Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7027

INCREASING STUDENT PARTISIPATION USING WINDOW SHOPPING LEARNING MODEL AND EXPLOSION BOX MEDIA AT SOCIAL EDUCATION

Mamik Karyawati[1], Lilik Sri Hariani[2], Endang Surjati[3]
[1,2,3]Master of Social Education Program, PGRI University of Kanjuruan Malang
[1]bumamikaryawati@gmail.com
[2]liliksrihariani@unikama.ac.id
[3]surjati@unikama.ac.id

Abstract

Social studies learning in Junior High Schools (SMP) is carried out to improve students' social science knowledge which is then applied to life in society. In fact, the results of social studies learning of class IX students of SMP Negeri 14 Malang in the 2023-2024 academic year still need to be optimized. This is evidenced by several conditions, including: (1) student learning outcomes that are still in the average range. (2) the role of student participation in social studies learning is low, and (3) the learning models applied by teachers do not vary. Based on these problems, a study was conducted entitled increasing student participation using the window-shopping learning model and explosion box media. This study used 143 respondents who were randomly determined to represent a population of 192 class IX students in the 2023/2024 academic year. The source of research data was obtained from secondary data in the form of social studies subject report card scores, and data collected using a questionnaire that showed the active role of students, as well as the application of the window-shopping learning model assisted by explosion box media. The data analysis technique used path analysis with the help of SPSS 21. The conclusion of this study: (1) the active role of students has a direct influence on learning outcomes, (2) the application of the window-shopping model assisted by explosion box media has a direct influence on learning outcomes, and (3) the application of the window-shopping learning model assisted by explosion box media can significantly mediate the influence of the active role of students on social studies learning outcomes.

Keywords : Social studies learning, window shopping learning model, explosion box learning media

INTRODUCTION

The success of education is generally assessed by student learning outcomes, which describe the depth of knowledge that has been absorbed, understood, and applied related to the material that has been taught, understanding concepts, mastery of a skill, and the ability to apply it. Achieving optimal learning outcomes in various subjects is a goal that is highly desired by students, although there are various obstacles to realizing it.

The results of initial observations showed the lack of active role of students in social studies learning activities in grades IX-1 to IX-6 of SMP Negeri 14 Malang for the 2023/2024 school year. The data is juxtaposed with the results of reflection and feedback at the end of learning activities which show that students are less facilitated to play an active role in learning activities, which is caused by the inappropriate learning model applied by teachers, and this has an impact on the lack of understanding of concepts and their application, which leads to student learning outcomes in social studies subjects that are less than optimal.

Therefore, the challenge faced by social studies teachers is how to change the passive learning behavior of students to play a more active role in learning, by making a student-centered learning plan, as well as conditioning an attractive learning environment. Teachers then changed their strategy by applying a window-shopping learning model assisted by media explosion boxes as a choice of solutions to existing problems. The recommendation is derived from the results of previous studies regarding the effectiveness of the window-shopping learning model and the use of

explosion box media in increasing the active role and learning outcomes of students.

The urgency of this research is based on the novelty designed by the teacher with the existence of an explosion box media that replaces the function of plano paper as a medium for pouring group work to be presented in window shopping activities. It also observed the role of teachers in controlling the course of window-shopping activities by ensuring the understanding of all students of clear scenarios, time limits, and warnings centrally so that the implementation of social studies learning activities runs smoothly, effectively and enjoyably. Although the essence of student-centered learning is of value, the role of teachers as facilitators plays an important part.

Jerome Bruner (as quoted in Azizah, 2020), emphasized the importance of students' active role in learning, students must be actively involved in exploration, observation, questioning, and problem-solving, so that students can develop their own understanding of various principles to be meaningful. Pramana (2024) said that the constructivism paradigm considers knowledge not only passively received, but also understood through individual involvement with information and experience, dialogue, experimentation, elaboration, peer discussion, and reporting on learning outcomes. This strengthens Ariani's (2019) opinion that the active involvement of students in learning is one of the indicators of a successful teacher in teaching, because learning is said to be successful and qualified if all students are actively involved, physically, mentally and socially, including the role of teachers and peers in the learning process.

Referring to the theory conveyed by Paul B Detrich (as quoted in Widiastuti, 2019), that the active role of students depicted in learning activities includes eight aspects of activities consist of: (1) visual activities, (2) oral activities, (3) listening activities, (4) writing activities, (5) drawing activities, (6) motor activities, (7) mental activities, (8) emotional activities. According to Busa, Eman, N. (2023), the active role of students is influenced by internal factors such as: physiological (five senses) and psychological (attention, response, and memory) and external factors including non-social (learning places and facilities) and social factors (teachers and peers).

It is important for a teacher to understand the various factors that can affect the success of the teaching and learning process in order to help students achieve optimal learning outcomes. Teachers must be able to establish a conducive learning environment to achieve maximum learning goals, improve the quality of good learning, develop abilities to the maximum, and be able to minimize problems that arise in learning. This is in accordance with the opinion conveyed by Zamroni, et al. (2023) that student learning outcomes are evidence of the success of learning carried out by teachers influenced by many factors, one of which is the role of teachers in designing learning activities.

According to Anjar (2021), good learning outcomes are implausible to shortly happen, but it does need a long process and is influenced by internal and external factors, thus determining the quality of learning outcomes. These internal factors include physiological and psychological, while external factors include family and school factors. External factors that come from the school include curriculum; teachers' teaching methods; teacher-student relationship or students' connection; school discipline; instrumental factor; and community factors.

Rasidi (2019) said that window shopping is an activity to see and understand each other's thoughts related to learning materials or topics, with two students act as peer tutors who explain the results of discussions related to the material displayed, while other members visit other groups to listen, record the material delivered by the group visited. In the final session, each returned to his group to report the results of the material shopping he obtained, so that all groups obtained the same information from the entire topic of discussion.

Hayati (2020) revealed that explosion box learning media is a box-shaped media that when opened on all four sides forms a net that has been filled with text or images related to the subject matter to be discussed together. Nabila (2022) said that in the application of explosion box media, students are motivated to play an active role in learning activities. The advantages of the media explosion box consist of: (1) stimulating curiosity because of its unique appearance like a gift box and when opened there is a feeling of surprise with the contents of the layer, (2) the presence of pictures, writings,

and interesting decorations in it, (3) various kinds of objects in the form of pictures or writing as needed can be included, (4) developing student creativity, and (5) containing a short resume as a result of students' understanding of the lesson.

Referring to the opinions of Rasidi (2019), Hayati 2020, and Nabila (2022), the combination of the window-shopping learning model and media explosion box is a learning innovation, a very interesting new thing to be applied in order to increase the active role of students in social studies learning activities so that it has an impact on more optimal learning outcomes.

Based on the background that has been presented, this study aims to investigate the influence of students' active role on learning outcomes through the application of the window-shopping learning model assisted by explosion box media. According to the results of previous research, this study is expected to make a significant contribution to understanding how the window-shopping learning model assisted by explosion box media can increase the active role of students and learning outcomes.

RESEARCH METHOD

This study uses a quantitative approach, which is carried out by a survey method at the end of the learning activity. The population of this study is the entire grade IX students at SMP Negeri 14 Malang spread from grade IX.1 to grade IX.6 with a total of 192 students, who experience social studies learning by applying a window-shopping learning model assisted by explosion box media. The sample of this study was randomly selected and totaled 143 respondents according to the Slovin formula.

Connected to the title of this study, there are 3 research variables, namely (1) exogenous variables, (2) endogenous variables), and (3) mediation variables. The exogenous variable (X) in this study is the active role of students, defined as the active involvement of students physically, intellectually and emotionally in learning activities reflected in such indicators as: visual activities, oral activities, listening activities, writing activities, drawing activities, metric activities, mental activities, and emotional activities.

The endogenous variable (Y) in this study is social studies learning outcomes, defined as the level of student achievement towards the learning objectives in the social studies subject matter, which is measured through the average scores of exams, assignments, and other relevant assessments to the aspects of knowledge and skills in one basic competency.

The mediating variable (Z) in this study is the window-shopping learning model assisted by media explosion box, whose indicators include students' ability to understand the steps in the learning model, the ability to understand the material, and the ability to solve evaluation questions at the end of learning activities that apply the window-shopping model assisted by media explosion box.

The data collection technique aims to collect useful data in formulating research results (Sugiyono, 2019). The data collection techniques in this study are documentation studies and questionnaires. The documentation study includes obtaining secondary data in the form of student learning outcomes, especially in Social Sciences subjects listed in the odd mid-semester report card for the 2023/2024 school year as initial data and the average student learning outcomes in basic competencies 3.4 and 4.4 as data on learning outcomes after treatment. Documents during learning activities such as reflection results and feedback after learning activities and anecdotal notes, as well as photos of learning activities to support data and considerations in interpreting the research results. The primary data in this study was explored with an online-based questionnaire using google forms to measure exogenous variables, namely the active role of students, and mediation variables, namely the application of a window-shopping learning model assisted by explosion box media.

This study uses a path analysis technique with the SPSS 21 (Statistical Product and Service Solution) statistical program. The path analysis technique is a statistical analysis technique developed from multiple regression analysis (Marwan, et al., 2023), This path analysis technique is used to explain the direct and indirect relationships between several variables, and these variables act as causes to other variables as the result. The direct influence is measured through the path

coefficient value of the exogenous variable, while the indirect influence is measured through the multiplication between the exogenous variables in one direction.

RESULTS AND DISCUSSION

Result

Before performing multiple linear regression analysis to obtain the path coefficient values and constants of structural equations, it is very important to perform classical assumption tests. This classical assumption test aims to ensure that the regression model meets the necessary conditions so that the resulting parameter estimates are valid and reliable. There are several classic assumptions that must be tested, namely: normality test, heteroskedasticity test, multicollinearity test.

Normality Test

The normality test was carried out to determine if the residual values were normally distributed. The residuals of a regression model must be normally distributed, this can be tested using statistical tests such as Kolmogorov-Smirnov or Shapiro-Wilk, as well as looking at histogram plots or Q-Q plots. In this study, the Kolmogorv Sminov normality test was chosen because the number of research samples was above 50.

Table 1. Normality Test Results

Model	Sig. Test of Normality	Conclusion
I	0.200	Residual Normal
II	0.200	Residual Normal

Source: Data processed 2024

The results of the normality test as stated in Table 1 above, for both regression models showed a fairly high significance value (Sig.), namely 0.200 for Model I and 0.200 for Model II. Based on these results, we can conclude that the residuals of the two models are normally distributed. Significant values greater than the commonly used alpha level (usually 0.05) suggest that there is insufficient evidence to refute the assumption that residuals are not normally distributed.

Thus, the assumption of normality is fulfilled for Model I and Model II. Success in fulfilling this assumption is important because it shows that the results of the regression analysis conducted are reliable in estimating path coefficients and other interpretations. The normality assumption also ensures that the parameter estimation is not affected by any deviation from the residual normal distribution. In this context, the results of the normality test provide a strong basis for the validity of the regression analysis results.

Heteroscedasticity Test

The heteroskedasticity test is carried out to test if there is a heterogeneity of residual variants from one observation to another in the regression model. If it is fixed, homokedasticity occurs, on the contrary, if it is different, it is called heteroskedasticity. The variance of the residual must be constant at all levels of independent variables. The Breusch-Pagan test or White's test can be used to test this assumption, and by looking at the residual plot versus the predictor, this is shown in Table 2 below.

Table 2. Heteroscedasticity Test Results

Type	Sig. Uji Gletsjer	Conclusion
I	Sig. X = 0.077	No heterosis Confidentiality
II	Sig. X = 0.738; Sig. Z = 0.466	No heterosis Confidentiality

Source: Data processed 2024

Based on Table 2 above, the results of the heteroscedasticity test for both regression models show a fairly high significance value (Sig.), namely 0.077 for Model I and 0.738 for the X variable and 0.729 for the Z variable in Model II. In both cases, meaning that there was no heteroskedastic in both regression models. There was no significant evidence that the variance of the residual in both models differed systematically along the range of independent variables X and Z, so that it can be stated that the heteroscedasticity assumption suits and gives confidence that the results of the regression analysis can be interpreted more convincingly in the context of this study.

Multicollinearity Test

Independent variables must not have a high correlation with each other. Multicollinearity can be tested by looking at the Variance Inflation Factor (VIF) and tolerance value as stated in Table 3 below.

Table 3. Multicollinearity Test Results

Independent Variables	VIF	Tolerance
X	2.846	0.351
With	2.846	0.351

Source: Data processed 2024

Based on Table 3 above, the results of the multicollinearity test show that the independent variable X has a Variance Inflation Factor (VIF) value of 2.846 and a Tolerance value of 0.351. A VIF value that is below the critical threshold of 10 indicates that variable X has a low to moderate level of multicollinearity. Although the Tolerance value is quite low, it does not indicate any significant problems related to multicollinearity for the X variable in the regression model.

Despite the few signs of multicollinearity in the Z variable, there is not enough evidence to suggest that there is a serious problem with multicollinearity in this regression model. However, it is important to remain cautious in interpreting the results of the analysis related to the influence of the Z variable on the model. Further evaluation may be needed to understand more deeply about the variable relationships in this regression model.

Results of t-Test, F-Test and Regression Coefficient

Overall, the results of the t-test, the F-test, and the regression coefficient are important tools in regression analysis to validate the relationship between variables and to provide a deeper understanding of the factors that affect dependent variables in the context of research. This analysis assists the researcher in making solid and informed conclusions based on the statistical data obtained, as shown in Table 4 below.

Table 4. Results of Linear Regression Analysis of the two Regression models

Regret Model If	Inde pendent variable	Path Coeffi cien	P Value	Sig. F test	R2
I	X	0,805	0,000	0,000	0,646
II	X	0,255	0,000	0,000	0,846
	Z	0,703	0,000		

Sumber: Data yang diolah 2024

Based on the results of the regression analysis in Table 4, it was concluded that the active role of students (X) had a positive and significant effect on the application of the window-shopping learning model assisted by explosion box media, shown by a positive path coefficient of 0.805 and a path coefficient significance of 0.000 <0.05. This means that the active role of students can support the application of the window-shopping learning model assisted by explosion box media.

The active role of students (X) has a positive and significant effect on learning outcomes (Y), shown by a positive path coefficient of 0.255 and a path coefficient significance of 0.000 <0.05. This means that the active role of students (X) who are high can achieve learning outcomes (Y).

The role of the application of the window-shopping learning model assisted by explosion box media (Z) has a positive and significant effect on learning outcomes (Y), shown by a positive path coefficient of 0.703 and a path coefficient significance of 0.000 <0.05. This means that the application of a high explosion box media-assisted window-shopping learning model (Z) can support learning outcomes (Y).

The active role of students (X) and the application of the window-shopping learning model assisted by explosion box media (Z) simultaneously affected Student Learning Outcomes (Y), shown by the significance value of the F test of 0.000 < 0.05.

The contribution of students' active role to the implementation of the explosion box-assisted window-shopping learning model was 64.6% with a value of e = $\sqrt{1 - R2}$ = 0,59 Meanwhile, the contribution of the active role of students and the application of the Window-Shopping learning model assisted by Explosion Box media to student learning outcomes is 84,6 % with e = $\sqrt{1 - R2}$ = 0,39.

Equations and Path Diagrams

Path diagram is a tool to graphically depict the structure of causal relationships between exogenous variables, endogenous variables and mediating variables. The following is a path diagram that illustrates the relationship between the three research variables, namely the active role of students (X), the window-shopping learning model assisted by explosion *box* media (Z) and learning outcomes (Y). More clearly about this as reflected in Figure 1 below.

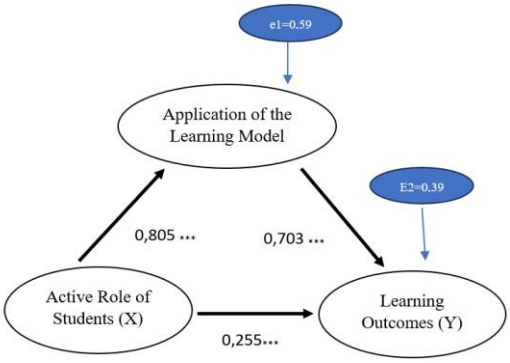

Figure 1 Path Diagram

Based on Figure 1 of the path diagram, the path equation or structural equation formed is:

Structural Equations I : Z = 0,59 + 0,805 X

Structural Equations II : Y = 0,39 + 0,255 X + 0,703 Z

With:

X = Active Role of Students
Z = Implementation of the Windows Shopping Learning Model assisted by explosion box media
Y = Learning outcomes

Mediation Test with Sobel Test

The mediation test is a test to find out whether the mediating variable is significantly able to play a role in mediating the relationship between exogenous variables and endogenous variables. The Mediation Test in this study uses the Sobel test which aims to explain the indirect influence of the variables of students' active roles on learning outcomes through the application of the window- shopping learning model assisted by explosion box media.

A clearer picture of the mediation test is reflected in Table 5 below.

Table 5. Results of Sobel Test of Indirect Influence X → Z → Y

a	*b*	S_a	S_b	*Soble Test Statistics*	*1 Tail Probability*	*2 Tail Probability*
0,805	0,703	0,028	0,061	10,6971	0,00000	0,00000

Note:
a = exogen coefficient path to endogen; *b* = intervening coefficient path to endogen; *Sa* = exogen coefficient path error standard to endogen; *sb* = intervening coefficient path error standard to endogen.

Source: data processed (2024)

The results of the Sobel test in Table 5 above show that the p value of the Sobel test results is 0.0000 (two tails), because the p value < 0.05, it is concluded that the application of the window-shopping learning model assisted by explosion box media can significantly mediate the influence of students' active role on student learning outcomes. The nature of mediation is partial mediation because without mediation the application of the window-shopping learning model assisted by explosion box media, the active role of students can affect student learning outcomes

Research Hypothesis Testing

Based on the analysis in this study, the results of hypothesis testing are obtained as stated in the following Table 6.

Table 6. Summary of Hypothesis Testing Results

No	Hypothesis	Results of Analysis	Cutting Pan
1	There is a direct influence of the active role of students on learning outcomes	• Regression Coefficient: 0,255 • P value: 0,000	Accepted
2	There is a direct influence of the application of the model Window Shopping Learning Helps Media Explosion Box on Learning Outcomes	• Regression Coefficient: 0,703 • P value: 0,000	Accepted
3	There is an indirect influence of the active role of students on learning outcomes mediated by	• P value 2 tail= 0,00000 • P value 1 tail= 0,00000Note	Accepted

No	Hypothesis	Results of Analysis	Cutting Pan
	the application of the window-shopping learning model assisted by explosion box *media*		

Source: processed data in 2024

The explanation of the results of hypothesis testing according to the table above is as follows:

Hypothesis 1 in this study states that there is a direct influence of students' active role on learning outcomes, the results of the analysis in this study show that the p value of students' active role in learning outcomes is 0.000 and the positive regression coefficient is 0.255, because the p value < 0.05, and the coefficient on the positive path, the hypothesis is accepted and it can be concluded that the active role of students can affect the application of the window shopping learning model.

Hypothesis 2 in this study states that there is a direct influence of the application of the window shopping learning model assisted by explosion *box* media on learning outcomes, the results of the analysis in this study show that the p value of the learning model on learning outcomes is 0.000 and the positive regression coefficient is 0.703, because the p value < 0.05, and the coefficient on the positive path, the hypothesis is accepted and it can be concluded that the model Learning can affect learning outcomes.

Hypothesis 3 in this study states that there is an indirect influence of students' active role on learning outcomes mediated by the application of the window-shopping learning model assisted by explosion box media, the results of the analysis in this study are shown with a p value of the sobel test of 0.000000 (two tails), because the p value < 0.05, the hypothesis is accepted and it can be concluded that the learning model can mediate the influence of active role in learning outcomes.

Discussion

The results of hypothesis testing in this study have proven the suitability of the theories of constructivism, cognitivism, and behaviorism which are the three learning theories underlying this research.

According to Jean Piaget and Lev Vygotsky (as quoted in Nerita, 2023) that constructivism theory emphasizes knowledge created through the interaction of individuals and others. This approach encourages students to play an active role in the learning process, focusing on active learning, where students collaborate and share experiences, students not only receive information but also play an active role in discussions, exploring learning resources related to learning topics. Constructivism also emphasizes that students create meaning from their experiences, so that these learning experiences can improve understanding and retention of information.

The theory of cognitivism put forward by Jean Piaget (as quoted in Wahab, G., 2021) reveals the importance of thinking in learning. Students are considered active learners who organize and interpret new information based on existing knowledge. Jerome Bruner (as quoted in Azizah, 2020), reinforces this opinion by emphasizing the importance of the active role of students in learning, students must be actively involved in exploration, observation, questioning, and problem-solving, so that students can develop their own understanding of various principles to make them meaningful.

The results of this study show that the application of the window-shopping learning model assisted by media explosion box shows a positive and significant influence on student learning outcomes in social studies subjects, the better the application of the window-shopping learning model assisted by media explosion box The better the student's learning outcomes. This further strengthens the results of previous studies conducted by Rokhmah, F. N. (2023), Prasetyo, A (2021), Astutik, S. W, Kurniawan, R. Y., & Wahyuningtyas, E. (2023), that the application of the window-shopping learning model has a significant effect on learning outcomes. The results of this study also corroborate the results of previous studies conducted by Vianda, U. (2020), Sholikah, T. A. (2020), Islamy, C. (2022), Innisya, A., Kasdriyanto, D. Y., & Jannah, F. (2023), that the explosion box media used to support social studies learning has a positive effect on learning outcomes.

Stimulus-Response Theory in the perspective of Behavioristic Theory and its implementation in learning as explained by Nur Fahanah (2018) that students who are active in the learning process, such as trying, serious, focused, paying attention, obeying regulations, and so on, will have a stronger and more effective response. If a positive stimulus is added, then the response will be even stronger. If the stimulus is reduced or eliminated, the response will be weaker. The stimulus referred to in this study is the application of a window-shopping learning model assisted by explosion box media, while the response is in the form of an active role of students.

A real picture of the effect of the application of the window-shopping learning model assisted by explosion box media which has succeeded in mediating the active role of students on learning outcomes, especially in social studies class IX subjects at SMPN 14 Malang, as reflected in the following Table 7.

Table 7. Student Learning Outcomes in Social Sciences Subjects

Class	Average value before treatment	Average score after treatment	Percentage increase in value
IX.1	78	88	12.82%
IX.2	78	87	11.54%
IX.3	73	85	16.44%
IX.4	76	85	11.84%
IX.5	73	84	15.07%
IX.6	75	83	10.67%
Average	**75.5**	**85.3**	**13.06%**

Source: 2024 curriculum data

Based on Table 7, it is known that there has been an increase in learning outcomes between before and after the implementation of the window-shopping learning model assisted by media explosion boxes, which is 13.06%

CONCLUSIONS AND SUGGESTIONS

Conclusion

The results of this study show that student learning outcomes increase when they are actively involved in learning activities. The active role of students in learning affects student learning outcomes, meaning that the higher the active role of students in learning activities, the better the learning outcomes, and vice versa, the lower the active role of students, the lower the learning outcomes**.**

The application of the window- shopping learning model assisted by media explosion box has an effect on student learning outcomes, meaning that the better the application of the window-shopping learning model assisted by media explosion box, the better the learning outcomes of students, and vice versa, the worse the application of the window-shopping learning model assisted by media explosion box then the lower the student's learning outcomes.

The application of the window-shopping learning model assisted by explosion box media can significantly mediate the influence of students' active role on learning outcomes. The nature of mediation is partial mediation because without being mediated by the learning model, the active role of students can also directly affect learning outcomes.

Suggestion

Other researchers are expected to conduct similar research with various adjustments and improvements regarding the application of the window-shopping learning model assisted by explosion box media, in the independent curriculum.

This research can inspire teachers to develop a more effective learning model that is more in line with students' learning styles and increase the active role of students in the learning process.

School principals as education managers can encourage collaboration between subject teachers to exchange knowledge and best practices related to the application of the window-shopping learning model assisted by media explosion boxes, in order to improve the quality of learning and generally have an impact on improving the quality of education.

BIBLIOGRAPHY

Anjar (5 September 2021). Faktor-Faktor yang Mempengaruhi Proses dan Hasil Belajar. wawsanpendidikan.com. https://www.wawasanpendidikan.com/2021/09/Faktor-Faktor-yang-Mempengaruhi-Proses-dan-Hasil-Belajar%20.html

Azizah, L. N. (2020). Mengenal Teori Bruner Sebagai Model Pembelajaran Termutakhir.

ARIANTI, A. (2019). PERANAN GURU DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA. Didaktika : Jurnal Kependidikan, 12(2), 117-134. doi:https://doi.org/10.30863/didaktika.v12i2.181

Busa, E. N. (2023). Faktor yang mempengaruhi kurangnya keaktifan peserta didik dalam kegiatan pembelajaran di kelas. *Jurnal Sosial Humaniora dan Pendidikan*, *2*(2), 114-122.

Hayatli, M. E. (2020). Pengaruh media roda putar dan explosion box terhadap pengetahuan, sikap dalam konsumsi sayur buah di min 10 asahan tahun 2020 (Doctoral dissertation, Universitas Sumatera Utara).

Istianingsih, K., & Mir'anina, R. (2018). Pengaruh model two stay two stray dengan aktivitas window shopping terhadap minat dan hasil belajar siswa mts al-muttaqin plemahan kediri. *Jurnal Ilmiah Pendidikan Matematika*, *3*(2), 92-98.

Marwan, M. P., Konadi, W., Kamaruddin, S. P., & Sufi, I. (2023). *Analisis Jalur dan Aplikasi SPSS Versi 25: Edisi Kedua*. Merdeka Kreasi Group.

Pramana, P. M. A., Suarni, N. K., & Margunayasa, I. G. (2024). Relevansi

Marwan, M. P., Konadi, W., Kamaruddin, S. P., & Sufi, I. (2023). *Analisis Jalur dan Aplikasi SPSS Versi 25: Edisi Kedua*. Merdeka Kreasi Group.

Pramana, P. M. A., Suarni, N. K., & Margunayasa, I. G. (2024). Relevansi Teori Belajar Konstruktivisme dengan Model Inkuiri Terbimbing terhadap Hasil Belajar Siswa. Ideguru: Jurnal Karya Ilmiah Guru, 9(2), 487-493.

Sugiyono. (2019). Metode Penelitian Kuantitatif Kualitatif dan R&D (Ke-2). Alfabeta.

SYUKRON, M. A. (2024). *UPAYA MENINGKATKAN HASIL BELAJAR MELALUI MODEL PEMBELAJARAN WINDOW SHOPPING DI KELAS X-5 SMA NEGERI 12 JAKARTA* (Doctoral dissertation, UNIVERSITAS NEGERI JAKARTA).

Wahab, G., & Rosnawati, S. P. (2021). *Modul Teori Belajar*. Penerbit Adab

Zamroni, A. D. K., Sirait, E., Sarjono, M. T., Handayani, P. T., Safitri, S. N., & Marini, A. (2023). ANALISIS HUBUNGAN ANTARA PENERAPAN METODE EXPERIENTIAL LEARNING DALAM PEMBELAJARAN DENGAN HASIL BELAJAR IPS SISWA. *Jurnal Pendidikan Dasar dan Sosial Humaniora*, *3*(1), 45-56.