

## Analysis of Jerold E. Kemp Learning Model on Students Learning Outcomes at SD Negeri Kuripan 04, Kesugihan, Cilacap

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### ABSTRACT

*This study aims to analyze the effect of the Jerold E. Kemp learning model on student learning outcomes at SD Negeri Kuripan 04, Kesugihan, Cilacap. This study uses a descriptive qualitative approach that aims to describe in depth how the application of the Kemp learning model can affect student learning outcomes at SD Negeri Kuripan 04, Kesugihan, Cilacap. The subjects in this study were teachers and grade V students involved in the learning process. Data were collected through observation, interviews, and documentation. The results showed that the Kemp learning model which focuses on structured and continuous planning can increase student involvement in teaching and learning activities. The application of clear and systematic steps in this model makes it easier for teachers to deliver material, and motivates students to be more active in understanding the subject matter. Based on these findings, it can be concluded that the application of the Jerold E. Kemp learning model has a positive impact on student learning outcomes, by improving student understanding and skills at SD Negeri Kuripan 04, Kesugihan, Cilacap.*

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## 1. INTRODUCTION

Education is one of the main factors in the development of a nation. One of the main goals of education is to improve the quality of human resources, which can be achieved through various effective learning methods. In the education process, learning becomes a core activity carried out to achieve the goals that have been set. One aspect that influences the achievement of student learning outcomes is the learning model applied by educators. In order for learning to take place effectively, teachers must choose and apply learning models that are in accordance with the characteristics of students, learning objectives, and the material being taught.

The learning model is a framework that provides guidance in planning, implementing, and evaluating the teaching and learning process. Education has a significant role in fostering community life towards a better future. The progress of a society can be seen from the development of education. Education as "Human efforts to grow and develop innate potentials both physically and spiritually in accordance with the values that exist in society and culture" <sup>1</sup>. In an effort to improve the quality of education, a learning design model is needed that is able to design and implement effective and efficient learning experiences.

However, the challenges faced in the field vary widely, including differences in student abilities,

<sup>1</sup> Ihsan, Fuad. 2005. *Dasar-Dasar Pendidikan*. Jakarta:PT. Rineka Cipta.

available resources, and variations in learning methods used. Therefore, the development of a structured and systematic learning design model is very important to achieve the expected educational goals. Learning design is an important aspect in the world of education that aims to design effective and efficient learning experiences. Along with the development of learning theory and practice, various learning design models have been developed to help educators design and implement learning strategies that are in accordance with educational goals so that they can improve student learning outcomes, one of which is the learning model developed by Jerold E. Kemp <sup>2</sup>.

Jerold E. Kemp's learning model is one of the models that emphasizes planning and organizing learning by considering various factors that influence learning success. This model consists of several interrelated components, namely objectives, materials, strategies, evaluations, and learning environments. Jerold E. Kemp's model offers flexibility by considering all interrelated components of learning, including objectives, materials, methods, and evaluation. This model allows for easier adjustment to various conditions and learning needs in the classroom. The flexibility of the Kemp model can support better adaptation in a dynamic learning environment.

Therefore, further analysis is needed to understand the characteristics of this model and its implications in learning practices. The implementation of this model is expected to contribute to improving the quality of education at the elementary school level, such as in SD Negeri Kuripan 04, Kesugihan, Cilacap. This is in line with the opinion who stated that choosing the right learning model can help optimize student learning outcomes by considering various internal and external factors <sup>3</sup>. In practice, although there are various learning models used in schools, the effectiveness of the learning models applied in improving student learning outcomes at SD Negeri Kuripan 04 still needs to be evaluated further.

Optimal learning outcomes are greatly influenced by the learning strategies used by teachers, including the learning models chosen <sup>4</sup>. This study aims to analyze how the application of the Jerold E. Kemp learning model can affect the learning outcomes of students in the school. By analyzing the application of this model, it is expected to provide a clear picture of the effectiveness of the model in the context of education in elementary schools. In addition, this study is also important to see the relevance and suitability of this learning model with the characteristics of students and conditions at SD Negeri Kuripan 04.

As expressed by Dewi (2020) <sup>5</sup>, the application of the learning model must consider the characteristics of students, in order to increase their involvement and motivation in the learning process. Thus, the results of this study are expected to provide recommendations for educators in choosing and implementing learning models that are appropriate to the needs of students, so that they can improve the quality of learning outcomes in schools. As well as finding the right solution so that the learning process is more optimal.

By understanding the characteristics of Jerold E. Kemp's model, it is hoped that more insight and understanding can be obtained regarding the strengths and weaknesses of the model. This knowledge is important for educators to choose or modify models according to certain conditions, as well as maximize the positive impact in the teaching and learning process.

## 2. METHOD OF THE RESEARCH

This study is a qualitative descriptive study, which focuses on an in-depth description of the phenomena that occur, namely the application of the Jerold E. Kemp learning model and its impact on student learning outcomes at SD Negeri Kuripan 04, Kesugihan, Cilacap. According to (Creswell, 2014) <sup>6</sup> the qualitative approach focuses on an in-depth understanding of the learning process applied and its influence on student learning outcomes, as well as to explore the views, perceptions, and experiences of educators and students related to the application of the learning model.

This research does not test hypotheses or seek quantitative causal relationships, but rather seeks to understand the phenomenon through the perspective of participants (educators and students) (Sugiyono, 2017) <sup>7</sup>. The subjects in this study consisted of:

1. Teachers who teach in grade V and apply the Jerold E. Kemp learning model.
2. Grade V students who directly experience the application of this learning model.
3. The principal provides policies related to the implementation of learning models in schools

Data in this study will be collected through several techniques as follows:

<sup>2</sup> Kemp, J. E., & Morrison, G. R. (2015). *Instructional Design: A Planning Approach*. Pearson Education.

<sup>3</sup> Suyanto, S. (2017). *Model Pembelajaran Inovatif: Konsep, Implementasi, dan Penilaian*. Jakarta: Kencana.

<sup>4</sup> Hidayat, T. (2018). *Evaluasi Pembelajaran: Teori dan Praktik*. Bandung: Remaja Rosdakarya.

<sup>5</sup> Dewi, R. (2020). *Pengembangan Model Pembelajaran untuk Meningkatkan Motivasi dan Hasil Belajar Peserta didik*. Jurnal Pendidikan Dasar, 12(3), 45-56.

<sup>6</sup> Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

<sup>7</sup> Sugiyono. (2017). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

1. In-depth interviews: Interviews were conducted with teachers, students, and principals to obtain information on the implementation of the Jerold E. Kemp learning model and its impact on student learning outcomes. Interviews were conducted in a structured and semi-structured manner with a previously prepared interview guide (Miles & Huberman, 2014) <sup>8</sup>.
2. Participatory observation: Researchers will conduct direct observation of the learning process in the classroom that applies the Jerold E. Kemp learning model. This observation aims to record how the model is applied and how the interaction between teachers and students takes place (Miles & Huberman, 2014) <sup>9</sup>.
3. Documentation: Collecting documents related to the learning process, such as teaching modules or RPP (Learning Implementation Plan), student learning outcome evaluation records, and documentation of teaching and learning activities that can support data analysis (Sugiyono, 2017) <sup>10</sup>.

Qualitative data analysis techniques through the following steps:

1. Data collection: Data obtained through interviews, observations, and documentation will be arranged and classified according to relevant themes (Creswell, 2014) <sup>11</sup>.
2. Data coding: Interview and observation data will be coded to identify key themes related to the implementation of Jerold E. Kemp's learning model (Miles & Huberman, 2014) <sup>12</sup>.
3. Data presentation: Categorized data will be presented in the form of descriptive narratives to describe the application of the learning model and its influence on learning outcomes (Sugiyono, 2017) <sup>13</sup>.
4. Data interpretation: Researchers will interpret data by connecting findings from interviews, observations, and documentation to draw conclusions regarding the influence of learning models on student learning outcomes (Miles & Huberman, 2014) <sup>14</sup>.
5. Verification and triangulation: To ensure data validity, researchers will use triangulation techniques, namely checking data from various sources and methods (interviews, observations, and documentation) to obtain a more comprehensive understanding (Creswell, 2014) <sup>15</sup>.

The validity of the data in this study will be guaranteed by using source triangulation and technique triangulation. Source triangulation is done by comparing data from various sources such as teachers, students, and principals. While technique triangulation is done by using various data collection methods (interviews, observations, and documentation) to obtain more valid and accurate data (Miles & Huberman, 2014) <sup>16</sup>.

In carrying out this research, the researcher will maintain research ethics by ensuring:

1. Informant consent: All research participants will be given clear information about the purpose of the research, and will be guaranteed the confidentiality and security of their data. This information will be provided through a consent letter signed by the informant.
2. Confidentiality: All data obtained during the research will be kept confidential and used only for research purposes.
3. Respecting participants rights: Researchers will respect participants rights and give them the freedom to stop participating at any time without pressure or coercion.

### 3. RESULTS AND DISCUSSIONS

According to Gustafson and Branch (2002) <sup>17</sup>, Jerold E. Kemp's learning model is a model that focuses on curriculum planning. This model with a traditional approach prioritizes the steps and perspectives of students who will go through the learning process. There are several important factors that underlie the use of the Jerold E. Kemp model, namely:

1. Student readiness to achieve competencies and learning objectives
2. Learning strategies and student characteristics

<sup>8</sup> Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.

<sup>9</sup> Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.

<sup>10</sup> Sugiyono. (2017). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

<sup>11</sup> Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

<sup>12</sup> Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.

<sup>13</sup> Sugiyono. (2017). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

<sup>14</sup> Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.

<sup>15</sup> Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

<sup>16</sup> Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.

<sup>17</sup> Gustafson, K.L & Branch, R.M (2002). *Survey of Instructional Design Models*. Syracuse University, New.York : ERIC Clearinghouse on IT.

3. Appropriate media and learning resources
4. Support for student learning success
5. Determining student success in achieving learning objectives
6. Revisions to make learning programs effective and efficient

According to Kemp, device development is a continuous circle. However, because the curriculum that applies nationally in Indonesia is goal-oriented, the development process usually starts from the goal. Kemp developed the earliest instructional design model for education. Kemp's model provides guidance to students to think about general problems and learning objectives. This model also directs instructional design developers to look at the characteristics of students and determine appropriate learning objectives.

In this case, the learning strategy used is a strategy to improve thinking skills. According to Sanjaya (2007: 177-286)<sup>18</sup>, a strategy to improve thinking skills is a learning strategy that emphasizes students thinking skills. In this learning, the subject matter is not simply presented to students, but students are guided to find the concepts that must be mastered through a continuous dialogic process by utilizing the students experiences. The learning strategy model to improve thinking skills is a learning model that relies on the development of students thinking skills through review and facts or children's experiences as material for solving the problems taught.

Jerold E. Kemp Model, introduced by Jerold E. Kemp in 1977, Jerold E. Kemp Instructional Design is a learning design model that emphasizes systematic and comprehensive planning. This model offers detailed steps to design effective learning, from analyzing student needs to evaluating learning outcomes. Key Characteristics of Jerold E. Kemp Instructional Design:

1. Systematic Approach: This model uses a very systematic approach, with structured and interconnected steps.
2. Focus on Learners: This model places learners at the center of learning. All learning planning is based on learners needs, characteristics, and learning goals.
3. Comprehensive Planning: This model covers all aspects of learning, from formulating learning objectives, selecting materials, selecting learning strategies, to evaluating learning outcomes.
4. Flexible: This model is quite flexible and can be adapted to various learning contexts.
5. Iterative: This model is iterative, meaning that each stage can be repeated and improved based on the evaluation results.

Key Steps in Jerold E. Kemp's Instructional Design:

1. Analysis: Conducting analysis of student needs, student characteristics, and learning objectives.
2. Objective Formulation: Determine learning objectives that are specific, measurable, achievable, relevant, and time-bound (SMART).
3. Material Selection: Selecting learning materials that are appropriate to learning objectives and student needs.
4. Strategy Selection: Choosing the most effective learning strategy to achieve learning objectives.
5. Development of Teaching Materials: Developing teaching materials that are interesting and easy for students to understand.
6. Evaluation: Conducting evaluations of the learning process and outcomes.
7. Revision: Revise the learning plan based on the evaluation results.

Application of Jerold E. Kemp in Magnetic Material:

1. Analysis: The teacher analyzes students initial understanding of magnets and the learning objectives to be achieved.
2. Objective Formulation: Students can explain the properties of magnets, make simple magnets, and apply the concept of magnets in everyday life.
3. Material Selection: The selected material includes the definition of magnets, the properties of magnets, types of magnets, and making simple magnets.
4. Strategy Selection: Teachers choose a variety of learning strategies, such as experiments, discussions, and presentations.
5. Teaching Materials Development: The teacher prepares tools and materials for experiments, worksheets, and presentation media.
6. Evaluation: Teachers evaluate students understanding through written tests, practicals, and presentations.
7. Revision: If there are students who have not achieved the learning objectives, the teacher can make improvements to the learning plan.

<sup>18</sup> Sanjaya. W. (2007). *Metode pembelajaran*. Jakarta : Kencana.

**Table 1.** Jerold E. Kemp's Short Table

Aspect	Jerold E. Kemp
Strength	Flexible, comprehensive.
Weakness	Requires more preparation time.
Suitable for	Learning that requires careful and comprehensive planning.

**Table 2.** Characteristics of Jerold E. Kemp's Learning Design

Characteristics	Jerold E. Kemp
Main Focus	Comprehensive learning planning, starting from analyzing student needs to evaluating learning outcomes.
Stages	It has more detailed stages, including analysis of student needs, formulation of objectives, selection of strategies, and evaluation.
Flexibility	More flexible and adaptable to various learning contexts.
Student Analysis	Conduct an in-depth analysis of the needs and characteristics of students.
Evaluation	Conduct continuous evaluation, both on the process and results of learning.
The Role of Teachers	Act as a designer, implementer, and evaluator of learning.

#### Jerold E. Kemp's Learning in the Context of Magnetism:

The teacher first conducts a survey to find out the students initial understanding of magnets. Then, the teacher designs interesting learning activities, such as making a simple compass. After the activity, the teacher evaluates the students understanding through tests and reflections.

Jerold E. Kemp's Learning Model is one of the approaches in instructional design that emphasizes the importance of designing learning experiences systematically. This model emphasizes the interaction between various elements in the learning process, so that it can produce effective and efficient learning experiences.

Implications of Kemp's Learning Model:

1. Structured Planning:
  - a. Teachers conduct in-depth analysis of learning objectives, student characteristics, and learning contexts.
  - b. Design a clear and well-planned curriculum, in order to achieve the desired results.
2. The Importance of Feedback:
  - a. A continuous evaluation process to provide feedback to learners and learning designers.
  - b. This feedback helps in assessing the effectiveness of learning and making necessary improvements.
3. Student Skills Development:
  - a. Focus on developing students critical and creative thinking skills through challenging and relevant activities.
  - b. Encourage students to become independent and active learners in learning process.
4. Technology Integration:
  - a. Utilise technology in the learning process for increase interaction and access to information.
  - b. Encourage the use of a variety of media and digital resources to support the learning experience.
5. Diverse Evaluations:
  - a. Using a variety of evaluation methods, both formative and summative, to measure student achievement.
  - b. Consider evaluation authentic Which reflect students real abilities in real-world contexts

#### Advantages of Jerold E. Kemp's Learning Design:

1. Comprehensive: This model covers all aspects of learning.
2. Flexible: Can be adapted to various learning contexts.
3. Student-centered: Taking into account the needs and characteristics of students.
4. Systematic: Clear and structured steps.

**Table 3.** Implications of Learning Design

Comparative Aspects	Jerold E. Kemp
Focus	Systematic and comprehensive planning before implementation.
Stages	It has more detailed stages, namely planning, implementation, and evaluation
Emphasis	Careful planning before implementing learning.



### Disadvantages of Jerold E. Kemp's Instructional Design:

1. Takes time: Quite a long planning process.
2. Requires expertise: Requires teachers who have expertise in designing learning.

This study aims to analyze the application of the Jerold E. Kemp learning model on student learning outcomes at SD Negeri Kuripan 04. Based on data obtained from interviews with teachers, observations of the learning process, and interviews with students, the following are the findings obtained.

1. The Jerold E. Kemp learning model is applied by teachers at SD Negeri Kuripan 04 by considering several main components, such as learning objectives, materials, learning strategies, and evaluation of learning outcomes. Teachers adapt this model by preparing a detailed Learning Implementation Plan (RPP), and ensuring that formative assessments are carried out during the learning process. The learning process does not only focus on direct teaching, but also on understanding concepts and developing student skills through activities that involve active students in each stage of learning.
2. Teachers play an active role in planning and implementing learning using the Kemp model. Teachers also provide direct feedback to students regarding their understanding of the material. Based on interviews with teachers, they admitted that this model helps them in designing more structured and systematic learning. In addition, this model also encourages students to be more active in the learning process, by integrating various activities that focus on problem solving and involvement in discussions.
3. Based on the results of observations and interviews with students, it was found that student learning outcomes showed significant development. Most students admitted that they felt more involved in learning, and the material taught became easier to understand because the learning model applied was more interesting and relevant to their daily lives. Assessments carried out by teachers showed that the average scores of students increased in daily tests and final semester exams after the implementation of this model. This indicates that the Kemp model has a positive effect on student learning outcomes in the classroom.

Based on the findings in the field, the application of the Jerold E. Kemp learning model has a positive impact on student learning outcomes at SD Negeri Kuripan 04. This is in line with the opinion of Hidayat (2018)<sup>19</sup> who stated that a well-structured learning model, such as that applied by Kemp, can improve student understanding and learning outcomes. With the various components in this model such as clear learning objectives, relevant materials, and continuous evaluation, students can understand the material better and acquire the necessary skills.

The application of the Kemp model also emphasizes the importance of feedback given by teachers to students. This is in accordance with Suyanto's research (2017)<sup>20</sup>, which explains that effective feedback can increase student motivation and improve their understanding of the material being studied. In addition, the active role of students in each stage of learning, such as discussions and problem solving, also makes a major contribution to improving their critical thinking skills and academic abilities.

However, although the Kemp model has proven effective in improving learning outcomes, some challenges are still faced by teachers, such as limited time and resources. Teachers need to ensure that all components in this model can be applied optimally, which sometimes requires adjustments according to conditions in the field.

Overall, the implementation of the Jerold E. Kemp learning model at SD Negeri Kuripan 04 can be said to be successful in improving student learning outcomes. This shows that a systematic and well-structured learning model can contribute positively to improving the quality of education at the elementary school level.

## 4. CONCLUSIONS

Based on the results of research conducted at SD Negeri Kuripan 04, Kesugihan, Cilacap, the following conclusions can be drawn:

1. Application of the Jerold E. Kemp Learning Model in SD Negeri Kuripan 04 shows success in improving the quality of learning. This model is well implemented by teachers who design structured learning, starting from setting clear objectives, selecting relevant materials, various learning strategies, to ongoing evaluation.
2. The Role of Teachers in Implementing Learning Models is very important in the successful implementation of the Kemp model. Teachers adapt various components in this model to meet the learning needs of students and provide constructive feedback, which contributes to improving student learning outcomes.
3. Improving Student Learning Outcomes is positive evidence of the implementation of the Kemp learning model. From the results of observations and interviews with students, it can be seen that they feel more active and motivated in the learning process. This is reflected in the increase in student evaluation results, both in daily

<sup>19</sup> Hidayat, T. (2018). *Evaluasi Pembelajaran: Teori dan Praktik*. Bandung: Remaja Rosdakarya.

<sup>20</sup> Suyanto, S. (2017). *Model Pembelajaran Inovatif: Konsep, Implementasi, dan Penilaian*. Jakarta: Kencana.

tests and final semester exams, which indicate significant developments in understanding the material being taught.

4. Although the Kemp model has proven effective in improving learning outcomes, challenges associated with itime and resource constraintsis still an obstacle for teachers in implementing this model optimally.

Overall, it can be concluded that the Jerold E. Kemp learning model has a positive impact on student learning outcomes at SD Negeri Kuripan 04. The application of this model shows effectiveness in increasing student involvement, understanding of the material, and their learning outcomes, and makes a significant contribution to improving the quality of education in elementary schools.

Jerold E. Kemp's instructional design offers a comprehensive framework for designing effective learning. By following systematic steps, teachers can ensure that the learning they design meets the needs of their learners and achieves the desired learning objectives.

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