors influencing learning Social Science, where this data is classified for ease of obtaining conclusion, and qualitative data, which is in the form of numbers depicting factors influencing dehumanization of learning and teaching activity with percentage.

RESULT AND DISCUSSION

Based on data obtained through research questionnaires distributed to respondents regarding dehumanization factors, to what extent such dehumanization factors is and what factors are dominant, the following answers are obtained.

The Table 1 indicates that the result of data collection of teacher and students interaction through teaching method variable does not run well. Teacher’s teaching clarity in presenting the materials is less successful because the methods being used are not various, that this is shown with respondents’ answers tending to be “yes”, which are 85%, 72.5% and 80% of the existing questions. Teacher’s domination in discussion

is almost absolute, thus students’ aspiration is less respected, with percentage of 72.5%. Non-various method results in students’ disinterest to teaching and learning processes, with percentage of 87.5%. Class democracy is paid with less attention and students are passive, with percentage of 70%. According to respondents’ answers indicator, teacher’s unclear presentation of the materials is quite dominant, by 85%. Thus, the average indicator of teaching method factors is 77.9%.

The Table 2 is an illustration of dehumanization of curriculum variable. Students’ assumption that the subjects are complicated, heavy and boring is reflected with respondents’ answers of 87.5%, 92.5% and 90%. Lesson evaluation is paid less attention with percentage of 77.5%. The result of curriculum is less relevant with students’ ability and daily reality, with percentage of 85%. Students’ achievement is less appreciated, with percentage of 77.5%. According to the respondents’ answers, the subject materials, the most dominant is by 90%. Thus, the average indicator of curriculum factor is 85%.

The Table 3 is an illustration of less good relation between teacher and students from teacher-student relation variable. Teacher’s attitude during learning process is less liked, with percentage of 42.5% and 37.5%. Teacher’s treatment to students is not fair, with percentage of 77.5% and 72.5%. Teacher pays less attention to the problems encountered by students, with percentage of 85% and 67.5%. From indicator of respondents’ answers of teacher helps problems encountered by students is the most dominant, by 85%. Thus, the average indicator of teacher-student relation factor is 63.7%.

The Table 4 is an illustration of not good students and teacher relation from teacher and students relation variable. Students’ attitude to the teacher is less harmonious that students tend to be afraid and tense while encountering the

Table 1. Factors Influencing Dehumanization of Teaching and Learning Activities from Teaching Method Variable

No.	Indicator	Item No.	Res. Qty.	Score	Percentage (%)
1.	How clear is teacher’s teaching	A1	40	34	85 %
		A2	40	29	72.5%
		A3	40	32	80 %
2.	Teacher’s domination in discussion	A4	40	29	72.5%
3.	Students’ interest to teaching and learning processes	A5	40	35	87.5%
4.	Class Democracy	A6	40	28	70 %
Total		6	240	187	467.5%
Average					77.9%

Table 2. Factors Influencing Dehumanization of Teaching and Learning Activities from Curriculum Variable

No.	Indicator	Item No.	Res. Qty.	Score	Percentage (%)
1.	Subject	A7	40	35	87.5%
		A8	40	37	92.5%
		A9	40	36	90 %
2.	Learning Evaluation	A10	40	31	77.5%
3.	Results of existing curriculum to students' ability	A11	40	34	85 %
4.	Appreciation to students' achievement	A12	40	31	77.5%
Total		6	240	204	510 %
Average					85 %

Table 3. Factors Influencing Dehumanization of Learning and Teaching Activity from Teacher and Students Relation Variable

No.	Indicator	Item No.	Res. Qty.	Score	Percentage (%)
1.	Teacher's attitude and behavior	A13	40	17	42.5%
		A14	40	15	37.5%
2.	Teacher's treatment to students	A15	40	31	77.5%
		A16	40	29	72.5%
3.	Teachers helps problems encountered by students	A17	40	34	85 %
		A18	40	27	67.5%
Total		6	240	153	482.5%
Average					63.7%

Table 4. Factors Influencing Dehumanization of Teaching and Learning Activities from Students and Teacher Relation Variable

No.	Indicator	Item No.	Res. Qty.	Score	Percentage (%)
1.	Students' attitude to teacher	A19	40	18	45 %
		A20	40	28	70 %
2.	Students' mental condition	A21	40	25	62.5%
		A22	40	31	77.5%
3.	Activities performed by students	A23	40	32	80 %
		A24	40	28	70 %
Total		6	240	162	405 %
Average					67.5%

teacher, with percentage of 45% and 70%. Students' mental condition is in emergency, with percentage of 62.5% and 77.5%. Students' creativity is limited in their activities, with percentage of 80% and 70%. From indicator of respondents' answers of activities performed by students is the most dominant, by 80%. Thus, the average indicator of students and teacher relation factor is 67.5%.

The Table 5 indicates dehumanization from school discipline variable. School regulation is irrelevant to students' condition, with percentage of 87.5% and 62.5%. Non-educating punish-

ment remains available, with percentage of 80% and 75%. Punishment for wrongdoing makes student's mental condition uncomfortable, with percentage of 80% and 67.5%. From indicator of respondents' answers, school regulation is the most dominant, by 87.5%. Thus, the average indicator of student-teacher relation factor is 75.4%.

The Table 6 indicates dehumanization derived from homework variable. Homework type assignment is sometime inappropriate to subject material being discussed, with percentage of 50%. Student feels burdened by assignment given by teacher, with percentage of 82.5% and

Table 5. Factors Influencing Dehumanization of Teaching and Learning Activities from School Discipline Variable

No.	Indicator	Item No.	Res. Qty.	Score	Percentage (%)
1.	School Regulation	A25	40	35	87.5%
		A26	40	25	62.5%
2.	Punishment	A27	40	32	80 %
		A28	40	30	75 %
3.	Student's mental condition	A29	40	32	80 %
		A30	40	27	67.5%
Total		6	240	181	452.5%
Average					75.4%

Table 6. Factors Influencing Dehumanization of Teaching and Learning Activities from Homework Variable

No.	Indicator	ItemNo.	Res. Qty.	Score	Percentage (%)
1.	Type of Assignment	B1	40	20	50 %
2.	Student's burden from assignment	B2	40	33	82.5%
		B3	40	29	72.5%
3.	Costs incurred on assignment	B4	40	19	47.5%
		B5	40	29	72.5%
4.	Effect of assignment on student's attitude	B6	40	27	67.5%
Total		6	240	157	392.5%
Average					65.4%

Table 7. Factors Influencing Dehumanization of Teaching and Learning Activities from School Hours Variable

No.	Indicator	Item No.	Res. Qty.	Score	Percentage (%)
1.	Lesson time	B7	40	33	82.5%
		B8	40	25	62.5%
2.	Subject schedule	B9	40	18	45 %
		B10	40	20	50 %
3.	Break time	B11	40	30	75 %
4.	Student condition after going home	B12	40	27	67.5%
Total		6	240	153	382.5%
Average					63.7%

72.5%. Assignment given by teacher sometime makes student spend money, with percentage of 47.5% and 72.5%. Thus, student becomes ignorant against homework, with percentage of answers of 67.5%. From indicator of respondents' answers, student's burden from homework is the most dominant, by 82.5%. Thus, the average indicator of homework is 75.4%.

The Table 7 indicates dehumanization derived from school hours. Lesson time is sometime not adjusted to student's condition, too compact, even break time is used to chase material target. This is indicated with the result of percentage of 82.5% and 62.5%. Subject schedule is not fol-

lowed well, with percentage of 45% and 50%. Break time is inadequate for student to reduce lesson burden, by 75%. Student feels relieved from burden when it is time to go home, with percentage of 63.7%. From indicator of respondents' answers, lesson time is the most dominant, by 82.5%. Thus, the average indicator of school hours is 63.7%.

The Table 8 indicates dehumanization of learning and teaching activity derived from teaching instrument variable. Teaching instrument is not utilized well by teacher, in which teacher remains using conventional teaching method, thus it is difficult for student to master the material.

Table 8. Factors Influencing Dehumanization of Teaching and Learning Activities from Teaching Instrument Variable

No.	Indicator	Item No.	Res. Qty.	Score	Percentage (%)
1.	Use of teaching instrument	B13	40	35	87.5%
		B14	40	19	47.5%
2.	Facilities provided by school	B15	40	25	62.5%
		B16	40	31	77.5%
3.	Student's understanding of material	B17	40	28	70 %
		B18	40	32	80 %
Total		6	240	170	425 %
Average					70.8%

Table 9. Factors Influencing Dehumanization of Teaching and Learning Activities from Lesson Standard above Measure Variable

No.	Indicator	Item No.	Res. Qty.	Score	Percentage (%)
1.	Giving of lesson material	B19	40	30	75 %
		B20	40	36	90 %
2.	Target of lesson material	B21	40	32	80 %
		B22	40	34	85 %
3.	Student condition	B23	40	30	75 %
		B24	40	33	82.5%
Total		6	240	195	487.5%
Average					81.2%

Table 10. Factors Influencing Dehumanization of Teaching and Learning Activities from Building Condition Variable

No.	Indicator	Item No.	Res. Qty.	Score	Percentage (%)
1.	Environment around building	B25	40	36	90 %
2.	Building condition	B26	40	33	82.5%
		B27	40	31	77.5%
3.	Cleanliness and comfort	B28	40	34	85 %
		B29	40	30	75 %
4.	Facilities given by school	B30	40	28	70 %
Total		6	240	192	480 %
Average					80 %

This is indicated with respondent's answer, which is by 87.5% and 47.5%. Teaching instrument facilities provided by school are minimally with the percentage of 62.5% and 77.5%. Because the use of teaching instrument receives no attention, student's understanding of material shows less, with percentage of 70% and 80%. From indicator of respondents' answers, the use of teaching instrument is the most dominant, by 87.5%. Thus, the average indicator of teaching instrument is 70.8%.

The Table 9 shows the analysis of data derived from lesson standard above measure variable. The indicators are giving of lesson material, target of lesson material and student condition.

Giving lesson excessively is inappropriate to the instructional goal of current lesson material, with percentage of 75% and 90%. Specified target of material makes it difficult for student to understand the material, with percentage of 80% and 85%. Thus, student is in emergency condition, with percentage of 81.2%. From indicator of respondents' answers, giving of lesson material is the most dominant, by 90%. Thus, the average indicator of teaching instrument is 81.2%.

The Table 10 illustrates the result of data analysis derived from building condition variable. Crowded environment around building disturbs learning processes shown with percentage of 90%. Non-representative building condition

gets student bored, with percentage of 82.5% and 77.5%. Cleanliness and comfort of school receive less attention, with percentage of 85% and 70%. Facilities given by school in support of learning process are minimally with percentage of 70%. From indicator of respondents' answers, giving of lesson material is the most dominant, by 90%. Thus, the average indicator of teaching instrument is 81.2%.

Table 11. Criteria of Percentage Range of Respondent's Answers Results of Factors Influencing Dehumanization of Teaching and Learning Activities Variable

Percentage Range	Criteria Respondent's Answers Result
84.00-100%	Very high
68.00-83.99%	High
52.00-67.99%	Relatively High
36.00-51.99%	Low

Thus, we can see the existing variable percentage range, upon consultancy to Table 11, it is found that: the percentage of teaching method variable is high, curriculum is very high, teacher and student relation is relatively high, student and teacher relation is relatively high, school discipline is high, school hours assignment is relatively high, teaching instrument is high, lesson standard above measure is high, homework is relatively high, and building condition is high. For clarity in understanding to what extent each of the variables influencing learning and teaching activity is, it is presented in the form of bar chart in the following Figure 2.

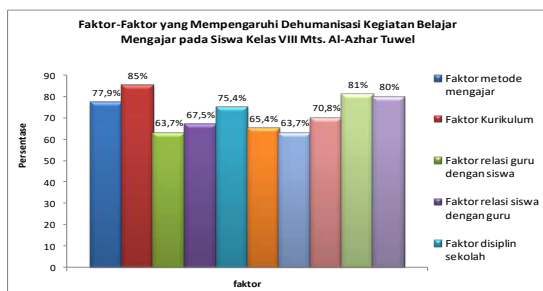


Figure 2. Percentage of Each Factor of Dehumanization of learning and Teaching Activity

According to the Figure 2, factors of dehumanization of learning and teaching activity are derived from teaching method factor for 77.9%, curriculum factor for 85%, teacher and student relation factor for 63.7%, student and teacher relation factor for 67.5%, school discipline factor for

75.4%, homework factor for 65.4%, school hours factor for 63.7%, teaching instrument factor for 70.8 %, lesson standard above measure factor for 81% and building condition factor for 80%. Based on the chart above, the most dominant factor influencing the dehumanization of learning activities is found. Based on the result of quantitative data, qualitative data is obtained, in which teaching method is classified as high, curriculum is classified as very high, teacher and student relation is classified as relatively high, student and teacher relation is classified as relatively high, school discipline is classified as high, school hours assignment is classified as relatively high, teaching instrument is classified as high, lesson standard above measure is classified as high, homework is classified as relatively high, and building condition is classified as high. Based on the percentage of research result, the most dominant factor is curriculum with percentage of 85%. This result is in line with the research of Bantwini (2010) proposing that reformation of new curriculum must be conducted together with other changes for them to have significant and durable effect. This is supported by the research of Pundak, *et al* (2009) in which most researchers who examined active learning identified an improvement in the following indices: conceptual understanding, test achievements, reduced dropout rates, student satisfaction, team work, and problem solving.

Class as an element of school has distinctive role in education. Class with a number of learners gives portion for formation of personality, intelligence, emotion of learners, etc. Class is a space for them to express many things. This is important, and what to be paid attention to is to place class as an educating learning space, to give distinctive satisfaction and to generate quality and humanistic education practice. The result of this research is in line with that of Kenny, & Wirth (2009), which proposes that the most effective learning is when learner exceeds simple memorization of fact to be authentic learner who is ready for the process and internalization of the information correctly.

Based on the result of quantitative, qualitative data is obtained, in which teaching method is classified as high, curriculum is classified as very high, teacher and student relation is classified as relatively high, student and teacher relation is classified as relatively high, school discipline is classified as high, school hours assignment is classified as relatively high, teaching instrument is classified as high, lesson standard above measure is classified as high, homework is classified as relatively high, and building condition is clas-

sified as high. Based on the percentage of research result, the most dominant factor is curriculum.

CONCLUSION

Humanization is a process of making men as human pursuant to its nature as human. Meanwhile, dehumanization has a contradictory meaning, that is, a process of making men inappropriate to its nature as human. The goal of education is essentially creating ideal and humanistic men. In the process of teaching and learning activities, the existence of dehumanization receives no attention, both by its actors and the education policy makers. The factors of dehumanization of teaching and learning activities are not only derived from education actor factor, but also poor environment.

Based on the research result, we may conclude that the dehumanization of teaching and learning activities of *Mts. Al-Azhar* Tuwel is relatively high. In this case, the factors of dehumanization of teaching and learning activities derived from teaching method factor is 77.9%, curriculum factor is 85%, teacher and student relation factor is 63.7%, student and teacher relation factor is 67.5%, school discipline factor is 75.4%, homework factor is 65.4%, school hours factor 63.7%, lesson tool factor is 70.8%, lesson standard above measure factor is 81% and building condition factor is 80%. The most dominant factor influencing the dehumanization of teaching and learning activities is curriculum factor, with percentage of 85%.

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