

History Teachers' Perception on Values-Based Historical Learning Development in Javanese Manuscript

Sariyatun Sariyatun and Leo Agung Sutimin

*Historical Education Study Program, Universitas Sebelas Maret, Surakarta, Jl. Ir. Sutami 36, Kentingan Surakarta
sariyatun@staff.uns.ac.id*

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Abstract: This research aimed to describe teachers' understanding on values in Javanese manuscript, teachers' attitude to manuscript, manuscript use by teachers in historical learning and constraints the teachers face in utilizing manuscript as historical learning source. This study was a descriptive qualitative research. The subject of research was history teachers of Senior High Schools in Surakarta. Data collection was conducted using semi-opened questionnaire and interview. Data analysis was carried out using an interactive model of qualitative analysis. The results were as follows: Firstly, teachers' perception on manuscript is still low. Majority teachers agreed that values contained in manuscript can be used as the reference of moral education and critical thinking development. Secondly, teachers' attitude was positive on manuscript.

1 INTRODUCTION

History is the answer to problems related to society life. To write history, the author needs document. One of historical document is manuscript. The importance of manuscript not only lies on its historical value but it is also an indicator of a society's civilization level. Viewed from its meaning content, the discourse in manuscript assumes certain function, to create norm, because it contains tenet and guideline in various aspects of social life for both contemporary people and the next generation. Manuscript is also interesting visually, when compared with textual format. From pedagogic perspective, learning to read manuscript pages embedding more attention to the form of letter and abbreviation, so that the successful manuscript reading will generate better appreciation. And viewed from historical perspective, when the students found the pages of ancient script, it is a distinctive experience different from historical learning in the class. Awareness will motivate them to appreciate and to conduct a research on amazing historical process deriving from ancient texts. It in turn helps them to be an aware and critical reader (Mark, 2012).

Manuscript is one of local social capitals (Zed, 2010). Based on the language used, Javanese script is divided into three types: Ancient, Middle, and New Javanese language scripts. The problem is how the attempt of supporting teachers is to utilize and to

translate the content of manuscript as the historical learning source and education media for young generation. One factor determining the use of manuscript as learning source is teachers because they use manuscript for developing historical learning.

The importance of teacher factor in learning innovation is explained by Singh and Chan (2014) explaining that one factor determining the development and innovation in public education is teachers because they are starting point of education development. This scenario shows that the key factor in developing and learning to improve the quality of learning is teacher competency. Similarly, Al-Awidi and Aldhafeeri (2017) study in Kuwait found that the successful application of digital technology in curriculum is highly dependent on teachers' preparedness and willingness to adopt technology.

It is important to reveal teachers' perception on Javanese manuscript and using it in historical teaching-learning process. Perception is the process in which an individual becomes aware of stimulus affecting an individual's sense. Perception affects stimulus or a message absorbed by an individual and what meaning an individual give to others when others achieve awareness.

Perception process is divided into three stages that continues, is mixed, and is overlapping (McNess et al., 2014). Those three perceptions are as follows. Firstly, there is sensory stimulation. Everyone has

sensory ability to feel stimulus but does not always use it. In the second stage, sensory stimulation is governed according to various principles. One of principles often used is proximity or similarity. People or messages physically similar to each other are perceived together or as a unit. Another principle is completeness. An individual perceives a picture or message that in reality is not complete as the complete picture or message. The third stage in perceptual process is interpretation-evaluation. Interpretation-evaluation is highly affected by the past experience, need, value system, duty belief, physical and emotional condition at that time and etc inside individual. The way of interpreting-evaluating message received is different between one individual and another.

The objective of research is to describe how teachers' perception is on historical learning based on Javanese manuscript. The problems of research are: 1) how is teachers' perception on manuscript? (2) how is teachers' attitude to manuscript? (3) how is the manuscript use by teachers in historical learning? And (4) what are constraints the teachers encounter in using manuscript as the historical learning source?

2 METHODS

This study was a descriptive qualitative research. One unique component of qualitative research is a small number of participants in this research (Russel, 2013). Informants participating in this research consisted of 12 history teachers in Senior High Schools of Surakarta City, Central Java, Indonesia. Data of research was taken using opened-questionnaire and interview. Questionnaire involves (1) background of respondents; (2) experience and knowledge on Javanese manuscript; (3) teachers' attitude to Javanese manuscript as historical learning source; (4) Javanese manuscript use level in historical learning; and (5) the constraints the teachers encounter in using manuscript in historical learning.

First section, background respondents consisted of: sex, age, teaching experience, ability of developing historical learning conducted so far. Second section is knowledge on manuscript in which respondents were told to mention and to assess their knowledge on Javanese manuscript. Third section is the attitude to manuscript. This section shows the respondents' attitude to manuscript use in historical learning. The scale of answer is classified into agree, neutral and disagree. In fourths section, the respondents were asked to mention how often they use manuscript as the source of historical learning.

The answer included often, rarely, and never. The last section contains the constraints the teacher encounters in manuscript use as the historical learning source in school. Data obtained was collected from respondent itself and data relevance can be relied on because the author is involved in data collection.

Data processing was carried out using an interactive analysis technique. Interactive analysis includes: (1) data collection, (2) data reduction, (3) data display, and (4) verification/conclusion drawing. Analysis was conducted from the beginning to the acquisition of complete result research data. The analysis process occurred interactively, examining the components cyclically in long duration, so that the comprehensive and in-depth result was obtained.

3 RESULTS AND DISCUSSION

3.1 Characteristics of respondents

About 12 respondents were willing to participate in this research in detail including 25% female and 25% male, based on sex. Based on education level, 75% of respondents have *Sarjana Pendidikan Sejarah* degree and 25% have *Magister Pendidikan Sejarah* degree. By teaching experience, 25% respondents have experience of 1-10 years, 58.33% have 11-20 and 17.66% have 21-30%. Based on self-evaluation on the ability of developing Historical learning, 91.66% should be improved and 8.33% have been adequate to teach in Senior High Schools. In detail, the data of respondent characteristics is presented in the table 1, table 2, table 3 and table 4 below.

Table 1: Respondents by sex.

No	Sex	Total	Percentage (%)
1.	Female	3	25
2.	Male	9	75
Total		12	100

Table 2: Respondents by education.

No	Education	Total	Percentage (%)
1.	<i>Sarjana Pendidikan Sejarah</i> (Graduate)	9	75
2.	<i>Magister Pendidikan Sejarah</i> (Postgraduate)	3	25
Total		12	100

Table 3: Respondents by teaching experience.

No	Experience	Total	Percentage (%)
1.	5 -10	3	25
2.	11-20	7	58,33
3.	21-30	2	17.66
Total		12	100

Table 4: Respondents by ability of developing historical learning.

No	Ability Level	Total	Percentage (%)
1.	Should be improved	11	91,66
2.	Adequate	1	8,33
	Total	12	100

Viewed from its profile, majority respondents have graduate education and sufficiently long teaching experience. It is a good capital in improving the quality of learning. Being teacher is not easy in many societies throughout world, as teacher is considered as the component that can improve the quality of education. Just like what has occurred in China land, the local and global demand for ideal teachers is that they should fulfill tight ethical code and standard ethic requirements according to the law, be patriotic and highly dedicated to their job, teaching and educating students and be the role model, in a lifetime learning process (Wen et al., 2014).

It is also supported by previous studies' findings (Wen et al., 2014), about the society's expectation to a teacher figure in which teacher should be able to deal with any aspects of student development; have high knowledge in their area; have good personality, kindness, self-confidence, persistence, intellectuality and sense of humor. In addition, they should be able to develop teaching learning strategy, to conduct learning evaluation, to conduct some research and develop both social and academic relations in order to achieve the students' high learning outcome.

This result is in line with Atmono (2008) stating that "educational change depends on what teachers do and think." The change and reform of education system is highly dependent on "what teachers do and think" or on teacher competency mastery. Tenure or job experience is essentially the summary of an individual's understanding on what he/she experiences in teaching, so what he/she has experienced has been mastered, whether regarding knowledge, skill and values inherent to him/herself. It is in line with Hasan (2015) study showing as follows. Firstly, there was a significant effect of teacher tenure on teacher performance. Secondly, there was a significant effect of teacher education on teacher performance. Thirdly, there was a significant effect of teacher tenure and education simultaneously on teacher performance.

Experience will be very useful in supporting knowledge a teacher has in dealing with new problems. Learning from various experiences in job is very helpful to teachers to improve their professionalism in guiding their students. Teacher tenure in teaching or teaching experience also contributes to his/her teaching competency. The

higher the education level of an individual, the higher is the ability he/she has. The quality of education and teaching given by teacher is also affected by his/her education level. The higher is the teacher education level, the higher is the quality of education and teaching he/she gives (Nikian et al., 2013).

3.2 Respondents' Knowledge and understanding on manuscript

Regarding respondents' understanding on manuscript, 58.33% of respondents obtain sample script from internet, 33.34% from library and 8.33% from borrowing their friend's manuscript. All respondents have ever read manuscript. Data on teachers' willingness of accessing manuscript is presented in histogram below.

Table 5: Respondents' ways of accessing manuscript.

No	Source/place	Total Person	Percentage (%)
1.	Internet	7	58.33
2.	Library	4	33.33
3.	Borrowing from friends	1	8.33
	Total	12	100

The table shows that 58.33% of respondents obtain sample script from internet, 33.34% from library and 8.33% from borrowing their friend's manuscript. All respondents have ever read manuscript. Teachers' willingness to access internet is related to the awareness that manuscript is one of historical learning sources. The idea of introducing manuscript to the class is not easy. As suggested by Mark (2012), most people tend to consider manuscript as the document preferred by textual scientist or art historicists. They have formal education thereby can access and use it. Visual and physical attractions of script are interesting to offer to everyone, so that teachers should be considered to interact and to learn using it. Script is a physical historical object that can be touched and manipulated by students, and even in the presence of digital manuscript, text can be magnified when necessary.

The result of research shows that teachers with theoretical and pedagogic understandings will be able to improve learning quality and to develop a students-centered learning (McNess et al., 2014). Manuscript is also interesting visually, compared with text format in general. From pedagogic perspective, learning manuscript page embeds more attention to manuscript detail so that its successfulness will have more in-depth meaning. Learning with ancient text, the class will be more alive, because the experience obtained is different from ordinary class. From

historical perspective, such the awareness will grow appreciation and motivation to conduct a research on historical process. It in turn will help them to be critical reader of ancient texts (Mark, 2012). Teachers' understanding on manuscript is presented in detail in figure 1.

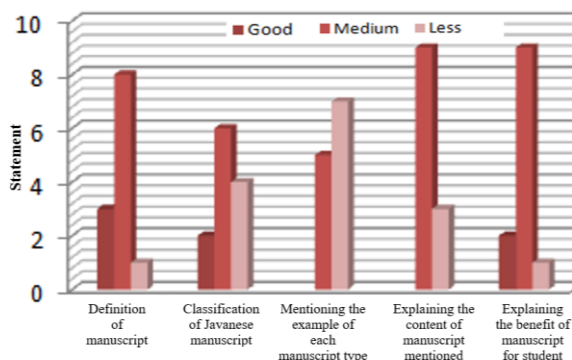


Figure 1: Respondents' understanding on manuscript.

To obtain data on teachers' understanding on manuscript is explored using five questions. Firstly, respondents' understanding on manuscript definition belongs to good (25%), fair (66.66%) and low (8.33%) categories. Secondly, understanding on Javanese manuscript classification belongs to good (16.6%), fair (50%) and low (33.33%) levels.

Teachers' understanding on manuscript belongs to fair category. They can explain the definition of script but cannot distinguish literary works including Hikayat (tale), Babad (history) and Suluk (mysticism). Tale is the work containing both history and legend. Hikayat contains attractive even, miracle and unreasonable things. Babad contains the combination of historical fact, myth, and belief. Suluk is the literary works in the form of books, the content of which explains tasawuf issues. They can also give the example of script in the form of Prose, Poetry, and Song.

Javanese literary work can be classified into Prose, Poetry (kakawin) and Song (Tembang). The examples of Javanese Literary Work in the form prose are Calon Arang and Pararaton. Central Javanese Letters in the form poetry includes Kakawin Dewaruci and Kidung Sudamala. Javanese literary work in the form of tembang includes Serat Wedhatama. Javanese Letters based on time period can be classified into Ancient Javanese, Central Javanese, New Javanese and Reform and post-reform period.

In relation to the understanding on manuscript content, 75% of respondents have fair understanding in explaining the content of manuscript mentioned, and 25% have poor understanding. Teachers'

understanding on the manuscript content belongs to fair category, because they can explain generally the content of manuscript mentioned. This condition is worrying, as one factor resulting in the low quality of education at secondary level is no support from professional teacher (Hasan, 2015). The result of teacher's reflection on material mastery and historical learning development shows that majority teachers need improvement.

It is in line with Yusuf and Ruslan (2014) study finding that teachers' high professional competency will result in students' high learning outcome, and vice versa. It is also in line with (Indriasih, 2013), study finding that teacher professionalism affects significantly the teacher performance. It can be defined as the more professional the teachers' work, the better is their performance. Thus, teachers' understanding or competency affects the students' learning outcome. Professional competency is important according to the mandate of Law No.14 of 2005 about Teacher and Lecturer mentioning that teachers' standard competency includes pedagogic competency, personality competency, social competency, and professional competency acquired through professional education.

Teachers' argument about the benefit of manuscript shows that 16.66% of students can explain well, 75% can explain it adequately. Majority respondents mentions that value of manuscript can be used as the reference of moral education as its role modeling values can inspire students and improve their critical thinking, and character education. So far, students tend to see history as the collection of facts to be recited. Historical source of manuscript is the evidence supporting the interpretation of meaning from the past. Using evidence in historical studies is different from doing so in other academic discipline. In historical studies, students will likely enter into uncertainty area and debate on historical facts. Students should understand that without evidence historicists fail in doing their main duty (Grim et al., 2004). Before students use evidence or historical source to support their argumentation, they should recognize and see the evidence. Thus, the students can develop critical consciousness, the ability of imagining themselves as the ones living in the past thereby can explain the historical development in certain period (Boxtel and Wilschut, 2015).

3.3 Attitude to Manuscript as Historical Learning Source

In the question agreed by respondents on their attitude to manuscript as historical learning source, 100%

respondents agree that manuscript is the source of learning and historical learning. 66.66% agree that manuscript contains moral and noble character tenets, and 8.33% agree that it can inspire students and 25% agree that the values contained in manuscript can reinforce the students' character. Considering the content of manuscript, 75% respondents agree that the use of manuscript as historical learning source will change historical learning into the more attractive one, 25% do not agree because they understand the content of manuscript difficultly. 100% respondents agree that manuscript is the valuable source of historical learning source to teachers to develop an attractive historical learning in the class. Nevertheless, 58.33% respondents have not known how to develop an attractive manuscript-based historical learning, 41.66% argue that the manuscript-based learning can be developed with problem-based and contextual learning model.

All respondents agree that manuscript or script is relevant to be used as the source of historical learning. It has been realized that manuscript has not been known widely. The alienation of old literary work in the society is due to the following factors. Firstly, indeed many manuscripts have not been processed into the understandable and acceptable reading to the society, while the original script in the form of handwriting is still stored and have not been known widely by society. Secondly, the old literary work was made of perishable basic materials such as palm leaves, bamboo, bark, paper and etc. The old literary works constituting the old script represents the society's life. Thus, old letters can be the material to reconstruct society order, social relation and values within the society at that time. The old literary manuscript as the form of ancient nation's cultural heritage contains many noble character tenets.

The analysis on the content of manuscript is beneficial to historical learning development at school. As explained in the result of Sariyatun (2017) says that *Serat Wedhatama* value-based historical learning model improves effectively the leadership attitude of Senior High School students. Similarly, in the result of Reni Pujiartati's study, Sariyatun (2017) shows that *Serat Wedhatama* value-based historical learning model improves effectively the moral consciousness of students in SMA Negeri 5 Surakarta. *Serat Wedhatama* is the *serat* containing noble character tenets and serves as guideline of daily behavior. Slamet (as cited in Sariyatun, 2017) says that moral value in *Serat Wedhatama* involves three aspects: (1) religious moral value, (2) personal value, and (3) social value. Religious moral value constituting the form of a creature (servant)'s belief

in, remembering, being subjected and submitted to its Creator can be seen from *pupuh Gambuh*. Personal moral values include honesty, self-control, humility, and independency teaching. Meanwhile, social moral value includes respect, concord and tolerance. Respect and concord values dominate *Serat Wedhatama*, because concord and respect values are Javanese people's life principle to create social harmony (Sariyatun, 2014).

3.4 The use of manuscript as learning source and historical learning

Majority respondents have never used manuscript as historical learning source (91.66%) because textbook contains only the example of literary works. This condition is understandable because most manuscripts have not been processed into the understandable and acceptable reading to society. There are two difficulties the manuscript readers face. The first is the difficulty in recognizing the form of actual manuscript. It can be dealt with by comparing the manuscript's text and the same text in modern printed edition. The second is abbreviation in the text aiming to save the space and more importantly to save time. Most text abbreviation contains regular learnable signs (Mark, 2012).

Understanding why people in the past acted means to understand their idea, belief and view on world in historical context of place where they were. Such the understanding in historical education is called historical empathy. As adopted by British Historical Education Council (Boxtel and Wilschut, 2015) ,historical empathy becomes one aspect debated in historical education. Historical empathy is criticized for it leads to public sentimentality. Historical empathy belongs to affective domain; therefore it will make learning development and evaluation difficult.

A different argument explains that historical empathy concept comes from German word *Einfühlung*, meaning that the capacity of understanding and entering into others' feeling and emotion, as cited in Davison (2012) explains that historical empathy is cognitive or affective. Children who have learnt to empathize will be aware of its action's effect on others. The understanding on historical empathy is beneficial to learning and contributes to democratic society. The students not only identify others' point of view, but also try to understand it. Teaching historical empathy as an action to explain the past behavior helps the students to realize that idea and belief in the world of ancient people is different from that the students have.

Similar idea can be found in Collingwood (Boxtel and Wilschut, 2015) distinguishing between thought and feeling. Thought and idea underlying the ancient people's action can be represented in the recent context.

Historical empathy gives a strong theoretical foundation for emotional intelligence (Davison, 2014). Furthermore, empathy can also be related to democratic citizenship and idea that "everyone in the world feels pressure to empathize with the experience and particularly the sorrow of others" currently. Similarly, Boxtel and Wilschut (2015) suggests that empathy is the mechanism of care, merit and affection.

Cognitive historical thought concludes that historical empathy is an activity that is cognitive entirely. They represent historical empathy as historical perspective, an imaginative attempt of understanding the past life by considering historical evidence. Davison, (2012), emphasizes on evidence and cognitive action encouraging understanding and critical thinking. Thus, it can be concluded that the path for historical empathy is when individuals attempt to enter into the past affectively. Then, they work cognitively using many evident source (past document) and finally they get out of the past and muse (both affective and cognitive) learning on the past in the present context.

3.5 Constraints with the use of manuscript as historical learning

The question about the constraint with the use of manuscript as historical learning source is classified into two: technique and pedagogic. Majority respondents agree that there is technical constraint in manuscript use, in which 41.66% of them find difficulty in accessing manuscript; 33.3% find difficulty in understanding the language used in manuscript, and 25% are limited with historical learning time. Technical constraints the respondents find in using manuscript as learning source is presented in table 7.

Table 7: Technical constraint.

No	Technical Constraint	Total	Percentage (%)
1.	Access to manuscript	5	41,6
2.	Language	4	33,33
3.	Time	3	25

Pedagogically, the constraint includes 67% of respondents not understanding the content of each manuscript, and 75% understanding poorly the use of manuscript and its relevance to learning material in

textbook and syllabus. About 75% of respondents have not understood yet the relevant learning model to develop manuscript-based historical learning model and 83.33% have not understood yet the value education model. This pedagogic constraint is presented in table 8.

Table 8: Pedagogic constraint.

No	Pedagogic constraint	Total	Percentage (%)
1.	Manuscript content	8	66,6
2.	Learning Model	9	33,33
3.	Value education Model	10	25

This result of research in line with Mark (2012), explaining that there are two difficulties found in reading manuscript: recognizing the form of actual script and understanding the word abbreviation in the script. It confirms the teachers' reflection on material mastery and historical learning development in which majority teachers still need improvement. The successful achievement of objective is highly dependent on learning process, how a process can run effectively thereby the objective of education is achieved. Joyce and Weill argued that learning model is a plan or pattern that can be used to create curriculum, to design learning materials, and to guide the learning in the class. The selection of learning model should consider situation and condition, prior characteristics and prior ability of students. In this context, pedagogic competency and professional competency of history teachers should be improved. The result of research shows that the teachers' high professional competency results in the students' high learning outcome (Yusuf and Ruslan, 2014). Teacher professionalism also affects significantly the teacher professionalism. Inadequate training and experience are the main factors leading the teachers not to use manuscript in their teaching. In addition, the low trust leads to the reluctance to use manuscript. Thus, there should be training and facilitation for teachers to use manuscript in teaching-learning process.

4 CONCLUSIONS

Firstly, teachers' understanding on manuscript should be improved. Teacher realizes that their mastery of teaching ability material should be improved. Majority teachers agree that values contained in manuscript can be used as the reference of moral education and critical thinking development. For that

reason, there should be facilitation for teachers in manuscript use as historical learning source.

Secondly, teachers have positive attitude to manuscript as historical learning source. The use of manuscript as learning source impacts on historical learning becomes interesting. Nevertheless, majority teachers have not developed manuscript-based historical learning. There should be cooperation between Teaching Staff Education Institutions in order to improve teachers' understanding on manuscript. Teachers realize that the mastery of teaching ability material should be improved. Teachers realize that their mastery of teaching ability material should be improved. Majority teachers agree that values in manuscript can be used as the reference of moral education and critical thinking development. For that reason, there should be facilitation for the teachers in using manuscript as historical learning source.

Thirdly, teachers have positive attitude to manuscript. The use of manuscript as learning source leads to the attractive historical learning. Nevertheless, majority teachers have not been able to develop manuscript-based historical learning. There should be cooperation between Teaching Staff Education Institutions and History Subject Teacher Discussion (MGMP) to develop manuscript-based historical learning model.

Fourthly, the use of manuscript in historical learning is still low because History textbook of Senior High Schools explains about manuscript only as the example of literary work in Islam period.

Fifthly, the constraints with manuscript use can be classified into technical and pedagogical ones. Technically, many manuscripts have been digitalized, that can be accessed online. Pedagogic constraints can be dealt with by the cooperation between Teaching Staff Education Institutions and History Subject Teacher Discussion (MGMP) to develop manuscript-based historical learning model by utilizing Javanese manuscript.

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