



Implementation of multicultural education through introduction to baduy culture in increasing learning motivation in elementary schools

Sastra Wijaya¹, Arifin Maksum², Nina Nurhasanah³

¹Universitas Primagraha, Banten, Indonesia

^{2,3}Universitas Negeri Jakarta, Jakarta, Indonesia

ARTICLE INFO

Article history:

Received Oct 22, 2022

Revised Nov 11, 2022

Accepted Nov 26, 2022

Keywords:

Multicultural Education
Baduy Culture
Motivation to Learn

ABSTRACT

This study aims to find out about the implementation of multicultural education in elementary schools through the introduction of Baduy culture and its influence on increasing student learning motivation. The research was conducted at Rocek 3 Public Elementary School, Pandeglang Regency, Banten Province, with 30 grade IV students as the subject of research. The research focused on social science subjects. This research was conducted using descriptive qualitative research methods, using collection techniques through test questions, observation, and interviews. The results of the research on the calculation of the mean, median, and mode are 0.50 so it does not reveal the slope of the curve which indicates a tendency for positive results in the data. Calculations according to the R-Square value show that there is an influence rate between variables of 82.3%, this has met the requirements for the relationship between variables through a hypothesis number above 50% which means good. The results of the calculation on the homogeneity test show the numbers on Sig. $0.003 \leq \alpha$ (0.05), while the significance value (2-tailed) on the introduction of Baduy culture in the implementation of multicultural education on student learning motivation in elementary schools is $0.003 \leq 0.05$, thus accepting H_a and rejecting H_0 . It can be concluded that there is a significant influence on learning motivation and introduction to Baduy culture variables in the implementation of multicultural education.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



Corresponding Author:

Sastra Wijaya,
Primary Teacher Education,
Universitas Primagraha,
Komp. Griya Gemilang Sakti, Jl. Trip Jamaksari No. 1A, Kaligandu, Kec. Serang, Kota Serang, Banten, 4211,
Indonesia,
Email: sastrawijaya0306@gmail.com

INTRODUCTION

Multicultural education has a very important and appropriate role in Indonesia's socio-cultural conditions which have a diversity that is owned by the society, this is also found in elementary school students who have ethnic, cultural, language, religious, social status, gender, ability, and age diversity different (Sipuan et al., 2022). Various applications of strategies and concepts of multicultural education will open students' thoughts and views about culture, trigger pride in culture, and make students aware of potential cultural conflicts (Pratama et al., 2022). Multiculturalism is a principle for action, which will train us to be able to accept differences, be open to change, pay attention to equality, and be able to recognize differences in others (Watson, 2000).

The goals of multicultural education itself are 1) to provide a role for schools in viewing the existence of diverse students; 2) to assist students in building positive treatment of differences in culture, race, ethnicity, and religious group; 3) to provide student resilience by teaching them decision-making and social skills; 4) to assist students in building cross-cultural dependencies and giving them a positive picture of group differences (Irawati & Winario, 2020).

Multicultural education is the right answer to deal with national problems caused by cultural differences and views. Multicultural education needs to be given to children as early as possible so that children can understand and realize that cultural diversity exists in their environment (Retnasari & Hidayat, 2018). Multicultural education is a local content program developed in Growing elementary schools with the hope that students will be able to implement it in everyday life. The implementation of multicultural education can be carried out through a contribution approach in class, one of which is by introducing diversity in forms of clothing and traditional houses, introducing regional vocabulary, and introducing ethnicity and regional culture (Retnasari & Hidayah, 2019). So that the introduction of local wisdom values of Baduy culture by teachers through learning to elementary school students in Banten province is part of a multicultural learning strategy in schools.

The culture of the Baduy people which is still maintained today, amid the rapid flow of communication and technological advances amid a modern society that is so dependent on technology to fulfill their life needs, the Baduy emphasizes that their community has succeeded in counteracting these technological advances, by looking at the behavior of the people. which has not changed much and is not affected (Sutoto, 2017). This can certainly be considered positive because it can preserve the cultural values of the Baduy community, but it also gets a negative value for some groups because technological advances are unable to encourage changes in people's behavior patterns. The Baduy tribe, which is the local wisdom of the Banten community, needs to be recognized by elementary school students to understand the characteristics of local wisdom and get to know the local culture.

The characteristics of local wisdom are that it has various characteristics including 1) it must incorporate knowledge of virtues that teach people about ethics and moral values; 2) local wisdom must teach people to love nature, not to destroy it; and 3) local wisdom must come from older members of the community. Local wisdom can take the form of values, norms, ethics, beliefs, customs, laws, customs, and special rules (Syahid, 2022). Multicultural education can be integrated into social science subjects, teachers can design creative and fun learning through the use of more varied media and learning methods so students can feel motivated in learning (Nur Latifah et al., 2021).

Social Sciences Education is the simplification of social science disciplines, state ideology, and other disciplines and related social issues which are organized and presented scientifically and psychologically for educational purposes at the primary and secondary education levels. This confirms that learning Social Sciences in elementary schools aims to acquaint students with real conditions of life in society and the environment, having social values, and interacting well with other people and the natural surroundings (Wijaya, 2020).

The objectives of social science subjects in elementary schools are determined as follows: 1). Know the concepts related to community life and the environment; 2). Have the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life; 3). Have a commitment and awareness of social and human values; 4). Have the ability to communicate, cooperate and compete in a pluralistic society, at the local, national, and global levels (Siska et al., 2021).

In motivation, there is a desire that activates, moves, and directs the attitude of individual learning behavior. Encouraging behavior or actions. Without motivation, there will be no action such as learning. Motivation functions as this driving force influencing what attitudes students should take in the context of learning. Motivation functions as a guide, meaning that it directs actions to achieve the desired goals, students who have motivation can select which actions must be carried out and which are ignored to achieve learning goals. Motivation functions as a mover and pusher, meaning that it moves student behavior to learn (Wijaya, 2019). So that in this study, researchers want to see how students' learning motivation through the introduction of Baduy ethnicity in multicultural education that is integrated into social science subjects.

RESEARCH METHODOLOGY

The research subjects were 30 grade IV students, located at Rocek 3 State Elementary School, Pandeglang Regency. This research aims to find out the implementation of multicultural education through the introduction of the Baduy tribe in social science learning on students' learning motivation. Based on the source, the data is divided into 2, namely primary data and secondary data. Primary data is data collected or obtained by researchers directly from the data source. Secondary data is data obtained or collected by researchers from various existing sources, data collected through test questions, observations, and interviews. The instrument used to collect questionnaire data has been declared valid and reliable based on the results of the instrument trial (Siahaan et al., 2022).

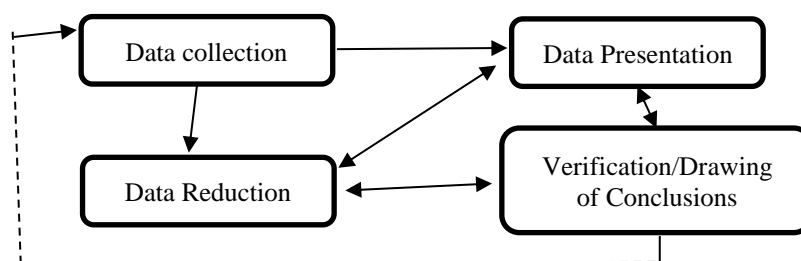


Figure 1. Analysis of research data collection

This research uses a qualitative descriptive approach. Qualitative is a type of research that is used to test hypotheses with data in the form of words and can also collect and analyze narrative data. Qualitative research is the collection of data on a scientific background to interpret phenomena that occur for which the researcher is the key instrument (Sugiyono, 2017).

The research design used was a pretest-posttest control group design. This design consisted of two groups, the first group and the second control group was measured in front (pre-test). The first group was given treatment by the researcher, then measurements were taken (post-test). While the second group was used as the control group and was not given any treatment, then a post-test was carried out (Tri et al., 2022).

RESULTS AND DISCUSSIONS

Schools need to provide material on multicultural education so that students have good knowledge about cultural diversity, this is to prevent acts of cultural discrimination between communities by learning about culture students will be able to respect and appreciate differences. Teachers and schools have a very important role in building cultural values for students (Ilmi et al., 2021). In instilling cultural values through multicultural education, the teacher certainly tries to provide an understanding of how to live with respect, sincerity, and tolerance for the diversity that exists in society. Multicultural education is a social policy based on the principles of maintaining culture and mutual respect between all cultural groups in society (Kartikawati et al., 2019). This is in line with this research, where I learned to apply the introduction of the Baduy tribe to increase student motivation in multicultural education in elementary schools.

The introduction of Baduy culture was chosen in this study because the Baduy people are tribal people in Kanekes Village, Lebak Regency, Banten Province, who still maintain their culture amidst the swift flow of change that has hit their lives without leaving their cultural roots (Kartawinata, 2020). The location of the school in the research which took place in the province of Banten will give students a better picture of the cultural diversity that exists in the surrounding environment before in the end, students can get to know cultural diversity broadly.

Students will gain valuable experience when learning about the Baduy community because students will see how information technology does not affect the life of the Baduy community in the socio-cultural context (beliefs, norms, culture, laws, taboos). The Baduy people also apply scientific principles because through traditional knowledge passed down from generation to generation, the Baduy people can have abilities in ethno-chemistry, ethnobotany, ethnomathematics, and ethnoastronomy. This will accommodate the local culture of the people into the subject. The culture and customs of the Baduy people as subject matter can provide multidisciplinary and holistic learning in multicultural education (Nurrochsyam, 2021).

To create conditions and situations that allow active learning to take place in the classroom, the teacher needs to pay attention to the variety of learning methods and media. Another thing is to create conditions for students to be more active in the learning process of learning through the introduction of culture will bring up students' interest in understanding the teaching materials used (Trisnawati & Wijaya, 2021). In addition to knowing the evaluation of learning with a comprehensive concept depending on the teacher's measurement and assessment in preparing assessment instruments or joint decisions. Educational evaluation of learning motivation and multicultural learning in elementary schools is adjusted to the level of thinking of children in elementary schools. Multicultural education is an integral part of all levels of education. Therefore, the inculcation of multicultural values should ideally be applied to all subjects in formal education, not only to learning social sciences (Magdalena et al., 2021).

Based on the explanation above, the researcher made observations at school for 2 weeks to be able to collect data and analyze the development of students' learning motivation. Based on the data obtained from this study, a number was obtained that illustrated a significant relationship between student learning motivation and the introduction of Baduy culture in multicultural education in the experimental group learning and conventional learning in the control group. Data on learning motivation was obtained based on the normalized gain score through the analysis of pre-test and post-test data on students in the experimental group and the control group. The following are the results of research calculations on the average, median, and mode values through standard deviation analysis and variance of the normalized score gain figures for learning motivation in multicultural education through the introduction of Baduy culture in social science subjects in elementary schools.

Table 1.

Data analysis of experimental class and control class

Statistic	Experimental Class	Control Class
-----------	--------------------	---------------

Means	0,05	0,35
Median	0,50	0,30
Modus	0,50	0,30
Standard Deviation	0,136	0,116
Variant	0,019	0,014

Based on the acquisition of analysis scores, the average value of the experimental group that took part in learning with the introduction of Baduy culture in multicultural education was 0.50. The calculation of the median number in the experimental group was 0.50 and the mode calculation was 0.50 with a frequency of 6. As for the gain, the normalized score for the experimental group's learning motivation obtained indicated a normal curve. It can be seen in the median and mode calculations obtained from student data collection is 0.50. So that it does not bring up the slope of the curve which shows a tendency for negative and positive results in the data.

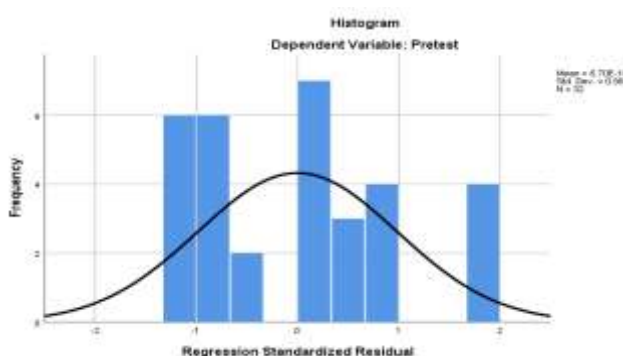


Figure 2. Histogram curve of variable frequency results

Based on the picture shown in the curve that curves upwards well, it shows an increase, which shows a better increase between pre-test and post-test scores, this certainly can illustrate that student learning motivation has increased after the introduction of Baduy culture in multicultural education.

Table 2. Analysis of calculation results of the summary model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.942 ^a	.846	.824	2667828.862

a. Predictors: (Constant), Post_Test

b. Dependent Variable: Pretest

Based on the results of the calculations in the model summary table, it can be seen that there is a significant relationship between two or more variables in the calculation of the regression equation. This is seen in the R-Square value. Calculations on the R-Square figure show a calculation number of 0.823 or 82.3%. The calculation figures in the table show that there is an influence rate between variables of 82.3%, this has met the requirements for a good or bad relationship between variables according to the R-Square value, which has the view that a number above 50% means good and below 50% means not yet good.

Table 3. Calculation of homogeneity test

Coefficients	
--------------	--

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	View
1 (Constant)	59.743	9.771		6.114	.000		
Post_Test	.494	.151	.514	3.283	.003	1.000	1.000

a. Dependent Variable:

Based on the results of calculations on the homogeneity test, the numbers on Sig. $0.003 \leq \alpha$ (0.05) which means that students' learning motivation has increased after introducing Baduy culture in multicultural education to social science learning in elementary schools.

Table. 4
Calculation results of ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	534.446	1	534.446	10.779	.003 ^b
	Residual	1487.429	30	49.581		
	Total	2021.875	31			

a. Dependent Variable: Pretest

b. Predictors: (Constant), Post_Test

Based on the table above, the significance value (2-tailed) of introducing Baduy culture in multicultural education to student learning motivation is $0.003 \leq 0.05$, thus accepting H_a and rejecting H_0 . It can be concluded that there is a significant influence on learning motivation and introduction to Baduy culture in multicultural education. an approach that integrates multicultural education material into the curriculum or learning subjects in schools from the results of the research analysis conducted, shows relevance to being able to implement it in elementary schools (Setyowati, 2021). Therefore it is important for school management starting from teachers and principals to the entire ecosystem in schools starting to change learning approaches that are oriented towards multicultural education so that they can instill values of equality, values of justice, values of democracy/freedom, and values of tolerance in every student's daily activities (Khoirunnisa, 2022).

The ability of students' comprehension to process the information conveyed by the teacher in learning can be done through good classroom management. The diversity of students from aspects of different environmental backgrounds makes students become complex individuals. Students certainly have a variety of potentials, characteristics, personalities, identities, and talents, even their awareness and motivation to learn are different from each other.

This diversity must be able to be managed by the teacher to create positive interactions between various individuals. So that heterogeneous students can work well together in the classroom and school environment, and accept each other's differences from one individual, which in turn will be able to provide learning about the values of tolerance, and polarise and train students' perspectives on multiculturalism (Mustafida, 2021). In multicultural education, the teacher has a very important role, especially in matters. namely, 1) growing awareness of the importance of cultural diversity in students; 2) transforming the thought renewal movement; 3) designing an interesting and fun educational process for students. Multicultural education in principle provides an understanding of equal rights (Kamil et al., 2022).

The teacher needs to invite students to find out the types of food and different people's habits in several regions in turn according to the student's regional background. Students can also be introduced to folk songs. Meanwhile, in high classes teachers can implement education through the provision of multicultural values, by providing understanding to students through learning by discussion method in small groups. Through discussion, students are expected to exchange ideas

between students (Ramadhani et al., 2020). The results of observations made with low-grade teachers regarding the implementation of local culture introduction (in this case the Baduy tribe) in low-grade elementary school students show that the implementation of multicultural education needs to be carried out with a thematic and holistic approach, including by students together introducing various forms of houses and traditional clothes from different ethnicities from each area that is close to the student learning environment.

CONCLUSION

Multicultural education (through the introduction of Baduy culture) can provide contextual understanding for elementary school students, this has a very important role because students are expected to be able to associate various kinds of problems found in learning with their daily lives (Hasanah et al., 2020). Contextual learning is a learning process that involves direct experience. Through this experience, students are expected to be able to not only encourage student learning motivation but also to develop abilities in cognitive, affective, and psychomotor aspects in students.

With the support of school principals and all education staff, teachers need to work hard to instill pluralistic nature and practices in students, teachers must have creativity in providing an understanding of plurality that refers to culture (Primasari et al., 2021). Teachers must continue to innovate in developing a learning approach in multicultural education that is oriented towards justice and equity for students, the transformation of learning in multicultural education needs to continue to be carried out such as in carrying out multicultural-based learning designs.

The selection of a learning model that encourages students to be more active in their learning process both in working together and solving problems will produce a conducive learning atmosphere (Paramita, 2019). Based on the results of the study, showed that the learning atmosphere in the control group was lacking in terms of student activity in the learning process. Students have little opportunity to interact with their friends so student activities often occur such as not being focused and easily bored. In addition, not all students dare to express opinions and questions. However, different things were shown in the experimental class, students seemed to have more active and motivating activities in learning, this can be seen from the number of students who responded to questions given by the teacher, the number of students who actively discussed and the increased motivation of students who were so enthusiastic in following each stage of the learning process. Thus it can be concluded that the implementation of multicultural education through the introduction of Baduy culture has succeeded in increasing student motivation in social science subjects in elementary schools. Through this research, researchers provide suggestions to teachers to be able to develop multicultural education not only in one subject but can be integrated thematically into all subjects and internalized in every student learning activity in elementary schools, an introduction to local ethnic culture is very important to convey to students because this will be able to provide habits and understanding for students about Indonesia's pluralism which has harmonization amidst so much cultural diversity

References

- Hasanah, N., Suherman, A., Nurizzati, & Yeti. (2020). Peranan Model Pembelajaran Berbasis Multikultural dalam Pembentukan Interaksi Sosial. *Jurnal Edueksos (The Journal of Social and Economics Education)*, 9(1), 87-97.
- Imi, M. U., Mayangsari, I., & Dewi, F. A. (2021). Peran Guru dalam Pengajaran Pendidikan Multikultural: Inisiasi dan Praktek. *Belantika Pendidikan*, 4(1), 71-76. <https://doi.org/10.47213/bp.v4i2.96>
- Irawati, & Winario, M. (2020). Urgensi Pendidikan Multikultural, Pendidikan Segregasi dan Pendidikan Inklusi di Indonesia. *Instructional Development Journal (IDJ)*, 3(3), 177-187.
- Kamil, N. K., Saputra, Y. E., & ... (2022). Bahan Ajar Pendidikan Multikultural untuk meningkatkan Rasa Nasionalisme Mahasiswa Pendidikan Guru Sekolah Dasar. *Jurnal Penelitian Dan ...*, 1(1).

- <https://jupisi.untara.ac.id/index.php/jupisi/article/view/15>
- Kartawinata, A. M. (2020). Etnografi Garna Tentang Kebudayaan Baduy (Catatan untuk Mengenang Prof H. Judistira K. Garna, Ph.D). *Umbara*, 5(2), 101. <https://doi.org/10.24198/umbara.v5i2.30663>
- Kartikawati, D., Rajagukguk, D. L., & Sriwartini, Y. (2019). Penanaman Nilai-Nilai Multikultural Yang Dipengaruhi Oleh Kompetensi. *Jurnal Antropologi: Isu-Isu Sosial Budaya*, 21(02), 168-176.
- Khoirunnisa, S. K. (2022). Analisis Manajemen Pendidikan Sekolah Dasar Berorientasi Multikultural. *Jurnal Eduscience*, 9(1), 255-266. <https://doi.org/10.36987/jes.v9i1.2624>
- Magdalena, I., Aini, W. N., Utami, D. C., & Anzani, R. W. (2021). Evaluasi Pembelajaran Sekolah Dasar Berbasis Pendidikan Karakter dan Multikultural. *Jurnal Halaqah*, 3(3), 55-66. <http://ejournal.pamaaksara.org/index.php/hal/article/view/253>
- Mustafida, F. (2021). Multicultural Classroom Management: Strategies for Managing the Diversity of Students in Elementary Schools and Madrasah Ibtidaiyah. *Madrasah*, 13(2), 84-96. <https://doi.org/10.18860/mad.v13i2.11061>
- Nur Latifah, Arita, M., & Maksum, A. (2021). Pendidikan Multikultural di Sekolah Dasar (Sebuah Studi Pustaka). *Jurnal Pendidikan Dasar Nusantara*, 6(2), 42-51. <https://doi.org/10.29407/jpdn.v6i2.15051>
- Nurrochsyam, M. W. (2021). Moral Dilemma in Education of Baduy Community. *Scientific Journal of Archaeology and Cultural Studies*, 17(2), 85-96.
- Paramita, N. M. A. S. (2019). Pengaruh Model Pembelajaran Picture and Picture Berorientasi Pendidikan Karakter Terhadap Motivasi Belajar IPS Siswa kelas V. *Journal of Education Technology*, 3(1), 1. <https://doi.org/10.23887/jet.v3i1.17957>
- Pratama, F. F., Guru, P., Dasar, S., Tasikmalaya, U. P., Inggris, P. B., Tasikmalaya, U. P., & Tasikmalaya, K. (2022). Pemahaman Kontekstual Siswa Sekolah Dasar Terhadap Nilai - Hasil survei yang dilakukan oleh lembaga-lembaga non-pemerintah terhadap tingkat toleransi dan optimisme generasi muda Indonesia saat ini menunjukkan hasil yang cukup baik , meskipun beberapa indi. *Jurnal Penelitian Pendidikan Sosial Humaniora*, 7(2).
- Primasari, I. F. N. D., Marini, A., & Maksum, A. (2021). Implementasi Pendidikan Multikultural di Sekolah Dasar. *Syntax Literate: Jurnal Ilmiah Indonesia*, 3(2), 6.
- Ramadhani, S. P., Marini, A., & Maksum, A. (2020). Implementasi Pendidikan Multikultural dilihat dari Perspektif Guru, Kepala Sekolah dan Kegiatan Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(1), 140-150. <https://doi.org/10.31004/basicedu.v5i1.618>
- Retnasari, L., & Hidayah, Y. (2019). Pendidikan Multikultural pada Progam Kurikuler di Sekolah Dasar. *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 11(2), 438-448.
- Retnasari, L., & Hidayat, M. T. (2018). Pendidikan multikultural dengan pendekatan aditif di sekolah dasar. *Jurnal Pendidikan Ilmu Sosial (JPIS)*, 28(1), 16-21.
- Setyowati, R. (2021). Pengembangan Modul Ips Berbasis Pendidikan Multikultural Dalam Membangun Kerukunan Antar Etnis. *Bina Gogik: Jurnal Ilmiah Pendidikan Guru ...*, 8(2), 165-171. <https://www.ejournal.stkipbbm.ac.id/index.php/pgsd/article/view/791><https://www.ejournal.stkipbbm.ac.id/index.php/pgsd/article/viewFile/791/726>
- Siahaan, J. H., Sihombing, S., & Simamora, B. A. (2022). Studi Komparasi Kemampuan Berpikir Kritis Siswa dengan Menggunakan Model Pembelajaran Berbasis Masalah dan Model Pembelajaran Konvensional pada Mata Pelajaran IPS Terpadu Kelas VIII di SMPN 10 Pematangsiantar T.A. 2022/2023. *Cendikia : Media Jurnal Ilmiah Pendidikan*, 13(2), 188-195.
- Sipuan, S., Warsah, I., Amin, A., & Adisel, A. (2022). Pendekatan Pendidikan Multikultural. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 815. <https://doi.org/10.37905/aksara.8.2.815-830.2022>
- Siska, Y., Yufiarti, Y., & Japar, M. (2021). Nilai Pendidikan Karakter dalam Pembelajaran IPS di Sekolah Dasar. *Journal Of Elementary School Education (JOuESE)*, 1(1), 1-11. <https://doi.org/10.52657/jouese.v1i1.1324>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. CV. Alfabeta.
- Sutoto, S. (2017). Dinamika Transformasi Budaya Belajar Suku Baduy. *Jurnal Penelitian Pendidikan*, 17(2). <https://doi.org/10.17509/jpp.v17i2.8249>
- Syahid, A. (2022). Nilai-Nilai Kearifan Budaya Lokal Kaili dalam Pembelajaran Multikultural. *KIIIES, Pascasarjana Universitas Islam Negeri Datokarama Palu*, 1, 386-391.
- Tri, G., Damanik, S., Sidabutar, Y. A., Pasaribu, S., Dan, K., Pendidikan, I., Hkbp, U., & Pematang, N. (2022). Pengaruh Model Make A Match Terhadap Hasil Belajar Siswa Pada Tema 4 Sub Tema 3 Barang Dan Jasa Di Kelas IV SD Swasta HKBP Tomuan. *Cendikia : Media Jurnal Ilmiah Pendidikan*, 13(1), 144-155.
- Trisnawati, T., & Wijaya, S. (2021). Pengembangan Bahan Ajar Handout Dengan Pendekatan Etnomatematika Berbasis Budaya Lokal Di Banten. *Genta Mulia: Jurnal Ilmiah ...*, XII(2), 162-169.

- <https://ejournal.stkipbbm.ac.id/index.php/gm/article/view/674>
- Watson, D. (2000). Basic problems in positive mood regulation. *Psychological Inquiry*, 11(3), 205–209. <https://www.jstor.org/stable/1449806>
- Wijaya, S. (2019). Hubungan Kecerdasan Emosional Dan Motivasi Berprestasi Siswa Dengan Hasil Belajar Ilmu Pengetahuan Sosial (Ips). *Pedagonal: Jurnal Ilmiah Pendidikan*, 3(2), 33–42. <https://doi.org/10.33751/pedagog.v3i2.1305>
- Wijaya, S. (2020). Penerapan Model Pembelajaran Bermain Peran (Role Playing) untuk Meningkatkan Hasil Belajar pada Mata Pelajaran Ilmu Pengetahuan Sosial. *Pedagonal : Jurnal Ilmiah Pendidikan*, 4(1), 16–20.