

IMPLEMENTATION OF ACTIVE LEARNING APPROACHES USING THE ROLE PLAYING METHOD AS CHARACTER BUILDING EFFORT

YULITA^{1*} – SUCIATI² – SUROYO²

¹ Faculty of Education, Open University, Banten, Indonesia.

² Faculty of Teacher Training and Education, University of Riau, Riau, Indonesia.

**Corresponding author
e-mail: aliminyulita[at]gmail.com*

(Received 12th February 2023; accepted 12th April 2023)

Abstract. The active learning model is a collection of tactics that seek to involve students in active learning through various activities to maximize student learning. Reality in the field and observations, student behavior outside of school is one of the behaviors that is not taught in character education such as cheating behavior during exams and fights between fellow students, this is the problem or gap. This research approach uses qualitative research that leads to field research (field research). By focusing on the search process for each data in the field, the author can obtain a complete picture of the information needed from the problems created using qualitative descriptive techniques. Because this research is about a phenomenon, the researcher uses a qualitative descriptive research approach. In this study the informants were school residents from SD Negeri 003 Pangkalan Kerinci consisting of 1 school principal, 6 class teachers who had done role playing learning models for students in certain subjects at the school, and student representatives. Research instruments in qualitative research involve researchers as their own research tools (human instruments). Memorable classroom experiences are valuable for several reasons. If something from your school days sticks with you for years to come, it likely reflects an interesting and unique learning experience. As teachers, we want students to not only gain the knowledge they need but also have fun and feel comfortable in the process. This can make some role playing activities require students to prepare in front of the class as individuals or groups.

Keywords: *active learning, role playing, character, education*

Introduction

The paradigm of national character education in an effort to form future generations of the nation who are intelligent, virtuous, highly civilized, and always devoted to God Almighty. This is in accordance with the policy in accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (SISDIKNAS), who believe and fear God Almighty. One unique way of learning that can be used to actualize children with character is through competency-based learning strategies with the Student Active Learning (SAL) approach. With this technique, students do more than just passively receive knowledge from the teacher. Students not only gain knowledge and abilities, but they also learn to communicate, work together in groups, take initiative, share information, and respect others. The active learning model is a collection of tactics that try to involve students in active learning through various activities in order to maximize student learning. This active learning paradigm is very similar to the view of constructivism, in which the learning process is seen as an activity to generate meaning or understanding of experience and knowledge which is carried out independently by the learner (in this case the student) rather than the instructor (teacher). The instructor acts as a facilitator, planning learning activities in an

atmosphere of learner (student) initiative and responsibility (Lookman et al., 2019). It is intended that by using this active learning paradigm, children will want to continue learning throughout their lives (lifelong learners), not just at school, and not rely on teachers or other people when they need to learn new things. Several kinds of strategies in this active learning model, for example, Index Card Match, Everyone is Teacher Here, Team Quiz, Role Play, Jigsaw, Reading Guide, Card Sort, Active Debate, Concept Mapping, Demonstration and Think-Pair-Share.

The fact that the author did in the pre-survey at SD Negeri 003 showed that the majority of students in receiving lessons at Pangkalan Kerinci showed the following symptoms: (1) the management of learning carried out by the teacher did not match the learning tools and syllabus; (2) the teacher had not implemented various learning strategies and techniques; (3) not yet fully active students and management of the classroom environment to support active students; (4) the learning atmosphere that is not entirely pleasant in the classroom implemented by the teacher; and (5) not many students often ask if there is material that is not clear or does not understand the material. There are many learning methods, but not all of them can be applied to every material, so a selection process is needed to meet learning objectives. Furthermore, the learning techniques used must be in accordance with the type of information, the quality of the child, and the environment and conditions in which learning will take place. Therefore, teacher innovation is needed in choosing the latest learning approaches that can trigger children's learning enthusiasm. The role playing approach is an alternative learning strategy that can increase children's learning motivation. This is in line with Li and Edward (2020) who say that role playing can increase learning motivation, especially for elementary school students.

Role playing is a learning strategy that is used as part of a simulation to create historical events, current events, or events that may occur in the future (Sanjaya, 2010). A role-playing game is one in which players play and collaborate to build a story together (Setiawati and Dewi, 2021; Hennink et al., 2020; Marlina, 2019). Children are taught to express their thoughts, aspirations and desires through role playing within the boundaries of the stories or roles that have been given to them (Asrizal et al., 2018; Chandra et al., 2018; Spitzmuller et al., 2015). Learning at SD Negeri 003 was observed that most of the teachers in the high grades had implemented active learning with a role playing approach in accordance with the syllabus and learning tools made by the teacher. reality in the field and observations, teachers have applied active learning to learning, and not much has been done for learning about character/character, so student behavior outside of school is one of the behaviors that is not taught in character education such as cheating behavior during exams and fighting among others students, this is the problem or gap for the writer to do further research with the teacher to create a pleasant learning atmosphere so that teaching and learning activities are more effective and enjoyable. Therefore it is necessary to apply role playing where students can experience directly the contents of the learning material presented and solve problems with teacher guidance in teaching and learning activities. The government through the Ministry of Education and Culture in 2011 has determined the scope of the values of character education whose implementation is found in every lesson at all levels of education, namely: Responsibility, Value of Cooperation, and Independence (Nurhayati and Angraeni, 2017). Character education must begin at an early age because early childhood is a critical period in human development. Character education is very important to instill in the younger generation because it will determine the

quality of human resources in the future. This is because the growth of the human brain is most rapid when children are in elementary school. Character education has emerged as a prominent subject in the nation's educational growth in recent years. The world of education is intended to be a driving force in character building, so that citizens are aware of the harmonious and democratic life of the nation and state while still paying attention to societal norms that have been mutually agreed upon (Adiyo et al., 2021).

Instilling and developing personality and character from an early age, especially in elementary school (SD) children's education is an effort to instill character values in students, which includes knowledge, awareness, or will, as well as actions to apply good and virtuous values, to God Almighty, oneself, others, the environment, and nationality, so that students become human beings with character (Suroyo and Putra, 2022; Suroyo et al., 2021). According to the author, one way to improve the quality of character in elementary school students is by implementing active learning using the role-playing method. The application of active learning with the role playing method approach in inculcating character education is quite interesting to study, according to the narrative of the informant (based on an initial interview with one of the teachers at SDN 003 Pangkalan Kerinci) this activity is able to excite students in forming character and improving quality education and learning for children. For example, in civics education, students are asked to act as citizens in an honest manner, such as being in a market or a place of worship. Researchers consider this as a method of instilling character education that must be investigated to obtain data that can assist in the development of new concepts that are acceptable for wider use in basic education institutions. Learning at SD Negeri 003 was observed that most of the teachers in the high class had implemented active learning with a role playing approach in accordance with the syllabus and learning tools made by the teacher, reality in the field and observations, teachers have implemented cognitive active learning. However, learning on affective/attitude aspects such as character education has not yet been carried out. Thus, the author argues that if the teacher has implemented learning in cognitive subjects, can learning in character education also have an influence on the character of students at school and outside of school.

Materials and Methods

This research approach uses qualitative research that leads to field research (field research). This is in accordance with the opinion of Moleong (2018) that qualitative research is research that tries to present facts observed in the field in the form of language, phrases, and non-statistical phenomena. By focusing on the search process for each data in the field, the writer can get a complete picture of the information needed from the problems created using qualitative descriptive techniques. With the aim that all material studied is comprehensive, natural, and logical. Because this research is about a phenomenon, the researcher uses a qualitative descriptive research approach. From here research will be carried out which will produce an overview of active learning-based learning with role playing techniques in character building for students at SDN 003 Pangkalan Kerinci.

The scope of this research is SD Negeri 003 Pangkalan Kerinci, therefore two class teachers and five students at SD Negeri 003 Pangkalan Kerinci are key informants who are competent to provide information and facts needed by researchers. The selection of two class teachers at level V was because the two class teachers Va and Vb had

implemented role playing on the subjects in class, while the selection of five students from class Va and Vb was due to student achievement in class rankings, namely the top two, the bottom two and one in the middle or average (the scores of the two classes are combined so that the highest and lowest rankings are formed), students at SD 003 Pangkalan Kerinci. The research instrument in qualitative research involves researchers as a tool for their own research (human instrument), so that the readiness and preparation of a study by qualitative researchers must be designed in accordance with the provisions that have been planned. According to Pardjono et al. (2015), as a human instrument, qualitative researchers play a role in determining research focus, selecting informants, collecting data, using interview and observation guidelines, assessing data quality, data analysis, interpreting data, and making conclusions on their findings. The stages in the data collection instrument are the methods used by researchers to obtain data.

Results and Discussion

Role playing is part of active learning (often called active learning) which allows students to immediately apply learning as students are placed in roles in actual situations or resource allocation, or some other outcome. This method is an excellent method for engaging students and allowing students to interact with fellow students as students try to complete assignments assigned to students in student-specific roles. Role playing can be done in cooperative groups and/or students can maintain student role personalities during class lessons. Students are more involved when students try to respond to material from the perspective of student character. One of the biggest challenges of the role playing technique applied by SDN 003 Pangkalan Kerinci teachers is getting all students to participate and be truly involved. The teacher may wish to consider ways to increase the likelihood of strong student participation by role playing; the teacher may offer participation value that is somehow related to the short product the student produces from the student's perspective in a given role. It's a good idea to find ways to increase students' awareness of affective values (attitudes). The teacher might also consider using some role-playing tasks in the questions on the exam and explaining to students that that is the case. Like in role-playing, students are asked to solve problems such as acting as a doctor or police officer, where students are taught to value responsibility and be independent in doing assignments as a doctor or a police officer (*Figure 1*).



Figure 1. Students playing the role of a Science Lesson Teacher.

On the Indicators of Implementing Learning by High Grade Teachers at SD 003 Pangkalan Kerinci, teachers can even tell students that students may have to answer questions from the perspective of any role, not just the role assigned to the student. This is in line with the observation indicators in the item " implementation of active learning in class (the teacher demonstrates a scenario in the form of motion or sound)" in affective activities such as implementing an honest canteen, the teacher teaches that changes in income generated by changes in the price of a product are related to the price elasticity of demand for the product in question. Students are asked to imagine that students are members of the school cooperative. While the impression of learning to play actively by Nadia, a class VA student, namely:

"I like to role play, because it's fun and doesn't get bored. Playing a role can also be learning, playing is also with friends, the teacher also taught us an honest canteen and learning science."

Meanwhile, the impressions of the VB grade teachers, regarding role playing on aspects of honest behavior, were as follows:

"To generate more money for the cooperative, one of the teachers had recommended increasing prices on items such as pens and pencils as a way to make more money. We also say that the role of children as co-op caretakers will generate more money if students actually increase the price of goods."

In addition, role playing in sports lessons can also be applied, namely students are placed in the role of football club members and parents of soccer players, students are asked to choose to either increase the cost of soccer players in games or lower the price of admission, this is in accordance with the indicator where the teacher asks students to choose a case. This is in accordance with the statement of Alek, a class VA student:

"During sport time we played roles, chased and we were famous football members, Putri became Niko's mother who played ball. If women sell football tickets. We chose the ball because we like the ball. The teacher said you can play ball. "

After each student has voted, students are asked to convince students to act as visitors, and sponsors to vote in the same way students voted. After a few minutes another vote was taken and then a more complete discussion ensued when the student was asked to explain why the student voted the way the student did. This is consistent with the results of field observations, where the resulting discussion is usually a complete list of reasons why attendance at high school football games may be price elastic or price inelastic even though students may not yet use these exact terms (*Figure 2*).



Figure 2. Discussion session after role playing in class 5B.

The use of role playing can improve several aspects of student character, including; (a) motivate and engage students; (b) improve current teaching strategies; (c) provide real-world scenarios to help students learn; (d) learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion); as well as (e) provides an opportunity for critical observation of the surrounding environment. Based on the results of interviews with VB class teachers, it can be concluded that role playing is an educational method that relies on increasing the role of students in the educational process. Role playing involves all educational actions and teaching processes aimed at enabling learners. It depends on the learner depending on the students involved in the play itself in obtaining information and acquiring skills. Active learning focuses not on memorization, but on developing thinking and problem-solving skills, in addition to teamwork and cooperation. The focus of active learning is not on acquiring new information, but on the ways and methods by which students acquire information, skills and values.

Playing the role as a teaching medium

Pedagogy on role play has been shown to be effective in achieving learning outcomes in three main learning domains: affective, cognitive, and behavioral. By making students take on the role of other people, students practice empathy and perspective taking. This can lead to more self-reflection and awareness on the part of students. When students take the skills they have learned in theory and put them into practice, this creates a deeper cognitive connection with the material, making it easier for students to learn. Finally, using role play as a student tool helps students change

behavior and use best practices in real-world settings, this is in line with the statement of Sutrisno, teacher at SD 003 Pangkalan Kerinci (*Figure 3*):

“To make students apply their knowledge to a given problem, this role play can reflect on the problems and views of others, and to illustrate the complexity of decision making.”



Figure 3. Students understand the material after playing a role in class 5A.

Based on research documentation in VA classes, this role-playing method has been used in a variety of fields, from medicine to law, from business to psychology. Although role playing has traditionally been used in educational methods with an emphasis on the social dynamics of learning and encouraging collaboration among students, role playing is useful in getting students to better understand practical cognitive skills as well. This was explained by the VA class teacher, namely:

“Usually I tell students to decide which role to use, for example in the case of buying and selling, so I tell them, Person A is the buyer, and Person B is the seller. If other cases are like the police, I order the others to become policemen and the others to become criminals. Because I believe that in this way, character will grow in children.”

However, statements differ regarding the preparation for the role play by the VB class. This guide points out some of the drawbacks of using role-playing games, namely the amount of time needed to properly prepare for the activity and the amount of knowledge one needs to have about content and pedagogy. However, if the teacher takes the time to prepare, the benefits can far outweigh the effort. This agrees with the statement from the VB class teacher, namely:

“Sometimes students don't want to stay long, if it takes a long time, of course time is wasted. It's called playing a role, of course, right? For example, prepare equipment, change seats, order children to come forward. Sometimes there are those who don't want to bother themselves. But even so, the children are still enthusiastic about learning by playing this game.”

Role playing in character education

Character is defined as a student's inner makeup as an established structural whole as manifested in student behavior, habits of action, and ways of thinking, as well as in the realm of human emotions. It is a combination of traits and qualities that distinguish one's student traits, a summary or explanation of one's qualities and accomplishments, and a description of one's attributes, traits, or abilities. It is also the totality of traits and qualities that will define a particular student or group of people. Character describes the ethical and moral strength of students, as well as the attributes and abilities that will ultimately be in accordance with the student's life choices. In general, character is also a broad term used to describe the general curriculum and organizational characteristics of schools that encourage the development of basic values in students at school. Good character is not built automatically; it is developed over a period of time through a process of teaching, example, learning and practice. It is built by the interaction of many variables such as; education, family, mass media , community or friendship. Although there are many factors that influence the formation of student character, character building through education, more specifically the learning process in the classroom, is one of the things that education practitioners can contribute to the formation of student character.

Based on the results of interviews with class 5B teachers, the application of role playing in character education at SDN 003 Pangkalan Kerinci in affective learning can improve character and attitudes in children, according to an effective approach in building character in class, provides the following suggestions for moral education as part of character building, giving students opportunities to be accountable to one another by providing cross-age grouping and cross-age guidance, older ones will benefit by being role models and by developing patience and wisdom, and younger ones will benefit from being assisted academically and witnessed a caring and helpful relationship. This is in accordance with interviews with class 5B teachers (*Figure 4*):

“It's true, at that time I gave them the theme of cooperatives, and the children immediately followed suit. After they finished, they immediately imitated the characters they imitated when playing roles, the next day it was also like that, so I thought that playing this role could improve the character or attitude of students, for example, to be more responsible and active.”



Figure 4. Interview with class 5A teacher.

Based on the documentation regarding role playing in character education in the field, several implementations of the application of character in character education include: (1) In the role playing method, students are expected to explore how responsible students are. In a role, students are given case examples of what students will do if something happens and the need for student responsibility, then the teacher writes students are asked to do some writing assignments from worksheets asking students to write something about messages that can be taken from role playing. It could be in the form of a narrative writing activity that assigns students to describe in detail a time when students did something irresponsible; (2) Student activities can be in the form of activities such as: asking students to divide into groups and share times when students act irresponsibly and times when students take responsibility. In large groups, ask students to share one of the student stories and the impact that person's behavior had on people throughout the class. As a group, students can identify some problems in their school or community; and (3) In the value of independence in role playing, a student is said to have self-esteem if he has been able to carry out all his tasks independently without depending on others, accepts himself, is able to make choices, has expert abilities according to his abilities, can be relied on for what done. Character education is the process of applying moral and religious values to students through science and then applying these values to oneself, family, friends, educators and the whole environment as well as to God Almighty.

Character education in affective lessons

Affective learning (attitude) in this study refers to learning related to character education such as religious lessons, civics lessons and non-academic subjects such as scouts and extracurriculars at school. Based on interviews with teachers and observations in the field, the authors obtained data that teachers not only teach how to answer skilled national exam questions, but themselves and their lives must be role models for their students. Accompanied by various major funding breakthrough programs it seems able to solve a fundamental problem in education, namely how to produce Indonesian people who are superior, have faith, have piety, professionalism and character. Active learning consists of instructional activities that engage students in

doing something and thinking about what students are doing . Approaches that promote active learning focus more on developing students' skills than transmitting information to students. Students also tend to emphasize students' exploration of their own attitudes and values. Active learning engages students in the learning process through activities (reading, writing, and demonstrating) or discussions and making presentations in class as opposed to passive listening from an expert.

In other words, teachers or students must teach with a variety of instructional strategies that cover a wide range of student abilities, and providing many varied experiences is an important component to helping students become morally educated students. Active learning in moral education will enable students to understand their roles and responsibilities as effective members of various social groups, such as family, school, friends, local communities, religions, and national and global groups . Based on observations of students at SDN 003 Pangkalan Kerinci, there are also aspects related to Mandiri values, namely, the basic aspects of religion and interests must also be highly emphasized. In addition, fifth grade students tend to be weak in the aspects of persistence (persistence, strength of heart, persistence) and tolerance, while sixth grade students tend to be weak in piety and discipline. Thus, necessary adjustments must be made to suit character development teaching for each group of students.

Application of role playing in character education

The focus of modern secular theories on morality tends towards the latter, namely the moral development of individuals who shape their character. I believe this is because the concepts associated with the definition and social relevance of morality consist of moving targets that may be as varied as any other social construct. On the other hand, the way individuals develop intellectually over time tends to be consistent across cultures. Social deviations such as fights, religious clashes, ethnic confrontations, murders, rapes, persecutions, student brawls in Indonesia generally occur in civil society and also in the government. The actions of the state apparatus are considered to have tarnished and damaged the character of the Indonesian nation which is known for its honesty, inter-religious tolerance, friendship, mutual cooperation, harmony and mutual respect in accordance with the principles of unity and integrity, as well as the values of Pancasila. The implementation of the national education system is a planned change effort to improve the quality of human resources, and can open knowledge, awareness and understanding of oneself and the environment as a whole, so that it is useful in making changes towards a better life. develop capabilities and form dignified national character and civilization in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are knowledgeable, capable, creative, independent, and become citizens democratic and responsible.

Conclusion

Memorable classroom experiences are valuable for several reasons. If something from your school days sticks with you for years to come, it likely reflects an interesting and unique learning experience. As teachers, we want students to not only gain the knowledge they need but also have fun and feel comfortable in the process. Speaking from personal experience, teachers are not as much of a fan of presentation as students. The presentation matched the chilling anticipation, sweaty palms, shaking hands and red

faces. At one point, the teacher went so far as to willingly take lower grades in class than to do the required presentation. Teachers don't want this to happen to students, and teachers carry those memories into their own teaching. Teachers don't want any exceptional student to feel absolute terror at the prospect of a presentation. One form of role play that teachers experience as students, and teachers carry and even use as teachers, is taking on the roles of characters when reading novels in groups. Teachers loved this as a kid-again, because it's basically a no-pressure situation where you can still be involved in what's going on in class. The teacher had a very eccentric role in high school which would assign the dialogue ("speaking section") of whatever novel the class was reading. It will get everyone involved and interested in the story. The teacher tried it with the teacher's own high school students, and the results were amazing.

On the blackboard, the teacher will list the dialogue characters in the chapter the teacher will read. The teacher will act as the narrator and as students volunteer for the speaking section, the teacher will write their name next to the character they will play. All students, even the quietest ones, will volunteer for the speaking section. They can do it from their desks, no one is seeing them, and it's a great way to achieve several classroom goals at once: improve speaking skills, increase student engagement, and increase the comfort level for all students. In fact, it's the shyest student in the teacher's class who puts out the truly impressive accent in his speaking role. It's amazing to see her, of all students, thrive-that's the beauty of role-playing in the classroom. Role playing provides an enriching perspective shift regardless of the class subject. Students can approach a concept from the point of view of a character in a novel, or a food molecule passing through the digestive tract. This activity creates an unforgettable learning experience that students will not forget in the near future. Role playing is also an active learning activity, which makes it a great tool for reinforcing key learning skills that will work for a variety of learners in your class. Active learning will naturally engage most students, so that's an obvious added benefit. As students become more comfortable with the process, their own unique take on subjects, concepts, and literature will grow even more complicated.

Acknowledgement

The authors thank the journal Quantum for giving this article the opportunity to be published in an internationally accredited journal. Thanks to the principal of SDN 003 Pangkalan Kerinci who provided the opportunity to do research at school, informants such as students and teachers of grade V, who took the time to do this research.

Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

REFERENCES

- [1] Adiya, M.H., Nasien, D., Andrio, D., Suroyo, S., Sari, D.M., Apriani, N. (2021): Augmented Reality for Assisting Students in the Learning Riau Malay Culture Local Subject during COVID-19 Pandemic. – In 2021 Universitas Riau International Conference on Education Technology (URICET), IEEE 5p.

- [2] Asrizal, A., Amran, A., Ananda, A., Festiyed, F. (2018): Effectiveness of adaptive contextual learning model of integrated science by integrating digital age literacy on grade VIII students. – In IOP Conference Series: Materials Science and Engineering, IOP Publishing 335(1): 8p.
- [3] Chandra, Y.U., Kristin, D.M., Suhartono, J., Sutarto, F.S., Sung, M. (2018): Analysis of determinant factors of user acceptance of mobile payment system in indonesia (a case study of go-pay mobile payment). – In 2018 International Conference on Information Management and Technology (ICIMTech), IEEE 6p.
- [4] Hennink, M., Hutter, I., Bailey, A. (2020): Qualitative research methods. – Sage 376p.
- [5] Li, Z., Edwards, S.H. (2020): Integrating role-playing gamification into programming activities to increase student engagement. – In 2020 ASEE Virtual Annual Conference Content Access 19p.
- [6] Lookman, T., Balachandran, P.V., Xue, D., Yuan, R. (2019): Active learning in materials science with emphasis on adaptive sampling using uncertainties for targeted design. – NPJ Computational Materials 5(1): 17p.
- [7] Marlina, L. (2019): Pengaruh Metode Bermain Peran Terhadap Kreativitas Anak Di Paud Kelompok Bermain Kartini Kabupaten Ogan Komering Ilir. – Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini 3(2): 158-175.
- [8] Moleong, L.J. (2018): Metodologi Penelitian Kualitatif, Remaja Rosdakarya. – Inter Komunika, Stikom InterStudi 410p.
- [9] Nurhayati, N., Angraeni, L. (2017): Analisis kemampuan berpikir tingkat tinggi mahasiswa (higher order thinking) dalam menyelesaikan soal konsep optika melalui model problem based learning. – Jurnal Penelitian & Pengembangan Pendidikan Fisika 3(2): 119-126.
- [10] Pardjono, P., Sugiyono, S., Budiyo, A. (2015): Developing a model of competency and expertise certification tests for vocational high school students. – REiD (Research and Evaluation in Education) 1(2): 129-145.
- [11] Sanjaya, W. (2010): Strategi pembelajaran berorientasi standar proses. – Pendidikan, Jakarta: Prenada Media Group 294p.
- [12] Setiawati, R., Dewi, D.A. (2021): The Relationship between Character Development in Students through Citizenship Education. – Tambusai Journal of Education 5(1): 897-903.
- [13] Spitzmuller, M., Sin, H.P., Howe, M., Fatimah, S. (2015): Investigating the uniqueness and usefulness of proactive personality in organizational research: A meta-analytic review. – Human Performance 28(4): 351-379.
- [14] Suroyo, S., Putra, B.M. (2022): THE IMPACT OF FRAMING EFFECT: HOW FRAMING EFFECT AFFECTS STUDENTS IN CHOOSING UNIVERSITY'S MAJOR. – Jurnal Analisa Sosiologi 11(2): 167-191.
- [15] Suroyo, S., Putra, B.M., Ibrahim, B., Yanuar, Y. (2021): The effect of learning loss on student's cognitive development during pandemic of COVID-19. – In Proceeding of International Conference on Islamic Education (ICIED) 6(1): 169-176.