IMPROVING STUDENT LEARNING MOTIVATION BY USING COOPERATIVE LEARNING OF SNOWBALL THROWING MODEL ON SOCIAL SCIENCES SUBJECT AT TOPIC DIVERSITY OF ETHNIC AND CULTURAL OF INDONESIA AT SDN 055985 PEKAN SELESAI KAB. LANGKAT ACADEMIC YEAR 2017/2018

By:

Nurlia Ginting, S.Pd., M.Pd
Dosen PGSD Universitas Quality Brastagi

Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan motivasi belajar siswa melalui pembelajaran kooperatif Model Snowball Throwing. Penelitian ini dilakukan dan disebabkan oleh rendahnya motivasi belajar ilmu sosial pada topik keberagaman etnis dan budaya Indonesia di kelas V SD Negeri 055985 Pekan Selesai. Subjek penelitian ini adalah seluruh siswa kelas V SD Negeri 055985 Pekan Selesai pada semester ganjil tahun akademik 2017/2018 yang berjumlah 21 orang. Ada 8 siswa laki-laki dan 13 siswa perempuan. Penelitian ini menggunakan pendekatan kualitatif. Jenis penelitian ini adalah penelitian tindakan kelas. Hasil pengamatan guru diamati selama studi perbaikan yang signifikan. Dilihat dari Siklus I, hasil yang diperoleh adalah 55% dan 65%. Namun pencapaiannya masih belum pada pencapaian yang diharapkan. Pada Siklus II, 80% dan 98% diperoleh. Hasil penelitian ini menunjukkan bahwa minat siswa kelas V SD Negeri 055985 Pekan Selesai telah meningkat sebesar 100% setelah mengikuti studi keragaman etnis dan budaya Indonesia menggunakan model pembelajaran kooperatif tipe snowball Throwing Model. Peningkatan ini dapat dilihat dari hasil angket motivasi siklus belajar siswa yang saya dapatkan rata-rata 69 motivasi motivasi belajar siswa sebesar 57% dan siklus II diperoleh rata-rata 91 siswa meningkatkan motivasi belajar sebesar 100%. Dengan demikian dapat disimpulkan bahwa ada peningkatan hasil observasi guru dengan menggunakan model pembelajaran kooperatif tipe Snowball Throwing. Dalam siklus kedua pengamatan, peneliti telah berubah dan mencapai tingkat persentase yang tinggi. Berdasarkan hasil penelitian ini bahwa dengan menerapkan model pembelajaran kooperatif tipe Snowball Throwing, sehingga motivasi belajar siswa pada mata pelajaran IPS pada topik keragaman etnis dan budaya Indonesia di kelas V SD Negeri 055985 Pekan Selesai meningkat dan berhasil.

Kata Kunci: Ilmu Sosial, Pembelajaran Kooperatif, Model Snowball Throwing

Abstract

This study aims to determine the increase in student learning motivation through the cooperative learning of Snowball Throwing Model. This research was conducted and caused by the low motivation of social sciences learning on the topic of the diversity of ethnic and cultural of Indonesia in the grade V SD Negeri 055985 Pekan Selesai. The subjects of this study were all students of grade V SD Negeri 055985 Pekan Selesai in the odd semester of 2017/2018 academic year, amounting to 21 people. There were 8 male students and 13 female students. This research uses qualitative approach. This type of research is a class action research. The observed results of teachers observed during the study of significant improvements. Viewed from Cycle I, the results obtained are 55% and 65%. But the achievement is still not on the expected achievement. In Cycle II, 80% and 98% were obtained. The results of this study indicate that the interest of students in grade V SD Negeri

055985 Pekan Selesai has increased by 100% after following the study of ethnic diversity and cultural of Indonesia using a model of cooperative learning type snowball Throwing Model. This increase can be seen from the results of the questionnaire of students' learning cycle motivation I get an average of 69 increased student motivation motivation by 57% and cycle II obtained an average of 91 students increased learning motivation by 100%. Thus it can be concluded that there is an improvement in the results of teacher observation by using the cooperative learning type Snowball Throwing Model. In the second cycle of observation the researcher has changed and reached a high percentage level. Based on this result that by applying cooperative learning type of Snowball Throwing Model, so that the students' learning motivation on Social Sciences subject at topic of the diversity of ethnic and cultural of Indonesia in grade V SD Negeri 055985 Pekan Selesai increase and succeed.

Keywords: Social Sciences, Cooperative Learning, Snowball Throwing Model

I.   Introduction

Education, as we understand it here, is a process of inviting truth and possibility, of encouraging and giving time to discovery. It is, as John Dewey (1916) put it, a social process – 'a process of living and not a preparation for future living'. In this view educators look to act with people rather on them. Their task is to reduce (related to the Greek notion of educere), to bring out or develop potential (Dewey: 1916)

Teachers are losing the education war because our adolescents are distracted by the social world. Naturally, the students don't see it that way. It wasn't their choice to get endless instruction on topics that don't seem relevant to them. They desperately want to learn, but what they want to learn about is their social world—how it works and how they can secure a place in it that will maximize their social rewards and minimize the social pain they feel. Their brains are built to feel these strong social motivations and to use the metalizing system to help them along. Evolutionarily, the social interest of adolescents is no distraction. Rather, it is the most important thing they can learn well (Liberman: 2013).

This definition also takes into account the global and international influences that propel the discussion of educational quality (Motala: 2000) while ensuring that national and local educational contexts contribute to definitions of quality in varying countries (Adams: 1993). Establishing a contextualized understanding of quality means including relevant stakeholders. Key stakeholders often hold different views and meanings of educational quality (Miske: 1999). Indeed, each of us judges the school system in terms of the final goals we set for our children our community, our country and ourselves (Beeby: 1966)

Social studies as its core subject through Years 1–10, and a range of subject studies including social studies aligned to academic disciplines and interdisciplinary studies drawn from the humanities and social sciences. These are implemented across Years 9–13 dependent on school-based programming decisions (Hunter : 2005) The vision, principles, values and key competencies of The New Zealand Curriculum inform the role of the social sciences learning area to ensure that students develop knowledge and skills to enable them to: better understand, participate in and contribute to the local, national and global communities in which they live and work; engage critically with societal issues; and, evaluate the sustainability of alternative social, economic, political and environmental practices (Ministry: 1990)

The social sciences – including anthropology, economics, sociology, psychology, education, human geography, political science and government (Leiden: 2014) There are a number of other subjects developing within the social science learning area in the primary school. Some schools with relevant staff expertise are making an effort to meet their students' needs and preferences by developing new interdisciplinary options such as: Indonesian studies, diversity and cultural of Indonesian nation studies, sociology, legal studies, tourism studies environmental studies, historical studies, political studies, and media studies. Those subjects are developing both assessment standards and unit standards for use in curriculum of Indonesia.

Awareness of The World and Environment: Lessons in Social Studies related to topics like – My Family, My Neighbourhood, Community Helpers, Early Man, Indus Valley Civilization, Modern Period in Indonesian History, The French Revolution, Great World Leaders, diversity and cultural of Indonesian nation, teach students about the various civilizations, movements and renaissances that occurred over the years. This knowledge enables the students to understand how the world and different societies have evolved, the important events that have occurred in the past, enduring ideas and eminent personalities that have created an impact and affected the lives of people both locally and globally. It also helps students to understand how different societies are structured, managed and governed. This in turn helps students to understand their place in the world.

The literature review provided in this section describes possible factors that may contribute directly or indirectly to learners' underperformance in Social Studies. Some key factors that may influence learners' performance negatively were identified from the literature

such as: untrained teachers who teach Social Studies; teaching and learning strategies of teachers; the role of motivation; a lack of parental involvement; the role of teaching and learning support materials, and the possible role of educational policy.

There tends to be a general consensus as to the definition of motivation which reflects that: (1) motivation is goal directed, (Lawler: 1994) (2) motivation outlines the achievement and pursuit of goals (Aristigueta: 2008) and (3) motivation is environmentally dependent.(Pettinger : 1996) Motivation as being the set of psychological processes that cause the initiation, direction, intensity, and persistence of behavior (Pritchard: 1976).

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely arranging students into groups, and it has been described as "structuring positive interdependence." Students must work in groups to complete tasks collectively toward academic goals.

Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.) (Chiu: 2008). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks (Smythe: 1995) Cooperative learning has also been linked to increased levels of student satisfaction (William: 2016).

Snowball throwing is one method of learning, where students are given the opportunity and freedom to build and create knowledge. Creating knowledge can be done students by trying to give meaning to the knowledge that has been experienced. This method is relaxed. The students will greatly enjoy the learning process with this method, because students are given freedom. This learning method is also a group, meaning that each student is in a group that has been determined by the teacher. You are free to distribute your students into several groups. The grouping can be specified, for example based on the intellectual level of the student, or based on the student's attendance sequence (Mukhlis: 2018).

How students interact with each another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students

and materials (i.e., textbooks, curriculum programs) and some time is spent on how teachers should interact with students, but how students should interact with one another is relatively ignored. It should not be. How teachers structure student- student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have.

II.   Review of Literature

Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible…. It was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group.(Montagu : 1966)

In the mid-1960s, cooperative learning was relatively unknown and largely ignored by educators. Elementary, secondary, and university teaching was dominated by competitive and individualistic learning. Cultural resistance to cooperative learning was based on social Darwinism, with its premise that students must be taught to survive in a "dog-eat-dog" world, and the myth of "rugged individualism" underlying the use of individualistic learning. While competition dominated educational thought, it was being challenged by individualistic learning largely based on B. F. Skinner's work on programmed learning and behavioral modification. Educational practices and thought, however, have changed. Cooperative learning is now an accepted and often the preferred instructional procedure at all levels of education.

Cooperative learning is presently used in schools and universities in every part of the world, in every subject area, and with every age student. It is difficult to find a text on instructional methods, a teacher's journal, or instructional materials that do not discuss cooperative learning. Materials on cooperative learning have been translated into dozens of languages. Cooperative learning is now an accepted and highly recommended instructional procedure. Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure.

A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will

interact with each other and the teacher during the instructional session. Each goal structure has its place (Johnson: 1999). In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously on their own. The teacher decides which goal structure to implement within each lesson. The most important goal structure, and the one that should be used the majority of the time in learning situations, is cooperation.

Snowball Throwing Method

Snowball throwing method comes from two word "Snow" and "throwing". Implicitly, "Snowball throwing method" is throwing snowball. In teaching and learning context, Snowball is a ball made from paper that consists of one or more question from each group of student. Snowball throwing method is also called as snowball drilling, the method exercise student to receive massage from another student more perceptively, and send/present the question for their friends to be answered (Saminanto: 2010). Snowball throwing method is a kind of cooperative learning and active learning in which its implication always engage student (Bayor: 2010). In this method, teacher is only the massager about the subject topic and its applications.

Snowball throwing is active learning paradigm, in which recommended learning to know, learning to do, learning to live together and learning to be. Snowball throwing is one of cooperative learning elaboration in which teachers should prepare a lot of question in papers that coiled up like snowball than give students opportunities to answer each question (Agus: 2015). If the first student's answer is right the student can indicate who will answer the next question from their friends, if the answer is wrong, the student should try to response another question.

Steps of using Snowball throwing Method

The tips of Snowball throwing method as the following (Agus: 2009):

1.   Teacher prepares and explains materials that will be discussed with students and basic competence as the purpose.

2.   Teacher divide student into some group and take/call each leader of group to explain the activities and give them a snowball paper which is consisted of a question or an instruction related with the materials explained before.

3.   Each leader of group back to their each group and retell their group about the activities procedure they got from teacher.

4.   The paper then crumpled like a snowball and students throw each other with another group by using the ball for five minute.

5.   Students should answer the question they get from papers anyway.

6.   Evaluation

7.   Closing

When we look for any resources about the procedure of snowball throwing method, such as, on an article, a book or internet, we will find there are some experts/researchers argue about the steps/procedures of the method, but viewing from its usage, we can conclude that the differences of the experts/researchers' opinion are based on which skill we will teach by using the method. Although we will find the different steps of using snowball throwing method in learning social sciences about "Diversity and Culture of Indonesian Nation" but the essentials point is its snowball paper which is filled with an instruction/a question and moved by students from the one to another.

Advantages of Snowball Throwing Method

Snowball throwing method has some access which involves students in learning activities. The advantages of this method are:

•   Fun and fantastic learning conditions because students are able to play with another/friends by throwing question paper like snowball.

•   Students have chance to develop their thinking abilities to make questions season.

•   Make all students active in classroom.

•   The three aspects, cognitive, effective, and psychomotor are able to get by students.

From the descriptions above, the writer conclude, not all cooperative learning can be effective without sub method that help students to prepare themselves in learning by using cooperative learning.

In addition, Snowball throwing is called as one kind of cooperative learning because of its usage, where by using it, teachers can give students preparation as prior/stock of knowledge and afterwards teaching students by using any types of cooperative learning.

Diversity and Culture of Indonesian Nations

Moreover, before a national framework was laid upon them, the various regions experienced separate political and economic histories which still show in the current regional dynamics. Indonesia's national motto *Bhinekka Tunggal Ika* (Unity in Diversity) refers to the variety in the country's internal composition but also indicates that - despite all differences in its multicultural society - there is a true sense of unity (Indonesian) among the people of Indonesia.

This Culture section of Indonesia Investments has as principal objective to provide the reader with essential background information on Indonesia with regard to various disciplines. This will significantly enhance people's understanding of the country. Comprehension of cultural aspects and country-specific dynamics are essential for sustainable and successful investments or when moving to a foreign country either for business or private reasons. This is especially applicable to Indonesia with its enormous cultural diversity and complexity.

These are the six largest ethnic groups that make up more than two third of 237 million of the country's total population (Yuniarni: 2016).

1.   Javanese

A Javanese person, native to the island of Java, is the largest ethnic group in Indonesia with more than 95.2 million people, make up 40 percent of the total population. Javanese population spread all over the country, but is highly concentrated in Java and Bali Islands. Javanese people mostly identified as Muslim, with a small figure of Christian, Buddhist and Hindu. They also long were associated with Kejawen, traditional animistic beliefs which rooted in Javanese history, synchronizing practices into different religion, such

as Islam, Hindu and Christianity. There are ethnic sub-groups of Osing, Tengger, Samin, Bawean/Boyan, Naga, Nagaring and other communities.

2.   Sundanese

Native to the western part of Java, Sundanese people makes up 16 percent, or 36.7 million people, from the country's total population. The ethnic group is predominantly Muslim and sticks to their own language. They traditionally inhabit provinces of Banten, West Java and Jakarta.

3.   Batak

The third largest ethnicity is Batak from North Sumatra with 8.5 million people, accounting for 3.8 percent of the total population, which consists of Batak Simalungun, Angkola, Karo, Mandailing, Pakpak Dairi, Tapanuli, Dairi, Toba and many more. These ethnic groups are distinctly related and speak the same language, while also practicing similar customs. As predominantly Christian, Batak accept this Abrahamic religion as part of their identity since the early 20th century. Although, other ethnic sub-groups of Mandailing and Angkola are predominantly Muslims, they are closely associated with Minangkabau ethnic group from West Sumatra.

4.   Sulawesi

The fourth largest are the Sulawesi ethnic groups with 7.6 million, equivalent to 3.2 percent of Indonesia's total population, which comprise of 208 ethnic groups, including Attinggola, Suwawa, Mandar, Amatoa, which excluded the people from Makassar, Bugis, Minahasa and Gorontalo.

5.   Madurese

Around 7,179,356 million Madurese made up for 3.03 percent out of Indonesia's total population, identifying themselves as the people who originally lives in Madura Island. They are predominantly Muslim and commonly affiliated with Nadhatul Ulama, the largest Islamic organization in Indonesia. However, Madurese also inhabited many regions in Indonesia as most of Madurese native have been migrated to any other parts of the country for a century.

6.   Betawi

The Betawi ethnic group is the term for the people who lived in Batavia, the Dutch name for Jakarta. The native Jakarta made up for 6.8 million or 2.9 percent. Their language - Malay-based creoles that borrow extensive words from Hokkien, Chinese, Arabic, Portuguese and Dutch languages as well as other local language — is still used as slang language in Jakarta. They are predominantly Muslims, with a few number of Christian and Roman Catholic believers.

III.   Research Method

Action research was exemplified by the discussion of problems followed by group decisions on how to proceed. Action research must include the active participation by those who have to carry out the work in the exploration of problems that they identify and anticipate. After investigation of these problems the group makes decisions, monitoring and keeping note of the consequences. Regular reviews of progress follow. The group would decide on when a particular plan or strategy had been exhausted and fulfilled, come to nothing, and would bring to these discussions newly perceived problems (Lewin: 1993) This study was conducted in the grade V SDN 055985 Pekan Selesai Kab. Langkat Academic Year 2017/2018.

IV.   The Analysis of Data

In the second cycle of meeting I, teacher observation has changed and reached a high percentage level, but in the sixth indicator there is still a value of 2 or enough. This can be seen from the overall value obtained by 32, (%) or percent obtained by 80%. The observation data of the students based on the motivation indicator are: 1) Pleased in learning high-class social science or equal to 90.4%, 2) Have high spirit in learning high-class social science or 85.7%, 3) Serious in learning social science or 95.2% , 4) Diligent learning at home is or 76.2%, 5) Always want to complete tasks faster or 80.9%, 6) Responsible in doing the homework is or 76.2%, 7) Challenged solve the difficult lesson (61.9%, 8) Want to get a moderate high achievement or 71.4%, 9) Do not want to miss school or 95.2%, 10) Give prizes for students who are achieving moderate or 66.7% .

Based on observations observed during the learning in first cycle , the results are as follows:

In the second cycle of the second meeting the teacher's observations have changed and reached a high percentage level. This can be seen from the value of changes obtained by 39, (%) or percent obtained by a high of 98%. The observation data of the students based on the motivation indicator are: 1) Pleased in learning high-class social science or equal to 100%, 2) Have high spirit in learning high-class social science or 100%, 3) Serious in learning social science or 100% , 4) Diligent learning at home is or 90.4%, 5) Always want to complete tasks faster or 95,2%, 6) Responsible in doing the homework is or 95.2%, 7) Challenged solve the difficult lesson 76,1%, 8) Want to get a moderate high achievement or 85,7%, 9) Do not want to miss school or 100%, 10) Give prizes for students who are achieving moderate or 80.9% .

Based on the results of observations and questionnaires that have been done in social science lesson the subject matter of ethnic diversity and Indonesian culture in cycle II is very good in learning activities. Improvement of students' learning motivation through the cooperative model of Snowball Throwing Model has been achieved well, so no need to continue for the next cycle. The use of cooperative learning model of Snowball Throwing on the subject of ethnic and cultural diversity of Indonesia has been carried out optimally. Discussion of research results done by looking at changes in teacher observation, student observation, and questionnaire student motivation that occurs from cycle I and cycle II.

Student learning motivation is increasing from cycle I to cycle II. As seen from the results of teacher observation, in the first cycle of meeting I teachers only get a total score of 55% and then on student observation in the first cycle I meeting is 39% at the second meeting the value of teacher observation is 65% then on student observation meeting II 43% and in the questionnaire the result is 61%. From these results the average value of students is still lacking because it has not achieved results as expected by researchers.

However, in the second cycle students' learning motivation is increasing from cycle I that is: the researcher observation by teacher at meeting I increases far from 55% to 80%, the observation of student meeting I by researcher in cycle II is from 39% to 80% then the second meeting on the observation of researchers by teachers has a value of 98%, student observation is 92% and in the questionnaire is 100% classical.

V.   Conclusion

In the questionnaire, students in cycle I have not experienced a change in learning motivation, where the average of students' motivation is 61% or the level of student's learning motivation is still low. In the student questionnaire cycle II has undergone a change in motivation to learn, where the average student motivation increased by 100% or high student learning motivation level. So it can be concluded that the learning has been completed because students have changed the motivation to learn by using the model of cooperative Snowball Throwing Model.

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