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Laelawati, M.Pd. Hamzani Wathoni, M.Ed. Maman Asrobi, M.Pd. Baiq Shofa Ilhami, M.A. Lay Out: M. Marzuki, M.Pd. Pahrudin, M.Pd. Published By: Universitas Hamzanwadi Jln. TGKH M.Zainuddin Abdul Madjid No.132 Pancor-Selong, East Lombok, West Nusa Tenggara E-mail: icls8@hamzanwadi.ac.id, website: <http://icls8.hamzanwadi.ac.id> 236 Improving Multicultural Learning Through Brainstorming Method by Students Group Discussions in Civic Education and Pancasila Program (1)Abdul Sakban, (2)Maemunah, (3)WayanResmini, (4)ZainiBidaya&(5)AchmadDjunaidi Muhammadiyah University of Mataram(1,2,3,4 & 5) sakban.elfath@yahoo.co.id Abstract The purposes of this research is to explain multicultural learning process by using brainstorming method through students group discussion and to understand the improvement of students

ability in multicultural learning through brainstorming method by students group discussion at the sixth semester students of **civic education and pancasila** program.

The **method used in this research is** descriptive qualitative method and action approach, the research subject was the sixth semester students of **civic education and pancasila** program with 24 students. Method of collecting data were: observation, test and documentation. Interactive analysis was used to analyze data. The results of this research showed that: (1) multicultural learning process by using brainstorming method and students group discussion can be done by preparing of learning set like: lesson plan, syllabus method, learning media, learning sources, assessment, and then compose the chapter design, and lesson design.

(2) there is significant improvement of students skill effected by maximizing the learning materials, and learning media which is able to sharpen students thinking such as, observer, identification, analysis, finding a new thing, communication, and concluding the multicultural concepts and learning method. Word Key: Multicultural Learning, Brainstorming and Group Discussions 237 A.

Introduction Multicultural learning is a learning that discusses the diversity of cultures, cultural diversity are various religions, ethnic, ethnic, linguistic, social and cultural. But the fact that the ability of students to understand multicultural materials is still problematic, especially the ability of students to identify, analyze, communicate, and find ideas, the notion of multicultural concepts is still very less, but also the occurrence of horizontal conflict is influenced by the lack of knowledge of students about tolerating life in Multicultural country. Ibrahim (2013) states that cultural diversity in Indonesia is a historical and social reality that no one can deny. The uniqueness of these diverse cultures provides the implications of their own mindset, behavior and personal character as a living tradition in society and the region. The traditions formed will vary from one tribe / area to another tribe / region. Intercultural struggles provide conflict opportunities when there is no **mutual understanding and respect** for each other. Similarly, Basri (2012) states that the conflicts that occur in Indonesia is generally developed around the multicultural line society. The nuances of ethnic, ethnic, religious, and social coatings color the conflicts of violence as well as vandals. Conflict that drew primordial discourse was common in conflicts in Kalimantan (between ethnic Madurese, Malay, and Dayak), in Ambon, Poso and Halmahera (migrants, indigenous, Muslim, Christian, elite political clients), social unrest and ethnic May 1998 in Jakarta, the Aceh conflict, and the 1966 massacre in Java and Bali, are some of the conflicts within this level. To understand multicultural education requires effective concepts that between students are not mutually reproachful, conflicting and hostile, therefore learning multicultural education requires effective means. One effective way to improve student

achievement in multicultural learning is to use brainstorming and group discussions.

Brainstorming method is a method that can be used to activate students, students are asked to give an idea or to mention examples as much as possible in a short time (Nurgayah, 2011). Fatmaryanti (2014) shows that the use of these second methods of brainstorming and peer tutoring can improve learning activities and achievement. In line with Ardian and Djatmiko (2008) stated that there is a 238 significant increase in student creativity after being treated with a brainstorming learning model. Then the method of group discussion, group discussion method is a learning method with the terms of discussion in the learning process.

Group discussions are designed so that learning does not seem rigid and boring. This group discussion was conducted in analyzing the properties of each waking space (Satrianawati, 2015). The steps of group discussion applied in this research are: 1) Students are given a topic that will be discussed in the group presentation; 2) Lecturers divide students into groups. No student working alone.

Within the group students begin to discuss the topics they will be discussing; 3) Students conduct discussions before presentation including meeting the lecturers to confirm the clarity of the material. 4) Students make group presentations according to the material already given; 5) Students give each group a problem for discussion; 6) Discussion results of student answers are presented (including frequently asked questions in them); 7) The lecturer explains and re-asks the material that has not been understood and is unclear at the time of the discussion. Likewise Romlah (2006) "group discussion is a planned conversation between three or more people in order to solve a problem or to clarify a problem under the leadership of a leader."

The advantages of group discussion methods are: 1) Become a place for group members who are usually silent and can discuss with friends more openly; 2) In group of students cooperating; 3) students helping each other; 4) Problems can be solved quickly; 5) Building friendships; 6) Establish the character of appreciating opinions. While the lack of group discussion methods are: 1) Generally in one group active only one or two people; 2) Students waste their consider friends better tend to be silent; 3) Only a few people are always active (Satrianawati, 2015).

The purposes of this research is to explain multicultural learning process by using brainstorming method through students group discussion and to understand the improvement of students ability in multicultural learning through brainstorming method by students group discussion at the sixth semester students of civic education and Pancasila program. 239 B.

Method The research was conducted at the sixth semester students of **civic education and Pancasila** program of Muhammadiyah University of Mataram. Research subjects were 24 students of **civic education and Pancasila** program. The study was conducted start at three to until three of July 2017. This research type is qualitative research with approach of action through lesson study activity.

The stages of the implementation of this study were conducted with 3 (three) stages: Plan (Planning), Do (implementation) and See (reflection) in each cycle. The first cycle (open lesson 1) consists of 3 (three) stages of activity that is the Plan (planning) by using : syllabus planning, learning plan, way of teaching, learning media, assessment, and discussion activities.

The Do stage (implementation) by using : the implementation of learning in accordance with activities that have been planned previously, observation activities conducted by observer lecturers to the learning activities of students and lecturers model. The See stage (reflection) includes reviewing the results of the implementation of learning, discussing, giving suggestions, criticism of the nature of building **the quality of learning** in each cycle is getting better, providing recommendations for improving the learning process.

The second cycle (open lesson 2) consists of 3 (three) stages of activity, the Plan stage (planning) by using : syllabus planning, lesson plans, teaching methods, learning media, assessment, discussion activities and planning focusing on students who are not active yet complete study **in accordance with the** first open lesson recommendations or cycle 1.

The Do stage (implementation) by using: the implementation of learning in accordance with activities that have been planned previously, observation activities conducted by observer lecturers to the learning activities of students and lecturers model, and more focus on students who lack learning activities. The See stage (reflection) includes reviewing the results of the implementation of learning, discussing, giving suggestions, criticisms that build **the quality of learning** in every cycle improved, provide recommendations for improvement of learning process. Similarly, the third cycle of activities (open lesson 3) continues to implement the Plan, Do and See stages. Open lesson three is that 240 the learning process has improved by using prioritizing **student-centered learning that is** critical thinking, communicative, collaborative and creative. **Methods of data collection** using observation techniques, tests and documentation. Observation technique is observing the activities undertaken by students during the **learning process and the** activities of the stages to able to Plan, Do and See

in each cycle. The test used in the form of a written test and group discussion learning activities with the aim to measure the ability of students in answering questions and group discussions activity. Documentation is by using to review how the learning process starts from Plan, Do and See with the documentation makes it easier for us to improve the quality of learning, especially observing individual students. The analysis techniques used in this research was interactive analysis model. C. Finding and Discussion 1.

The tithyn Mtiulalarng Pocss Planning stage is implemented to compile and produce lesson plan. Planning is done in collaboration between model lecturer, observer lecturer, and lesson study monitoring team to convey suggestions, constructive thoughts in developing lesson design, and identify 24 students of civic education and Pancasila programs targeted for learning achievement. Planning discusses lesson planning, lessons learned, and assessments. In this planning activity, model lecturers together with observer lecturer of civic education and Pancasila program and monitoring team of lesson study do activities and record the activities they achieve.

In the learning process conducted in lesson study activities, there are some activities that must be prepared before the implementation of learning in the classroom. As a model lecturer that needs to be prepared is learning tools such as syllabus, learning plan, methods, learning media, learning resources, assessment, then make chapter design, lesson design. a.

Setting up learning tools As a model lecturer, which needs to be prepared is a learning tools starting from Semester Learning Plan (RPS), Lesson Planning Plan (RPP), learning method 241 must be in accordance with the depth and output of learning materials, the media used are the image media, visual image, laptop, LCD and the student work sheet with the media facilitate the thinking process of students ranging from identifying, analyzing, finding, communicating and responding and conveying ideas of ideas. The next, learning resources can be using printed books, articles, videos, newspapers, and magazines. Assessment is to evaluated the ability of students in understanding the material that has been diirikan already understood or not.

The assessment used during the lesson study is the assessment of process and attitudes assessment. Assessment process in the form of question/questions give directly to student, whereas attitude assessment in the form of assessment of group discussion. It also creates a class plan or class design that will be used during the implementation activity. b.

Prepare chapter design Chapter design is made in accordance with chapters and sub-chapters of learning materials for the first semester. This chapter design serves as a

frame of mind to facilitate model and student lecturers in studying the course and preparing concept maps for each sub chapter of learning materials. c. Setting up lesson design The preparation of lesson design is one of the lecturers' duties before implementing open lesson. Lesson design activities are conducted together with the team of observer lecturers, the lesson study monitoring team, the teams discuss to give input and suggestions until the learning process runs effectively. Before the discussion, the lecturers of the model first present and present the lesson plans presented in the first, second and third open lesson activities. Furthermore, the observer lecturer and the monitoring team provide input and suggestions to the model lecturer. Lesson design aims to develop a series of learning activities that are oriented towards learning critical thinking, discovering, communication and creativity. 242 2.

The tityplmeon) iMtiulalarng Pocss The implementation activities to implement learning implementation plan (RPP) that has been made by a group of lecturers who in the preparation activities have been agreed by the group to become "lecturers model" on campus that has been agreed also. Observer lecturers and group members act as observing (observers) of learning. Observer lecturers and monitoring teams also act as learning observers.

So learning is doing openly (open lesson). Observers should not interfere with learning and do not interfere with the fluency of learning. The observer's task observed the activity of lecturer model and student intensively. Observer uses pre-designed observation sheets centered on student activities, student interaction with students, students with teaching materials, students with lecturers, and students with environment. The observers not only evaluate lecturers' performance but preferably evaluate a fun learning process.

Usually the observers stand on the left and right of the class and do not communicate with each other during the lesson. For further study or observer documentation can do video- shooting or photographing with a digital camera. Implementation of the Do stage in the multicultural learning process is before the learning is done, the classroom in the setting in accordance with the plan planned during the Plan activities, based on the results of multicultural learning in the sixth semester students of Civic Education and Pancasila Program of Teacher Training and Education Faculty Muhammadiyah University of Mataram can be described as follows : a.

The design of the spatial layout of learning space by using brainstorming method with group discussion method. 243 Figure 1. Plan Room Brainstorming Learning with Group Discussion The design of the brainstorming learning room with the group discussion should be designed by the model lecturer by informing the chairperson first to design

the space and desk before the learning process begins, it is done to streamline the time.

Each group consists at 4 people, the design of the room can help lecturers to coordinate the learning process by identifying students who are actively inquiring, communicating, collaborating and expressing their opinions in front and in their respective groups. b. Use of brainstorming methods with group discussions Brainstorming method is a way that **can be used to** activate students, students are asked to give ideas or to mention examples as much **as possible in a short time** (Nurgayah, 2011). Brainstorming is Brainstorming, in which every student is required to convey ideas or answers to the problems given (Martinho and Ponte, 2008) that questions provided by the teacher train students' communication skills. Discussion methods can encourage students to dialogue and exchange opinions with both teachers and friends so that they can participate optimally without any rules that are too harsh but still follow the agreed ethics. According Suparlan (2007) discussion can be held two forms of small group discussion and class discussion.

In Indonesian language learning, discussion is very helpful for two-way communication. According to Zaini, et al. (2004), other advantages of group discussion methods include: (1) helping students learn to think from the point of view of 244 a subject by giving students freedom in the practice of thinking, (2) helping students evaluate logic and evidence for their position or other positions, (3) giving **students the opportunity to** formulate the application of a principle, (4) **helping students to be** aware of a problem and formulating it using information obtained from reading or lecturing, (5) using materials from other members in group, and (6) developing motivation to learn better.

Satrianawati (2015) explains there are several steps of group discussion applied in this research are: 1) Students are given a topic which will be discussed in group presentation; 2) Lecturers divide students into groups. No student working alone. In the group the students begin to discuss the topics they will discuss; 3) Students conduct discussions before presenting.

Including finding the lecturer to conform the material clarity. 4) Students make group presentations **in accordance with the** material given; 5) Students give a problem to each group to be discussed; 6) Discussion results of student answers are presented (including frequently asked questions in them); 7) The lecturer explains and re-asks the material that has not been understood and is unclear at **the time of the** discussion. c.

Interaction between students and students, students with lecturers and students with the environment Students are guided by lecturers when completing group assignments. The lecturer approaches each group and gives greater attention to the group asking or

finding difficulties. Students have shown good interaction with lecturers. They are willing to go forward voluntarily to write the results on the board as group representatives, ieA (male) and BJ (female) students. This presentation has been going well and successfully describes the group work very well. According to observers, for the size of college students at higher education levels dare to appear calm, not nervous, self-controlled, and confident has been very good enough.

It needs to be improved in capabilities when explaining with words to be more varied by increasing the frequency of presentations. Here are the results of the interaction between students and 245 students, lecturers with students and students with the environment or other learning resources during lesson study activities. Figure 2. Student Learning Interaction Results Using Brainstorming Method with Group Discussion 3.

The See activity (reflection) in Multicultural Learning Process This activity is a discussion guided by lesson study team or authorized person to discuss learning, for example monitoring team or lesson study committee. At first the model lecturer conveyed the impression of the learning he was carrying out. Then the observers are asked to submit comments, criticisms, suggestions and lessons learned from the learning that has been going on, especially those related to student learning activities. Model lecturers receive input from observers to make improvements in subsequent learning plans. Based on the input in the learning reflection phase it is designed the next lesson that will improve the deficiencies in the learning that has been done.

Thus, learning improvements will continue, and the quality of learning is always enhanced over time. 4. The Improving of Student Ability in Multicultural Learning Through by Using Brainstorming Method with Group Discussion The increase of students' learning ability is influenced by the availability of the optimal learning tools, learning media that can hone student mindset such as 246 observing, identifying, analyzing, finding new, communicating, and summarizing multicultural concepts. Based on the data of students' learning ability, the average value of multicultural learning through the brainstorming method described in Graph 1 is following as: Graph 1.

The Average Value of Multicultural Learning Through Brainstorming Methods Based on graph 1 above shows that the average scores obtained by students from open lesson 1, 2 and 3 show varying results. For open lesson 1 the average score of students' ability to explain the concepts of multicultural problems is 69.17%, open lesson 2 equal to 76.50%, and open lesson 3 equal to 73.21%. So it can be concluded that the average value of multicultural learning ability of Citizenship Education and Pancasila students by using brainstorming method has increased every student although every open lesson there is a significant difference. The improving is students' multicultural learning ability is

driven by the availability of adequate learning tools, learning media that can hone student mind-set such as observing, identifying, analyzing, finding new, communicating, and summarizing multicultural concepts. This is similar to the statement from Ardian and Djatmiko (2008) stated that there is significant creativity difference between treatment group 64.00 66.00 68.00 70.00 72.00 74.00 76.00 78.00 OPEN LESSON 1 OPEN LESSON 2 OPEN LESSON 3 247 and control group after treatment with brainstorming learning model. Likewise, according to Fatmaryanti (2014), there is an increase in learning activity from 37.54% to 51% and the increase of learning outcomes is from the average grade 58.7 (C-) to 65.4 (B-).

While the average score of conformity answers and responds to the questions the student undertakes by using the group discussion method, then for more details can be illustrated in Graph 2, is following as: Graph 2. Ability to Answer and Respond to Questions by using Group Discussion Methods Graph 2 above shows that students' ability in conducting group discussions is very communicative, it is known and obtained the average scores achieved by each different group. The mean score if it is assigned to each group either group 1 gets 3.25%, group 2 gets 3.75%, group 3 gets 3.50%, group 4 gets 2.50%, and group 5 gets 3.50 %. The existence of differences achieved by each group is influenced by internal and external factors.

Internal factors related to the ability of intelligence, psychological, motivation, nutritious food, and genetic. External factors are concerned with factors from outside the personal person such as environment, technology and information, society, and friends mingle. 0 2 4 6 8 10 12 14 16 Group 1 Group 2 Group 3 Group 4 Group 5 13 15 14 10 14 3.25 3.75 3.50 2.50 3.50 Rata-Rata Kesesuai Menjawab & Menanggapi % 248 In relation to the results of the above research, it is shown that the use of group discussion method in multicultural learning resulted in a learning that can increase motivation, intelligence, and able to arouse students' passion, especially encouraging students to learn to identify, communicate, collaborate and be able to analyze various problems- multicultural issues, and conveying resolution concepts in resolving multicultural conflicts and falsifying multicultural concepts. This is in accordance with Rochimatun's (2016) explanation that the application of group discussion methods can improve learning outcomes and students' learning abilities that have improved each cycle. Likewise Kisworo, Ilyas & Kriswanto (2016) that with the participative learning model through the discussion group discussion techniques, students can prepare and create discussions that will be implemented in the classroom, and they have strategies to be used in creating class-mannered discussion.

The multicultural learning using brainstorming methods with group discussions leads to a learning that can sharpen the mindset of students such as observing, identifying,

analyzing, finding new things, then encouraging students to always communicate with fellow students, and concluding multicultural concepts. In addition, this learning provides a considerable impact with the increase in student learning motivation to analyze reveal multicultural problems and be able to convey the concept of resolution in solving multicultural conflicts. D.

Conclusions and Suggestions The results of this research showed that: (1) multicultural learning process by using brainstorming method and students group discussion can be done by preparing of learning set like: lesson plan, syllabus method, learning media, learning sources, assessment, and then compose the chapter design, and lesson design.

(2) there is significant improvement of students skill effected by maximalizing the learning materials, and learning media which is able to sharpen students thinking such as, observer, identify, analyze, find a new thing, communication, and conclude the multicultural concepts and learning method. 249 It is suggested that the use of brainstorming method with group discussion can be used as guidance for lecturer of Pancasila and civic education to use in learning process especially social science and cultural sciences. In multicultural learning in by using brainstorming methods with group discussions do not just discuss but will be able to collaborate with other learning methods as one of the development of learning methods. References Ardian, A and Djatmiko, D. R. 2008.

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