

Application of the Cooperative Script Learning Model to Improve Student Learning Outcomes in Basic Competencies Understanding the Concept of Implementation and Supervision of Building Construction Work at SMK Negeri 1 Hilliserangkai for the 2022/2023 Academic Year

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Abstract

Implementation and Supervision of Construction and Property is an important subject to be mastered by students at school. But in fact, Class XI students at SMK Negeri 1 Hiliserangkai experience problems in this study, namely the application of the Cooperative Script learning model has not been optimally implemented. So that student learning outcomes in the basic competency of Understanding the Concept of Implementation and Supervision of Building Construction Work are still relatively low and do not meet the specified Minimum Completeness Criteria is 70. The objectives of this study are (1) To describe the implementation of the learning process by applying the Cooperative Script learning model, (2) To find out the increase in student learning outcomes in basic competencies Understanding the Concept of Implementation and Supervision of Building Construction Work in Class XI of the Construction and Property Business Department of SMK Negeri 1 Hiliserangkai through the application of the Cooperative Script learning model. This type of research is Classroom Action Research. This research was conducted at SMK Negeri 1 Hiliserangkai with research subjects in class XI students of the Construction and Property Business Department semester I of the 2022/2023 academic year with a total of 12 students. Research instruments (1) Observation sheets consist of (a) observation sheets (Teacher Respondents) (b) Observation sheets of students' activeness in the learning process. (2) Learning achievement test (3) Photo documentation. The results of the study (1) the first cycle (1) the average observation of the learning process (teacher respondents) was 78.12%, (2) the average observation of student activity in the learning process was 60.15% had not reached the specified target, the average -the average student learning outcomes of 67.5% are classified as sufficient categories, the percentage of student learning completeness is 25%. (2) Cycle II (1) the average observation of the learning process (teacher respondents) was 95.31%, (2) the average observation of student activity was 78.9%, the average student learning outcomes was 92.52% classified as very good category, the percentage of student learning completeness is 100%, has reached the set target of 70%. From the results of the research above, it can be concluded that by applying the Cooperative Script Learning Model to the Basic Competency of Understanding the Concept of Implementation and Supervision of Building Construction Work it can improve student learning outcomes for Class XI students of SMK Negeri 1 Hiliserangkai in the 2022/2023 Academic Year.

Keywords: Cooperative Script Learning Model, Student Learning Outcomes



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INTRODUCTION

In essence, education is a factor that plays a very important role in educating the life of the nation. The successful development of a nation is closely related to education. Therefore the government always tries as much as possible in improving the quality of education. Various efforts have been made to advance the quality of national education, both by

developing curriculum, increasing teacher competence, procuring school facilities and infrastructure, and providing scholarships to outstanding students. All the activities in question are to improve Indonesia's human resources as a whole. Formally education takes place in schools where there is good cooperation between teachers and students, students and students both individually and within the scope of the school. Along with the passage of time and the development of science and technology, there have been changes in every sector of life, including the education sector. Education is one aspect of national development goals and creating quality human resources requires special handling and attention from various elements of society, schools and the government. So that in an effort to develop education, good cooperation is needed between teachers in schools, parents, the community and the government.

The purpose of education is basically to invite students to change their behavior both intellectually, morally and socially. In achieving these goals it is necessary to interact with the learning environment that is regulated by the teacher through the learning process. As stated in the Law of the Republic of Indonesia concerning the National Education System (2003: 4), namely: National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

In carrying out its programs, especially in the field of education, the government forms an institution, namely schools. In the school environment students are educated, trained, and taught by teachers, so that these students acquire knowledge. In the learning process, teachers must have the ability to use learning methods, use learning media, and learning approaches and always pay attention to the activeness, motivation, interests and learning abilities of students. Learning activities will run well if the elements in the learning process can be carried out correctly, correctly, and smoothly. The elements of learning include, the learning objectives to be achieved, subject matter, teachers, students, learning facilities and infrastructure, learning resources and learning models used and the holding of learning evaluations.

Learning objectives will be achieved well if the model used is in accordance with the learning conditions. Each different field of study and student characteristics require different learning models. Trianto (2009:53) states that: "a model is something that can show a concept that describes the actual situation". For this reason, learning activities must be carried out by the teacher by applying relevant learning models, so that students can find out the material that has been delivered so that learning objectives can be achieved effectively and efficiently.

Learning activities require a learning model to convey material to students. This learning model must be adapted to the characteristics of the material and the objectives to be achieved. By applying the right model, students will be more active in participating in learning and make it easier for students to understand the material presented so that learning objectives can be achieved, and teachers are able to develop self-skills, teachers can develop children's potential in accordance with the curriculum at SMK Negeri 1 Hiliserangkai, namely the curriculum 2013 related to the subject of Implementation and Supervision of Construction and Property. Based on initial observations made by researchers at SMK Negeri 1 Hiliserangkai it was found that the learning process carried out was still ineffective, where there was a lack of supporting facilities for the learning process (such as: textbooks, teaching aids and others), the learning process carried out was still dominated by teachers without involve students to be active in class, the teacher does not invite students to think critically in

the learning process, does not invite students to learn to solve problems, provides responses, ideas or questions, so that students only listen, are not active to ask questions that are not understood, lack of interest and motivation of students in the learning process, thereby reducing the activeness of students in the learning process. This is because teachers tend to dominate the teaching and learning process without providing clear explanations in delivering material, teachers rarely stimulate students to think critically and do not involve students in the learning process so that student activities such as asking questions, submitting opinions, giving ideas are lacking.

The results of interviews with the head of SMK Negeri 1 Hiliserangkai said that in general in the learning process there was less interaction between teachers and students, and especially student-student interaction. So on the results of interviews with teachers on the subject of Implementation and Supervision of Construction and Property in class XI (Eleven) Construction and Property Business (BKP), the media and learning resources needed are very limited, there are students who are not orderly during the learning process, the teacher's explanation of the material sometimes unfollowable, students are reluctant to ask the teacher about their difficulties in teaching material resulting in student learning outcomes still not meeting the Minimum Completeness Criteria (KKM), namely 70. From the description above it is clear that learning models play an important role in achieving student learning activities. So that students are more motivated, creative and the learning process is more effective.

To overcome the above, researchers try to foster students' learning enthusiasm to be more active in conveying ideas/opinions and mastering learning material, namely by applying the Cooperative Script learning model. According to Aris Shoimin (2016: 49) that: The Cooperative Script learning model is a learning model that can improve student memory. This really helps students in developing and associating facts and concepts that have been obtained in problem solving. The Cooperative Script learning model is a learning strategy in which students work in pairs and take turns orally in summarizing the parts of the material being studied. The reason the researcher chose the Cooperative Script learning model, namely where the use of the Cooperative Script learning model can increase student activity in class, because it requires students to be actively involved, so learning activities will also become more lively and fun in learning.

As for the aims of researchers in carrying out this research are: To describe the learning process by applying the Cooperative Script learning model. And to find out the increase in student learning outcomes in the Basic Competency of Understanding the Concept of Implementation and Supervision of Building Construction Work.

RESEARCH METHODS

This type of research is Classroom Action Research. This research was conducted with the aim of improving the learning process in order to achieve optimal learning objectives. Therefore, this Classroom Action Research focuses on the process of learning activities. The objectives of the action in this study are as follows: To describe the implementation of the learning process using the Cooperative Script learning model. To find out the increase in student learning outcomes in basic competencies Understanding the Concept of Implementation and Supervision of Building Construction Work using the Cooperative Script model.

This study planned 2 (two cycles). In cycle I the Cooperative Script learning model was used, cycle II was carried out based on the results of reflection in cycle I. The implementation of the first cycle and the second cycle will be described as follows: Cycle I (first), Cycle one consists of two meetings plus one meeting for learning achievement tests. Each meeting is carried out in accordance with the steps of the Cooperative Script learning model where the

learning steps are listed in the lesson plan (attached). During the first cycle, the subject teacher as an observer filled out the student activity observation sheet and the teacher respondent's observation sheet according to the steps of the learning model being carried out while the researcher was the teacher. At the last meeting of cycle I a student learning achievement test was carried out, from the test data was obtained about student learning outcomes. If the target is not achieved then deficiencies are disclosed based on data from the observation sheet. These deficiencies were refined in the second cycle. Cycle II (Second), By evaluating the results of the implementation of cycle I, if it turns out that the results have not been achieved previously, then continue in cycle II. The action in the second cycle was to perfect the deficiencies that existed in the first cycle by carrying out two meetings and giving one test of learning outcomes.

This study was planned for 2 cycles, each of which consisted of 4 (four) stages, namely: Planning (Planning), Each meeting: Preparing a Learning Implementation Plan (RPP), Preparing teaching material sheets, Preparing observation sheets consisting of: Observation sheets for teachers: Observation sheets for students. Assign observers, Prepare student worksheets, At the end of each cycle: Prepare learning achievement tests, Prepare student worksheets, Prepare learning achievement tests, Prepare answer keys, Photo documentation, Interview sheets. Action (Action), In the action stage, the researcher carried out the learning process by applying the Cooperative Script learning model in accordance with the planning (planning). Observation During the learning process, observers carry out observations based on observation sheets that have been prepared previously, namely in the form of observation sheets for teacher respondents (researchers), observation sheets for student activity in the learning process, and interview guide sheets for student respondents. Reflection (reflection), After the implementation of the actions in each cycle is completed, the observers and researchers jointly evaluate the process and results of implementing the actions in accordance with the data obtained.

The location for this research was carried out at SMK Negeri 1 Hiliserangkai which is located in Awela Village, Hiliserangkai District, Nias Regency. In accordance with the researcher's plan, this classroom action research was carried out in the odd semester of the 2022/2023 school year. In accordance with the research implementation plan, to be precise from August to September 2022. For the implementation of this research, the schedule was adjusted to the schedule set by the school so that teaching and learning activities run as scheduled and learning materials can also be achieved. The implementation of this action is carried out for approximately two months and consists of two cycles. Each cycle is planned for 2 meetings and 1 meeting for giving student learning outcomes tests. If the first cycle has achieved maximum results then the problem is resolved and not continued in the second cycle. Conversely, if the results in the first cycle have not been achieved, then continue in the second cycle without ignoring the steps in the first cycle.

The subjects of this study were 12 odd semester students of SMK Negeri 1 Hiliserangkai Class XI-BKP in the 2022/2023 academic year. To avoid the emergence of differences in understanding or unclear meaning, the researchers provide Variables in this study, namely. The Cooperative Script Learning Model is a learning model in which students work in pairs and take turns verbally summarizing parts of the material being studied. Learning outcomes are changes in individual behavior which includes the cognitive, affective, and psychomotor domains achieved or mastered by students after participating in the teaching and learning process which can be measured by learning achievement tests expressed in numbers.

Research Instruments: Observation, Observation is used to observe the learning process in class. Interviews, interviews are used to collect data regarding the implementation of the

learning process. Photo Documentation Documentation is a record of past events that a researcher attempts to collect again to then serve as a data source. Learning Outcome Test, Learning Outcome Test is a method used to measure assessment in the field of education in the form of a subjective description test arranged based on a test grid.

RESEARCH RESULTS AND DISCUSSION

This classroom action research was conducted at SMK Negeri 1 Hiliserangkai, located in Awela Village, Hiliserangkai District, Nias Regency. The research subjects were students of class XI (Eleven) at SMK Negeri 1 Hiliserangkai Competency in Construction and Property Business Expertise (BKP) semester 1 (one) for the 2022/2023 academic year, totaling 12 people. Before the research was carried out, the researcher first consulted with the Head of SMK Negeri 1 Hiliserangkai and with his approval the research could be carried out. This research also collaborated with teachers in the subject of Implementation and Supervision of Construction and Property (PPKP). Classroom Action Research (CAR) conducted using the Cooperative Script learning model shows an increase in student learning outcomes and the learning process is improved and becomes student-centered learning.

The implementation of the research was carried out using the services of observers, namely teachers in the subject of Implementation and Supervision of Construction and Property (PPKP) who assisted in carrying out observations during the research so that this activity could be carried out properly. Research activities are carried out to coincide with productive subject hours and do not interfere with the implementation of other learning processes.

Discussion of Research Findings

Discussion of research findings is to discuss the results of research that has been set in the previous section. Discussion of research results is based on research objectives, literature review, previous results, research limitations. The discussion is organized in a different way to make the discussion more focused. namely, restatement of key issues, analysis of data to interpret results, comparison of results and theory, implications of research results and discussion of results of analysis and interpretation. The description of the discussion is as follows:

Main Problem

As stated in chapter I, the main problem of this study is: The application of the Cooperative Script learning model has not been optimally implemented. Student learning outcomes in the Basic Competency of Understanding the Concept of Implementation and Supervision of Building Construction Work are still relatively low and do not meet the specified Minimum Completeness Criteria (KKM), namely 70. To overcome this problem, one of the efforts of researchers is to apply the Cooperative Script learning model to improve learning process. The formulation of the problem in this study is "Is the application of the Cooperative Script learning model able to improve student learning outcomes in the basic competencies of Understanding the Concept of Implementation and Supervision of Building Construction Work at SMK Negeri 1 Hiliserangkai for the 2022/2023 Academic Year?"

General Answers to Main Research Problems

In this study, the Cooperative Script learning model is expected to be a way to overcome problems in the learning process and can improve student learning outcomes. On the other hand, the application of the Cooperative Script learning model is expected to increase students' interest and activeness in participating in the learning process. The Cooperative

Script learning model is a form of cooperative learning model that emphasizes learning, where students learn in pairs and take turns verbally summarizing parts of the material being studied. In order to improve student learning processes and improve learning outcomes, researchers optimally apply the Cooperative Script learning model and carry out research. During the learning process, the subject teacher as an observer observes the learning process that is being carried out. After the learning activities are completed, the teacher (researcher) conducts tests to assess student learning outcomes according to the learning process. Test results are processed to improve results in student learning correctly by applying the Cooperative Script learning model. Based on the tests that have been given to students, it can be seen that the percentage of student learning outcomes in cycle I has not met the specified minimum completeness criteria (KKM), as follows: They have not experienced the learning system they have developed before, so students must adapt to follow the flow of the learning process. There are still many deficiencies in the learning process carried out by researchers, as evidenced by the results of observations of subject teachers, namely 71.87% (Appendix 16d, Table 15).

So after making improvements based on the results of the researcher's reflection in cycle I and cycle II it showed that students were more interested and actively involved in the learning process so that student learning outcomes increased. The general answer to the statement of the first researcher is through the application of the optimal Cooperative Script learning model, namely: The optimal application of the Cooperative Script learning model can improve student learning outcomes. The application of the Cooperative Script learning model can improve student learning outcomes.

Analysis of Interpretation of Research Findings

Cycle I Data Analysis

1. Observation results of meeting I
 - a. At the first meeting of cycle I, the learning implementation was not in accordance with what the teacher (researcher) expected, there were still many shortcomings in applying the Cooperative Script learning model. The results of processing the observation of the learning process (Teacher Respondents) the percentage of teachers, namely 71.87%, has not yet reached the good category.
 - b. At the first meeting of the first cycle of observing student activity during the learning process, the percentage of student activity, namely 56.77%, was classified as a low category. To overcome some of what was seen at the first meeting, several improvements were made at the second meeting, including:
 - 1) Complete the first good preparation in the application of the Cooperative Script learning model, improve the method in guiding each group of students when looking for material and when presenting while conducting evaluations in the learning process.
 - 2) Make student worksheets according to students' ability to understand them.
 - 3) Observing weaknesses during the learning process as well as improving at the next meeting.
 - 4) Pay attention to students who are less active in the learning process.
 - 5) Always convey student achievements during the learning process.
2. Observation results of Meeting II
 - a. At the second meeting of cycle I, the results of processing the observation of the learning process (Teacher Respondents) the percentage of teachers, namely 84.37% of the learning carried out by the teacher, began to increase from the previous meeting.

- b. At the second meeting of the first cycle, observing the activity of students during the learning process, the percentage of students at 63.54%, even though it has not met maximum results, but the student learning process has made a lot of progress.
3. Implementation of Learning Outcomes Tests in Cycle I. Based on the results of taking the learning outcomes test at the end of cycle I, students have an average learning outcome of 67.05. there are 3 students who are capable with a mastery level of 25% and 9 students who are not competent with a mastery level of 75%. From the scores obtained by students in cycle I, they still did not meet the Minimum Completeness Criteria (KKM) that had been determined, namely 70%.
4. Reflection on Cycle I. At the end of cycle I, the average percentage of observations of the learning process (Teacher Respondents) from meetings 1 and 2 with an average of 78.12%. It can be seen from the students' activities in the learning process from the first meeting to the second meeting with an average percentage of 60.15%. Meanwhile, students in cycle I have an average score of 67.05. Students in cycle I have a mastery level of 25%.

Based on the observations of cycle I, the researcher found that the student learning outcomes had not reached the stated goals, especially in improving student learning outcomes and also increasing student activity in participating in the learning process. Therefore the researcher took an action by continuing his research in cycle II. During this cycle, the researcher made the following improvements: Implementing the Cooperative Script learning model optimally. Fixing the weaknesses and deficiencies that occurred in the previous cycle.

Analysis of Research Data Cycle II

1. Observation Results at the First Meeting
 - a. The percentage of observations in the learning process (Teacher Respondents) at the first meeting of Cycle II obtained 93.75%. It can be interpreted that the implementation of the learning process using the Cooperative Script learning model is good, although not optimal.
 - b. Based on observations of students' activeness while participating in the learning process, the percentage of students' activeness was 74.47%. From the value obtained, student activity increased from the previous cycle.
2. Observation Results of the Second Meeting. Implementation of learning at the second meeting of cycle II showed better results. Based on the results of observations on the learning process (interviewed teachers), the percentage is 96.87%. This can prove that the implementation of the learning process by applying the Cooperative Script learning model is very good. Student participation in the learning process is 83.33%. This proves that based on the value obtained on student activity is increasing. At the end of cycle II, a learning achievement test was carried out to find out the increase in student learning outcomes from the use of the Cooperative Script model.
3. Implementation of the Cycle II Learning Outcomes Test. Based on the results of taking the student learning outcomes test at the end of cycle II, it was found that (12) students were physically fit and healthy. The average score of learning outcomes, namely 92.52%, is included in the very good category. The level of student completeness is 100%. Based on the specified 70% Minimum Completeness Criteria (KKM), the percentage of completeness of students who complete their studies achieves the expected goals.
4. Reflection on Cycle II. Based on the reflection of cycle II, the desired student learning outcomes achieve the expected goals and meet the minimum completeness criteria (KKM) of 70%. In processing the test data on learning outcomes in cycle I when compared to cycle II it can show an increase where the percentage of completeness in cycle I is 25% while the

percentage of completeness in cycle II is 100%. Thus, from the results obtained from research instruments, namely observation and learning achievement tests, it was found: The learning process by applying the Cooperative Script learning model can optimally increase student activity. The average student learning outcomes by applying the Cooperative Script learning model can optimally improve student learning outcomes.

Comparison of Research Findings with Theory

During the implementation of this research, several findings were obtained, namely that students only understood when the teacher explained in advance the procedures for implementing the learning model used, namely the Cooperative Script learning model. As explained in Chapter II, that the basic theory that forms the basis for the implementation of this research is the application of the Cooperative Script learning model. This Cooperative Script learning model can improve students' listening in the material presented so that students focus on understanding each material, students are free to give opinions about the material presented, so that they can play an active role in learning, with this model students can learn to respect the opinions of their partners, improve creative thinking with students who exchange opinions, can provide opportunities for students to learn the skills of asking questions to comment on a problem.

Implications of Research Results

In the world of education, the implications of this research are through the application of the Cooperative Script learning model so that students are required to work together in groups to foster the ability to collaborate, be creative, think critically and have the ability to help their classmates. Through this classroom action research it is hoped that teachers can improve the learning process and can improve the quality and relevance of education as a reflection of learning.

Limitations of Results Analysis and Interpretation of Research Findings

The limitations of the findings of this study are not absolute, this is due to a number of limitations. For this reason, it is necessary to disclose the limitations of this study, especially in the aspect of analysis and interpretation of the research findings. Based on the above, the following are the limitations of the research so that readers have the same views as the researcher. Some of the limitations encountered are: The learning process by applying the Cooperative Script learning model in this study still has various weaknesses. If there are other learning models used, it is possible to get different results. Learning with the Cooperative Script learning model aims to improve students' ability to master learning material, the possibility of its application is still not optimal and weaknesses need to be corrected, especially in the activity and involvement of students during the learning process. The average score obtained by students and the percentage of completeness from the learning achievement test will have different results if other learning models are used. This research is only conducted in the odd semester of 2022/2023.

CONCLUSION

Based on the results of research that has been carried out on efforts to improve students' abilities in basic competencies in understanding the concept of implementing and supervising building construction work with the Cooperative Script learning model in class XI (Eleven) BKP Semester 1 SMK Negeri 1 Hiliserangkai, it can be concluded that: Results of observing the learning process (Respondents Teacher) cycle I at the first meeting that is 71.87%. At the second meeting, it was 84.37% with an average percentage of meetings 1 and

2, namely 78.12%. The results for observing the activity of students in cycle I at the first meeting were 56.77%, the percentage at the second meeting was 63.54% with an average percentage of meetings 1 and 2 namely 60.15%. The results of observations of the learning process (Teacher Respondents) cycle II at the first meeting increased from the previous cycle, namely 93.75%, the percentage at the second meeting was 96.87% with an average percentage of meetings 1 and 2, namely 95.31%. The results of observing the activity of students in cycle II at the first meeting increased from the previous cycle, namely 74.473%, the percentage at the second meeting was 83.33% with an average percentage of meetings 1 and 2, namely 78.9%. The average student learning outcomes in cycle I, which is 67.05, is classified as sufficient. While the average student learning outcomes in cycle II increased, namely 92.52, which was classified as very good. The percentage of active student learning outcomes in cycle I is 25%. But the percentage of active student learning outcomes has increased in cycle II, namely 100% belonging to the very good category. So that it meets the specified minimum completeness criteria, namely 70%. From the results of the research findings above, it can be concluded that by optimally implementing the Cooperative Script learning model in Basic Competence understanding the concept of implementing and supervising building construction work can improve learning outcomes for Class XI-BKP Students at SMK Negeri 1 Hiliserangkai for the 2022/2023 academic year.

From the findings of the research results, discussion and conclusions in this study, there are several suggestions from the researcher, namely as follows: The research conducted still has many weaknesses and limitations, therefore the researcher expects further researchers to use this Cooperative Script learning model in the learning process so that it can improve the ability of students, especially in applying basic competencies to understand the concept of implementing and supervising building construction work through conveying concept presentations and giving worksheets to students. Hopefully the teacher will continue to improve weaknesses and deficiencies that may occur in the learning process, especially in using the cooperative script model.

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