

Implementation of Cooperative Learning Model in Homeschooling as Equality Education

**Imam Shofwan, Irlan Widyana Santosa, Joko Sutarto
Fakhrudin Fakhrudin, and Fathona Soraya**

Nonformal Education Departemen, Faculty of Education
Universitas Negeri Semarang, Indonesia

ishofwan@mail.unnes.ac.id, irlandsantosa24@gmail.com, jokotarto@mail.unnes.ac.id,
fakhrudin@mail.unnes.ac.id, suraya@mail.unnes.ac.id

Abstract

This study aims to describe the implementation of cooperative learning models, cooperative learning outcomes and supporting factors and inhibitors of cooperative learning in the Homeschooling Carnation Cirebon. This research uses a descriptive qualitative approach. The technique of data collection is done by interview, observation, and documentation. The data validity technique in this study uses source triangulation. Data analysis techniques in this study used data collection, data reduction, data presentation, and concluding. The results of the research show that the implementation of the cooperative learning model that includes the approach used is a teacher-centred approach and student-centred approach, the strategy used is exposition discovery learning, the dominant method used is a lecture, discussion and presentation, the technique used is individual learning; There are three aspects of cooperative learning outcomes, namely academic learning outcomes, acceptance of new individuals and social skills; Supporting factors for cooperative learning are the competence of tutors and learning media, while the inhibiting factors for cooperative learning are the characteristics of students and open classroom conditions.

Keywords

Learning models, Cooperative learning, Homeschooling, Non-formal Education, Equality Education

1. Introduction

Cooperative learning models provide opportunities for students to communicate and interact socially with their peers to achieve learning objectives, while teachers as motivators and facilitators of learner learning activities. Cooperative learning can be explained from several perspectives, namely motivational perspectives, social perspectives, cognitive elaboration perspectives, and cognitive elaboration perspectives, motivational perspectives mean that the rewards given to the group will help each other. Thus, the success of everyone in the success of the group. This prompted each member of the group to celebrate the success of his group according to Slavin, Abrani, and Chambers.

Successful cooperative learning can foster various aspects of children's development such as cognitive, affective, and psychomotor, with good cooperation between group members to get maximum results each member of the group will get their satisfaction, as well as improve the ability to communicate positively between group members at Homeschooling Carnation Cirebon. The learning model associated with improvement at each stage of learning and students' ability has improved in terms of communication, cooperation, and responsibility and is accompanied by conducive and effective learning activities, and according to, which explains that the application of cooperative model learning in improving learning achievement in citizens learning equality program package B. Cooperative learning models, the role of learners must be more dominant compared to tutors who are only facilitators in learning. The importance of this research is to maximize the cooperative learning model and aims as follows: (1) describe the implementation of cooperative learning models; (2) describe the results of cooperative learners; (3) knowing the supporting factor and inhibition in the implementation of the cooperative learning model. It is expected to increase the interest and become a relevant reference or reference for researchers regarding the implementation of cooperative learning models and provide evaluation materials for educators and institutions to maximize the implementation of cooperative learning models in Homeschooling as literacy education.

2. Literatur Review

2.1. Implementation of Learning

Implementation can be interpreted as implementation or application in the Big Indonesian Dictionary. Implementation according to Tachjan in (Demirza) is an administrative process activity that is carried out after a policy is approved. The implementation activities are between the implementation of policy formulation and evaluation of policy results. The purpose of this that is carried out and applied is a curriculum that has been designed to be implemented in full. Learning can have a meaning as a series of process relationships between students or instructors and the learning environment in achieving a learning vision. The series of planning a lesson is a series of class activities arranged by the tutor and contains materials that will be taught one by one (Ciptasari).

Learning, in essence, can be interpreted as a process in a way to organize, implement environmental organizations that are available around the learning community so that it can raise and encourage learning citizens to carry out activities in the learning process. Learning is also said to be the process of providing guidance or assistance to students in carrying out the learning process (Shofwan et al., 2019). Learning objectives according to Rifai in (Muarifuddin, Prasetyo, & Sari), includes components of systems consisting of teachers, participants, learning materials, and learning environment. The components that have been mentioned earlier have interactions to influence each other from one learning system unit to another learning system. Learning is an effort made by educators or teachers who consciously conduct teaching to their learning citizens with the aim that the goal can be realized (Pane & Darwis Dasopang). Arikunto in (Meilya), states that the components that must be considered in managing learning activities consist of six components, namely: students or educators, methods, components, media, and the environment.

2.2. Cooperative Learning Model

The cooperative learning model is the implementation of a learning process using a group method to work together using concepts, problem-solving, and questions. Based on theory and experience, so that the group is cohesive-participatory, each group member consists of 4-5 people, various students (ability, gender, character), there are control and facilitation, and a request for responsibility for group success in the form of a report or presentation (Fathurrohman). A learning model is a form of learning that is described from the beginning to the end which is specifically presented by the teacher. In other words, the package or frame of applying a method, approach, and learning technique is a learning model (Sudrajat). Cooperative learning strategies have various learning models, five models are often used by tutors in implementing cooperative learning according to Abdurahman and Bintaro in (Triani, 2016: 223-224) namely as follows: (a) Type STAD, (b) Type Jigsaw, (c) Type Think-Pair-Share, (d) Type GI, (e) Type Numbered Head Together. Implementation in determining cooperative learning in the learning process must look at several steps, to get maximum results. According to Arends in (Fuad) suggests cooperative learning steps in the table as follows:

Table 1. Steps for Cooperative Learning

Steps	Behaviour of Educators
Step 1 Informs motivation and goals	Educators inform the learning objectives that must be achieved and provide learning motivation to students
Step 2 Presenting information	Educators present information to students using demonstrations or books or models.
Step 3 manage students in study groups	Educators explain to students how to form study groups and help group members to do it optimally.
Step 4 Guiding groups in learning	The educator guides all groups so that the learning process can be maximized.
Step 5 Evaluate	Students convey the results of learning regarding the material that has been studied and the group presents the results.
Step 6 Give rewards	Tutors give appreciation to the efforts or results of each student or group's study.

Cooperative learning has different goals from learning objectives which, seen from traditional learning, only measures the learning outcomes of students/ individuals in comparison with the failures of other students/individuals. Cooperative learning creates the success of students/individuals in terms of group performance. This learning model was developed to achieve at least three important learning objectives and was summarized by Ibrahim in (Igidius Batoq, I Wayan Susila), namely: (1) Academic Learning Outcomes, (2) Acceptance of Individual Change, (3) Development of Social Skills. Meanwhile, according to (Rizka Dhini Kurnia, Endang Lestari Ruskan) Cooperative Learning learning objectives are: (1) to develop learning outcomes of students in the field; (2) acceptance of diversity, meaning that students can accept colleagues who have diverse backgrounds; (3) development of social skills, where the development of these skills includes: assigning tasks, being active in questioning or answering questions, motivating oneself and friends, professionals in group work.

2.3. Homeschooling

The term homeschooling itself comes from the English word for home school. Homeschooling is also often referred to as home education or home-based learning. And the Ministry of National Education officially uses the term "home school" or "independent school" (Fitriana). In general, homeschooling is an education system in Indonesia regarding learning held at home as an alternative school with children as the main subject using the at-home approach, the pursuers or teachers of this program are usually parents or other parents as teachers. Homeschooling in general is an educational model for families who choose to be responsible for the education of their children who take home the centre (Budi Wijayarto). Homeschooling or homeschooling is an activity to fully send homeschooling for their children. There is thinking about a historical process, which is where a school is implemented from home. Then schools began to move from house to building which made teachers a profession (Fitriana).

One of the developments in the educational model that occurs in Indonesia is homeschooling. homeschooling is one of the selected educational institutions capable of supporting the success of the goals of National Education in our country. The presence of homeschooling is no doubt because it is under the legal umbrella in Indonesia. So that it has the opportunity to expand its wings at the present (Kristiawan). The term homeschooling itself comes from the English word for home school. Homeschooling is also often referred to as home education or home-based learning. And the Ministry of National Education officially uses the term "home school" or "independent school" in Versiansyah (Fitriana).

As for the types of homeschooling according to (Choiriyah). Among others; Single homeschooling, compound homeschooling, community homeschooling. Single homeschooling is homeschooling that only involves parents in one family and not joining other families. In single homeschooling, the role of parents is very important as a guide, study partner or assessor. Homeschooling has a high level of flexibility because it can be done anywhere and anytime. Single homeschooling also includes parents who organize independent homeschooling with an online program system. Parents subscribe to online programs in homeschooling for their children.

Multiple homeschooling is carried out by two or more families for certain activities, with certain common interests, while the main activities are still carried out by their respective parents. Homeschooling can stimulate children's social instincts because it involves other children, children will also be motivated to compete so that there will be enthusiasm to compete to achieve better but still positive. Homeschooling is formed usually based on the same interests or having learning objectives in the same religion. Community homeschooling is a combination of multiple homeschooling compounds that compile and determine the syllabus, lesson plans, teaching materials, tools, and learning schedules. Students who take part in community homeschooling have a wider space for socialization compared to other homeschooling.

2.4. Equality Education

Equality education is a learning plan to provide abilities, knowledge and functional skills, which can be used for work and independent business and have the same abilities, knowledge and attitudes as formal education graduates. This equality program is intended to provide access for people who have not had the chance to complete junior high school education and for people in need.

Non-formal education in Law no. 20 of 2003 concerning the national education system is the basis for the formation of the pursuit package group. Pursuing packages is an equivalent form of formal learning activities. "Pursuing a package consisting of 3 (three) levels of equality, namely: (1) Chase package A, (2) Chase package B, and (3) Chase package C is for all people regardless of the age limit. So that people who have dropped out of school or did not go

to school, both young and old can join the chasing package ". The equality program is a substitute education for those who do not have the opportunity to follow formal education levels. So that people who have dropped out of school or did not go to school, both young and old can join the chasing package". The equality program is a substitute education for those who do not have the opportunity to follow formal education levels.

3. Methods

This type of research is detailed research on a particular object and within a certain period, the results of this study are data to give an overview of the presentation of reports on the implementation of cooperative learning models in Homeschooling Carnation Cirebon, Indonesia. The process of collecting data is the first time that researchers conduct preliminary observations to observe the subject to be studied, then the researchers conduct observation or re-embedding in more depth by participating in cooperative learning to obtain relevant data. in the next process with interviews, researchers conducted interviews on five speakers, namely manager or principal, 2 students, 2 tutors. The next process is documentation by collecting policies, photographs, works monumental and other documents. The method of the validity of data is triangulation which is defined as data collection techniques that combine from various data collection techniques and existing data sources. Data analysis techniques using data triangulation techniques. Data analysis is an effort to systematically search and organize records of interview results, observations and documentation to improve the understanding of research on the cases studied and present them as findings for others. Data analysis techniques are done in 4 (four) ways. First, the data is collected and then presented and then concluded. Second, the data is collected and then reduced and concluded. Third, the data is collected and then reduced and then the data is presented, and the data is concluded. Fourth, the data is verified and inferred.

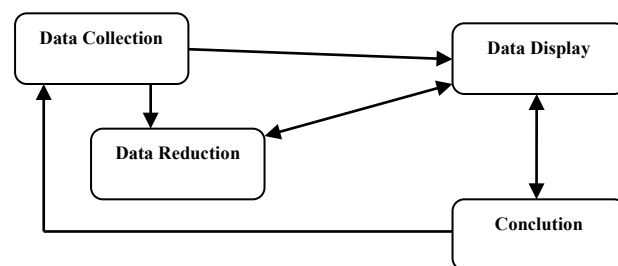


Figure 1. Qualitative Analysis of Miles and Huberman

4. Result and Discussion

Based on the results of research that has been done by the author, both data obtained from the interview results, observation and documentation on a subject studied, the discussion obtained about the Implementation of Cooperative Learning Model at Homeschooling Carnation in Cirebon as follows. The cooperative learning model is a learning activity by a group to work together to help each other achieve a certain goal or solve a problem. The cooperative learning model is a learning activity by the group to work together to help each other construct concepts, solve problems, or inquiry.

4.1. Implementation of Cooperative Learning Model at Homeschooling

The learning process is a communication process between educators and participants, or between Implementation participants (Aeny, Nurhalim, & Uthman). Learning Model consists of approaches, strategies, methods and techniques used in cooperative learning models, in addition to the four points the author also researches cooperative learning objectives. The purpose of cooperative learning is to train the cooperation, cohesiveness, and mentality of learners in the acceptance of new individuals and improve the social skills of learners in human rights interacting and communicating. Helping learners in material understanding, but in this case, academic development is more dominant in the learning process. Following the opinion (Rizka Dhini Kurnia, Endang Lestari Ruskan), that the purpose of learning there are 3 aspects, namely (1) academic learning outcomes, (2) acceptance of individual changes, (3) development of social skills.

The approach can be interpreted as our point of view of the learning process, the approach is divided into two types, namely: (1) Student-oriented or centred learning approach and (2) Teacher-oriented or teacher-centred approach. In Homeschooling Carnation Cirebon, especially in students of equality package B, both approaches are used, namely, teacher-centred approach and student-centred approach, but the more dominant approach in use is teacher-centred

approach or learning that is oriented on tutors because of the students need stimulus or stimulus in the form of materials as the initial capital so that learners play a role in learning to develop the materials that have been given by the tutor, as stated that teachers are required to manage the learning process, namely how teachers can plan, organize and direct and (Rahmawati & Hanipah, 2018) tutors use student-centred approaches, one of which is by providing opportunities for learners to present the results of their discussions.

The reason for using both approaches is because the tutor previously looked at the condition of the learner and his various character, and the result some learners are difficult to dig their information and indeed require special attention from the tutor so that the learning can be maximized, not only that the material that will be given is also a consideration of the tutor. Related to this there are also obstacles in the approach that the condition of learners is less conducive and characteristic that tends to be uniquely different from students in formal schools such as spoiled, hyperactive, unruly, and even troublemaker in the classroom. The solution that tutors can do in dealing with these obstacles is to smartly manage the class so that students do not get bored with doing games, icebreaking, video and so on, tutors must also provide motivation and stimulus so that learners can learn comfortably less important also to understand the characteristics of each student.

Learning strategy is an activity that must be done by the teacher or student for the learning objectives to be achieved, the learning strategy is divided into two parts, namely; (1) Exposition-discovery learning and (2) Group-individual learning in Rowntree (Sanjaya, 2006). Based on the results of research that has been conducted on cooperative defense strategy at Homeschooling Carnation in Cirebon, the author can conclude that the strategy used in the cooperative learning model at Homeschooling Carnation Cirebon is exposition discovery learning strategy, namely by tutors providing stimulus in the form of materials first and then providing exercises that are accompanied by motivational encouragement from learners, tutors are also obliged to understand the character of learners to facilitate the learning process, as stated by that tutors provide stimulus and learners are required to conduct various activities of gathering information, comparing, categorizing, analyzing, integrating, reorganizing materials and making conclusions.

The reason for the use of exposition discovery learning strategy is the condition of learners in Homeschooling Carnation itself who tend to still have difficulty to develop materials in addition to making it easier for tutors to direct learners in understanding the material, therefore tutors must often provide clues to lure learners to develop the material provided. Related to these constraints that occur in this cooperative learning strategy, namely the condition of learners in the classroom that is sometimes less conducive such as there are some characters of students who are spoiled, hyperactive, difficult to manage and so on. This makes it difficult for tutors to deliver materials and instruct the exercises that will be given to students. Related to these constraints, the solutions carried out by tutors with creativity in classroom management so that the conditions remain conducive to learning, as well as knowing the characteristics of each learner to handle correctly, the learning method must be appropriate to maximize the material of learners.

Learning methods are a way to implement a plan that has been arranged. The selection of learning methods is very important to the successful implementation of learning, based on the results of research on the methods used in cooperative learning at Homeschooling Carnation in Cirebon, some of the more dominant methods used are the first with lectures from tutor delivering materials and then giving exercises and discussed the latter presenting the results of student discussions, then the methods that are often used are lectures, discussions, presentations. The use of discussion methods is more dominant in cooperative learning, as stated by, that the use of discussion methods is better in cooperative learning models, through this method learners can absorb more material.

The reason for using these strategies, judging from the needs of learners will increase academic learning outcomes that include three aspects, namely cognitive, affective, psychomotor because with this the learner can receive material directly from the tutor and can re-develop through discussion and app notation. Related to this some obstacles often occur in learning is a limited number of learners, students whose mood is difficult to predict which results in class conditions that are not conducive, students pay less attention to the material provided. Usually done by dividing the group of with balanced according to the ability of the participants and by melting the atmosphere of the class by giving a little ice-breaking such as games, stories, videos and so on to restore the mood of the learners. Learning techniques are a way that a person does in implementing learning methods, learning techniques in the division into three, namely: (1) specific; (2) individual, and (3) unique. The use of techniques in learning is an important thing, Based on the results of research the dominant technique used is individual learning techniques

judging by the limited number of learners only about 5-6 learners and the role of tutors more in interaction with learners, as stated by, that in individual learning the role of teaching staff in interaction with learners plays more of a role as facilitators, managers of learning, directors, mentors, and recipients of learners' learning progress, and sometimes unique techniques also need to be done because of the unique character of learners such as spoiled, unruly, trouble maker. The character of the learner who needs special attention from the tutor for the success of learning.

Related to the use of these techniques some obstacles often arise in cooperative learning, there are some obstacles, namely returning to the condition of learners who are less conducive to quick boredom in the classroom, hyperactive, spoiled, want to be noticed and so on, things like this that sometimes-become obstacles in learning. The solution that is often done in the face of these obstacles is to understand the characteristics of each different learner so that the tutor knows what the learner wants so that he can communicate the class appropriately and keep the classroom environment conducive to learners' learning.

4.2. Cooperative Model Learning Results at Homeschooling Carnation in Cirebon

According to Ibrahim, et al in, cooperative learning outcomes are divided into 3 namely (1) Academic learning outcomes, in cooperative learning although covering various social objectives, as well as improving student achievement in other academic tasks; (2) Acceptance of individual differences, on cooperative learning students must be able to receive broadly from different people based on race, culture, social class, ability, and incompetence, and (3) social skills development, cooperative learning teaches students about the skills of cooperating and collaborating.

Academic learning results cover three aspects, namely, cognitive aspects, affective aspects, and psychomotor aspects. Learning outcomes in cooperative model learning at Homeschooling Carnation in Cirebon are more dominant in academic learning outcomes, namely: (1) cognitive aspects, namely students' understanding of the materials provided and the results of exercises that have been done by students; (2) Affective aspects, namely fostering an attitude of responsibility, being able to respect yourself and others, the confidence of learners in expressing jam opinions can also improve the ability to discuss and communicate well; (3) psychomotor aspects, judging by the activeness of the learners when discussing and percentage, such as asking questions, refuting and expressing opinions. Cognitive learning results are obtained from evaluation tests at the end of each cycle.

Results of affective, psychomotor, and cooperative learning are obtained through observation sheets. The test used in this study is in the form of objective tests, as well as opinions from, that indicators of the cognitive aspects of learners that can remember, understand, analyze and conclude. Indicators of affective aspects, they have a good attitude in receiving the material, active responses to the material, and refining the material obtained. While in the psychomotor aspect, students can practice the material given to their work and relay the material that has been given.

The response of learners in acceptance of individual differences in cooperative learning at Homeschooling Carnation Cirebon relating to affective aspects of academic learning outcomes, as stated by, acceptance of individual differences becomes more reasonable making personal conflicts lessened, learning motivation is greater, sensitivity and tolerance develop, and the opinion of that the benefits of cooperative learning enrich information knowledge, foster and develop social skills and acceptance of the individual and appreciation of what is being observed or learned. Homeschooling Carnation Cirebon students are quite open with anyone who is a member of the group regardless of the differences in race, religion and ability of each student, so the acceptance of Individual Differences has been very good, learners are willing to accept differences judging by the process of implementing cooperative learning where students can cooperate and collaborate well in group discussions and the percentage of learning outcomes is related to the development of social skills of learners.

Acceptance of individual differences has been good including efforts in the development of learner skills as well as being an assessment material on affective aspects, in the process of implementing cooperative model learning at Homeschooling Carnation in Cirebon, the development of social skill spread by learners through the process of cooperative learning in dealing with other learners to break down a problem, therefore human beings as social beings develop communication skills, socialize, discuss, respect themselves and others and increase the confidence of learners, following the opinion, that learners with high social skills have the potential to interact and communicate with others, communicate activities to discuss various matters related to the subject matter of fellow friends and

tutors, as well as the opinions of good social skills can help students to make a good decision. Good social skills in children and adolescents can affect their academic performance, attitudes, social and family relationships, and involvement in extracurricular activities.

4.3. Supporting Factors and Inhibition of Cooperative Learning Model at Homeschooling Carnation in Cirebon

The process of implementing learning certainly has factors that support and inhibit, as well as the implementation of cooperative learning models at Homeschooling Carnation in Cirebon has several factors that support as well as inhibiting factors. Based on the results of the study several supporting factors influence the successful implementation of cooperative model learning at Homeschooling Carnation in Cirebon, namely: (1) competent tutor and learning media Competency tutor Siswanto, stated that the role of teachers, coaches, instructors, tutors is guiding, showing ways or ways to achieve learning objectives.

The successful implementation of learning in the classroom is certainly fulfilled by competent tutors, tutor competencies become a supporting factor in the implementation of cooperative model learning at Homeschooling Carnation in Cirebon, tutors who can understand the characteristics, needs and development of learners in addition to the competencies of tutors who have creativity in managing and mastering the class so that learning remains conducive and maximal. (2) Learning media, tutor competency is indeed one of the main factors of learning success, in addition to learning media in the implementation of cooperative model learning in Homeschooling Carnation is adequate both audio and visual such as modules, projectors, laptops and props such as globe and statue organs, so that the media is very supportive in the process of implementing learning.

Based on the results of the study in addition to the factors that support learning there are also factors that inhibit the success of the cooperative learning implementation process at Homeschooling Carnation in Cirebon, namely: (1) Characteristics and number of learners, the main factors that become obstacles in the process of implementing cooperative learning in Homeschooling Carnation Cirebon is the limited number of learners only about 5-6 learners and unique student characters such as hyperactivity, spoiled, even become a trouble maker in the classroom therefore the challenge for tutors must give special attention to keep the class conducive so that the learning results can be maximized; (2) Open class conditions, class conditions are actually quite good and conducive but there are some classes that are open, especially on the lower floors, which is quite disruptive for the process of cooperative learning in Homeschooling Carnation Cirebon because noise from outside can interfere with the focus of learning and concentration of learners so that tutors have to go the extra mile in the learning process and the learning outcomes are less than optimal.

5. Conclusion

Academic learning outcomes include: (1) cognitive aspects, namely students' understanding of the material; (2) effective aspects, namely being quite effective in fostering an attitude of responsibility, being able to appreciate yourself and others, the confidence of learners; (3) psychomotor aspect, judging by the activeness of learners when discussing and percentage. Furthermore, acceptance of individual differences has been well viewed by learners who can work with anyone. Meanwhile, the development of social skills of learners is quite good judging by the way learners discuss and communicate. The supporting factor in the cooperative learning model at Homeschooling Carnation Cirebon is the competence of good tutors, were tutors who can understand the characteristics of learners and creativity in managing classes, as well as adequate and supportive learning media. While the inhibition factor in this learning model is the limited number of learners and the unique character of learners, and some classes are less conducive because the conditions are rather open.

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Biography

Imam Shofwan is a Lecturer in the Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang. Besides, he also serves as the manager of 3 (three) journals (Journal of Nonformal Education with link <https://journal.unnes.ac.id/nju/index.php/jne>, The Journal of Social Sciences with link <https://medwelljournals.com/archive.php?jid=1818-5800>, Jurnal Edukasi with link <https://journal.unnes.ac.id/nju/index.php/edukasi>). Related to research focuses on learning strategies, learning management, and learning design. Also related to the membership that followed include Edurasia, Ikatan Akademisi Pendidikan Nonformal Indonesia (IKAPENFI).

Irlan Widyana Santosa is a Student in the Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang.

Joko Sutarto is a Professor in the Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang. Google scholar ID: lxef4_UAAAAJ, Sinta ID: 5982906, Scopus ID: 57211534056. Concerning research focus on Non-formal Education Management and Non-formal Education Training Management. As well as related to the membership that was followed, among others Ikatan Akademisi Pendidikan Nonformal Indonesia (IKAPENFI), Teaching & Education Research Association (TERA) Internasional.

Fakhrudin is a Professor in the Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang. Concerning research focus on Evaluasi Programs Non-formal Education. Now serves as Rector of the Pancasakti Tegal University, Indonesia. As well as related to the membership that was followed, among others Ikatan Akademisi Pendidikan Nonformal Indonesia (IKAPENFI), Teaching & Education Research Association (TERA) Internasional.

Fatona Suraya is a lecturer of English for Sport in Sports Science Faculty, Universitas Negeri Semarang. She graduated with her dual degree from The Ohio State University (M.A.) on 2012 and Universitas Negeri Semarang (M.Pd.) on 2013. She has been teaching English as a Foreign Language in Indonesia for more than 8 years at secondary level, university level as well as teaching English in some Sports and Business Communities. She is currently involved in International corner of Sports Science Faculty focuses on building network and cooperation with overseas universities as well as facilitating various international classes and collaboration across countries. Her areas of research and professional expertise lies in English for Specific Purposes (ESP), sports communication, language teaching methodology and classroom action research. She can be contacted on suraya@mail.unnes.ac.id