

## IMPROVED ABILITY TO ANALYZE CASES OF HUMAN RIGHTS VIOLATIONS THROUGH INQUESTS STUDENTS OF CLASS XI IIS-1 SMA NEGERI 21 SURABAYA

Kristiwi Estuningsih

Email: kristiwiestuningsih50@guru.sma.belajar.id

SMA Negeri 21 Surabaya

### Abstract

There are many human rights violations in Indonesia, whether committed by the government, security forces or by the community itself. We can also easily find human rights violations around our neighborhoods that affect children, for example minors who earn money for their families or other irresponsible parties.

In Law No.39 of 1999, human rights violations are every act of a person or group of people, including state officials, whether intentional or unintentional, or negligence, which unlawfully reduces, hinders, limits and revokes the human rights of a person or group of people guaranteed by this law and does not get or is feared will not get a fair and correct legal settlement. Based on the applicable legal mechanism, which is now Law No.26/2000 on Human Rights Courts, human rights violations are every act of a person or group of people, including state apparatus, whether intentionally or unintentionally or negligently, which legally reduces, obstructs, limits and or revokes the human rights of a person or group of people guaranteed by this Law, and does not get or is feared will not get a legal settlement in force.

Human rights violations can be grouped into 2 types, namely gross human rights violations and minor human rights violations. Crimes of genocide and crimes against humanity are included in gross human rights violations. The crime of genocide itself, according to Law No.26/2000 on Human Rights Courts, is any act committed with the intent to destroy or annihilate all or part of a group, nation, race, ethnic group and religious group.

The inquiry method is a teaching and learning activity in which students are faced with a situation/problem to then look for answers or conclusions. The answer or conclusion is not necessarily a solution to the problem or situation at hand. It can also be that the answer only reaches the level of finding things that cause the situation or problem to arise.

This class action research was carried out using the Inquiry method in two cycles with the setting of Class XI IIS 1 at SMA Negeri 21 Surabaya in Semester I of the 2022/2023 academic year. This can be seen from the increase in the value of student learning outcomes before the study was: 56.11 (*low*), in cycle 1 there was an increase to : 67.05 and in cycle 2 is: 82.96 (*good*).

**Keywords:** Inquiry, Civics, Human Rights

### INTRODUCTION

There are many human rights violations in Indonesia, whether committed by the government, security forces or by the community itself. We can also easily find human rights violations around our neighborhoods that affect children, for example minors who earn money for their families or other irresponsible parties.

Civics is a subject that has a different character from other subjects. Although Civics is a social science study, the ultimate goal of the formation of the results of this lesson expects that students as citizens have a good personality, can carry out their rights and obligations with full awareness as a form of love for their own homeland and nation so that the goals of the Republic of Indonesia can be realized. As revealed by Dra. Hj Fitri Eriyanti, M.Pd., Ph.D (UNP Postgraduate Lecturer in Civics concentration) that every country must have goals, only good citizens can achieve these goals. Therefore, Civics has a very big role in shaping students into citizens who can carry out all state problems and achieve their country's goals.

The existence of Civics with these characteristics should be of great concern to the community, educators and the state. This is because Civics teaches students many values. The values of kindness, togetherness, sacrifice, respect for others and unity if instilled in students can be a very valuable provision in personal life as well as nation and state. It is students who will be the forerunners of the nation and who will maintain the existence of the country, therefore they really need Civics lessons in this context.

John J. Patrick in the article 'Core concepts of Civics' says that Civics has criteria which are interpreted with regard to the interests of citizens. There are 4 categories, namely civic and governmental knowledge, cognitive citizen skills, participatory skills and the goodness of civic education. If these four categories are missing from the Civics curriculum then Civics can be considered flawed.

Although the government has given great attention to Civics lessons, all of that will not be enough if the components of educators, students, parents, and society do not combine to work together to carry out the core of this Civics lesson. Regarding the content of values in Civics alone, for example, many teachers forget to teach life values when teaching because they are rushed with the material according to the curriculum, students learn only material orientation so that only civic intelligence is fulfilled. Although the current Civics material does not include many concrete life values in the teaching syllabus, teachers should be able to play a role in including these values as a hidden curriculum for students.

In addition, the field of Civics studies, in addition to its function as a fortress from the bad influence of globalization, is also a means to preserve the principles of the Pancasila state which are inherent in the soul and cultural values of the Indonesian nation. If it has been instilled from an early age, then its preservation can be expected forever. By paying attention to this background, the researcher feels the need to conduct a class action research entitled Improving the Ability to Analyze Cases of Human Rights Violations in Civics Learning through the Inquiry Method for Students of Class XI IIS-1 SMA Negeri 21 Surabaya Semester I of the 2022/2023 Study Year.

## **OVERVIEW**

### **Definition of Learning Achievement**

When the word achievement is defined, the following meaning will be found "Achievement is what has been created, the result of work, the result that expresses the heart, which is obtained by working hard". (Mas'ud Khasan Abd Qohar, Popular Scientific Dictionary, Bintang Pelajar, tt Hal. 296).

Meanwhile, learning in general can be interpreted as a process that gives birth to an activity by training. Thus learning achievement means a result obtained by students from an activity called learning. If this is promoted with one of the subjects, for example Indonesian Language, then what is meant is the results of student learning in Indonesian Language subjects at a certain time.

Discussions about learning achievement are also related to the problem of evaluation or assessment. Because student learning achievement can be known after an evaluation or assessment with certain criteria. About the assessment of learning outcomes there is the following information:

"Assessment of learning outcomes is an assessment of student mastery as a result of learning obtained by students while following the teaching material program presented. Includes aspects of ability, knowledge, skills, attitudes and values". (D.L. Imam Processing of Test Results and Assessment of Learning Results Kasturi, Jakarta, 1986: 11).

To get the validity of the assessment, of course, educators must use various types of tests, such as written tests, oral tests, and change tests. Besides tests, there are also non-test assessments, such as observation, rating scales and essay writing.

The variety of ways taken in the assessment is an educational effort to provide or to determine the ability of students to absorb the subject matter delivered by the teacher within a certain time. From the assessment system, it can be seen the level of achievement achieved by a student in emphasizing a subject. Of course, the way to determine whether a student is a high achiever or not, is to look at the report card scores in each semester.

Thus, the achievement of Indonesian language subjects achieved by a student can be seen in the report card book received by students every semester.

### **Inquiry Method**

Inquiry is an activity / study of something by looking for conclusions, certain beliefs through the process of thinking / reasoning in an organized, coherent and acceptable way. The inquiry method is a teaching and learning activity in which students are faced with a situation/problem to then look for answers or conclusions. The answer or conclusion is not necessarily a solution to the problem or situation at hand. It can also be that the answer only reaches the level of finding things that cause the situation or problem to arise. And this is what distinguishes the inquiry method from the problem-solving method which focuses more on solving the problems faced by students.

Inquiry activities can be done individually, in groups or as a whole class (classical), either in the classroom or outside the classroom. Inquiry can be done in various ways such as discussions between students, questions and answers between teachers and students and so on.

However, if everything can be prepared properly, it cannot be denied that the results achieved are very good. Teaching Civics with this method can reduce the waste of time and the results achieved are in accordance with the objectives.

### **RESEARCH METHODS**

This class action research was conducted at SMA Negeri 21 Surabaya, where the author taught as a Civics teacher. The object of research is students of Class XI IIS 1 Civics subject in the first semester of the 2022/2023 academic year. This research was conducted for 2 months, namely August to September 2022. In this study, the data taken is taken directly from the source, while the type of data is interval-scale data, namely the quality of student learning in Civics subjects with the Inquiry Method.

Thus the data sources used in this study are data sources:

1. Primary is a source of data obtained directly from the first party, in this case it is done directly to a number of students who are used as research subjects, namely Class XI IIS 1 SMA Negeri 21 Surabaya Study Year 2022/2023.
2. Secondary is data taken from a second party in other words data that has been taken first collected by others and then reported, for example quality score data. The type of data needed here is data regarding the names of students who are used as research objects, namely Class XI IIS 1 SMA Negeri 21 Surabaya Study Year 2022/2023.

### **Research Instruments**

1. Data on learning outcomes obtained through daily tests at the end of each cycle. The instrument is written test questions.
2. Data on teacher and student activities during the learning process, collected through observation. The instruments are observation sheets of teacher activity, student activity of the presenting group, student participation in responding to their friend's presentation and field notes.
3. Data on student responses/opinions in Civics learning collected at the end of each cycle through questionnaires. The instrument is a list of student questionnaires.

### **Research Cycle**

In this class action research, the number of cycles conducted was two cycles. The division of cycles is based on learning materials. With details of Cycle I for three meetings, Cycle II for two meetings.

## **RESEARCH RESULTS AND DISCUSSION**

### **A. First Cycle**

#### **a. Preparation**

In the first cycle of this class action research. Consists of 3 meetings with the following learning sequence:

- 1). One week before the learning activities, students are informed about the implementation of the learning process.
- 2). The teacher encourages students to think and work hard on their own initiative, to be objective, honest and open.
- 3). The teacher gives assignments with the aim that students actively seek and research the solution of the problem themselves.

#### **b. Implementation of Action**

##### **Introduction**

1. The teacher prepares the class to be more conducive for the teaching and learning process; neatness and cleanliness of the classroom, attendance (attendance, activity agenda, class cleanliness, preparing media and tools and books needed).
2. The teacher provides motivation and spiritual attitude, namely being grateful for being able to go up to class and continue studying in class XI.
3. The teacher presents the topic to be learned and conveys the competencies to be achieved.
4. After that the teacher uses the Civics Class XI Textbook for the first meeting in the material of Chapter 1 Subchapter A on Cases of human rights violations.

### **Core**

#### **1. Observing**

Learners are asked to observe picture 1.1 of learning activities at school or the teacher may show pictures or tell stories about other types of human rights that must be respected and guaranteed their fulfillment either by the State or every citizen.

#### **2. Inquire**

- Learners are asked to ask questions related to the picture that has been shown in turn with different questions.
- The teacher answers questions asked by students or students can also be asked to answer questions from their friends so that there is more active communication between teachers and students.

3. *Gathering Information*

Learners gather information about cases of human rights violations in terms of their forms using various sources from books, or the internet; web, other social media.

4. *Associating*

Learners with the guidance of the teacher work on independent assignment 1.1, which is to study and conclude the types of human rights contained in articles 28 A - 28 J of the 1945 Constitution of the Republic of Indonesia so that students refrain from behavior that causes human rights violations.

5. *Communicating*

- Learners take turns reporting the results of their studies and other learners respond to their friends' work.
- Learners submit the results of their study in writing.
- The teacher clarifies and reinforces the learners' work.

**Cover**

1. Learners can be asked if they have understood the lesson material.
2. Learners summarize the material that has been discussed at this meeting as a reflection.
3. Learners are asked to work on Group Task 1. 1 to conduct interviews with Police Officers related to forms of human rights violations that have occurred and handled by the local Police.
4. The teacher ends the lesson by expressing gratitude to Allah SWT, God Almighty that this meeting has gone well and smoothly.

**c. Observation**

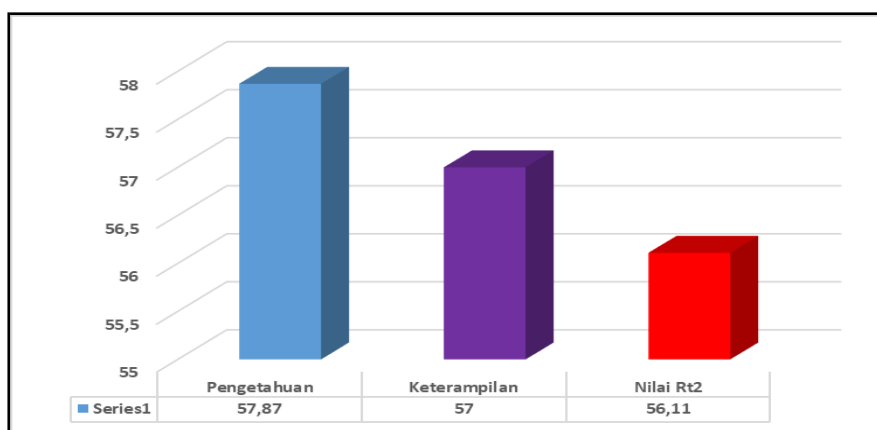
Based on field notes during the learning process, in the first cycle the quality of student learning was sufficient but still not satisfactory, for more details can be seen in the table below.

No.	Student Name	Assessment Aspect		Average
		Knowledge	Skills	
1.	Ahmad Rizky Bahari	65	60	62.5
2.	Ade Erma Nurmala D.	60	50	55
3.	Aditya Firmansyah	60	50	55
4.	Aisyah Almaghfiroh M.	50	60	55
5.	Akbar Dwi Rahmanda	50	65	57.5
6.	Aldi Firmansyah	60	60	60
7.	Alfi Nur Faizah	65	60	62.5
8.	Alief Amelia R.	60	50	55
9.	Alvin Cristiantara	60	50	55
10.	Alvira Octavia A.	50	60	55
11.	Ananta Gupta P.P.S.	50	65	57.5
12.	Anggita Dwi S.	60	60	60
13.	Annisa Nur F.R.	65	60	62.5
14.	Aqilla Fadia H.	60	50	55
15.	Arif Rizky J.P.	60	50	55
16.	Aurelvia Yuriska L.P.	50	60	55
17.	Belinda Velia N.	50	65	57.5
18.	Bella Sandy P.	60	60	60

Kristiwi Estuningsih, etc., improved ability to analyze Cases of human rights violations through inquests Students....

19.	Berlian Nurul A.	65	60	62.5
20.	Canareta Kurnia P.R.	60	50	55
21.	Cindy Peviliantono P.	60	50	55
22.	Danu Wardoyo	50	60	55
23.	Devy Retno Ayu K.	50	65	57.5
24.	Difta Octvia Sari D.	60	60	60
25.	Dimas Gita R.F.	65	60	62.5
26.	Dimons Surya P.	60	50	55
27.	Faradiba Salsabila	60	50	55
28.	Hafshah Vitri T.	60	50	55
29.	Irvan Effendi	50	60	55
30.	Lutvian Mahardika	50	65	57.5
31.	Mario Erlanda	60	60	60
32.	Muhammad Febrianto	65	60	62.5
33.	Nafi Giovani	60	50	55
<b>Total Value</b>		<b>1910</b>	<b>1885</b>	<b>1235</b>
<b>Average Value</b>		<b>57,87</b>	<b>57</b>	<b>56,11</b>

If the table above is made into a graph, it will look like the following graph.

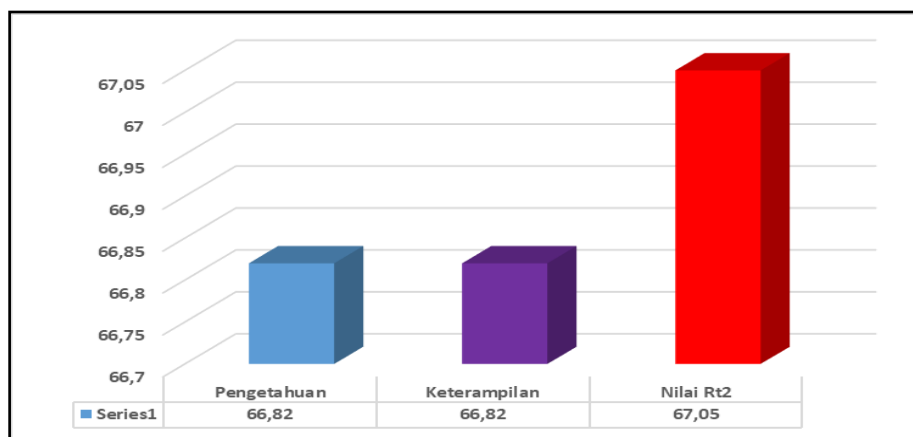


Student learning outcomes in class XI IIS 1 with the Inquiry method are as follows:

No.	Student Name	Assessment Aspect		Average
		Knowledge	Skills	
1.	Ahmad Rizky Bahari	65	65	65
2.	Ade Erma Nurmala D.	68	70	69
3.	Aditya Firmansyah	65	70	67.5
4.	Aisyah Almaghfiroh M.	70	64	67
5.	Akbar Dwi Rahmanda	70	65	67.5
6.	Aldi Firmansyah	64	65	64.5
7.	Alfi Nur Faizah	65	70	67.5
8.	Alief Amelia R.	65	70	67.5
9.	Alvin Cristiantara	68	64	66
10.	Alvira Octavia A.	65	65	65
11.	Ananta Gupta P.P.S.	70	65	67.5
12.	Anggita Dwi S.	70	70	70

No.	Student Name	Assessment Aspect		Average
		Knowledge	Skills	
13.	Annisa Nur F.R.	64	70	67
14.	Aqilla Fadia H.	65	64	64.5
15.	Arif Rizky J.P.	65	65	65
16.	Aurelvia Yuriska L.P.	68	65	66.5
17.	Belinda Velia N.	65	70	67.5
18.	Bella Sandy P.	70	70	70
19.	Berlian Nurul A.	70	64	67
20.	Canareta Kurnia P.R.	64	65	64.5
21.	Cindy Peviliantono P.	65	65	65
22.	Danu Wardoyo	65	70	67.5
23.	Devy Retno Ayu K.	68	70	69
24.	Difta Octvia Sari D.	65	64	64.5
25.	Dimas Gita R.F.	70	65	67.5
26.	Dimons Surya P.	70	65	67.5
27.	Faradiba Salsabila	64	70	67
28.	Hafshah Vitri T.	65	65	65
29.	Irvan Effendi	65	70	67.5
30.	Lutvian Mahardika	68	70	69
31.	Mario Erlanda	65	64	64.5
32.	Muhammad Febrianto	70	65	67.5
33.	Nafi Giovanni	70	65	67.5
<b>Total Value</b>		<b>2206</b>	<b>2204</b>	<b>1006</b>
<b>Average Value</b>		<b>66,82</b>	<b>66,82</b>	<b>67,05</b>

If made into a graph, it would look like the following graph.



#### d. Reflection

After completing the implementation of the action, a reflection is held to discuss the results of the observations that have been made. In this reflection, observations provide data on the implementation of learning. The available data is then analyzed.

In the first cycle, the results achieved in the implementation of class action research were that learning activities were less effective, because teachers and students were not used to using the *Inquiry Method* as a learning *method*.

## **B. Second Cycle**

### **a. Preparation**

Based on the results of the research in the first cycle, in this second cycle the authors improved the weaknesses that occurred in the first cycle, so in the second cycle it was planned:

1. Each student is required to make a resume of the material to be presented.
2. The teacher motivates the students so that they are interested in participating in the learning process.
3. Teachers form study groups at school so that students can exchange ideas with their friends.

### **b. Implementation of Action**

#### **Introduction**

1. The teacher prepares the class to be more conducive for the teaching and learning process; neatness and cleanliness of the classroom, attendance (attendance, activity agenda, class cleanliness, preparing media and tools and books needed).
2. The teacher provides motivation and spiritual attitude, namely being grateful for being able to go up to class and continue studying in class XI.
3. The teacher presents the topic to be learned and conveys the competencies to be achieved.
4. After that the teacher uses the Civics Class XI Textbook for the first meeting in the material of Chapter 1 Subchapter A on Cases of human rights violations.

#### **Core**

##### **1. Observing**

Learners are asked to observe picture 1.1 of learning activities at school or the teacher may show pictures or tell stories about other types of human rights that must be respected and guaranteed their fulfillment either by the State or every citizen.

##### **2. Inquire**

- Learners are asked to ask questions related to the picture that has been shown in turn with different questions.
- The teacher answers questions asked by students or students can also be asked to answer questions from their friends so that there is more active communication between teachers and students.

##### **3. Gathering Information**

Learners gather information about cases of human rights violations in terms of their forms using various sources from books, or the internet; web, other social media.

##### **4. Associating**

Learners with the guidance of the teacher work on independent assignment 1.1, which is to study and conclude the types of human rights contained in articles 28 A - 28 J of the 1945 Constitution of the Republic of Indonesia so that students refrain from behavior that causes human rights violations.

##### **5. Communicating**

- Learners take turns reporting the results of their studies and other learners respond to their friends' work.
- Learners submit the results of their study in writing.



- The teacher clarifies and reinforces the learners' work.

### Cover

1. Learners can be asked if they have understood the lesson material.
2. Learners summarize the material that has been discussed at this meeting as a reflection.
3. Learners are asked to work on Group Task 1. 1 to conduct interviews with Police Officers related to forms of human rights violations that have occurred and handled by the local Police.
4. The teacher ends the lesson by expressing gratitude to Allah SWT, God Almighty that this meeting has gone well and smoothly.

### c. Observation

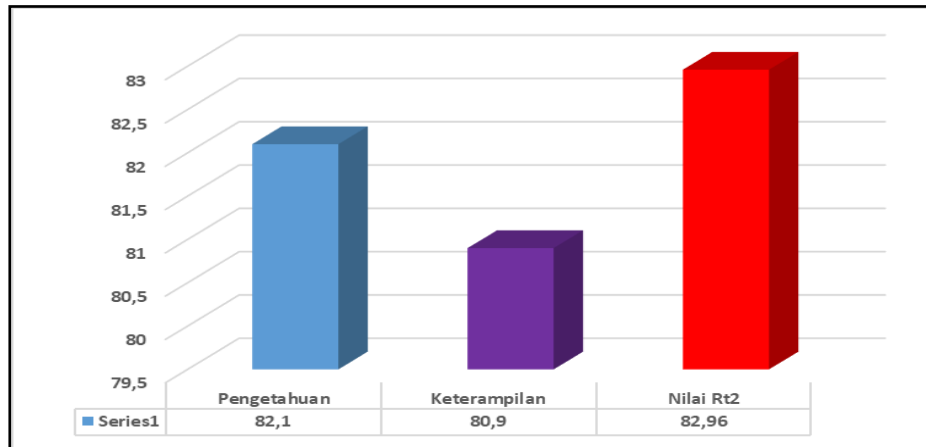
Based on the field notes that the author recorded, the quality of student learning has improved. For more details, it can be seen in the following table

No.	Student Name	Assessment Aspect		Average
		Knowledge	Skills	
1.	Ahmad Rizky Bahari	88	85	86.5
2.	Ade Erma Nurmala D.	85	82	83.5
3.	Aditya Firmansyah	82	82	82
4.	Aisyah Almaghfiroh M.	82	82	82
5.	Akbar Dwi Rahmanda	82	64	73
6.	Aldi Firmansyah	64	84	74
7.	Alfi Nur Faizah	84	88	86
8.	Alief Amelia R.	88	88	88
9.	Alvin Cristianara	88	85	86.5
10.	Alvira Octavia A.	85	82	83.5
11.	Ananta Gupta P.P.S.	82	82	82
12.	Anggita Dwi S.	82	82	82
13.	Annisa Nur F.R.	82	64	73
14.	Aqilla Fadia H.	64	85	74.5
15.	Arif Rizky J.P.	84	82	83
16.	Aurelvia Yuriska L.P.	88	82	85
17.	Belinda Velia N.	88	82	85
18.	Bella Sandy P.	85	64	74.5
19.	Berlian Nurul A.	82	84	83
20.	Canareta Kurnia P.R.	82	88	85
21.	Cindy Peviliantono P.	82	88	85
22.	Danu Wardoyo	64	85	74.5
23.	Devy Retno Ayu K.	84	82	83
24.	Diffa Octvia Sari D.	88	82	85
25.	Dimas Gita R.F.	88	82	85
26.	Dimons Surya P.	85	64	74.5
27.	Faradiba Salsabila	82	85	83.5
28.	Hafshah Vitri T.	82	88	85
29.	Irvan Effendi	64	85	74.5
30.	Lutvian Mahardika	84	82	83
31.	Mario Erlanda	88	82	85
32.	Muhammad Febrianto	88	82	85

Kristiwi Estuningsih, etc., improved ability to analyze Cases of human rights violations through inquests Students....

33.	Nafi Giovani	85	64	74.5
<b>Total Value</b>		<b>2711</b>	<b>2668</b>	<b>1819</b>
<b>Average Value</b>		<b>82,1</b>	<b>80,9</b>	<b>82,96</b>

If made into a graph, it would look like the following graph.



#### d. Reflection

In the second cycle there has been an improvement in the quality of student learning as shown by :

1. The teacher has been able to carry out learning activities well.
2. Students are used to using the inquiry learning method well.

### C. Data Analysis Process

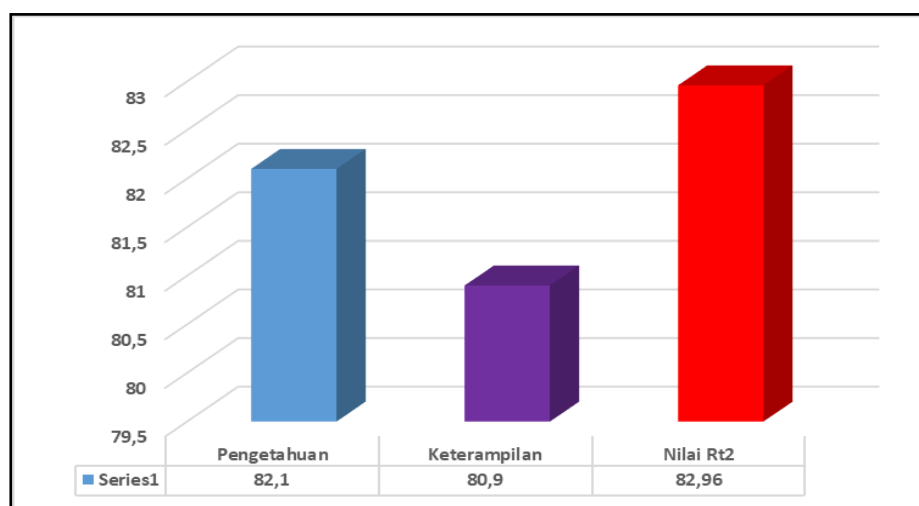
At this stage of data analysis, the researcher will calculate the results of the improvement that occurred from cycle 1 to cycle 2, in calculating the increase in the average value, the researcher uses the flow of data reduction and exposure as follows:

#### 1. Reduction of Learning Outcome Comparison

No.	Student Name	Before Research	Cycle 1	Cycle 2
1.	Ahmad Rizky Bahari	62.5	65	86.5
2.	Ade Erma Nurmala D.	55	69	83.5
3.	Aditya Firmansyah	55	67.5	82
4.	Aisyah Almaghfiroh M.	55	67	82
5.	Akbar Dwi Rahmanda	57.5	67.5	73
6.	Aldi Firmansyah	60	64.5	74
7.	Alfi Nur Faizah	62.5	67.5	86
8.	Alief Amelia R.	55	67.5	88
9.	Alvin Cristianara	55	66	86.5
10.	Alvira Octavia A.	55	65	83.5
11.	Ananta Gupta P.P.S.	57.5	67.5	82
12.	Anggita Dwi S.	60	70	82
13.	Annisa Nur F.R.	62.5	67	73
14.	Aqilla Fadia H.	55	64.5	74.5
15.	Arif Rizky J.P.	55	65	83
16.	Aurelvia Yuriska L.P.	55	66.5	85
17.	Belinda Velia N.	57.5	67.5	85

18.	Bella Sandy P.	60	70	74.5
19.	Berlian Nurul A.	62.5	67	83
20.	Canareta Kurnia P.R.	55	64.5	85
21.	Cindy Peviliantono P.	55	65	85
22.	Danu Wardoyo	55	67.5	74.5
23.	Devy Retno Ayu K.	57.5	69	83
24.	Diffa Octvia Sari D.	60	64.5	85
25.	Dimas Gita R.F.	62.5	67.5	85
26.	Dimons Surya P.	55	67.5	74.5
27.	Faradiba Salsabila	55	67	83.5
28.	Hafshah Vitri T.	55	65	85
29.	Irvan Effendi	55	67.5	74.5
30.	Lutvian Mahardika	57.5	69	83
31.	Mario Erlanda	60	64.5	85
32.	Muhammad Febrianto	62.5	67.5	85
33.	Nafi Giovani	55	67.5	74.5
<b>Total</b>		<b>1235</b>	<b>1006</b>	<b>1819</b>
<b>Average Value</b>		<b>56,11</b>	<b>67,05</b>	<b>82,96</b>

If made into a graph, it would look like the following graph.



## 2. Exposure to Improved Learning Outcomes

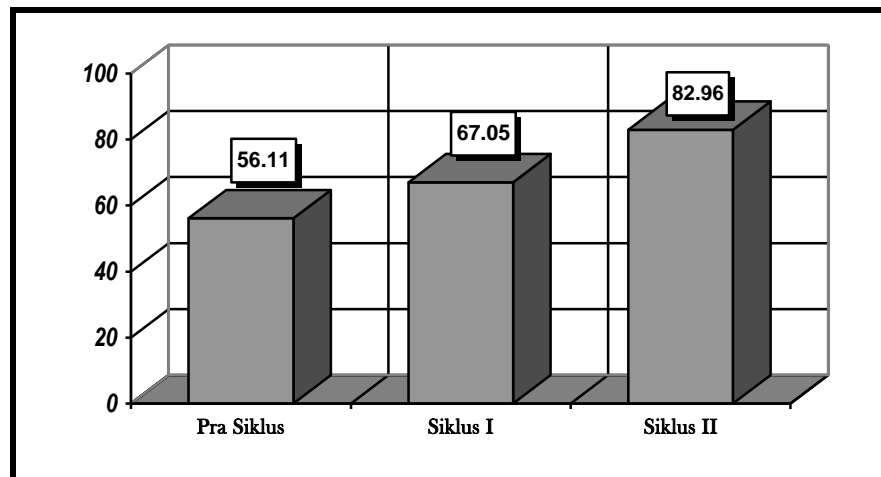
From the results of the data exposure, the researcher can know that there was an increase in the average value before the study to cycle 1 and from cycle 1 to cycle 2 also experienced a significant increase. Thus, the researcher can conclude that implementing the *inquiry* method into teaching Civics can improve learning outcomes for students in class XI IIS 1 at SMA Negeri 21 Surabaya in the 2022/2023 academic year.

### D. Data Interpretation

Student learning achievement can be seen in the histogram above student learning achievement before the study was : *56.11 (low)*, in cycle 1 there was an increase to: *67.05* and in cycle 2 was : *82.96 (good)*. Efforts to improve student learning achievement and understanding certainly do not end until this research is completed but will try to improve

varied and interesting ways of learning to optimize student abilities in both cognitive, affective and psychomotor aspects.

For more details, the success of the increase in using the *Inquiry* method to improve student learning achievement in Civics learning can be seen with the average value, cycle 1 and cycle 2 as in the following line graph:



## CONCLUSION

1. The effectiveness of the inquiry method in Civics learning can improve the ability to analyze cases of human rights violations of Class XI IIS 1 Semester I SMA Negeri 21 Surabaya Study Year 2022/2023.
2. From the results of class action research conducted by researchers, it can be concluded that the Effectiveness of the Inquiry Method in Civics Learning can Improve Learning Achievement in Class XI IIS 1 Semester I SMA Negeri 21 Surabaya in the 2022/2023 Study Year ".
3. The increase in the value of student learning outcomes before the study was : 56.11 (low), in cycle 1 there was an increase to: 67.05 and in cycle 2 was: 82.96 (good).
4. The results of observations of other factors, in addition to those that have been presented in the form of data at the end of the action cycle, are felt that student responsibility in completing assignments, the habit of finding solutions to problems in learning activities, self-confidence, courage to express opinions, ability to answer questions, relationships between students and teachers are increasing. Students are more willing to consult, especially on problems faced by students in the context of completing assignments.

## LIST OF REFERENCES

- Abd Gofur, 1982, *Instructional Design*, Solo, Tiga Serangkai
- Anwary, S. 2001. *Bunga Rampai Amanat Rakyat I" Publisher Institute of Socio Economics And Political Studies*.
- Arikunto, Suharsimi. 1993. *Research Procedure*. Jakarta: Renika Cipta.
- Arikunto, Suharsimi. 1993. *Basics of Educational Evaluation*. Jakarta: Bumi Aksara.
- Aqib, Zainal.2007. *Classroom Action Research*. YRama Widya. Bandung

- Dryden, Gordon. 2001. *Revolutionizing the Way of Learning*. Bandung: Kaifa
- Cooper, J.D. 1993 *Literacy: Helping Children Construct Meaning*. Boston Toronto: Houghton Mifflin Company.
- Costa, A. L. 1985. *Development Mind Research Book for Teaching Thinking*. Alexandria Virginia: The Association for Supervision and Curriculum Development.
- Davis, Phil. 1996. *Information Literacy: From Theory and Research to Developing an Instructional Model*. [On Line]. Available: <http://www.mannlib.cornell.edu/~pmd8/literacy/.html>.
- Dixon-Krauss, Lisbeth (2000) A. *Mediation Model for Dynamic Literacy Instruction*. Available: <http://www.psych.hanover.edu/vygotsky/Kraus.html>.
- Evans, Linda. 1994. *Information Literacy*. Ocotillo Report '94. [On Line]. Available: <http://www.mannlib.cornell.edu/~pmd8/literacy/assembly.html>.
- Goleman, Daniel. 1997 *Emotional Intelligence*. Jakarta: Gramedia Pustaka Utama.
- Joyce, Bruce and Marsha Weil. 1986. *Models of Teaching*. Third Edition. New Jersey: Prentice-Hall. Inc. Englewood Cliffs.
- Nurkancana Wayan and Sunartana, VAT. 1992. *Evaluation of Learning Outcomes*. Surabaya: National effort
- Nggermanto, Agus. 2002. *Grammar*. Bandung: Kaifa
- Raka Jono, 1973, *Educational Measurement and Assessment*, Jakarta, Balai Pustaka.
- Soetrisno Hadi, 1982: *Research Methodology 3*, Publishing Foundation of the Faculty of Psychology UGM Yogyakarta.