225

Implementation Of Blended Learning Model Based On Expository Learning And Small Group Discussion In University

Roemintoyo[1]*, Noor Miyono[2], Mochamad Kamil Budiarto[3]
[1,3]Universitas Sebelas Maret, Surakarta, Indonesia
[2]Universitas PGRI Semarang, Semarang, Indonesia
[1]*roemintoyo@staff.uns.ac.id, [2]noormiyono@upgris.ac.id, [3]kamilbudiarto@gmail.com

Article Info	ABSTRACT
	The purpose of this study is to determine the application of blended learning methods between expository and small group discussion in the Educational Research Course of the Building Engineering Education Study Program. This study follows a quantitative research method with a descriptive approach, with the hope of being able to identify the phenomenon of influence given by the mixed learning model. The sample of this research is 32 students of the Building Engineering Education Study Program who take educational research courses. The results of this study also indicate that the integration of the two learning models is proven to provide convenience for students in completing subjects. Almost all students can submit assignments on time for each material is 74%. The application of the combination of the Expository learning model with the Small group discussion method in the course is proven to be able to facilitate students in carrying out assignments according to what is given during learning activities.

1. INTRODUCTION

Education can be seen as an important process to fulfill the promise of independence. Quality education will print quality future generations. For example, in the 1960s, South Korea was still an underdeveloped developing country. But today, South Korea is an industrial country that is reckoned with in the global arena. South Korea is unlikely to be able to catch up without hard work through the education sector (Lee, 2018). There are many other examples that show that education is the key to the progress of a nation. The progress of Europeans is the effect of the Renaissance (Age of Renewal in Europe) which encourages freedom of thought (Melnyk, 2017).

It is a fact that education has played an important role for change in this country. In 1945, when Soekarno-Hatta declared the proclamation of the independence of the Indonesian nation, the literacy rate of the Indonesian people was only 5%. Then in 2010, the literacy rate had increased to 92%. Not many countries were able to make a drastic conversion of the literacy rate. Compare this with other nations such as Egypt and India which currently still have a literacy rate of 66% (Patras et al., 2019).

All of these cases lead to one main problem, namely education. Education cannot be separated from the role of an educator (Marwa et al., 2020). Without the presence of educators, it is impossible for the Indonesian nation to convert the literacy rate from 5% to 92% so that it becomes a generation of superior quality human resources. In a learning perspective, students have a position as a subject. Knowledge is not something that is ready to be conveyed to students, but a process that must be thought about, and constructed by students. Therefore, an educator must have creativity in maintaining student interest in learning, teaching students to learn and developing their desire to learn, so that students can gain satisfaction in the learning process (Yakovleva & Goltsova, 2016). Learning activities must be able to make students enthusiastic in participating in learning activities, so that the learning process becomes meaningful (Cetinavci, 2019).

An educator is required to master two basic concepts, namely teaching (pedagogy) and leadership (Maris et al., 2016; Alfathan & Saleh, 2018). Educators must understand and be able to practice effective pedagogical concepts so that learning and broadly stated in educational goals are achieved (Alismail & McGuire, 2015). However, it cannot be denied that the conditions of each era are different. Likewise the conditions of each region. There are many factors that influence the success of education (Afandi et al., 2019; Friskawati & Sobarna, 2019). Education in the current era must always be up-to-date on the development of pedagogy. For example, mastering the concept of teaching centered learning is no longer appropriate to be practiced today. It is time for the pattern of teaching centered learning to be shifted to Student Centered Learning (SCL) (Morel, 2021; McCabe & O'Connor, 2014).

One of the courses taught at the tertiary level is the Educational Research course (3 credits) which is a compulsory subject for undergraduate students of the Building Engineering Education Study Program taken in Semester VI. Every student who takes this course must have taken a Statistics course, where the Statistics course is a prerequisite course (prerequsite) before students take Educational Research courses. A deep understanding of the concept of educational research is an important requirement in achieving the competencies of this course. However, the reality shows that there are many problems experienced in the learning process to achieve competency standards. Concept understanding has not been fully achieved by students who take this educational research course, this is shown from the results of Basic Competencies and the work given by lecturers, students do not master the task completion procedure, There are still students who are unable to answer the questions asked, especially in completing many individual/individual tasks are imitating from existing work. The delivery of educational research material that is currently being carried out is by the lecture method with power point media. Meanwhile, to apply educational research materials by giving assignments, in the form of making a research proposal. In carrying out assignments, students must consult with lecturers in a structured manner, this consultation is given in order to provide maximum results.

Several components that play a role in the learning process are technology, media, models, strategies, assessments, human resources (Budiarto et al., 2020; Wahidin, 2018). The learning model as one of the components in the learning system is one of the important factors determining the success of learning activities. The quality of learning is felt to be less effective and efficient. Submission of the concept of educational research lecture material with the lecture method is sometimes boring and ultimately does not meet the target, this is shown in the completion of student assignments that are poorly understood (Maski, 2014). The weakness of the lecture method is that students have difficulty understanding academic concepts because of their abstract nature (Syafrudin, 2020). In fact, they really need to understand concepts related to the workplace, and the society in general where they will live and work, so that later they no longer feel confused about how to apply their knowledge and applications in the field.

This situation should not be left without solving the problem. The problem now is how to find the best way/formulation to convey the various concepts taught in educational research courses, so that students can use and remember these concepts longer. In addition, how each part of this course can be understood as interrelated parts and form a unified understanding.

As one solution to this problem, a blended learning model based on small group discussion and Expository Learning is currently being developed. Small group discussion is one of the transformations of learning activities with communication and interaction between two or more people (Tyas, 2019; Rahmat, 2017). Expository Learning is a learning strategy that tends to use a way of explaining in detail the material to be studied (Hasbiyalloh et al., 2017; Rizal M et al., 2016). In other words, the material is ready to be presented, students tend to listen and feel the presentation of the material. Meanwhile, through small group discussions, the learning process can be carried out with interactive discussions between students and lecturers, it is hoped that with this small group discussion students are proactive while lecturers only act as facilitators (Siregar et al., 2020).

Expository Learning is a learning strategy that emphasizes the process of delivering material verbally from a teacher/lecturer to students/students with the intention that students/students can master the lecture material optimally (Kurniawan, 2017; Hasbiyalloh et al., 2017). There are several characteristics of expository strategy. (1) expository strategies are carried out by delivering lecture material verbally, (2) usually the lecture material delivered is lecture material that is ready/ready, such as data or facts, certain concepts that must be memorized so that they do not demand students/students to rethink, (3) the main purpose of learning is mastery of the subject matter itself (Darmawati, 2019). The expository learning strategy is a form of teacher/lecturer-oriented learning (teacher centered approach) (Morel, 2021). The main focus of this strategy is the academic achievement of students. The success of using expository strategies really depends on the ability of the teacher/lecturer to speak or deliver the lecture material. There are several steps in implementing the expository strategy

(Puspitasari & Nurhayati, 2019; Rizal et al., 2016), namely: 1) Preparation, 2) Presentation, 3) Correlation, 4) Generalization.), 5) Application.

Expository learning strategy is a learning strategy that is widely and often used. This is because this strategy has several advantages including: 1) the lecturer can control the order and breadth of the learning material, thus he can find out to what extent the students master the lecture material delivered. 2) expository learning strategies are considered very effective if the lecture material that must be mastered by students is wide enough, 3) students can hear through a narrative (lecture) about a lecture material, also at the same time students can see or observe (through demonstrations), 4) can be used for large number of students and class size (Hasbiyalloh et al., 2017).

In the small group discussion strategy, there must be a topic in the form of a problem to be solved which must then be presented (Ahmad & Nurma, 2020). The Small group discussion strategy has the following procedures: (a) group: (b) Moderator. (c). (d) Topic. (e) Solution. With the division of groups, each group is expected to be able to determine several solutions to the problems discussed. The solution can also be said as the conclusion of the discussion (Tyas, 2019). Some of the benefits and objectives of implementing the small group discussion learning model are as follows: 1) tasks can be completed easily because they are done together, 2) with discussion, various opinions expressed by group members can increase the knowledge of all group members, 3) by answering the questions that have been given, students are helped to better understand the material being studied and are helped to make summaries to make learning easier, 4) help students achieve learning objectives (Siregar et al., 2020; Ketut Surinati et al., 2019).

Some of the advantages that educators will get when teaching using the small group discussion learning model are direct involvement; Work in small groups, directly involved in all aspects of the group. Often must be seen as a member of the group (Lailiyah & Wulansari, 2017), Interest (goal) Individuals with group goals. In small groups, it will clearly be seen that individual interests will merge with group interests, where there may be differences. Each individual will assess the situation in the group based on 5 things, namely: (1) memory, (2) values, (3) belief, (4) attitude, (5) past experience (Syafrudin, 2020; Rahmat, 2017).

Based on the research that has been done, it is proven that the small group discussion method is able to increase students' creativity and courage in solving a problem which ultimately increases student learning achievement (Rahmat, 2017). Therefore, it is necessary to develop a small group discussion model that can improve lecturing problems and which can increase student creativity in accordance with the expectations of SCL (Student Centered Learning), so that it is hoped that student competence in the cognitive, skills and learning achievements can increase. In addition, several other studies have also shown that the application of the expository learning model can have a positive impact on the learning process (Syafrudin, 2020; Supriyadi et al., 2019; Kurniawan, 2017).

Based on the information above, in order to achieve an understanding of the concept of analysis and design of educational research, this research aims to find out the results of applying blended learning models based on Expository Learning and Small Group Discussion in educational research courses in universities.

2.   METHODS

This study uses a descriptive quantitative research approach (Silalahi, 2015), by outlining the steps that must be followed in order to be able to identify the students' responses to the use of the tested learning methods. This research was conducted at the Building Engineering Education Study Program, FKIP UNS, Surakarta, which took 6 (six) months to obtain the required data. Therefore, the sample of this study will consist of one class with a total of 32 students randomly selected (random sampling technique).

Data were collected through object observation, assignment portfolios and questionnaires (Maisarah, 2019). Furthermore, the data obtained will be analyzed descriptively to describe the research data. The results of data analysis will be presented in the form of an average through descriptive analysis techniques (Maisarah, 2019; Sugiyono, 2018), this is used to present data which is the frequency of the responses of research subjects, so that it can be seen the results of the application of a blend between Expository Learning and Small group discussion model on educational research courses.

3.   RESULTS AND DISCUSSION

RESULTS

Student learning outcomes in the form of cognitive abilities can be seen from the evaluation results based on research rubrics and responses to assignments. Assessment rubric for student assignment portfolios. Responses to assignments are made verbally after completing the work as a whole. This response is carried out to evaluate each student's understanding of the process and results of his work or assignments given to students. Table 1 showed the percentage of punctuality in completing assignments per week by students.

Table 1. Completion of Assignments on Time per Week

No	Criteria	F (N=32)	Percentage (%)
1	Scientific approach and scientific research	24	75
2	Research paradigm	23	72
3	Research topics	26	81
4	Identification of problems	23	72
5	Troubleshooter	24	75
6	Theory and Studies	27	84
7	Research variables	23	72
8	Variable definition	24	75
9	Framework for thinking and formulating hypotheses	23	72
10	Types of research	24	75
11	Population/sample/sampling	24	75
12	Research instrument	24	75

No	Criteria	F (N=32)	Percentage (%)
13	Data analysis	24	75
14	Discussion of research results	24	75
15	Compile research reports	26	81
16	Qualitative research at a glance	23	72

Blended Learning in this study has a meaning, namely a learning method that combines conventional methods through a face-to-face system in this case what is used is Expository Learning with the Small group discussion learning method (Lalian et al., 2020). The combined concept used in this development research is as follows: verbal delivery of material from lecturers to students with the intention that students can master the lecture material optimally, students are not required to find the material, the lecture material has been prepared by the lecturer. Lectures related to lectures are carried out in conventional classroom face-to-face meetings, while consultation on task implementation is carried out in class or outside the classroom after the lecture ends.

Based on this research, it was found that the blended learning method used was proven to be able to improve the quality of the process and learning outcomes of educational research. The process of completing assignments on time shows the results of 75% of students having completed all assignments on time. However, this level of accuracy can still be improved through the method of combining the two learning models until the overall average timeliness reaches 85%. The level of achievement is due to the low timeliness of students in doing assignments, especially data analysis material. This condition occurs because most students still need to rework (improve) their work after being consulted. The work cycle starts from consultation - revision - consultation continues until correct and valid work results are obtained. Therefore, most students need more time to complete the work per material.

From this condition, it can be seen that most students still find it difficult to be able to determine the analysis used. In previous lecture assignments, usually the data analysis has been given an example by the lecturer, so that students just continue to the calculation stage of the analysis. The next material with the second highest percentage of delays is in chapter II, namely literature/library study material, because in this material students rarely visit the library, the result they feel is the lack of knowledge they master, in addition to other causes that are strongly felt are many semester students IV who take this course, which is not the time for them to take it, because this course (educational research) is a pre-requisite course. Therefore, students need quite a lot of time to study theory in more depth before they can complete this chapter.

The small group discussion (SGD) learning method applied in this study is a tool to strengthen conventional learning models (expository learning) through the development of learning technology (Sunardi et al., 2019). The blended learning model that places small group discussions as a means of supporting conventional learning provides ample opportunities for the consultation process on student assignments (Arja et al., 2020; Akcaoglu & Lee, 2016). The

consultation process is not limited by space and time. Students do not have to meet face-to-face with lecturers for task guidance/consultation in order to complete assignments in accordance with the Project based learning model applied in learning educational research courses. This condition is very helpful considering the various activities of lecturers and students that cause difficulties in combining the meeting schedule between the two outside the lecture schedule for educational research courses.

The following table will show students' opinions on the combination of the discussion (face-to-face) learning model with the expository learning model during educational research learning.

Table 2. Student's Feedback

No	Questionnaire	No (%)	Yes (%)
1	Clear Learning Objectives	6	94
2	Clear learning topic flow	6	94
3	Clarity of rules in class	9	91
4	Lecture material in accordance with the syllabus	13	88
5	Lecturers master the lecture material	6	94
6	Submission of material has an attraction	6	94
7	Giving material in class using the two-way method	0	100
8	Clarity of lecturers in delivering material	0	100
9	Good interaction between lecturers and students	6	94
10	Lecturers provide strategies to motivate students	0	100
11	Lecturer shows concern if the problem is presented by students	6	94
12	Students are given the opportunity to ask questions	9	91
13	The answer given by the lecturer is satisfactory and straightforward	9	91
14	In class, students have the opportunity to discuss	9	91
15	Interesting discussion material and increase understanding of educational research	13	88
16	I participate actively in the group like the other members.	16	84
17	Group work/tasks don't burden me	13	88
18	Group members can accept and trust me	13	88
19	I enjoy working in groups	6	94
20	I communicate a lot with group members and am excited	13	88
21	I feel the members will be happy to work with me again.	16	84
22	I feel I gained a lot of additional knowledge	9	91
23	I have understood all the contents of the lecture material	6	94
24	I am happy with the way the lecturers teach	6	94
25	There are teaching materials that can be studied before class meetings	6	94
26	Selection and use of appropriate teaching media	9	91
27	The applied learning model (Blended learning, Expository Learning and Small Group Discussion) is very appropriate	6	94
28	The available infrastructure supports the blended learning model.	6	94
29	Blended learning learning model facilitates lecturer-student communication	9	91
30	The learning media applied to improve my mastery of computer software/software	6	94
31	Class conditions are conducive for blended learning to take place	3	97
32	The classroom atmosphere is supportive for the implementation of blended learning	9	91
33	The small group discussion class arrangement is easy to follow	13	88

No	Questionnaire	No (%)	Yes (%)
34	Through the blended learning method, my mastery of small group discussions has increased	3	97
35	Enough meeting time allocation	9	91
36	The division of time for each learning activity is appropriate	6	94
37	After taking educational research courses, I became aware of the research profession, especially educational research and where to develop my career.	0	100
38	I am more daring to express my opinion in public	16	84
39	I became more confident in my ability to solve problems.	6	94

DISCUSSION

Through blended learning that combines small group discussions with expository learning, students have more space to collaborate on information and then shape their knowledge. Project based learning can be a bridge between learning theory and real conditions in the field, as well as providing a fairly good opportunity for students to develop their reasoning power in communicating with their team when carrying out their duties (Ummah et al., 2019; Mohamadi, 2018). Furthermore, they are also expected to be able to develop their creativity in finding solutions to the problems they face related to the tasks they are doing. Here the lecturer or teacher acts as a facilitator/tutorial who monitors the course of discussions and the course of doing assignments as well as a resource where students ask for various information that they do not find from other available sources (Keiler, 2018).

The freedom to experiment and express their opinions through discussions is determined by the students themselves, it is proven that students are able to increase their interest and attention when carrying out discussions in outlining the material (Siregar et al., 2020). Due to the nature of the tasks that differ from one another, the completion of the task really depends on their own efforts in doing it, although it is possible to have discussions to find the best solution. The resolution of the problems encountered is discussed through small group discussions (small group discussion = 7 – 10 people) during the face-to-face process or discussed with the supervisor during the small group discussion, through the learning process in the blended learning method applied in this study as mentioned above. has had a positive impact on learning outcomes.

These results are also in line with the results of research by Ahmad & Nurma (2020) which found the fact that through learning that applies the small group discussion method, it can increase students' learning motivation, besides that students tend to be more active in expressing opinions and constructing their thoughts so that the learning process becomes more dynamic. and active. When referring to the lecture contract, the activeness of students has a fairly high contribution in improving academic achievement. Another study conducted by Ketut Surinati et al. (2019) revealed that the small group discussion learning method was able to improve students' cognitive abilities, in line with this research, Lailiyah & Wulansari (2017) stated that the discussion method could improve the speaking skills of grade 1 students in vocational education, which had implications for improving students' communication soft skills.

The results of feedback from students in table 3 through a questionnaire on the implementation of educational research learning using the blended learning learning model show the average student assessment for various factors supporting blended learning learning, namely lecturer readiness, material readiness, as well as facilities and infrastructure readiness and time allocation to provide results above 3 with a value scale of 4. These results indicate that the human resources and infrastructure owned by the study program are sufficient to carry out blended learning based on expository learning models and small group discussions. With the hope that the mixed method can be an innovation in the context of solving learning problems, as well as efforts to improve the quality of education.

4.   CONCLUSION

Along with technological advances that cause a paradigm shift in learning and demands for the achievement of more complex competencies, teachers have to provide a lot of innovation in the use of learning methods and models that they use in the classroom. This study integrates or combines into a single unit two different learning models, namely the expository learning model and the small group discussion learning model (discussion). The integration of the two models can improve student achievement, make it easier for students to do various tasks and make students not bored to participate in learning activities. Due to the combination of each model which at the time of its implementation is adjusted to the characteristics of the material so that the learning model can optimize its role in accordance with the needs of mastering subject competencies.

This study has limitations where it only looks at the views of students' responses to the use of integrated learning models contained in the form of questions such as surveys. Suggestions for further research is to try to test the level of effectiveness of the integration of the two learning models tested in the form of statistics that focus the discussion on the achievement of one competency. Thus, there will be many educators who provide learning innovations through the integration of two learning models or various other learning models in demonstrating the learning process in the classroom.

5.   REFERENCES

Afandi, Sajidan, Akhyar, M., & Suryani, N. (2019). Development Frameworks of the Indonesian Partnership 21st-Century Skills Standards for Prospective Science Teachers: A Delphi Study. *Jurnal Pendidikan IPA Indonesia*, *8*(1), 89–100. https://doi.org/10.15294/jpii.v8i1.11647

Ahmad, K., & Nurma, S. (2020). Penerapan Metode Small Group Discussion Terhadap Motivasi Belajar Siswa. *CIVICUS : Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan*, *8*(1), 30. https://doi.org/10.31764/civicus.v8i1.1792

Akcaoglu, M., & Lee, E. (2016). Increasing Social Presence in Online Learning through Small

Group Discussions. *The International Review of Research in Open and Distributed Learning*, *17*(3). https://doi.org/10.19173/irrodl.v17i3.2293

Alfathan, I. H., & Saleh, A. (2018). Gaya Kepemimpinan dan Intensitas Komunikasi GPPT dengan Efektivitas Kelompok di Sekolah Peternakan Rakyat. *Jurnal Sains Komunikasi Dan Pengembangan Masyarakat [JSKPM]*, *2*(3), 289–300. https://doi.org/10.29244/jskpm.2.3.289-300

Alismail, H. A., & McGuire, P. (2015). 21 st century standards and curriculum: current research and practice. *Journal of Education and Practice*, *6*(6), 150–155.

Arja, S. B., Ponnusamy, K., Kottathveetil, P., Ahmed, T. F. A., Fatteh, R., & Arja, S. B. (2020). Effectiveness of Small Group Discussions for Teaching Specific Pharmacology Concepts. *Medical Science Educator*, *30*(2), 713–718. https://doi.org/10.1007/s40670-020-00938-9

Budiarto, M. K., Joebagio, H., & Sudiyanto, S. (2020). Student's View of Using Digital Learning Media in Classroom Activities: A Case of Public Senior High School in Cirebon, Indonesia. *Jurnal Pendidikan Progresif*, *10*(1), 47–54. https://doi.org/10.23960/jpp.v10.i1.202006

Cetinavci, U. R. (2019). The Effects of Explicit Film-based Instruction on EFL Teacher Trainees' Interpretation of Implied Meanings. *European Journal of Educational Research*, *8*(2), 581–605. https://doi.org/10.12973/eu-jer.8.2.581

Darmawati, D. (2019). Penerapan Kemampuan Metode Ekspositori untuk Meningkatkan Motivasi dan Kreativitas Siswa pada Mata Pelajaran Matematika. *Journal of Elementary School (JOES)*, *2*(1), 5–9. https://doi.org/10.31539/joes.v2i1.660

Friskawati, G. F., & Sobarna, A. (2019). Faktor Internal Pencapaian Hasil Belajar Pendidikan Jasmani pada Siswa SMK. *Jurnal Penelitian Pendidikan*, *18*(3), 327–335. https://doi.org/10.17509/jpp.v18i3.15004

Hasbiyalloh, A. S., Harjono, A., & Verawati, N. N. S. P. (2017). Pengaruh Model Pembelajaran Ekspositori Berbantuan Scaffolding Dan Advance Organizer Terhadap Hasil Belajar Fisika Peserta Didik Kelas X. *Jurnal Pendidikan Fisika Dan Teknologi*, *3*(2), 173. https://doi.org/10.29303/jpft.v3i2.397

Keiler, L. S. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM Education*, *5*(1), 34. https://doi.org/10.1186/s40594-018-0131-6

Ketut Surinati, I. D. A., . S., Ruspawan, I. D. M., Hartati, N. N., Runiari, N., & Ribek, N. (2019). The Small Group Discussion Health Education Model for Improving Adolescent Knowledge About HIV / AIDS in High Schools in Kerambitan District, Tabanan Regency. *Journal of Education Research and Evaluation*, *3*(4), 210. https://doi.org/10.23887/jere.v3i4.22354

Kurniawan, M. I. (2017). Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan Melalui Strategi Active Learning. *PEDAGOGIA: Jurnal Pendidikan*, *6*(1), 124. https://doi.org/10.21070/pedagogia.v6i1.764

Lailiyah, N., & Wulansari, W. (2017). Peningkatan Keterampilan Berbicara Melalui Metode Diskusi Kelompok Model Tanam Paksa Siswa Kelas X Pemasaran 1 SMK PGRI 2 Kediri.

Jurnal Pendidikan (Teori Dan Praktik), *1*(2), 166. https://doi.org/10.26740/jp.v1n2.p166-173

Lalian, O. N., Siregar, E., & Winarsih, M. (2020). Blended Learning for Chassis Maintenance and Light Vehicle Power Transfer Subject. *Jurnal Pendidikan Dan Pengajaran*, *53*(2), 138. https://doi.org/10.23887/jpp.v53i2.25122

Lee, E. (2018). Educational differences in period fertility: The case of South Korea, 1996–2010. *Demographic Research*, *38*, 309–320. https://doi.org/10.4054/DemRes.2018.38.13

Maisarah. (2019). Metode Penelitian Pendidikan Pendekatan Kuantitatif. In *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*.

Maris, I. S., Komariah, A., & Bakar, A. (2016). Kepemimpinan transformasional kepala sekolah, kinerja guru dan mutu sekolah. *Jurnal Administrasi Pendidikan*, *23*(2), 173–188. https://doi.org/10.17509/jap.v23i2.5645

Marwa, M., Munirah, M., Angriani, A. D., Suharti, S., Sriyanti, A., & Rosdiana, R. (2020). Peran guru dalam meningkatkan minat belajar peserta didik kelas iv pada masa pandemi covid-19. *AULADUNA: Jurnal Pendidikan Dasar Islam*, *7*(2), 215. https://doi.org/10.24252/10.24252/auladuna.v7i2a10.2020

Maski, M. (2014). Kolaborasi Metode Ceramah, Diskusi dan Latihan Pada Materi Perkembangan Teknologi Untuk Meningkatkan Prestasi Belajar. *PEDAGOGIA: Jurnal Pendidikan*, *3*(1), 37. https://doi.org/10.21070/pedagogia.v3i1.55

McCabe, A., & O'Connor, U. (2014). Student-centred learning: the role and responsibility of the lecturer. *Teaching in Higher Education*, *19*(4), 350–359. https://doi.org/10.1080/13562517.2013.860111

Melnyk, L. Y. (2017). Paradigm modeling studies of the formation of a knowledge economy in the information society. *Marketing and Management of Innovations*, *2*, 269–279. https://doi.org/10.21272/mmi.2017.2-25

Mohamadi, Z. (2018). Comparative effect of project-based learning and electronic project-based learning on the development and sustained development of english idiom knowledge. *Journal of Computing in Higher Education*, *30*(2), 363–385. https://doi.org/10.1007/s12528-018-9169-1

Morel, G. M. (2021). Student-centered learning: context needed. *Educational Technology Research and Development*, *69*(1), 91–92. https://doi.org/10.1007/s11423-021-09951-0

Patras, Y. E., Iqbal, A., Papat, P., & Rahman, Y. (2019). Meningkatkan kualitas pendidikan melalui kebijakan manajemen berbasis sekolah dan tantangannya. *JURNAL MANAJEMEN PENDIDIKAN*, *7*(2), 800–807. https://doi.org/10.33751/jmp.v7i2.1329

Puspitasari, Y., & Nurhayati, S. (2019). Pengaruh Model Pembelajaran Discovery Learning Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Dan Kewirausahaan*, *7*(1), 93–108. https://doi.org/10.47668/pkwu.v7i1.20

Rahmat, A. (2017). Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba. *Journal of English Language, Literature,*

and Teaching, *1*(2), 18–44.

Rizal, M., Tayeb, T., & Latuconsina, N. (2016). Efektivitas penerapan metode ekspositori berbasis kuis terhadap hasil belajar matematika siswa kelas viii mtsn ma'rang kabupaten pangkep. *MaPan: Jurnal Matematika Dan Pembelajaran*, *4*(2), 171–184. https://doi.org/10.24252/mapan.2016v4n2a2

Silalahi, U. (2015). Metode Penelitian Sosial Kuantitatif. *Journal of Visual Languages & Computing*, *11*(3).

Siregar, Z. F., Harida, E. S., & Zainuddin, Z. (2020). Small Group Discussion For The Students' Reading Comprehension Of The Senior High School Students. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, *6*(1), 147–158. https://doi.org/10.24952/tazkir.v6i1.2714

Sugiyono, D. (2018). Metode penelitian kuatintatif , kualitatif dan R & D. In *Bandung: Alfabeta*.

Sunardi, H., Sartika, D., & Saluza, I. (2019). PENINGKATAN EFEKTIVITAS PEMBELAJARAN MELALUI KOLABORASI PEMBELAJARAN KONVENSIONAL DAN PEMBELAJARAN VIRTUAL. *Jurnal Abdimas Mandiri*, *3*(2). https://doi.org/10.36982/jam.v3i2.822

Supriyadi, A., Mayuni, I., & Lustyantie, N. (2019). The Effects of Learning Model and Cognitive Style on Students' English Listening Skill. *International Online Journal of Education and Teaching*, *6*(3), 545–561.

Syafrudin, A. (2020). Penerapan Metode Diskusi Untuk Meningkatkan Kemampuan Siswa Dalam Menjumlahkan Dan Mengurangkan Bentuk Pecahan Biasa Yang Perpenyebut Tidak Sama di Kelas V SDN Kalianget Barat IV Kec. Kalianget Kab. Sumenep. *MUBTADI: Jurnal Pendidikan Ibtidaiyah*, *1*(2), 121–140. https://doi.org/10.19105/mubtadi.v1i2.3019

Tyas, N. K. (2019). Students' attitude towards small group discussion in reading comprehension. *Jurnal Ilmiah Pendidikan Scholastic*, *3*(3), 8–13.

Ummah, S. K., In'am, A., & Azmi, R. D. (2019). Creating manipulatives: improving students' creativity through project-based learning. *Journal on Mathematics Education*, *10*(1), 93–102. https://doi.org/10.22342/jme.10.1.5093.93-102

Wahidin, U. (2018). Implementasi literasi media dalam proses pembelajaran pendidikan agama islam dan budi pekerti. *Edukasi Islami : Jurnal Pendidikan Islam*, *7*(02), 229. https://doi.org/10.30868/ei.v7i2.284

Yakovleva, Y. V., & Goltsova, N. V. (2016). Information and Communication Technologies as a Means of Developing Pupils' Learning Motivation in Elementary School. *Procedia - Social and Behavioral Sciences*, *233*, 428–432. https://doi.org/10.1016/j.sbspro.2016.10.179