

The Effect of Learning Strategy and Self Confidence towards Tahfidz Qur'an Learning Outcomes

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Abstract: The aim of this research was to determine the learning outcomes of learning strategies and confidence in memorizing of Holy Qur'an. This research was conducted at Islamic Integrated Junior High School YAPIDH in Bekasi. Sampling method of this research was random sampling which was based on students' self-confidence, so that the sample for each study group consisted of 12 students for the experimental group and 12 students for the conventional. Experimental research carried out by using design treatment by level 2x2. The results of research showed (1) there were differences between learners provided by peer tutors with learners provided by conventional learning, (2) there was interaction between learning strategies and confidence towards learning outcomes memorizing of the holy Qur'an, (3) there was the difference between the students who have high confidence that using peer tutoring strategy compared with conventional learning, (4) there was a difference between students who have low confidence that using peer tutoring learning strategies compared with conventional strategies.

Keywords: learning strategy, self confidence, memorizing of holy Qur'an.

I. INTRODUCTION

Tahfidz Qur'an is an attempt to memorize the Qur'an until it is completely embedded in memory and ready to keep it so it won't disappear from memory (Rouf , 2006: 51). The Qur'an is the word of Allah which is a miracle, revealed to the last prophets and messengers through the angel Gabriel and written in the manuscripts submitted to the man and instructed to read begins with the letter al - Fatihah , and closed with a letter an- Nas (Husnan et al , 2009: 51). The Qur'an must be read with the rules properly, because of that, before reading the Qur'an it is important to know what is called tajwid.

Tajwid means how to pronounce the letters in the words correctly, and provide rights (properties attached to the letter) and mustahaqnya (properties that appear at times) . Some of the most simple recitation law to be studied before reading the Qur'an is : Idzhar (إظهار) , Idgham (إدغام) , Ikhfa (إخفاء) , Iqlab (إقلاب) and Mad (مد) (Al - Hafizhah 2009 : 1) .

Learning tajwid is very important for people who want to be able to read the Qur'an. Someone who understands and speaks fluent Arabic may not be able to read the Qur'an properly, because reading the Qur'an has certain highly specialized rules (As- Sirjani & A.Khaliq, 2012: 76). According to the Qur'an surah Al - Mudzamil (73: 4):

Meaning: And read the Qur'an tartil (slowly). In accordance with the tajwid.

The ability of diverse students becomes a problem when they are put together on Tahfidz Quran learning in the classroom. Some of the students sometimes forget Arabic (hijaiyah), some other students cannot read the Qur'an fluently and the other students can read the Qur'an fluently.

Source of data to be studied in schools is class VII in 2011 SMPIT Yapidh. The test scores Tahfidz Qur'an shows that of 145 students only 63 % of students graduating scored above 60 and 37 % did not pass because they scored less than 60.

Tahfidz subjects Qur'an used by teachers are taught in the form of lectures and talaqi (teacher read the verses of the Qur'an and then the students follow), after which each student memorize the Qur'an itself and if they have already memorized, the students have to report their rote recitation of the Quran directly to the teacher for assessment. Students who have high confidence tend to easily interact with the teacher than the students who have low confidence.

In the majority of students, learning strategies which are implemented in school are boring and complicated. Students who have low confidence are afraid and they do not dare to get an assessment because of lack of confidence and afraid of facing the teacher while reporting the rote recitation of the Qur'an.

Based on the problems above, the purpose of this study was to determine:

- 1) differences in learning outcomes Tahfidz Qur'an among students who use peer tutoring and learning strategies and students use conventional learning strategy ,
- 2) the effect of the interaction between learning strategy and confidence on Tahfidz Qur'an learning outcomes,
- 3) differences in Tahfidz Qur'an learning outcomes among students who use peer tutoring learning strategies that have a high confidence and students who use conventional learning strategies that have high confidence and
- 4) differences Tahfidz Qur'an learning outcomes among students who use peer tutoring learning strategies that have low confidence and students who use conventional learning strategies that have low confidence .

This research was conducted at the Islamic Junior High School of Integrated Education Foundation Islam Darul Hikmah (SMPIT Yapidh) located on Jl Raya Authority

Mukti II Km . 3 Gg. H. Alwi Pedurenan Jatiluhur Village, District Jatiasih - Bekasi . The study was conducted at the second semester of the academic year 2012/2013 in the 7th grade at the junior high school subjects. Tahfidz Qur'an emphasize on the ability to read accordance tajwid which was read in a tartil way.

Tartil is reading slowly and quietly, issuing letters of the makhraj (articulation point) by giving the original nature and change that takes into account the meaning of the verse that reads (Syaiful , 2003: 86).

In learning Tahfidz Quran, there should be efforts made by teachers to put students who are good together with the less intelligent students when reading the Qur'an, so the gap is not too noticeable in the learning process. Therefore, it is necessary to have the learning outcomes which are not too far, that is by utilizing clever students to help other students whose capacity is lower. Peer tutoring learning strategies (peer tutoring) is a strategy undertaken by seatmates or peers (Djamarah and Zain , 2010: 25) .

Some studies in educational journal entitled the influence of peer tutoring learning strategies towards creativity and learning achievement of high school mathematics X Payangan (Parwata , 2008: 1) ,and other researcher's journal entitled effectiveness of peer tutoring learning strategies on learning outcomes Microsoft Excel (Herianto , 2010: 1) and also a research on the use of peer tutoring in learning achievement and its effect on confidence .(Lafleur2010 : 1) showed that the influence of peer tutoring learning strategies can improve student learning outcomes and their influence on the student's confidence.

II. METHOD

Research methodology used is in the form of experiment. The design of treatment by the level of 2 x 2. The dependent variable is the result of learning Tahfidz Qur'an while the independent variables were comparing two learning strategies learning strategies which are peer tutoring learning strategies and conventional learning strategies. Moderator variable is the confidence of students who are distinguished between high confidence and low confidence. Study constellations are shown in Table 1 below.

Tabel 1. Treatment Design by Level 2 X 2

Factors		Learning strategies (Independent variable)	
		Peer tutor (A ₁)	Conventional (A ₂)
Self Confidence (Variabel Moderator)	High (B ₁)	(A ₁ B ₁)	(A ₂ B ₁)
	Low (B ₂)	(A ₁ B ₂)	(A ₂ B ₂)

Analysis of the data used in this study consists of two parts, namely descriptive analysis and differential analysis. The

descriptive analysis is done by presenting the data through the frequency distribution table, histogram, average and standard deviation while inferential analysis for hypothesis testing used analysis of variance (ANOVA). Before testing the hypothesis test is conducted prior research data normality and homogeneity.

Normality test of a test group used research data Lilliefors stating that the sample comes from a population of normal distribution. Acceptance or rejection is based on the score of comparison hypothesis L observed by the value of L tables. L observed < L table then the data are normally distributed.

Homogeneity test is done to test the homogeneity of variance between groups learning outcomes scores which were grouped based on the value of self confidence. Homogeneity test is done with Bartlett test. The test criteria is obtained Ho accepted if $\chi^2_{observed} < \chi^2_{table}$ with the value of $\alpha = 0.05$

Testing the hypothesis in this study was conducted using analysis of variance (ANOVA) followed by Tuckey test , to find out if there is an interaction between learning strategy and self confidence on learning outcomes.

III. RESULT

From the calculations carried out on learning outcomes of Tahfidz Qur'an students, the result is shown in Table 2 below as follows :

Tabel 2. Result data

Self Confidence	Learning strategies		Total
	A ₁	A ₂	
High (B ₁)	n = 6 ΣX = 191 X̄ = 31,83 s = 2,40	n = 6 ΣX = 145 X̄ = 24,17 s = 3,54	n = 12 ΣX = 336 X̄ = 28,00 s = 5,94
Low (B ₂)	n = 6 ΣX = 148 X̄ = 24,67 s = 3,50	n = 6 ΣX = 153 X̄ = 25,50 s = 3,51	n = 12 ΣX = 301 X̄ = 25,08 s = 7,01
Total	n = 12 ΣX = 339 X̄ = 28,25 s = 5,90	n = 12 ΣX = 298 X̄ = 24,83 s = 7,05	n = 24 ΣX = 637 X̄ = 53,08 s = 12,95

In the group of students who were learning with peer tutoring learning strategies, obtained 12 students with a total score of 339, the average value 28.25; and standard deviation 5.90. The calculation being performed on Tahfidz Quran learning outcomes on students who were learning with conventional strategies, obtained 12 students with a total score 298. The average value is 24.83 and standard deviation is 7.05.

The above data is tested by analysis of variance to test the effect of inter- column, the interaction between the rows and column. The calculation analysis of variance (ANOVA) that

describe the Tahfidz Quran learning outcomes on group data results can be seen through the table 3 as follows :

Tabel 3. ANOVA RESULT

Variants	dk	Sum of square	Mean square	F _{observed}	F _{table} ($\alpha=0,05$)
Inter column (A)	1	70,04	70,04	6,53 *	4,35
Between rows (B)	1	51,04	51,04	4,76 *	4,35
Interaction (A x B)	1	108,38	108,38	10,10 *	4,28
In groups	20	214,50	10,73	-	-
Total of reduction	23	-	-	-	-

Keterangan:

* = significant

dk = degree of freedom

JK = sum of square

RJK = mean square

Table 3 obtained three results of analysis of variance , variance lines (A1A2) , variance column (B1b2) , and the interaction between the lines (A) and columns (B) . In the analysis of variance between the group given line peer tutoring learning strategies (A1) and the group given conventional learning strategies (A2) of the Tahfidz Quran learning results show the value of the F observed = 6,53 more than F table at significance level of alpha α (0 , 05) = 4.35 . This means, there are differences in the results of Tahfidz Quran learning significantly between the groups A1dangan A2. Thus, the hypothesis that the learning outcomes Tahfidz Qur'an study group given peer tutoring learning strategy is higher than the results of studying the Quran Tahfidz group given conventional learning strategy was proven correct.

ANOVA results on the interaction test between the lines (A) and columns (B) shows the influence of interaction between learning strategies and confidence to the results of Tahfidz Qur'an learning. This conclusion is obtained after obtaining F observed = 10.10 is greater than the value F table at significance level α (0,05) = 4.28 . This means that, the hypothesis that there is an interaction between learning strategy with confidence for Tahfidz Quran learning outcomes is proven to be true.

The results of Tukey test groups with high confidence (B1) , among which were given instructional strategies peer tutoring (A1B1) and were given a conventional learning strategies (A2B1) , can be seen through the Table 4 below as follows : q observed = 5 , 72 is greater than qt table at significance level α (0,05) = 4.90 . Thus Ho is rejected at significance level of 0.05 (5.72 > 4.90) . In conclusion, the results Tahfidz Quran learning with high confidence group students (B1), which was given peer tutoring strategy (A1B1) is higher than the group of students who were given conventional strategy (A2B1) . Thus, the hypothesis that Tahfidz Qur'an learning

outcomes in the group given the high confidence that peer tutoring learning strategy is higher than that given conventional learning strategy was proved correct.

Tabel 4. Tukey Test Comparison Group

The groups compared	q _{observed}	q _{table} α (0,05)	Result
A ₁ and A ₂	3,60	3,08	Significant
A ₁ B ₁ and A ₂ B ₁	5,72	4,90	Significant
A ₁ B ₂ and A ₂ B ₂	0,62	4,90	Significant

In the group of low confidence (B2) , a comparison of Tahfidz Qur'an learning outcomes among the group given peer tutoring learning strategies (A1B2) and the group given conventional learning strategies (A2B2) shows that smaller q observed = 0.62 of q table at significance level α (0,05) = 4.90 . Thus Ho is rejected at significance level of 0.05 (0.62 < 4.90) In conclusion, the results of learning Tahfidz Quran on groups of low self confidence students by conventional learning strategies (A2B2) is low. Thus, the hypothesis that learning outcomes Tahfidz Qur'an in the group given the low confidence that peer tutoring learning strategy is lower than that given by the conventional learning strategy also proved correct .

Thus , it can be concluded that : (1) the group with peer tutoring learning strategy shows results of Tahfidz Quran learning higher than conventional learning strategy group , (2) between learning strategy and the confidence there is no interaction on Tahfidz Qur'an learning outcomes, (3) in the group with high confidence , learning outcomes Tahfidz Quran on students with peer tutoring learning strategies is higher than the group with conventional learning strategies , and (4) in the group of low confidence , learning outcomes Tahfidz Al - Quran students with peer tutoring learning strategies is lower than conventional learning strategy.

IV. DISCUSSION

Based on the above data and statistical hypothesis testing results as stated earlier, the explanation will be as follows:

The first hypothesis, based on the results of analysis of variance (ANOVA) at level significant $\alpha = 0.05$, obtained F table = 6.53 and F observed = 4.35. Thus F observed > F table, so that Ho is rejected, it can be concluded that, overall, there is a noticeable difference between peer tutoring learning strategy with conventional learning strategies on learning outcomes. In other words that the peer tutoring learning strategy (= 28.25; S = 4.71) is better than conventional (= 24.83; S = 3.43). This means that the research hypothesis states that the overall strategy of peer tutoring learning is better than the conventional one is proven correct.

The second hypothesis, based on the results of the analysis of variance of the interaction between learning strategy with confidence for learning outcomes shown in the table above Anova calculation, that score or F observed= 10.10 and F tabel interaction = 4.28. It appears that the function F

observed > F table, so H_0 is rejected. The conclusion is there is an interaction between learning strategy with confidence on learning outcomes.

In the third hypothesis, groups of students who use peer tutoring learning strategies that have a high confidence (A1B1) compared with the group of students who use conventional learning strategy that have a high confidence (A2B1), obtained $Q_{\text{observed}} = 5.72$ and $Q_{\text{table}} = 4.90$. Thus Q_{observed} is greater than Q_{table} , so H_0 is rejected, so it can be interpreted that there is a real difference between peer tutoring learning strategies on students who have high confidence with conventional learning strategies on students who have high confidence. In other words that the Tahfidz Qur'an learning outcomes of students who use peer tutoring learning strategy that have a high confidence ($= 31.83$; $S = 2.40$) are better than the students who use conventional strategies on students who have high confidence ($= 24.17$; $S = 3.54$)

The fourth hypothesis, the group of students who use peer tutoring learning strategies that have low confidence (A1B2) compared with the group of students who use conventional learning strategies that have low confidence (A2B2), obtained $q_{\text{observed}} = 0.62$ and $q_{\text{table}} = 4.90$. Tahfidz Qur'an results of students who use peer tutoring learning strategies that have low confidence ($= 24.67$; $S = 3.50$) was no better than students who use conventional learning strategies that have low confidence ($= 25, 50$; $S = 3.51$)

Therefore, the q_{observed} is smaller than q_{table} , so that H_0 is rejected meaning that peer tutoring learning strategies influence on students who have low confidence has not been lower than that of the conventional learning strategies with students who have low confidence

In conclusion, peer tutoring learning strategies have a better effect than conventional learning strategy. The implementation of peer tutoring learning strategies, students should have a high confidence to improve learning outcomes. While the application of conventional learning strategies can be applied to students who have high confidence or low, but it tends to be better for those who have low confidence, it is recommended to be based on the average scores obtained, as well as the fulfillment of the necessary prerequisites such as discussions which are previously delivered.

Although this study has been designed and implemented based on the guidelines or methods of scientific research, the limitations either as the subject or as an object of research cannot be avoided. Therefore, this research has several limitations, including the following:

First, this study uses a quantitative approach, while the variables studied include peer tutoring learning strategies, and conventional learning strategy must have many aspects that should be measured by qualitative. These conditions certainly have caused difficulties in drafting instruments purely quantitative approach.

Second, this study was limited to two independent variables, namely learning strategies and self-confidence. Meanwhile there are other variables that can affect and or linked to Tahfidz Qur'an learning outcomes

Third, time constraints rule out the possibility for researchers to avoid less flexible data collection process and not opening up opportunities to do external validation to the instrument.

Fourth, the research instrument as a tool to measure the variables of the study has been prepared as carefully as possible by means of testing the validity and reliability test. But, in the operation is difficult to avoid the condition of the respondent when giving answers such as the nature of subjectivity, less careful condition, forgetful mind, and the wrong perception..

V. CONCLUSION

Tests on the data can be summarized as follows : (1) Tahfidz - Qur'an learning outcomes using learning strategies peer tutoring is higher than Tahfidz Qur'an learning outcomes using conventional learning strategy , (2) there is significant interaction between learning strategies and self confidence to Tahfidz Qur'an learning outcomes (3) Tahfidz Qur'an learning outcomes of students who use peer tutoring learning strategies that have a high confidence is higher than Tahfidz Al - Qur'an learning outcomes of students that use conventional learning strategies which have high confidence , (4) Tahfidz Al - Qur'an learning outcomes of students that use peer tutoring learning strategies that have low confidence is lower than the Tahfidz Al - Qur'an learning outcomes of students that use conventional learning strategies that have low confidence .

Based on research that has been done, there are some implications on three important things: (1) students more easily memorize the Qur'an , (2) increase the effectivity of the peer tutoring learning (3) and increase the confidence of students learning with friends

The first implication, Tahfidz means also memorize the process of repeating something, either by reading or hearing (Rauf, 2004: 49). In line with Rouf (2006: 51) Tahfidz Qur'an is an attempt to memorize the Qur'an until completely embedded in memory and ready to keep it disappear from the memory. Tahfidz Qur'an is the most effective in Al-Qur'an business. Memorizing Qur'an maintains the purity of the Qur'an means put at the heartstrings of the learning. According to As-Sirjani and Khaliq (2012: 45), the heart as a repository of the safest place, secure, and cannot be reached by the spiteful and abuses committed enemies of Islam. Memorizing Qur'an is a very big duty and responsibility and it is noble. Memorizing Qur'an is quite difficult. It is easy to memorize but difficult to maintain because any time memorizing can be forgotten. Smaldino et al (2011: 34) stated that the tutor is learning guidance in giving referrals, tutoring can be friends, teachers, computer software or special printed material that presents the teaching materials for learners. In

line with Rusman (2012: 300) that the tutor is learning guidance in the form of directives, guidance and motivation to help students learn efficiently and effectively. With the peer tutor students who are less active become active because it is not embarrassing to ask questions and speak up opinions freely.

. The second implication is optimizing peer tutoring learning strategies. According Dejnozken in Gunawan (2012 : 3) peer tutoring or in Indonesian better known as peer tutors are students who teach other students. The first type is the teachers and learners of the same age. The second type is a teacher who is older than the learner. The other type raised is sometimes the age exchanges. Peer tutoring involves students who are smart as a weak companion to assist students in learning (Walker, 2012: 1). The point of learning with peer tutors aims to enable students more easily asked to be more open to their own friends than with their teacher.

Peer tutoring learning strategies come from constructivist theory developed by Vygotsky. According to Vygotsky, cognitive development is determined by the child's social interaction with the environment especially in the Zone of Proximal Development (ZPD) as the experiences that have been owned (Jamaris , 2013 : 152). On peer tutoring learning strategies, a peer plays scaffolding role as assistant teacher who teach his or her friends. Scaffolding is the level of students' ability to solve problems which became the starting point of the provision of assistance by teachers and peers. Scaffolding functions as assistance provided to students in constructing capabilities which are being developed. Assistance provided through the social interaction that is carried out actively by peers who have the ability to match the capacities that are inside ZPD.

Vygotsky's theory has more emphasis on the social aspect of learning, that learning occurs when students tackle those tasks that have not been studied , but these tasks are still within the range called the Zone of Proximal Development , while the scaffolding that providing assistance to students during the stages early development and reduce the effort and provide opportunities for students to take responsibility after these students can do (Trianto , 2007: 27) . According to Hidayani (2011: 30) when children develop their mental functions with the help of an adult or peer collaboration together, they become more capable then there will be differences in achievement than when they are working on their own .

The third implication is more effectively increased confidence when learning together with friends. Yukl (2009: 223) states that self-confidence is the concept of self-esteem in a positive way with the effectiveness and progress themselves. There are five principles to gain a sense of confidence, such as : (1) acquire the confidence to grow within positive feelings toward success, (2) planning a desired target appropriate capabilities, (3) learn how to get along in order to have interaction many others , (4) watch the psychological and physical appearance so that each behavior is more elegant and

attractive and (5) have a friend who can give support / encouragement which increase confidence (Al - uqshari , 2005: 39-42) .

Overall peer tutoring learning strategies have a better effect than conventional learning strategy. As the implementation of peer tutoring learning strategies, students should have a high confidence to improve learning outcomes. While the application of conventional learning strategies, can be applied to students who have high confidence or low, but tends to be better for those who have low confidence, it is recommended based on the average scores obtained, as well as the fulfillment of the necessary prerequisites such as discussions delivered previously.

Suggestions as the contribution of science research developments, such as: (1) the teachers are advised to use peer tutoring learning strategies in Tahfidz Qur'an learning process. Peer tutoring learning strategies have been able to change the learning achievement to have better learning outcomes, (2) Tahfidz Qur'an learning is full of rote - memorization which need a friend / companion to help remind material to be memorized in order to be correct. In applying the learning strategies teachers should pay attention to the characteristics of student's confidence. By knowing the student's confidence, teachers can select learning strategies that can adjust high confidence and low confidence

(3) for the teachers who have students who have high self-confidence should apply the strategy more on peer tutoring learning strategies than conventional learning strategies so that students can help other students who are lack of confidence in learning, especially Tahfidz Qur'an. Tahfidz Qur'an learning laden with rote - memorization who need a friend or companion to help them remember the memory in order to be appropriate. In applying the learning strategies, teachers should pay attention to the characteristics of students' confidence. By knowing the confidence of students, teachers can select learning strategies that can adjust high confidence and low confidence

learning (4) students who have low confidence should apply conventional learning strategies than peer tutoring learning strategies to get better learning results, because low confidence impedes the learning process when students are shy with their friends. This can be overcome by having a more active role of teacher who encourages students to learn better.

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