

Research Article

Improvement of Students' Ability to Analyzing Cases on Case Studies Through Journal and Learning Log

Riska Ahmad

Universitas Negeri Padang, Indonesia
riska_ahmad@yahoo.com

Abstract: The purpose of this research is to improve the ability of students in guidance and counseling to analyzing the case through journals and learning logs. This research is classroom action research consists of two cycles. The research phase consisted of planning, implementation, observation and reflection. The research subject are students in guidance and counseling while they are in sixth semester, totaling 20 people who were taking courses in Case Study. The research instrument is the observation guidelines, assessment rubrics and documentation of case studies in the form of journals and learning logs, and case study reports. The study was conducted collaboratively with student magister's program guidance and counseling. The results showed that in cycle 1 students are able to identify cases, to develop ideas about the case, select and use instruments to analyze the cause of the problem. The results of the research cycle 2, showed 17 of the 20 students were able to analyze the cause of the problem, select the type of service and provide appropriate assistance in accordance with problem cases. Overall value obtained by the students in the subject of Case Studies also increased. In terms of the ability of explanation of the concept, the concept of truth and creativity, based on the ratings given by fellow students of average ability students were in either category, although there is less good, as are associated with the activity of the opinion and the quality of the opinions expressed.

Keywords: case study; case analysis; journals; learning log

GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling
website: <http://ojs.fkip.ummetro.ac.id/index.php/bk>

Received: 2017-05-23. Published: 2017-06-31.



This is an open access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). The which permits unrestricted use, distribution, and reproduction in any medium, Provided the original work is properly cited.

INTRODUCTION

Case Study subjects is a subject that functions located in preparing teachers BK / professional counselors. This subject is a subject which should be followed by students of the Department of Guidance and Counseling are currently in the 6th semester (six). This course aims to equip students with the skills to alleviate the problems experienced by a person/case, with various approaches that have been learned in the previous semester.

The case study is a study in-depth, integrated and comprehensive against someone. Walgito (2010: 92) argues that the case study is a method to investigate or learn about an event on the individual (biography). Furthermore, according to Rahardjo & Gudnanto (2011: 250) "case study is a method for understanding the individual who performed an integrative and comprehensive in order to obtain a deep understanding of the individual and those of its problems with the purpose of the problem can be resolved and obtained a good self-development. Therefore, case studies require a lot of information in order to get comprehensive materials. This method is an integration of the data obtained by other methods.

Thus the case study is a comprehensive study, intensive and integrative against someone who shows symptoms of the problem. Comprehensive means that studies conducted on so-called cases of extensive and exhaustive. Intensive can be interpreted that the studies carried out in earnest and integrative meaning the study carried out by combining and coordinating various things surrounding the case, including the use of instruments to uncover problems and background of the problem cases, and the use of resources of possibly relevant to the issue.

To conduct in-depth case studies there are several steps that must be taken, namely 1) the initial introduction of the case, which started since someone known to exhibit symptoms that he was experiencing a problem, 2) the development of the idea of the details of the issues contained in the case. An understanding of the problem cases was carried out with the development of ideas about the problems seen through the early symptoms of the condition of the case (often absent, low

value, moody, distracted in learning). Development of these ideas is necessary because of the apparent problems is not always a real problem, for example, the problem of low value, an idea that can be developed among other things, how the value of the daily value of their duties, rank how, the value of subjects what is the lowest, 3) explore further about all the ins and outs of the issue. Browsing is linked to efforts to estimate matters underlying the occurrence of the problem, (and estimate the instruments to be used to reveal the background of the problem), and estimate the consequences that would happen if the problem is left, and 4) promoting efforts to solve or the principal source of the problem. The fourth step is none other than the counselor attempts to assist the case in order to get out of his problems. The relief effort would be in accordance/background relevant to the issues and problems experienced by the case. (And estimate the instruments to be used to reveal the background of the problem), and estimate the consequences would be if the problem is left, and 4) pursue efforts to address or solve the principal source of the problem. The fourth step is none other than the counselor attempts to assist the case in order to get out of his problems. The relief effort would be in accordance/background relevant to the issues and problems experienced by the case. (And estimate the instruments to be used to reveal the background of the problem), and estimate the consequences would be if the problem is left, and 4) pursue efforts to address or solve the principal source of the problem. The fourth step is none other than the counselor attempts to assist the case in order to get out of his problems. The relief effort would be in accordance/background relevant to the issues and problems experienced by the case.

To perform the steps required a number of capabilities, including the ability to use the instrument either the test or tests, instruments standard or custom-designed, so that would be obtained data/information that is precise/accurate about the case, allowing the emergence of deep understanding and precise about the case. Furthermore, based on the information/data obtained using such instruments, students should be able to organize a relief effort/intervention so that the problems experienced by a person that can be

solved. Such efforts related to the services provided by a variety of approaches and materials appropriate service / relevant

The use of the instrument in a case study activities aimed at obtaining information/data about yourself case itself or outside of the case. Furthermore, data/information needs to be analyzed from the development of ideas about the details of the problem, the further development, namely in the form of an analysis of the causes of the problem, a result that allowed problems and the handling of the case. According to Joseph (2011: 198) analysis capabilities that are part of the domain, cognitive is the ability to "describe a complex become part of a more simple and easy to understand." In terms of the understanding of the case being studied, students are expected to describe something complex into parts a simpler related to the case that is being studied. For example, students often do not come to school,

Based on several years of experience as a Case Study teaching, of course, it turns out students' ability to conduct case studies are still not as expected. The ability that means is in the analysis of the problem, an analysis of the background of the problem, the use and utilization of the instrument and choose the appropriate approach to the problem. It is found from a report written by students both in the weekly journal as well as in the final report of case studies so that it can be concluded that the study of cases they do not deep, yet comprehensive and integrative yet.

Learning logs and journals/journal is a collection of notes someone (in the form of self-report / self-report) about the things he learned is equipped with a reflection about the learning experience. Johnson & Johnson, 2002: 201) argues that "learning logs and journals are key tools for having students document and reflect on their learning experiences" Furthermore, according to Richards and Schmidt (in Nurhayati, 2015) learning log is the use of notebook where students write an experience those inside and outside of school or record the response and reaction to learning and learning activities. It can be concluded that the learning log or journal is a record of the students about the material he studied,

Learning logs are also referred to as a learning journal is used to record the students'

reflections on the material being studied. Students record all the processes that they go through in learning something new at the same time noting questions that need them find the answer, giving the opportunity to the students to make connections between what they already learned, designate, or reflection or contemplation of their learning process. According to Joseph (2011: 309) "learning log is a brief note prepared students themselves (self-report) on the subject matter that has been learned. Note that the performance can be changed in learning, can be a document student progress and document student participation in learning. "From the same source was also expressed about the notion of learning journals, namely" a record made by the student (self-report) is the narrative; personal records are centered on those aspects of the material being studied which has a value of personal and relevant. The record can be a personal observation, feelings, opinions in response to reading materials, events and experiences. "

Further, Johnson & Johnson, 2002: 203 suggests that the Learning logs and journals are a useful assessment instrument for the following things. 1) Promote the awareness that some problems can be solved, a number of books can be read or chores can be done, 2) enrich students' understanding of the material listed on learning logs and journals existence of records contained in the learning logs and journals, in principle contains key ideas (key ideas), inquiry and reflection that can be used to enrich the understanding of student/student, 3) respond to questions from the teacher or from other students, 4) allows the students to follow the progress of events, including changes that occur, for example, school atmosphere ,

In line with the Johnson & Johnson (2002: 202) argues purpose learning logs and journals are 1) to encourage the emergence of awareness about the activities related to the subject matter, 2) to answer (in writing) questions about the importance of understanding clear of the material being studied, 3) to summarize the thinking about the relationship between the topics learned in one subject, 4) to collect newspapers, magazines, articles and other sources that are relevant to the material being studied. Furthermore, to maintain the various conclusions about the conversation, special materials / unique

interest or illustration of something related to the subject matter, 5) to collect things that are in demand, thoughts, articles,

According to Johnson & Johnson (2002: 202), to use the Learning Log and Journal of studying, guidelines that can be followed are: 1) write a journal that includes at least one activity per week, 2) draw conclusions about what is learned in one course on the new week passed, 3) describe what is important that you do/do during the week, which includes the core/essence of the situation, the people involved, mutual relationships between people who participate, the strategies used to manage the situation, feelings arise, and (6) the results/benefits perceived 4) of the description, infer theories of action (action) associated with behavior that is done, 5) The use what is learned to describe how behavior is now more effective and a more constructive way, including how to modify the theory of action.

According to Johnson & Johnson (2002: 204), some of the reasons for the use of the journal is to increase the awareness of students about the theory of action. The basic concept of the theory of action is that every man needs to act/act simultaneously, reflecting on the action resulting in learning. Integration of mind to make the action one must plan his attitude, implement and reflect the extent to which the behavior becomes effective useful life. If the behavior is useful and makes life more effectively, then the behavior is likely to be repeated. This is the basic concept of the theory of action. According to Siregar (2006: 9) the basic assumptions of the theory of action is that human actions arise from his own consciousness as a subject and of the external situation in his position as an object;

Several studies prove the superiority of the use of learning logs, in an effort to increase the range of matters related to learning. Nurhayati (2015) examines efforts to improve students' writing ability VI semester study program in English Education in Writing 4 courses using learning logs and conferencing. The results of these studies concluded that the use of learning logs can improve the ability to write scientific texts in English, received a positive response from students, students gain positive benefits, and help students familiarize themselves to express themselves. Lecturers can monitor the aspects that have or have not

understood the students. In addition, learning logs and conferences help students think reflectively, critically and analytically. A subsequent investigation by Stephen & Karen (2010) on the use of learning logs on students aged 14-15 years in the subjects of Biology showed that the learning log can stimulate students to learn, especially the subjects of Biology. The next set of results of research Hurst (2005) on the use of learning logs on students of diploma shows that 92% of the students understand and remember the material he studied, 94% thought that they gain an understanding and a new perspective on things through discuss, the material of learning log, 72% of high school students suggests that by learning logs can help them understand well and considering the text they read. Research conducted by Kheng & Sthela (2015), shows that by using the module on entrepreneurship (entrepreneurship) equipped with a learning log, a student can be noted and commented on the matter entrepreneurship (entrepreneurship) depth, can control their perspectives ranging from the beginning of the semester until the end of the semester. Students became engrossed, engaged in full (Immerse), thereby developing students both cognitively and in other personality aspects. Reflection gave students through learning logs to make them able to think clearly / obviously about the world of entrepreneurship, risk and the myth that they will face in the future. Reflection by using learning logs to make students have a deep understanding of their academic world, hope for their future and the growth of their professionalism.

Based on the data that was collected regarding the process and results of the lecture courses Case Study, efforts should be made to improve students' ability to analyze the case on Case Studies courses utilizing learning document logs and journals that are designed for this purpose. During this time the students have to keep a journal about the cases she studied, but the response given by both the lecturer and the other students are not taken into reflection by students, because students are not using a special note to it, so that students do not make the response as an ingredient to enhance case studies done in the next week. Thus the analysis of the case for the next week is not better than the previous week.

Besides, the level of activity and participation of students during the lectures is relatively low. This is expected to have a relationship with low ability students do not insightful case studies and case studies of students. The result is that the student results showed that the numbers are not encouraging. In half of January to June 2014, only 9% of students gained grades A while obtaining the E value of 19%. In half of January to June 2015 the value obtained by the students is also not much different from previous years, that only 11% of students gained grades A, and about 23% of students gained grades E. This is expected to have a relationship with low ability students do not insightful case studies and case studies of students. The result is that the student results showed that the numbers are not encouraging. In half of January to June 2014, only 9% of students gained grades A while obtaining the E value of 19%. In half of January to June 2015 the value obtained by the students is also not much different from previous years, that only 11% of students gained grades A, and about 23% of students gained grades E. This is expected to have a relationship with low ability students do not insightful case studies and case studies of students. The result is that the student results showed that the numbers are not encouraging. In half of January to June 2014, only 9% of students gained grades A while obtaining the E value of 19%. In half of January to June 2015, the value obtained by the students is also not much different from previous years, that only 11% of students gained grades A, and about 23% of students gained grades E.

Based on the above, this study aimed to describe the use of learning logs and journals that can improve students' ability to analyze issues such as the ability to identify problem cases, the ability to develop ideas on the subject of the case, the ability to choose and use instruments to understand the case, the ability to selecting and implementing assistance / intervention according to the case problems, and enhance the activity of students in the following study that uses the learning logs and journals, in order to obtain a better value.

METHOD

This research is a classroom action research collaborative form. In this case, the collaboration is done with two (2) senior student (student S2) to plan, identify, observe and implement actions that have been designed. The design of the study is a spiral system adaptation model Hopkins (in Munadirah, ES 2014).

Setting research are related to the research site is in the Department of Guidance and Counseling FIP UNP Padang. The subjects were students from the Department of Guidance and Counseling browsing the sixth semester and are taking courses Case Studies, with the number of 20 people. Research procedures such as planning, implementation of action, observation/monitoring and reflection.

Data this study is qualitative and quantitative. Qualitative data is data about the implementation of case studies is viewed through a journal, learning log and final reports of each student Quantitative data is data about the quality of the percentage of each student demonstrated by the acquisition of scores obtained by each student.

Instrument data collectors in the form of forms of learning activities of students in the form of logs and journals, namely in the form of the activities carried out outside the classroom (when dealing with the case). Furthermore, the report described the activities, responded in the form of comments on the activities carried out and assessed by the lecturers, the students themselves (self-evaluation), and other students. Besides, there are format process evaluation and student learning activities in the form of an assessment rubric. This format is filled by a presentation on its findings in the field of students reported using the student journals and learning logs that have been prepared by each student.

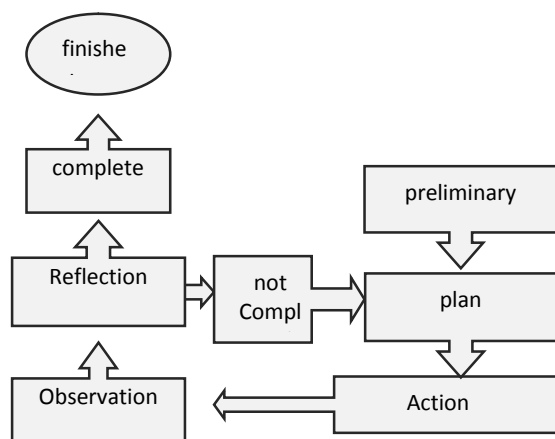


Figure 3. The design of PTK, Adaptation Model Hopkins (in Munadirah, ES2014)

The data analysis research conducted in accordance with the type of data obtained. The quantitative data in the form of student scores were processed using statistical procedures. Furthermore, these data can be used as one of the elements that determine the students' final grades, as well as quantitative data obtained from the assessment rubric charging. The qualitative data obtained from observation will appear in the narrative and is used to support and complement the quantitative data. The qualitative data obtained from the analysis of learning logs and journals displayed in the narrative, then the data both quantitative and data Kualiti F related to classroom learning are summarized in a data thoroughly and used by lecturers to draw conclusions.

RESULT AND DISCUSSION

Cycle 1

The study consisted of two cycles. Each cycle has 3 (three) meetings. Each meeting consists of components of planning, implementation, observation, and reflection. After the first cycle through the assembly 1, 2, and 3 held obtained as follows. 1) 20 students (100%) were able to conduct a preliminary identification of cases, 17 (85%) were able to develop ideas on the subject of the case, and 17 (85%) were able to choose and use the instrument to reveal the background/causes of the problem.

In terms of the accuracy of the concept, the concept of truth and creativity of students identified through the charging section by students, the result that almost all the students who express their opinions obtained scores for aspects of the concept accuracy between 78.0 - 81.5, the score for the truth of a concept between 77.5- 80.0, while scores to the creative aspect of between 76.0-78.0.

Furthermore, in terms of activity and quality of student opinion, identified through observation are filled by students and peer collaboration lecturer of the course, the score obtained by the student to the liveliness of the students between 75.0 - 85.0, while for the quality aspects of student opinion score of students between 70.0 - 85.0,

Cycle 2

Cycle 2 consisted of three meetings. In accordance with what has been planned then in cycle 2 is the purpose of the first meeting is to use some kind of instrument, students can analyze the cause of the problem, a meeting II is to establish the cause of the problem cases, students can estimate the type of the corresponding service, meeting III students can determine aid will be given in accordance with problem cases and write on learning logs and journals.

The results showed that of the 20 students 16 students (80%) were able to analyze the background/causes of the problem by using specific instruments, 16 students (80%) were able to predict the type of assistance to be given to the problem cases and 16 students (80%) able to set the assistance to be provided in accordance with a background/cause of the problem appropriately.

In terms of the accuracy of the concept, the average score obtained by the students under the rubric filled fellow students ranged between 65.0 - 80, while the concept of truth in terms of the score obtained is between 60.0-81.0 students and the creativity of the students score is between 60.0- 79.5. In terms of activity and quality of the opinions, scores of students ranging between 78.0- 82.0, while in terms of quality opinions, student scores ranged between 65.0-80.0.

Early recognition capabilities case

Early recognition of cases is an ability to find conditions that indicate a problem with someone. The matter must be clear and not cause meaning that raises doubts. The results showed that the journal written by the student turns out they can mention the conditions that indicate that someone is having a problem. It is an activity that is not complicated, because the symptoms of someone who troubled easily observed, for example, grades, most of the value of subjects under KKM, frequent absences, unplug it, and so on.

Thus through learning logs and journals can be seen that students are able to perform steps 1 case study, that recognize more cases early, to be followed up. This is in accordance with the opinion of Johnson & Johnson (2002: 2003), by the use of learning logs and journals, students are able to identify various problems. The issue was written clearly on each student journals.

Idea Development Capabilities

The development of the idea of the problem cases that require a high level of abstraction. Students should be able to see things that are associated with the problem itself. Here is an example of the development of ideas in which students based on input from friends.

The student has one: the problem of my case is often absent (students 2 times the average absent in the week). In my opinion (MHS 1), students do not like the teacher, the students do not do the work so the teacher scolded. Student has another responded that other matters associated with the problem often absent, others "on the subject of what the students were absent, whom the teachers when students are absent, whether the parents know this, if the attitude of the parents about it, how the study habits student, things are already made on students during this "

Each student presentations, the response is given, either by fellow students, as well as by lecturers and professors collaborators, so that eventually the students are able to develop ideas on the subject of case studies. This is because student records each response, both by his young friends, and teachers, then based on the records of students met the case anymore, so how repetitive it can improve students' ability to develop their ideas

on the subject studied. This was confirmed by the opinion of Johnson & Johnson (2002: 203), namely that the purpose of learning logs and journals is to encapsulate the idea of a connection between the topics studied in a subject. It can be concluded that the use of learning logs and journals assist students in developing ideas on the subject of the case.

Ability to Use Instruments

Ability to conduct assessments using a variety of instruments students have learned in the course Assessment 1 BK (non-test), and Assessment BK 2 (test), but to choose the right instrument appropriate to the problem case is not easy. Associated with the assessment, Whiston (2009: 5), defines the assessment "... as a procedure for gathering client information that is then used to Facilitate clinical decision and provide information to clients". Thus it can be argued that the assessment is a procedure to obtain information about the client, which is then used for decision facilities clients and furnish information on the client. At the beginning of the presentation some students have not been able to do this, but based on advice given by fellow students, lecturers and professors collaborators, students are able to choose the appropriate instruments and use them effectively. In this case, the role of the record of the responses recorded by the students through the learning log and then poured in the next journal can help improve students' ability in selecting and using instruments.

Capability Analysis Using Instruments

This capability is essentially a diagnostic capacity. The use of instruments in this activity aims to allow students to establish the cause of the problem cases, but it must be subjected to an analysis of the link between the data found by the instruments used with problem cases. According to Prayitno & Erman Amti (2004), there are three (3) types of diagnosis, the diagnosis of mental / psychological (analysis leads to an understanding of the mental state, such as the basic ability, aptitude, and inclination others), the diagnosis of socio-emotional (analysis refers to a person's social relationships with people around him who are important in his life) and instrumental diagnosis, (analysis of the physical aspects of

the case, the physical environment, the environmental facilities and a prerequisite for further study).

Analyses were performed by students and written in a journal to be presented in the classroom. Based on the response from professors, lecturers collaborators, and other students, it turns out there was an increase students' ability to analyze the causes of problems with using the instrument and establish the cause of the problem cases.

Here is an example of the response of students to the students who presented their journals.

The response from the MHS 04 MHS 011 the journal, "understood better case again, there are no causal factors, should be added, do not just focus on one instrument, considering now the fourth journal"

Comments MHS 08 MHS 014 the journal: the case should be explored more, try more cases open, things what makes the case feel guilty towards his deceased was, how far the case was disturbed by nightmares of the

Understanding the ability of Type of Service

Determination of the cause of the problem, followed by efforts to predict the type of service that will be given to the case. Students presented the types of services that can be performed on a problem that is being studied, one by one while arguing reasons for choosing the service.

Here is a snippet of dialogue between students and students who presented their journals.

The student has one: "why the case had difficulty given the concentration of group counseling services?"

Mhs 2: "through the guidance of their group can mutually share experiences. I think there are among the students capable of concentration so that their experience can be shared with friends "

Dialogue like this is to make students more critical attitude towards the cases studied, thus increasing their ability.

Service Delivery Capabilities

Here are examples of the types of services provided by one of the students with the 014

code stated that the assistance that it provides is an information service about the need to get closer to Allah that case feels at ease with prayer. Besides, do individual counseling services using desensitization techniques. This was done because the case encountered a problem of fear and guilt towards his friend.

Based on the explanation put forward the student, other students, faculty and collaborators lecturers also provide a response and this is done alternately. The same thing is done on other students who presented the case, and precisely because it is an increase in the ability of students to provide service to the case.

As it is known that in providing services there are some types of services that can be done. Selection of types of services, materials, and techniques used services tailored to the issues and matters underlying the emergence of the problem.

Aspects conditions Accuracy Concepts, Concepts Truth and Creativity.

Scores for the accuracy aspect of the concept is in good category (65.0-80.0) and excellent (81.0-100), while for the category of truth and the concept of the creative aspect of being in either category.

In the lecture course Case Studies, an opportunity to show whether students understand the concepts explained, whether the concept explained properly and whether the student is creative or not, available at any time lectures. Students present its case from the initial recognition of cases to the relief effort. Therefore, the development of capabilities above three aspects may occur in such a way. The scores given by fellow students were in good and excellent categories. Students are given the opportunity many times to speak, both with regard to the cases studied, as well as his case. This is a factor that affects the accuracy of the concept, the concept of truth and creativity of the students regarding the material presented. Lessons like these adopt the process of understanding the concepts put forward by Brunner (in Budiningsih, 2005) which is famous for his theory of "free discovery learning", namely that the learning process is a process in which teachers/lecturers provide the opportunity to discover the concepts, theories, or rule by examples found pupil/student in life. Furthermore, in terms of activity and quality of

student opinion, identified through observation are filled by students and peer collaboration lecturer of the course, the score obtained by the student to the liveliness of the students between 75.0 - 85.0, while for the quality aspects of student opinion score of students between 70.0 - 85.0 , namely that the learning process is a process in which teachers/lecturers provide the opportunity to discover the concepts, theories, or the rules of the examples were found pupil/student in life. Furthermore, in terms of activity and quality of student opinion, identified through observation are filled by students and peer collaboration lecturer of the course, the score obtained by the student to the liveliness of the students between 75.0 - 85.0, while for the quality aspects of student opinion score of students between 70.0 - 85.0 , namely that the learning process is a process in which teachers/lecturers provide the opportunity to discover the concepts, theories, or the rules of the examples were found pupil/student in life. Furthermore, in terms of activity and quality of student opinion, identified through observation are filled by students and peer collaboration lecturer of the course, the score obtained by the student to the liveliness of the students between 75.0 - 85.0, while for the quality aspects of student opinion score of students between 70.0 - 85.0 , namely that the learning process is a process in which teachers/lecturers provide the opportunity to discover the concepts, theories, or the rules of the examples were found pupil/student in life.

Improved Learning Outcomes

The final results of students in the subject of Case Studies Semester January-June, 2016 are those which scored a 25%, 5% A-, B + 40% B 25% C 5%, whereas E 0%.

Based on the lecture which has been described previously, was an increase in cases of student analytical skills shown by the value they receive. Values obtained by the students is the culmination of all the aspects contained in the lecture so that the value assigned is comprehensive.

CONCLUSION

Based on the research findings there are several conclusions that can be put forward, namely, (1) The use of journals and learning logs can improve students' ability to analyze the case, which includes an increase in the ability of students in the early recognition of cases,

increase the ability of students in the development of ideas on the subject of the case, increase the ability of students in selecting and using the instrument to determine the cause of the problem, increase students' ability to predict and define the type of services to be provided in the case. (2) Case Studies Learning courses to improve students' ability in terms of explaining the concept correctly, creativity, liveliness, and quality of student opinion. (3) The results of increasing overall student learning, as a result of an increase in their ability to analyze the case through journals and learning logs. The use of journals and learning logs can be used as one choice in learning, especially courses that assign students to engage in activities outside the classroom, such as field practice BK, BK management, counseling services at the junior / senior high school and so forth.

REFERENCES

- Budiningsih, A. (2005). Belajar dan pembelajaran. Jakarta: Rineka Cipta
- Hurst, B. (2005). My Journey with learning logs, 'Journal of Adolescent and Adult Literacy', vol 49 no 1 h 42-46, dilihat 24 April 2016
- Johnson, W.D., & Roger, T.J. 2002. Meaningful assesment,a manageable and cooperative process. Boston: Allyn and Bacon.
- Kheng, Y.K., & Sthela, J. (2015). The development of reflective undergraduate students: Assessing the educational benefits of reflective learning logs in entrepreneurship module. International Education Studies,vol 8, No 9, h 25-33, dilihat 16 April 2016.
- Munadiroh, ES. 2014. Bab III Metode Penelitian Tindakan Kelas, digilib.uinsby.ac.id/603/6/Bab%203,dilih at tgl 24 April 2016.
- Nurhayati, L. 2015. Upaya meningkatkan kemampuan menulis melalui learning logs dan conferencing, artikel penelitian - Staff Site Universitas Negeri Yogyakarta. staff.uny.ac.id, dilihat 24 April 2016

- Prayitno, & Erman, A. (2004). Dasar-dasar bimbingan dan konseling. Jakarta: Ghalia Indonesia.
- Rahardjo,S., & Gudnanto.(2011). Pemahaman individu teknik non tes. Kudus:Nora Media Enterprise.
- Syamsir. 2006. Pengantar sosiologi. Padang: UNP Press.
- Stephen, K. (2010). Using a learning log to support students' learning in biology lessons, *Journal of Biological Education*, vol 44 no 2 h 72-80, <http://dx.doi.org/10.1080/00219266.2010.9656197>
- Yusuf, A.M. (2011). Asesmen dan evaluasi pendidikan; pilar penyedia informasi dan kegiatan pengendalian mutu pendidikan. Jakarta: Pranada Group.
- Walgito, B. (2010). Bimbingan dan konseling studi & karir. Yogyakarta: Andi
- Whiston, S.C. (2009). Principles and application of assesment in counseling.United State: Brooks/Cole Cengage Learning.