

## THE MODEL OF CHARACTER LEARNING ANTI VIOLENCE BASED ON REFLECTIVE LEARNING

Muhammad Rais, Badaruddin, and Farida Aryani

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This research is a development research (R & D) that aims to produce learning device character values for new students who integrated reflective learning. This learning device in the form of guides and instructional material character values. That developed referring to the model of development that consists of several stages, namely: 1) a preliminary study, 2) formulate the objectives, 3) develop initial product, 4) do early trials, 5) revised to formulate the main product, 6) test the main field, 7) test the operational product, 8) revised the final product, and 9) disseminate and implement the product. Moreover subjects in the this research is students of the Faculty of Engineering UNM. The data collected is qualitative data and quantitative data obtained using a questionnaire. Guides and materials developed, is validated by experts and have gone through the process of revision of the product. The test is done by individuals, small groups, and a field test. Aspects tested include aspects of the content, appearance and design aspects. The third aspect assessed by referring to the criteria of decent, useful and appropriate. The results of the expert assessment of the product guides and planting material character values integrated with reflective learning is valid. The test result of individual and small group trial demonstrated that the product guides and planting material meets the criteria of character values are very decent, very useful, and appropriate, so that it can be used in building the character of anti-violence which is integrated in the reflective learning.

**Keywords:** *Reflective Learning, Character Values, Anti Violence.*

### Introduction

The reflective learning is developed based on the theory of cognitive psychology and constructivist psychology. The reflective learning is defined as the process of learning in depth and meaningful (Moon, 2000), indicates the discovery cycle to achieve its objectives in finding solutions to the problems posed by cognitive and constructivist psychology. Further, he said that the process of reflective learning means a mental process that will manipulate the mind of person in order to find solutions to existing problems. The reflective learning process easier in mind and the new information to be understood and studied in depth and full consideration and caution before deciding a next step (Xie *et al*, 2008).

Specifically (Boud *et al*, 1989) explained the importance of reflection in the 'cooperative inquiry'. Kolb (1984) puts reflection as an important part of the learning process 'experiential learning' or experience-based learning. Mean is like Safery & Duffy (1996) states that reflection is one of the important pillars of character constructivist learning, because the reflection can help students develop metacognitive awareness. Metacognitive awareness is the awareness of the mind itself

as seen in the way a person completing the tasks (Marzano, et al., 1998). In addition Degeng (1998) states, that in view of the preparation of constructivist learning is the knowledge of concrete experiences, collaborative activities, and reflection and interpretation. Therefore the main foundation of reflection in learning is constructivism. The nature of learning in the constructivist view is the process of constructing meaning. To the extent that it is one of the principles of learning to understand constructivism is an opportunity pass reflection.

Reflective learning enables the development of effective personal, develop future and apply measures with a formula that learning is influenced by their interactions with other groups through dialogue, conversation, communication in order to provide an understanding and a new experience (Moon, 2004; Stroobants *et al.*, 2007). Reflective learning enables learners can focus more attention, thinking, has its own ideas, paying attention, looking for solutions, interpret, assess and make self-reflection on what is in the vicinity with its thinking skills (Honey and Mumford, 1992).

Reflective learning is a learning model that prioritizes the thinking process on the basis of self-reflection, past experience and future expectations (Morrow, 2009). This learning model relying on academic fantasy to the observed and measured, thus giving birth to the sensitivity of the phenomena that occur around the learning environment. This kind of learning related with the responsiveness of the symptoms and dangers of impending violence. Reflective learning by Bain et al. (2002) has five characteristics which indicate the hierarchy of the thinking process, namely: (1) Reporting, (2) Responding, (3) Relating, (4) Reasoning, and (5) Reconstructing. At the level of reporting is characterized by the ability to describe the situation, a phenomenon, a problem, at the level of responding is characterized by the ability to develop emotional response to the problem, at the level Relating characterized by the ability to associate various phenomena with the theory that underlies the phenomenon, at the level of reasoning is characterized by the ability to explain the incident, based on the fact that systematic events in accordance with the concept of problem-solving methods, and at the level of Reconstructing characterized by the ability to plan actions based problem solving theoretical perspectives and past experiences.

The reflective learning provides the opportunity for students to be actively involved in the learning process with the involvement of his own experience as a learning material helps in forming a knowledge and stimulate students to think creatively based on their knowledge and experience to solve problems in real life. According to Harrington (1996), reflective attitude has three main components, namely: 1) open-mindedness or transparency, as a reflection of what is known, 2) responsibility, as a moral attitude and professional commitment with regard to the impact of learning on the learner, the learning and others, and 3) seriousness in carrying out the task.

### Research Methods

This research is using research and development (R & D) methods that designed to produce products such as guide books of character building through reflective learning model on all new students at Faculty of Engineering, UNM. The research model development Borg and Gall (2003) models adopted in detail has ten steps to implement the research:

- 1) A preliminary study and data collection. At this stage of observations on the issue of violence and the fights that often occur at UNM, especially in the Faculty of Engineering as a research location;
- 2) Planning (determining the purpose of research, make an estimate of the time required, the procedures research work, plan some trials such as the trial product by expert instructional design and educational psychologists);
- 3) Develop a preliminary draft of the product (prototype);
- 4) Perform the initial trials to a limited group (5 students);
- 5) Perform revision to compose the main product (revised products based on the results of early trials);
- 6) Conduct a field trial (30 students through FGD);
- 7) Perform revision based on the advice of an expert or experts to draw up operational products;
- 8) Revise the final product, after a revision of a team of experts or specialists and field trials;
- 9) To disseminate and implement the product.

Data used in this study is qualitative data and quantitative data. The qualitative data obtained from the instrument needs analysis, while quantitative data obtained from the results of the needs analysis sheet, sheet material experts and design experts sheet learning, and student responses. Data obtained from the experts include the expert assessment of the content and design expert guides. Two expert assessment data is qualitative and quantitative. Obtaining quantitative data captured using assessment questionnaire given to each expert and prospective users of the product. While the qualitative data of commentary, criticism, suggestions for improvements were obtained from interviews and discussions with experts. In addition the data obtained through the records expert judgments about the content and design of the materials. The data is used as a material consideration to revise guidance material non-violent attitude training. In addition, the data used to assess the quality of the manual which includes three aspects, namely usability, feasibility and accuracy, as consideration in revising the guidelines before been tested on a group of students.

The early stages of product trials are product validation on a subject matter expert in educational psychology and instructional technology experts. Early product

validation is integrated from the resulting device to obtain a product in the design of a cadre of anti-violence coaching model using reflective learning. Product validation involves a group of experts, the experts learning technology and educational psychologists. Moreover experts learning technologies represent aspects of the study methods of developing learning models such as the development of materials, observation sheets, evaluation sheets, syntax learning, content delivery strategy, and learning media. Psychologists study represents learning the basics of the psychology of learning, such as student characteristics, motivation, intelligence, interest and other psychological aspects.

Individual testing involving trial subjects as many as five people. The aspects that the students among other aspects of learning the values of character, the content aspect, the aspect of the look, the design aspect. This activity is done by providing sheet instruments to measure aspects of learning the values of character, the content aspect, the aspect of the look, the design aspect. In adding the results of the analysis were presented based on criteria then right, useful and decent.

Three criteria (right, useful, and well worth it) were analyzed using the criteria of degree of accuracy, usability, and feasibility compiled by the Centre BSNP (Depdiknas, 2008), namely:

TABLE 1. CRITERIA FOR PRODUCT ACCEPTABILITY

<i>Point</i>	<i>Percentage (%)</i>	<i>Category</i>
4	81 – 100 %	very precise / very useful / very decent
3	66 – 80 %	Precise / use / decent
2	56 – 65 %	less precise / less useful / less decent
1	0 – 55 %	imprecise / useless / not worthy

If the assessment ranges between 3 and 4, then the product does not need to be revised, even if only slightly revised in order to improve products. If the range between 1 and 2, the product largely revised, either covering aspects of the content, layout, and design.

### **Research Results**

In this research, the prototype design guide character building material models and non-violence for the new students. Design tailored made to the needs of students whose properties approach is training, coaching, and mentoring. This means that the guide leads users to be able to reflectively interactive with each other, discussing, playing the same role communicating desires, hopes, and reflections that accompanied the action plan to make anti-violence movement in groups. Moreover evaluation to assess and decide the final recommendations into the character values that need to be integrated into the practice of association on campus as an integral part of the learning reflection.

The character values of non-violence developed in this research is designed in the form of training guides line that will lead anyone both on faculty and students users. The guide was compiled by referring to implementation of the principle of reflective learning. The material in this guide consists of: 1) Build a caring attitude (empathy between fellow of students), 2) develop an attitude of positive learning in college, 3) build etiquette campus harmonious, 4) identify and resolve potential conflicts and responsiveness, and 5) establish anti violence. This material is given to new students in the practical guide format prevents brawl on campus. The material is presented in an interesting and easily understood and practiced by students. Guide accompanied with interesting illustrations in order to avoid the impression as reading in its implementation.

### **Expert assessment of the Guidelines and Content**

#### *Aspects of Guide Usability*

The indicators used to describe the usefulness of the guide was with two indicators: indicators and indicator requirements of product users the ability/skills needed for the users of products. The results of expert assessment showed that for the indicator value of the product consisting of items such as, avail this handbook for students, the importance of this handbook for students, the benefits of this guide in understanding and the needs of students will be the growth of a caring attitude to the students character of non-violence in order to prevent the fights on the student. Both experts agreed that the guide is very useful when applied to of students with high scores are given four, meaning that the guidelines developed is very useful when applied to students, especially freshmen. The results of expert assessment in view the aspects of the use of training are presented in Table 2 below.

According to the table 2 above, the expert judgment on all aspects of the use of this guide is a high score, which is an average gave a score of 4 on most items given questions on aspects of the use of guides. The level of the average score given by the two experts have reached a total score of 4 and 3, or generally achieve very useful percentage of 100%. Thus anti-violent character building guide is categorized as very feasible and can be resumed.

#### *Aspects of Feasibility Guidelines*

The indicators used to demonstrate the feasibility of non-violent students character in building guide is the practicality and effectiveness. The practicality procedure involves instruction step, administration models, role play, group work, and discussion groups. With regard to the practicality of the steps in the training of both experts stated practical.

Indicators feasibility of guidelines will be described hereinafter, is the effectiveness of the time, cost, and energy. Regarding the labor needed to carry

TABLE 2. RESULTS OF THE USABILITY EXPERT ASSESSMENT GUIDELINES

No	Item Questions	Score		%	Category
		Expert 1	Expert 2		
1	Avail the guide of Coaching Character Anti-Violence based Reflective Learning.	4	4	100	very useful
2	Importance the guide of Coaching Character Based Anti-Violence Reflective Learning for students .	4	4	100	very useful
3	Benefits of Coaching Character guides Anti-Violence Based Reflective Learning in an effort to prevent a fight at UNM .	4	4	100	very useful
4	The Importance students to get special training in order to carry out the different stages of learning in this guide.	4	4	100	very useful
5	The Importance of students to have knowledge of reflective learning problems in order to implement these guidelines.	4	3	87,5	very useful
6	The Importance of students to control the attitude of anger, resentment, and emotionally through this guide	4	3	87,5	very useful
7	Difficulty level guidelines to be implemented in practice	4	4	100	very useful
8	The level of usability guidelines in fostering an attitude of friendship between students and prevent a potentially anarchic behavior	4	4	100	very useful

out the learning was designed, both experts believe small. Furthermore, regarding the magnitude of the amount of time needed to carry out the reflective learning designed for this development. The educational psychologists stated that the amount of time it takes a large and expert learning design states is small, but both experts agree that the size of the time required will be known after doing the reflective learning. Furthermore on the amount of the costs required in order to carry out non-violent character building, has been stated by the experts as the costs involved are relatively moderate. In other words, in terms of power implementation of reflective learning developed, quite effective, but in terms of cost and less effective. Tabulation of feasibility aspects are presented in Table 3 below.

Based on Table 3 shows that the second expert assessment of the feasibility aspect of coaching guide anti-violent character-based reflective learning, provide is high score, which is the average score of 3 on most items of questions provided on the feasibility aspect. From no: 8 of the questions on the feasibility aspects, the cumulative rate of the average score given by the three experts have reached a total score of 3 or a percentage of 75%. According to the assessment criteria on the aspects of feasibility of, it is based on an expert assessment with a score of typically 3 or 75% are categorized, it can be concluded that this guide is included in the

TABLE 3. RESULTS OF EXPERT ASSESSMENT OF THE FEASIBILITY OF GUIDELINES

No	Item Questions	Score		%	Category
		Expert 1	Expert 2		
1	Guide of Coaching Character anti-Violence Based Reflective Learning effectively encouraging the growth of responsiveness and care on violence prevention action	3	3	75	Decent
2	Guide of Coaching Character anti-Violence Based Reflective Learning can actively engage of students in the formation of anti-violence action	3	3	75	Decent
3	Practicality (the ease of implementation) procedures Coaching Character guide anti-Violence Based Reflective Learning for students	3	3	75	Decent
4	The amount of labor needed to carry out the Coaching guides	3	3	75	Decent
5	The level of clarity of procedures for implementing Coaching Training	3	3	75	Decent
6	Anti-violence attitude formation based reflective learning can encourage the formation of community anti-violence	3	3	75	Decent
7	Guide anti-violence formation of attitudes based reflective learning can encourage the formation of community anti-violence	3	3	75	Decent
8	Feasibility anti-violence formation of attitudes through interaction reflective learning contained in the guide	3	3	75	Decent

criteria are eligible to revisions in certain parts. Revisions were made in the aspect of content, pictures, and display.

#### ***Accuracy of Guide and Materials Aspects***

Indicators used to indicate the accuracy of anti-violent character building guides line are: object accuracy, precision formulated objectives, and the accuracy of the procedure. The accuracy of the object concerning the accuracy of the guide character building anti-violence when applied to new students, precision engineering interventions used in the character building of non-violence, the precision of the steps at each meeting (1, 2, 3, 4, and 5) on each material and the execution time coaching (1, 2, 3, 4, and 5) as well as the correct use of measurement tools of knowledge about coaching anti-violent character. For the whole object descriptors in precision indicators, both experts stated exactly. Components are precision accuracy further guide the formulation of objectives and procedures of character building. The results of expert assessment in view of fostering anti-violence character based reflective learning from the aspect of accuracy is presented in Table 4 below.

TABLE 4. RESULTS OF EXPERTS ON THE ACCURACY OF GUIDELINES

No	Item Questions	Score		%	Category
		Expert 1	Expert 2		
1	The clarity purpose any material contained in the guide	4	3	87.5	Very precise
2	The clarity application of reflective learning intervention techniques at each session Coaching Character Anti-Violence Based Reflective Learning	3	3	75	precise
3	The clarity material on each topic Coaching Character Anti-Violence Based Reflective Learning	3	3	75	precise
4	Guide Coaching Character Anti-Violence Based Reflective Learning need supporting media	3	3	75	precise
5	Guide Coaching Character Anti-Violence Based Reflective Learning need the pictures to motivate of students interest in learning.	3	3	75	precise
6	The level of clarity selecting fonts on any material	3	3	75	precise
7	The level of color clarity in accordance with the original picture	3	3	75	precise
8	the level of clarity assignment / exercise contained in any materials	3	3	75	precise

Table 4 above shows that the two experts give on the aspects of the accuracy of material and guide character building anti-violence is a high score, which is an average gave a score of 3 on the overall item given questions on aspects of the accuracy of the character building of anti-violence. Based on the results of expert assessment with an average score of 3 (75%) it can be concluded that the non-violent character building for new students based reflective learning, are included in the appropriate criteria.

Generally, the assessment of two experts to the product / guidebooks for new student character building through a model of reflective learning by using questionnaires and discussions are good enough or valid, chategory meaning that this book is worth used. It can be concluded that the guide book character building new students this acceptable, but these products need to be improved, especially when not only for a certain group of students as freshmen. Therefore, the input from the experts is very useful for product excellence.

Data from focus group discussions with the subject of individual testing is needed to determine the acceptability of guides line for students assessment. From discussions among researchers who act as facilitators and students as subjects appraisal group of individuals, of students feedback data obtained as follows.

1. Generally, the material in the guide is clear and can be understood by students, because it contains materials knowledge of the character values of anti-violence can be taught reflectively in everyday life.
2. Tasks and examples are given quite a lot and encourage students to practice non-violent character building.
3. Materials is quite interesting and a lot of the pictures are displayed, thus attracting the attention of students.

### **Discussion**

Based on the product development model of the appreciation of new students character that integrated of reflective learning, has obtained results that meet the development of a positive assessment of experts and testing group of products (students). Has been obtained that the guides and materials developed fulfills the usability, feasibility of, and accuracy. Both the aspects of content, design aspects of the presentation, as well as aspects of the display (language and pictures).

### **Model of Character Appreciation based Reflective Learning**

The result of the development of the theory and practice of student character development values obtained through focus group study, showed that the model was appreciated by the new student in order to build their character and it can be integrated through the reflective learning has met the expectations of students. The reflective learning as a strategy in teaching character values of non-violence for the new students by using the steps of reflective learning, have an expectation that the violent behavior on campus can be reduced gradually. The key is to prepare the learning and engage students and lecturers as an integral part in the research purposes.

Model the appreciation of the new student character implemented with reflective learning scenario refers to the amount of learning skills argued by Anderson & Krathwohl, (2001) and Drost (2001), which includes: (1) the introduction of context, (2) the presentation of the experience, (3) reflection, (4) action, and (5) evaluation. Model the appreciation besides including learning syntax, also contains guidance and material the appreciation of the character. The guides were designed consisting of general guidelines and specific guidance. General Guide load the bases, objectives, goals, systematics, and the allocation of time is designed for the implementation of reflective learning and special guide contains instructional material implementation scenarios.

This material is given to new students in the practical guide format prevention fights on the collage. Book materials is presented in an interesting and easily understood and practiced by students. Guide accompanied with interesting illustrations in order to avoid the impression it as read that "heavy". As a practical

guide, the entire content of the material is already public consumption that is easy to be known and understood.

### **Formation of Anti-Violence Community**

Efforts to build resilience to the effects of the behavior of students outside which leads to conduct action fights, then this guide requires need to create anti-violence student community on college. This community is ideally recruited from various generation in one department, from various departments within the faculty, and from various faculties in the university level. At this stage, formation of communities-based anti-violence still at the department level by involving representatives of each generation, to form a community.

Community of students recruited by the desire to participate in building awareness on college of peace and harmony. Requirements students recruited are: 1) have a sufficient background to support organizations such as the student council, 2) have a good academic record, 3) have a pleasing personality, teamwork, and leadership are dominant. Based on the selection results, obtained as many as 10 students to be a cadre of anti-violence coordinator in college. The selected students are briefed and strengthening further in a systematic and reflective to become peer tutors on her in giving strengthening the spirit of non-violence character in the campus. Reinforcement material is done by referring to the model of reflective learning.

Reflections on the problems initiated by getting of students to think context. Thinking evocative context as a first step and explore thoughts, feelings and expectations of college situations that range experiencing fights. In an effort to to give a strong memory of the events of the past, then welcome to view and listen to video footage of violence that occurred in the UNM. This will form the self-realization.

Interaction reflection is done through open discussion and communication, each participant was given an opportunity to provide ideas on ways to effectively reduce fights among students. Students perspective is adjusted to the conditions of students, such as behavior patterns, habits gathered, including early detection mode triggers a fight going on. It became a major study in the discussion related to the standby attitude fights should be interpreted as a standby attitude prevent fights through the options to prevent or avoid.

The next stage of reinforcement model of anti-based violence is a reflection of learning process of students are invited to share stories and stories of the past who've experienced a problem related brawl. Experience that can be shared can be a good experience as the victim may experiencing as actors. At this stage of thinking need historical disclosures, including if the inexperience, the experience of hearing and reading is a learning experience for good past of self suggestion. From this session, students can bring the same basic attitude to rise up against the past by not repeating the same past that is negative.

Further the stage of reflection thinking, which brings together the same way of thinking to the problems that exist. Problems fights are common problems that need attention. Students as vulnerable people can have a strategic role to prevent the fights. Students encouraged to an early strengthening self-collective. Mind focused on strategies or fights preventive measures. Bandura (1999) state that responsive attitude formation fights, meaningful early detection fights through: 1) establishing communication anti fights with effective communication strategies to prevent fights; 2) establish a standby prevent fights through communication of leadership departments and faculties.

In the next stage is the action plan and the joint commitment to prevent fights with care for the environment, increasing the quantity and quality of student extras which serves to distract of students on negative thoughts and are less active. Concepts that will be built is to form a community among the students who had a positive activity is the development of talents, interests, reasoning, and science. At the stage of reinforcement anti-violence attitudes, participants were directed to form a reactive attitude not only in the plains of concepts and theories, but manifested in the form of passion and concrete action self-strengthening.

The last stages of a reflective-based learning is a self-evaluation to not hesitate and keep the spirit of unity to reduce violence. Evaluation is intended to assess overall especially mentally prepare themselves to think positively that fights can be prevented.

Stimulation of mind of students based on social learning theory which states that social factors, cognitive and behavior has an important role in learning (Slavin, 2000; Santrock 2007; Salkind, 2008). According to Bandura (1999), a people learn certain behaviors as habits are observed so that bear habituation behavior similar to that observed. According Baldacchino (2014), the individual will use his thoughts and feelings in the opinion, synchronize the top of what is thought and said and what is done to imitated. Social learning theory explains the importance of observing and imitating the behavior, attitudes and emotional reactions of others as a model of good character impersonation in social behavior.

### **Conclusion**

Based on the objectives and results of research, concluded that students generally make sense of violence as anti-social behavior that is unlawful, unethical and needs to be reduced through a preventive approach. Furthermore, the students know and understand that the behavior fights both in terms of symptoms, mode, group of actors, and time of occurrence, can be prevented through the establishment of anti-violence action in college. Moreover some character values that have been and will be developed in the guidebooks anti-violence character development within the campus include: Firstly) Building a caring attitude (empathy between fellow of students), Secondly) develop an attitude of positive learning in college, Thirdly)

build Social Etiquettes college harmonious, Fourthly) identify and resolve potential conflicts and responsiveness, and Fifthly) establish anti violence through empowerment potential IQ, EQ and SQ in college will be integrated in the reflective learning. Furthermore, the products in the form of guides and books planting material character values-based reflective learning has reached a valid criteria includes aspects of usability, accuracy, and feasibility of after a trial expert group trial of individuals and small groups. After going through revisions, product fulfills the acceptability and can be used in the formation of character values new students in an effort to provide reinforcement anti violence and prevent fights.

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