



Among System from Ki Hajar Dewantara's Teaching: Building a Responsive Attitude of Students in Following Online Learning

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Abstract: This research aims to uncover the role of teachers in efforts to build a responsive attitude of students by using the Among system from the teaching of Ki Hajar Dewantara in online learning. This research method uses descriptive methods with a qualitative approach. The subjects in this study were students of class XI MIPA 2 which consisted of 34 students. Data collection techniques are class observation, RPP, and reflection. This research data analysis technique uses qualitative descriptive analysis by describing each phase of the system among mathematical learning in relation to students' responsive attitude. The results of this study show that the among system is able to build a student's responsive attitude that is seen through increasing student awareness of their duties and responsibilities and active involvement in the classroom as measured through students asking questions, answering, arguing in discussions, entering classes, and doing tasks on time. This result is due to the implementation of phases in learning, namely the planning phase, the independent atmospheric phase, the among phase, the accountability phase, and the closing phase. In each phase there is a concept that is 3N, the principle of independence and family to the guidelines that are the role of teachers in the educational trilogy. In this educational trilogy, the teacher plays as: *Ing ngarsa sung tuladha, Ing madya manguk karsa, and Tut wuri handayani*.

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Introduction

The quality of education will be exposed through the processes that occur during learning. Education is claimed to be successful if it is able to give birth to humans who behave well, kindly and also intelligent minds. This success will affect the attitudes of the next generation of nations. Therefore, the government strives to build a generation of people who are competent and have a good attitude through character education. According to Yaumi (2016), the important pillars to be held by students in character education are responsible, honesty, discipline, caring with others, as well as courage and respect. If students hold fast to these pillars, then it can be concluded that character education succeeds. One example of an attitude that is able to reflect the character of students is a responsive attitude. Therefore, it is needed a responsive attitude from students in order to be able to bring to educational success.

Student achievement is the foundation of educational success. This can be viewed through the student's response to the learning process. Prayitno (2009) states that responsiveness is a directed response, positive impact, and contained. Through responsiveness, the response given is a form of concern for others (Sumartono, 2004). Therefore, through a true responsive attitude will lead to caring and respect for others in

giving responses. According to Riyana (2009), students' responsive attitude can be seen from students' responses to learning and how students listen to learning. When students listen to learning, students will have an interest in following learning and be actively involved in the classroom (Prawati, 2010). However, Paksuniemi, Korkko, & Pigga (2020) argue that a responsive person has characteristics of a positive attitude, an awareness of responsibility, and significant in acting. Hence, the responsive attitude of students is a response given by students as a form of care, namely by listening and actively involved in the classroom, and also having an awareness of their responsibilities. Through this action, it will have a positive impact on students.

In fact, the responsive attitude of students in school is still a problem in the world of education. This can be showed through the results of observations made by researchers on compulsory mathematics learning in class XI MIPA 2 High School in Yogyakarta. Researchers find that the students' attitude of class XI is still low in having a responsive attitude, students lack response and listen to learning. Through the opinion of experts regarding responsiveness above, it can be identified that there are still a low responsive attitude of class XI MIPA 2 students, where students are less active and disciplined in the classroom. Therefore, this study aims to overcome the obstacles that occur by applying an Among learning system so that students have a responsive attitude.

The Among system conveyed by Ki Hajar Dewantara, looked that the task of educational institutions is not only to teach to make smart students, but to educate ethics in students' life in order to become civilized and decency human beings (Supatminingsih, Hasan, & Sudirman, 2020). This is in line with Wangid's opinion (2009), that the Among system is an education system based on loving, honing, and nurturing (care and dedication based on love). This concept of learning makes students as the center of learning subject, as Ki Hajar Dewantara interprets decency or character as a form of human politeness (Muslih et al., 2021). Therefore, the Among system makes teachers as a *pamong* (leader) to lead students to become human beings of good character and be polite. In its application, this system does not look at space and time for teachers in performing their roles.

Previous research has been found that the Among system is used to overcome problems that occur in the classroom. Like the research conducted in Banguntapan area in class VIII by Alfansuri & Harini (2016), which applies the Among system to increase motivation in students based on the workmanship of student assignments and how student attitudes respond to the learning topics provided by teacher. As well as research conducted by Tanjung (2018) in one of the schools in North Sumatra, showed that the implementation of the Among system was able to improve students' discipline attitude.

Based on the previous findings, there are many advantages of the Among system, where it is able to build the character of the nation in accordance with Indonesian culture through concepts and guidelines to the principles in it. However, few studies on the Among system have not been widely conducted. If it continues to happen, the Among system will be forgotten by the young generation. Hence, the purpose of this study is to reveal the role of teachers in efforts to build a responsive attitude of students by using the Among system from the teaching of Ki Hajar Dewantara in online learning.

Research Method

The research method used in this study is a qualitative descriptive method elaborated with some relevant literatures. Qualitative descriptive research is also performed to analyze events, phenomena, and also social circumstances (Creswell, 2014). In this study, the research participants taken were students of class XI MIPA 2 which consisted of 34 students

at one of the Private High Schools located in Yogyakarta. The stage of research is the observation in the classroom and teaching. Data collection technique utilizes the results of classroom observations, RPP, student reflection, and also assessment of responsive attitude taken by researchers during online learning. The research data analysis technique utilizes qualitative descriptive analysis by describing each phase of the Among system in mathematical learning associated with the students' responsive attitude indicators.

Results and Discussion

Students' Responsive Attitude

Responsive attitude is a form of willingness in responding to others (Sumartono, 2004). Responding is a form of caring and respect for others. Therefore, with concern and respect in responding to others can facilitate relationships with others. Responsive attitude is also a fast attitude in providing responses but still must be responsible (Budiman, 2017). As Prayitno (2009) argued that responsive attitude is given with consideration in various ways. Things that must be considered are the accuracy of the target, how to respond, and the positive impact caused. Hence, it can be stated that responsive attitude is responding positively and responsibly.

Besides, responsive attitude means the act of sensitivity to the situation of the surrounding conditions and boils down to honest and non-contrived character (Nurgiansah, 2021). Responsive attitude is needed so that students always try to display measurable behavior in accordance with the values of good character (Ali, 2018). Being responsible in accepting and understanding the learning provided by teachers is a student's task. Therefore, the attitude of students will be very influential in the classroom. Through the opinion of the experts above, it can be concluded that the responsive attitude of students is an act of sensitivity to try to display behavior that is in accordance with good character.

As for indicators in seeing responsive attitudes as expressed by Budiman (2017), that there are main characteristics in having a responsive attitude, namely: 1) Awareness of tasks; 2) Sharp sensitivity in the face of various things; 3) Understanding the meaning of responsibility. While Prayitno (2009) states that responsiveness is based on the three M's in Indonesian terminology, namely: 1) Listening carefully (*Mendengarkan secara cermat*); 2) Understand accurately (*Memahami secara tepat*); 3) Respond appropriately and positively (*Merespon secara tepat dan positif*). Through existing indicators, it can be seen that awareness of tasks and responsibilities and how students are actively involved in learning, namely by listening and responding is a way of measuring responsiveness. The existence of optimal student involvement through intellectual, emotional, and physical marking the activeness of student learning (Solicha & Cahyanti, 2020). Therefore, thinking and acting are something that cannot be separated. Such as indicators of students who are actively involved in learning according to Sinar (2018) which is involved in participation in learning, asking teachers or other students if they do not understand, trying to find information about learning materials and training themselves in understanding the material. Not only actively involved but students are also aware of their duties, namely discipline. Where discipline is something about one's self-control over the forms of rules (May & Seto, 2020). There are indicators of student discipline according to Chulsum (2017), namely: students obeying the rules, entering classes on time, and doing schoolwork on time. Likewise, according to Adjii (2019), that seeing student discipline can be through timeliness of class entry, behaving in an orderly manner, and being responsible for doing their duties.

Through the elaboration of the theories, it can be stated that the responsive attitude of students is how students respond to teachers in learning and not stupid times to learning. This

responsive attitude can be seen through awareness of student duties and responsibilities which is a form of discipline in students and the active involvement of students in the classroom. Hence, the indicator that becomes a measure of responsive attitude is to ask teachers about learning, answer teacher questions, dare to express opinions in discussions, enter the classroom on time, and do school activities in a timely manner.

Among System

The Among system is the foundation used primarily in kindergarten education. Among system comes from the Javanese language that is *mong*, *momong*, or *ngemong* which can be interpreted as parenting while the role of teachers is called *pamong* which is dealt with educating and teaching students around the hour with compassion (Wangid, 2009). The Among system is rooted in the principles of natural nature and freedom of learning (Muslih, et al., 2021). This means obliging teachers to attach importance to the nature of students and keep students away from the coercion or punishment commonly used in educating students in ancient education.

For Ki Hajar Dewantara, the function of a teacher is as a model or figure of example as a facilitator (Indrayani, 2019). The Among system in this case has a guideline that is the Educational Trilogy such as: 1) *Ing ngarsa sung tuladha*; 2) *Ing madya mangun karsa*; and 3) *Tut Wuri Handayani* (Latifa, et al., 2020). In *Ing ngarsa sung tuladha*, teachers must be role models for students and teachers will become central figures. *Ing madya mangun karsa* means that teachers must be able to awaken the spirit of student learning by motivating and fostering students' interests. *Tut Wuri* means encouraging students' development and paying full heart while *Handayani* means to strengthen, guide, be a role model, and develop the student's personality.

The concept of learning in the among systems is 3N (*Niteni*, *Nirokke*, *Nambahi*) (Rahayu, istiqomah, Purnami, & Agustito, 2018). In this concept, each stage does not precede each other. *Niteni* from the basic word '*titen*' which means paying attention and listening. *Nirokke* or *niruaken* which means imitating, where students do something similar to what they observe. Meanwhile, *Nambahi* means adding, students try to add, adjust to the imitated model. Through this explanation, it can be summarized that this concept brings students not only to pay attention to teachers, but students are also led to participate in learning. Students' involvement can be expressed in terms of giving opinions, entering, asking questions to make conclusions. Then, it can be concluded through the concept of 3N is able to help teachers in improving students' activeness. With the acceptance of material by students, it is expected that students will not only know (*Ngerti*) but also feel (*Ngroso*) and do action (*Nglakoni*), which are known by *Tri Nga* (Masitoh & Cahyani, 2020). *Tri Nga* makes students not only educated intellectually (cognitive), but also have a balance with *ngroso* (affective) and *nglakoni* (psychomotoric). Thus, students are expected to be able to carry out the learning process by understanding through their intellect, understanding with their feelings, and being able to apply knowledge in life. Students not only understand but also do it in life. Then students are required in it.

The Among system includes five phases in learning: 1) The planning phase; 2) Phase of creation of an independent atmosphere; 3) Phase Among; 4) The phase of accountability; 5) Closing phase (Rahayu, istiqomah, Purnami, & Agustito, 2018). Furthermore, there are also principles in the Among system according to Indrayani (2019), namely the principle of nationality, cultural principle, principle of independence, principle of humanity, principle of family, and principle of natural nature. Through the principles of education found in the Among system, one of them is the principle of independence which means discipline in



oneself. Independence should be a powerful tool of personality development. In this case, education aims to make students become someone who are disciplined towards themselves in various ways to build the personality of students so that students are not arbitrary in doing. This can be seen through how the student responds to his responsibilities, one of which is his duties. Therefore, through this principle, students can be more disciplined and responsible.

Based on the explanations, it can be concluded that the Among system is providing services by being an example (as front layer), giving encouragement (as middle layer), and giving encouragement (as behind layer). The Among system also prioritizes personal approach because students are the core during the education process. This approach requires *pamong* pay attention to the nature of students. In providing punishment, *pamong* always considers and uses punishment as a means of education that leads students on the right track.

Implementation of the Among Systems to Build Students' Responsive Attitude

Low interaction between students and teachers is a problem during online learning today. As research conducted by Yustika, Subagyo, & Iswati (2019), that there is a significant lack of interaction between teachers and students as well as peers that occurs during online learning. The interaction needed in learning is when the teacher asks, the student gives a response, and vice versa. This interaction is useful to find out how the student understands the learning material well. Therefore, it is necessary for the responsive attitude of students seen through the activeness and discipline of students during the learning process. With the activeness of each student, it will help in achieving learning goals. Analysis conducted by Naziah, Maula, & Sutisnawat (2020) states that with the activeness of students in the learning process, students will tend to have a sense of interest and enthusiasm in participating in learning activities. Likewise, Mardikarini & Putri (2020) identified that discipline is the attitude of students in carrying out their duties effectively. This is further strengthened by research conducted by Reski, Taufik, & Ifdil (2017), stating that students with good learning discipline will always try to do something with maximum effort.

In fact, it is found that conducting research are very different from existing expectations. It is revealed from the discovery of indicators that show low responsiveness of students. Based on existing observations, it can be seen that students are quite active in asking but other students very rarely ask questions. Students who answer and ask questions are the same students continuously. This shows the unevenness of students' activeness in the classroom. Therefore, it can be said that the sense of interest and passion in following learning in students is still very low. This is similar to research conducted by Sulistyowaty (2020) that the activeness of students in online learning activities is still low. Furthermore, students are often silent when asked by teachers. As teacher asked, students only answered "yes / no" as their response. This short answer is very inadequate to ensure teacher knows the students' understanding. When teachers point at students, they do not respond at all. Students also do not listen to the teacher's explanation well. This phenomenon can be seen when the understanding check is conducted, there are students who cannot repeat the material that has been given. Thus, it can be said that students are less active in following learning activities. Students also lack discipline in submitting their duties. When the teacher asked students to do the exercise problem, there were only 2 students who did the exercise from 34 students and the submission also exceeded the time given by the teacher.

Through a comparison between existing facts and the expectations of expert studies, it can be concluded that the low responsive attitude of students in following learning. Therefore, the role of the teacher is needed in improving and building the responsive attitude of students. The role of teachers in implementing the Among system is as a *pamong* that



guides students and guides to the right responsive attitude. By seeing the indicators to measure the responsive attitude of students in the classroom are through awareness of tasks and responsibilities and how students are actively involved in learning. The application of the Among system to students of class XI MIPA 2 is expected to be able to build a responsive attitude of students.

This can also be seen in previous research that has used the Among system as a solution in solving problems in the classroom. Through research conducted by Tanjung (2018) at SMK Swasta Taman Siswa located in North Sumatra, that by implementing an educational trilogy in which teachers become role models, provide motivation, and encourage student morale in learning, it is showed that students increasingly have a responsible character in doing their duties and discipline. Similar to research from Alfansuri & Harini (2016) in Banguntapan which is in class VIII in SMP Negeri 1, that learning using the application of the Among system with a cooperative model of group investigation is proven to increase student motivation based on their homework and students who actively respond to the material provided by teachers. Another research that discusses this Among systems is conducted by Putra & Wangid (2006). This study was conducted at Taman Muda Yogyakarta Elementary School. This study brings students to be more disciplined by giving and teaching rules, giving advice on the impact of rules-obeying behavior. In the study conducted by Marisa, Masudi, & Sabri (2021), which was conducted at SD Negeri 06 Pelimpaan and SD Negeri 17 Sarang Burung Kuala as well as showing that thematic learning using the among system showed the percentage of student activity in learning activities above 50% and the learning outcomes of these two schools in IPA and IPS learning reached an average above 70. In these studies, it can be found that the Among system is able to overcome problems in responsiveness that measures students' self-awareness of their responsibilities, namely discipline and active involvement of students in learning. Looking at existing studies, there has been no research that discusses the system among as a solution to improve the responsive attitude of students. Therefore, this study is included in the new findings in the use of among systems in the classroom.

Through the phases in the system among researchers apply it in the classroom to build a responsive attitude of students on each indicator. In the Planning phase begins with preliminary activities that in starting the things that teachers do are: saying greetings, researchers examine student attendance and convey the material, and the purpose of learning (Latif, 2021). When the researcher gives greetings, students also give greetings to researchers even when checking the presence of students opening the camera and showing readiness in learning. Researchers also provide motivation to students through examples of learning materials in everyday life, this is quite interesting to students. This can be seen through the feedback data provided in teaching. The phase of independent atmosphere creation of researchers applies the philosophy of *Ing Ngarso Sung Tuladha* where the researcher explains the material, applies the philosophy of *Ing Madya Mangun Karsa* by providing a spirit of learning and motivation, and implementing the principle of family by forming group discussions in students, and providing students with freedom of opinion (Latif, 2021). In this phase the researcher explained the learning material first (*Niteni*) and asked students to try to answer the questions that had been provided in addition to this material is a form of *Niruken*. According to the observations, students who were able to answer correctly more than students who answered less precisely. However, researchers still appreciate and provide clues in answering questions for students who are struggling. Researchers also divided students into groups of 2 students to make it easier to communicate. In the Among phase things that can be done by researchers is to apply the philosophy of *Tut Wuri Handayani* by guiding students



and providing moral encouragement, researchers are open if any students ask during discussions (Latif, 2021). When doing this phase, researchers build student morale by reminding cheating students that it is not a commendable act and asking students to commit not to do so again. In the accountability phase, researchers asked representatives of each group to submit their respective discussion answers and asked each student to fill out peer assessment for his or her group mates. The final phase or Closing phase, the researcher and the student both conclude the results of the learning activity (*Nambahi*) and assign assignments to students. This phase is already done well, and researchers ask students to conclude the material studied on that day. Researchers also provide weekly assignments and remind students to be disciplined as well as responsible for their duties. Through these phases is achieved every indicator of the student's responsive attitude.

On the indicator of asking the teacher, the teacher applies *Ing Madya Mangun Karsa* which is to provide encouragement and motivation to students who do not understand to ask the teacher either during the learning process or outside of learning. Through the application of this philosophy, there are some students who contact teachers through *WhatsApp* about assignments or learning materials provided by teachers in class.

On the indicator of answering the question, the teacher applied *Tut Wuri Handayani*, where teachers provide guidance to students and as leaders. In this case the teacher directs students when they have difficulty in learning (Putri & Nasution, 2020). After the teacher provides the material, the teacher always appoints the student to answer one of the questions next to the material at the PowerPoint. In answering questions, not all students are able to answer correctly but the teacher still guided by providing instructions in answering and for students who are able to answer questions correctly given the opportunity to appoint their friends to answer the next question. Not infrequently teachers also repeat the material if students still do not understand. With this doing, students begin to be active in answering teacher questions, in the activeness journal written on teaching reflection there are 13 students who are active and in subsequent learning there are 18 students who are active in answering or asking. There are even students who want to volunteer in answering questions.

In the indicator of expressing opinions, in the discussion shows the *Among* system which is a family-spirited system. Therefore, the teacher created a group of 2 students to work on quizzes. As Setia, Yuniarti, & Widodo (2018) argues, that a small group will be more fun and make the class more interactive, including students teaching each other. Students also recognize that group work can make them help each other and be able to think and communicate well.

In the indicator of entering the classroom and doing tasks on time, the teacher applies the philosophy of *Ing Ngarso Sung Tuladha*, which is the teacher becomes an example in the classroom. The teacher enters the classroom before the class begins. The teacher also reminds students of their responsibilities to their duties as well as the learning agreements agreed at the beginning of the meeting. With this philosophy, there was a development in student discipline that began with 8 students late to collect assignments but at the next meeting only found 3 students who were still late to collect assignments. By looking at the available evidence it can be said that the system is able to build a responsive attitude of students through the role of teachers in it.

The responsive attitude that students provide in learning will shape the interaction between students and teachers. This interaction will lead to the effectiveness and efficiency of learning. Students who have a responsive attitude in themselves will have a sense of care, respect, honesty, discipline, responsibility and will strive to display behavior that is in



accordance with character values. If education is able to give birth to well-behaved people, it can be said that education succeeded in building a generation of people of character.

The role of teachers in the Among system also relates in accordance with the formation of student character. When it is seen from the Educational Trilogy: *Ing ngarsa sung tuladha*, teachers have a role as role models. In this case the teacher becomes a *role model* for students in doing the right ethics. *Ing madya mangun karsa*, on this philosophy the teacher provides motivation to students. This means that it is the duty of teachers to always maintain and maintain the growth of student motivation in learning (Arief & Sudin, 2016). One form of great motivation given by teachers to students is through the character life of the teacher shown through his teaching. This motivation will bring students to imitate the character of the teacher and have a godly character. *Tut Wuri Handayani*, the teacher gave encouragement to the students. In this guideline the teacher always gives good and correct direction in the progress of student attitudes and morals (Tohir, 2019). Therefore, teachers also play a role in improving the attitude of students who are unresponsive in learning.

Conclusion

The conclusion obtained from the results of this study that the Among system is able to build a students' responsive attitude. It is showed through the increasing of students' awareness of their duties and responsibilities and active involvement in the classroom as measured through students asking questions, answering, arguing in discussions, entering classes, and doing tasks on time. This result is due to the implementation of phases in learning, namely the planning phase, the independent atmospheric phase, the Among phase, the accountability phase, and the closing phase. In each phase does not precede each other and in it there is the concept of 3N, the principle of independence and family to the guidelines that are the role of teachers in the educational trilogy. In this educational trilogy, teachers act as *Ing ngarsa sung tuladha*, *Ing madya mangun karsa*, and *Tut wuri handayani*.

Recommendation

In building students' responsive attitude, it needs cooperation between parents and teachers. That parents play a role in paying attention to students during online learning from home and teachers communicate every student development that occurs to parents. Therefore, schools need to provide space to bring parents and teachers closer together. Because the study of the Among system has not been written much, it is expected that the teacher generation can study more deeply in building a responsive attitude of students. Seeing the many advantages of the Among system, it can be concluded that this system is able to solve other problem variables such as motivation and student learning outcomes.

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