



COACHING MODULE DEVELOPMENT TO BECOME TOUGH PERSONS FOR SIXTH-GRADE ELEMENTARY SCHOOL STUDENTS (BASED ON IGNASIAN SPIRITUALITY)

**Ignatia Esti Sumarah¹, Ignatius Loyola Madya Utama²
and Yustinus Budi Setiawan³**

¹Sanata Dharma University, Indonesia

²St. Thomas Medan University, Indonesia

³Cahaya Bangsa Utama Elementary School, Indonesia

isumarah@gmail.com¹, joysj@jesuits.net², kapernaum.bs@gmail.com³

correspondence: isumarah@gmail.com

<https://doi.org/10.24071/ijiet.v6i1.4307>

received 20 January; accepted 26 January 2022

Abstract

From the results of pre-study questionnaires distributed to seventeen sixth-grade elementary students of SD Sanjaya Tritis Pakem District and SD Cahaya Bangsa Utama Yogyakarta, researchers obtained data that they had difficulty concentrating in learning because they prefer to play games. In fact, they will face the Regional Education Standardization Assessment (ASPD). Researchers were encouraged to help them doing mindfulness exercises so that they can exercise self-control when facing difficulties or temptations, with the guidance of “Becoming a tough person based on Ignatian Spirituality” module developed by the researchers. The development of the coaching module was carried out by researchers using the five-step ADDIE model, namely: (1) Analysis: distributing questionnaires to obtain information about the duration of time the sixth-grade elementary students spent to study and play games; (2) Design: compiling a grid of coaching modules. (3) Development: compiling a coaching module which then validated by a lecturer and teacher. The average score of the two validators showed a good result, which is 3.4 (from a range of values 1-4), meaning that the coaching module can be tested and published. (4) Implementation: the researchers conducted a trial at SD Sanjaya Tritis Pakem District which was attended by 15 students. (5) Evaluation: from the results of reflection, the students wrote down their intentions to manage the desire to play so they can focus on learning.

Keywords: Ignatian, resilience, spirituality

Introduction

There are four Universal Apostolic Preferences (abbreviated as UAP) that serve as guidelines for the work of the Society of Jesus for the next ten years (2019-2029), namely: (1) “Transmitting Discretion and Spiritual Exercises”, which aimed to introduce Exercises to each Jesuit apostolate and education. (2) “Walking with the Excluded”, which is intended so that we have the sensitivity to

accompany the poor or the outcast so that their lives become more humane. (3) "Accompany young people on pilgrimages to get a future full of hope", contained an invitation to accompany young people today who are facing many challenges in the digital era. (4) "Maintaining Our Home Together", which is intended for us to renew God's creation. The environmental crisis has caused damage to the created nature, thus we need to make ecological repentance (Serikat Yesus Provinsi Indonesia, 2019).

The Society of Jesus of the Province of Indonesia has also begun to move towards mainstreaming the four preferences. Jesuits and collaborators use these documents as material for prayer, reflection, and discussion in various groups and opportunities in the apostolic and educational work of the Society of Jesus. On Friday, 14 February 2020, Politeknik ATAMI Surakarta held an environmental seminar, to implement the contents of the fourth UAP, "Care for Our Home Together". In January 2021, Ayu Fridayani and Stephanus Eri Kusuma from Sanata Dharma University conducted a PkM Mandiri entitled "Generation Z's perception of the working world" related to UAP preferences "Accompanying young people to create a hopeful future" and researched the relationship of young people to the working world. Thomas E., and Debra K. Mooney (2021) integrate UAP into the context of life at Xavier University-Ohio. Based on these ideas, researchers are motivated to respond to the third preference about the importance of universities helping the younger generation in the digital era which is bombarded with many choices, so that they can do discernment in order to achieve their life goals (Padilla, 2020). According to WHO (World Health Organization), the so-called young generation is aged 12 to 24-year-old. The youth we are targeting are students in the sixth-grade of elementary school or early teens (around 12-year-old).

According to St. Ignatius Loyola, spirituality is a Spiritual Practice (SP), a mental exercise that is done diligently and regularly so that it can help us organize the path and rhythm of life according to God's plan. St. Ignatius calls his Spiritual Practice a "Practice" because he wants to emphasize an effort that is repeated regularly step by step until we can move closer to the goal of life. The word "Practice" is a process that we need to do continuously to prepare our souls and hearts to be able to escape from the attachment of disorder, to find God's will in real life for the salvation of our souls (Cordina, 2016). When we faithfully carry out Spiritual Practice, we get the opportunity to know God more and understand His will for our lives. In detail, the five characteristics of Ignatian Spirituality mentioned above are contained in Spiritual Practice's book (See Ignatius Loyola, 1993).

The SP book is a guide to understanding Ignatian Spirituality written directly from the experiences of St. Ignatius himself. SP helps us recognizing that all experiences along our life's journey are not coincidences but means to draw closer to the Creator (Rosmini, 1987). SP helps us hone our personality to "become more perfect, superior, tough" because we have a positive view of ourselves, are willing to develop all our potential, are not artificial, honest, open to ourselves and others, always oriented to a sense of humanity, who sincerely serve, praise, and glorify God (Martin, 2017).

This Spiritual Practice book also contains steps to do an exam or an inner examination prayer so that we can reflect on our lives, not only becoming a passing experience, but also train us to be more sensitive to find God's will in our daily lives (Barry, 2011). Examen is a prayer or inner examination in which we are invited to find and examine the movement of the spirit (= inner movement, thought movement, feeling and will) in our daily lives to see the presence of God in our lives (Austin, 2014).

In short, the life movement of someone who does SP is the process of becoming a person who experiences God's presence and work, not only in prayer but also in life activities (Sardi, 2021). This experience will enable him to exercise discretion which leads to an election, namely the choice of a way of life or action to respond to God's work and presence with real actions, as stated by Nullens (2019) "Spiritual discernment is often oriented towards making choices, in particular the hard life changing choices. Or it can be discerning to allow the active choice to continue and to become recommitted. In the choice also lies the paradox, we can't choose just everything and some choices that have been made can't be undone."

Sixth-grade elementary school students need to be trained to do discernment or awareness training because the results of the pre-research questionnaire that the researchers distributed to 17 sixth-grade students at Sanjaya Tritis Elementary School, Pakem District, and Cahaya Bangsa Utama Elementary School, Yogyakarta, showed that they found difficulties to focus or concentrate on studying, although they will soon face the Regional Education Standardization Assessment (ASPD). The awareness check consists of five steps. In the original text of the book *The Spiritual Practice of St. Ignatius Loyola* (SP 43), the five steps are (1) thanking God for all the gifts I have received; (2) asking for the grace to recognize and rid myself of the sins I have committed; (3) seeing if my thoughts, words, and actions are in accordance with God's will; (4) asking God for forgiveness for the shortcomings that I have made; and (5) making an intention to improve oneself with the help of His grace. The inner examination closed by praying the Lord's Prayer. This inner examination prayer made by Ignatius Loyola by Shirani was "modified" to make it more understandable by today's people. The first step, asking God to help me so I can review the journey of my life throughout this day. The second step is thanking God because He has accompanied my journey throughout my life today. The third step is asking God for guidance so that I can identify the desires, thoughts, and feelings (sad, happy, disappointed, angry, etc.) that make it difficult for me to develop. The fourth step is asking forgiveness from God for my refusal of His invitation to do good deeds. The fifth step is asking God to be willing to walk with me so that I can improve myself and worthy to be His working partner. In <http://www.letsinspire.co/askinspire-apa-itu-doa-examen/> the five steps of prayer are described as follows:



Mindfulness training aims to make them resilient individuals. Resilience means a person's ability to survive in difficult situations while being able to easily adapt to changing circumstances (Reivich & Shatte, 2002). Resilience is seen when a person goes through a difficult experience, and knows how to deal with or adapt to it. The difficulties or challenges they face will actually strengthen their mental resilience to become a tough person (Grotberg, 1999).

An important factor that helps strengthen students' mental resilience is to increase self-efficacy (Sabouripour, 2021) and self-control (Morison, 2017). Both sparked the idea of the importance of one's efforts and processes to achieve life goals. Thus one can become a tough person who has the characteristics of (1) being confident in his own ability to be able to solve problems/self-efficacy, (2) not giving up easily when facing problems or difficulties, (3) being able to control his desires, thoughts, and emotions. feelings, and (4) willing to get back up immediately if they experience failure. According to Nulhakim (2021), if a person has high self-efficacy, he will have confidence that he is able to face and overcome challenging, stressful, or unpleasant situations and believe that he will succeed with what he does.

Mayasari (2014) adds another characteristic of a tough person from a religious point of view as a person who always places every incident he experiences solely with the permission and will of God. According to her, one way to help someone become a tough person is to train him to be able to create calm, focus, and be able to change the perspective when responding to unpleasant events (belief).

According to Ignatius Loyola, calming, focusing, and belief exercises can be pursued by doing SP or activities of silence, examining the heart, meditation, contemplation, oral and spiritual prayer to prepare the soul and heart to escape from all irregular attachments, then seek and find God's will for the salvation of our souls (Andalas, 2021). By conducting daily awareness checks, students are expected to be able to be grateful for their lives and be able to manage their desires, thoughts, and feelings, not only for the sake of momentary pleasures; tough against temptation.

Researchers are interested in developing a coaching module for sixth-grade elementary school students or early teens because researchers have developed a module for young people over the age of 18 in 2014 with the title Development

Module to Become an Intelligent and Humanist Teacher Based on the Spiritual Exercises of Saint Ignatius Loyola ([http:// repository.usd.ac.id/id/eprint/3899](http://repository.usd.ac.id/id/eprint/3899)). The module was intended for PGSD students at Sanata Dharma University, in order to purify their vocation so that they can love their profession as teachers. In addition, the researcher was also inspired by the Ignatian Spirituality mentoring module “Magis Formation” issued by the Indonesian Province of Society of Jesus (2010). This module was intended for laypeople (especially young people) to live an Ignatian Spirituality that can help them relate to themselves, God, others, and the universe, so as to find true happiness or happiness that is in harmony with His will.

The developed module is intended for sixth-grade elementary school students so that they can focus on learning to be able to prepare for the Regional Education Standardization Assessment (ASPD), as well as have the awareness to know their life goals or aspirations. Because humans were created by God to develop the best potentials in themselves so that later they can become His work partners to "praise, respect, and serve God our Lord, thereby saving his soul", as stated in LR 23 (Cordina, 2016).

Method

The development of this research uses the ADDIE model (Tung, 2017) which contains five steps, namely Analyze, Design, Development, Implementation, and Evaluation.

Analyze

At this stage, the researchers distributed questionnaires to sixth-grade elementary students at SD Sanjaya Tritis, Pakem District, and SD Cahaya Bangsa Utama, Yogyakarta. The goal is to find out if they can have discernment in using their cellphones, so that they can focus on learning to prepare for the Regional Education Standards Assessment (ASPD). The following table contains a recap of answers to the questionnaire results from 9 sixth-grade elementary students of SD Sanjaya Tritis, Pakem District who have difficulty concentrating while studying:

NO	Statement	Students' Answer
1.	Every day I use my cellphone to play games/watch more than.....hours	6 Students answer more than 1 hour. 2 Students answer more than 3 hours. 1 student answered more than 2 hours.
2.	That habit turned out to make mewhen studying	3 students answered that it was difficult to concentrate. 3 students answered that it was difficult to focus. 2 students answered difficult to think. 1 student answered like to play.
3.	When I study, what is on my mind is not about the subject matter because what I imagine is....	Riding bicycle. Playing games and playing with friends. Youtube/television/Mobile Legends game. Football show, 2 students answered playing piano tales games, youtube shows, Robby Bob games. Play HP and online games.

4.	If I continue this habit, then I will most likely be able to Assessment of Regional Education Standards.	Minecraft house building games. 9 students answered find difficulties or not pass the Regional Education Standardization Assessment.
5.	Another danger of frequent viewing of cellphones and playing games is	7 students answered being addiction. 6 students answered that they got sore eyes. 1 student answered being dizzy.

The recap results from eight students at SD Cahaya Bangsa Utama are:

NO	Statement	Students' Answer
1.	According to the agreement between the school and parents, in sixth-grade I am actively in school every day, I am limited to no more than 1 hour using my cellphone. However, every school holiday, I have a habit of using my cellphone to play games/watch more than hours/day.	3 students answered more than 6 hours. 2 students answered more than 4 hours. 2 students answered more than 9 hours. 1 student answered more than 7 hours.
2.	This habit turns me intowhen studying.	3 students answered that sometimes it is difficult to concentrate. 3 students answered that sometimes they miss playing games while studying. 1 student answered that dependence requires music on YouTube while studying. 1 student answered that it was difficult to focus.
3.	When I study, what is on my mind is not about the subject matter because what I imagine is....	5 participants answered playing games. 1 student answered music shows on YouTube. 1 student answered horror film shows on YouTube. 1 student answered the strategy game Clash of Clans.
4.	If I continue this habit, I will most likely be able to for the Regional Education Standardization Assessment.	8 students answered find difficulties or not pass the Regional Education Standardization Assessment.
5.	Another danger of frequent viewing of cellphones and playing games is	6 students answered eye sore. 1 student answered that he had a disease (cancer). 1 student answered exposed to radiation.

From the results of the recap above, the researchers concluded: (a) The students in the two elementary schools were used to using cellphones for more than 2 hours/day; (b) The material they see is something to please themselves: opening Youtube and playing online games; (c) The impact: they become difficult to think, or concentrate and it makes it difficult for them to pass the Regional Education Standardization Assessment.

Design

Researchers created a grid for module creation, as follows:

No	Book Content	Description
1.	Cover	Contains the title, author, and illustrations of students carrying books and candles. Books are a symbol of their desire to learn. The candle symbolizes their hope for discernment so that they can focus on studying in order to achieve their goals.
2.	Editor Foreword	Contains the background for writing the module and appreciation to several parties who have been involved in its preparation.
3.	Isi	The module contains five meetings, namely: Meeting 1 "To be grateful for the grace of life" Meeting 2 "My intelligence, strengths, and abilities" Meeting 3 "Barriers to achieving goals" Meeting 4 "Efforts to overcome obstacles to achieve goals" Meeting 5 "Spiritual practice as a basis for becoming a strong person"
	Reference	Contains several libraries that support the content of the module.
	Short Bios of Editors and Authors	Ignatia Esti Sumarah, Ignatius L. Madya Utama, S.J., dan Yustinus Budi Setiawan

Development

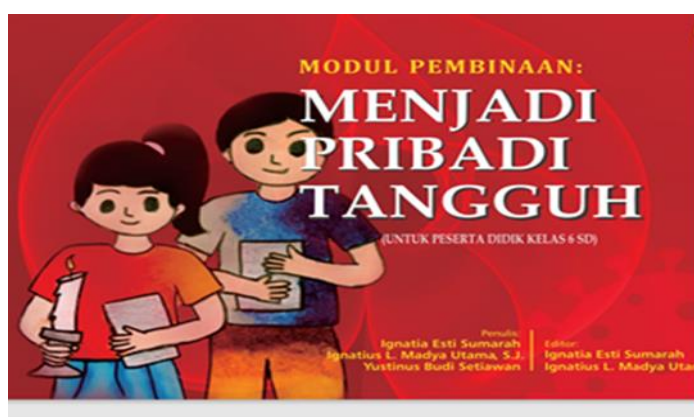
Based on this grid, the researchers developed a "Module for Development to Become a Strong Person for Sixth Grade Elementary School Students (based on Ignatian Spirituality)." The next module is validated by a lecturer who understands Ignatian Spirituality, and a 6th-grade elementary teacher. The average value of the two validators is 3.4 (from a range of values 1-4); which means good and can be published after revision. The following is the recap:

NO	RATED ITEM	DESCRIPTION	AVERAGE SCORE (1-4)	RECOMMENDATION
1.	Language	Language is according to EBI. The language is easily understood by sixth-grade elementary school students.	3.5	Correct some typos.
			3	- There is a description of the strategic steps that seem too difficult for elementary school-aged children to understand. - There are several phrases that need to be explained to children in order to understand, for example: extension of God's hand, multiple intelligences
2.	Module writing format	Use adequate literature.	4	Very complete
		Completeness of module components (containing cover, introduction, table of contents, module contents, bibliography, author biodata).	4	Complete

NO	RATED ITEM	DESCRIPTION	AVERAGE SCORE (1-4)	RECOMMENDATION
3.	Content	Contains goals and steps that students can understand.	4	Complete
		The preface contains information about the overall content of the module.	3	Articles about ecological spirituality are less understood by teachers. Maybe the article writing diction can be simplified
		The first meeting contains steps that help students to be able to be grateful for the grace of life.	3.5	Quotations of the principles and foundations of the Spiritual Practice of St. Ignatius need to pay attention to the original formula. The order of prayer should start with gratitude.
		The second meeting contains steps so that students recognize the intelligence, strengths, and abilities that God has given them.	3.5	It might be good if there is a brief explanation about the meaning of intelligence, strengths, and abilities. In youth retreats the more common term is talent.
		The third meeting contains steps so that students recognize the various impulses within themselves that can prevent them from achieving their goals.	4	Clear and easy to follow.
		The fourth meeting contains steps that guide students in choosing the right strategy to overcome barriers to self-development.	3,5	The steps at this meeting seemed heavy. It's best to simplify.
		The fifth meeting contains information on the five steps of the Mindfulness-Checking Prayer Practice adopted from the Spiritual Practice of Ignatian Spirituality.	4	The steps are good. Illustrations need to be clarified.
		The five meetings contained in the module support the main title "Coaching Module: Becoming a Tough Person (For Sixth-Grade Elementary School Students)."	4	- Very supportive - Modules can give children new habits because there is a process of reflecting on experiences. The habit of reflection can foster a sense of respect for the processes that occur in children.
		Illustrations of	3.5	The illustrations are in

NO	RATED ITEM	DESCRIPTION	AVERAGE SCORE (1-4)	RECOMMENDATION
		images contained in each meeting according to the contents of the module.		accordance with the content, but need to be clarified/confirmed the lines and colours.
3,4				

After being validated and revised, the Module was published by Sanata Dharma University Press with the ISBN number 978-623-6103-05-0. The module cover is:



The module has also received an IPR certificate with the number: 00261671



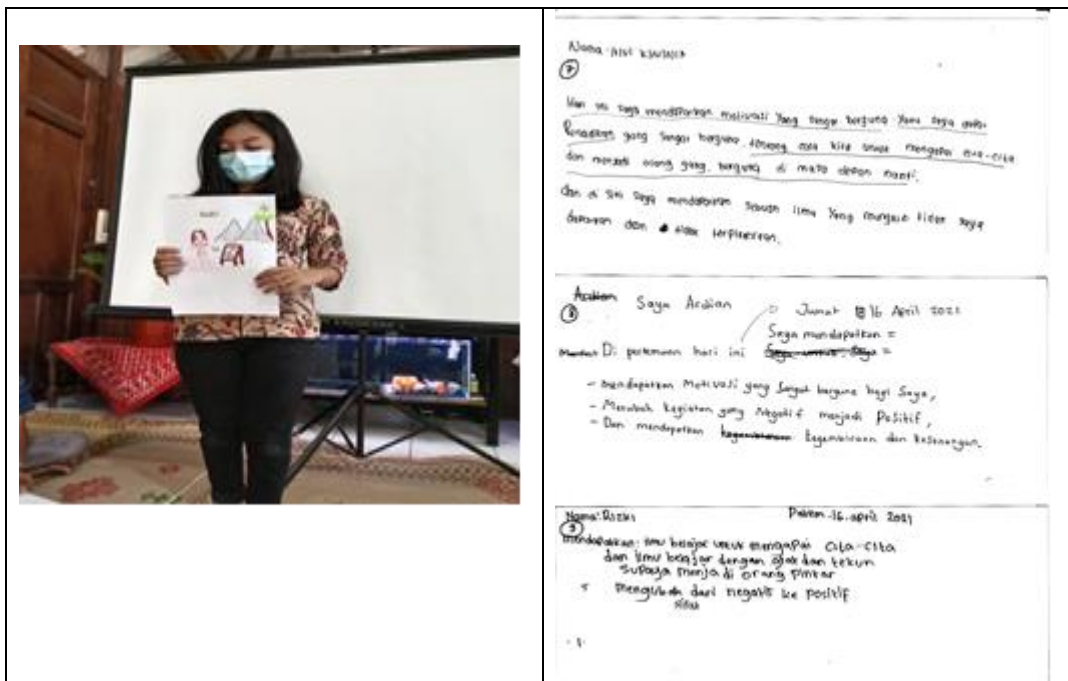
Implementation

The module trial was conducted on Friday, April 16, 2021, attended by 15 students from SD Sanjaya Tritis, Pakem District, by implementing health protocols. Students are invited to be able to reflect by filling out the exercises in the modules as shown in the following photo:



Evaluation

At the end of the meeting, students are invited to manage their desires so that they can emphasize their intention to study as a top priority, in order to achieve their goals, and present a picture about: “20 years from now I will be....”: and write down their reflections, as in the following photos:



Findings and Discussion

The module is designed to contain five meetings to train sixth-grade elementary school students to become strong individuals based on Ignatian Spirituality. Meeting 1, “Grateful for the Grace of Life,” contains exercises to raise awareness in students that they are individuals who are loved by God. Therefore, they are invited to reflect on God's inclusion in their lives by remembering personal figures, such as their parents and extended family, teachers,

and friends who have helped them develop until now. In short, their life history and encounters with people around them are merely God's efforts to make them closer to Him and fulfill His calling.

Meeting 2, "Intelligence, Strengths, and Abilities," contains exercises so that students recognize all the advantages that God has bestowed on them, so that they can be developed in order to achieve their goals. Realizing that God loves them is, at the same time, a reminder that they too are invited to return their love. The trick is they must try to achieve their goals (so that they can become teachers, painters, YouTubers, engineers, doctors, etc.) to "serve, praise, and glorify God."

Meeting 3, "Barriers to Achieving Goals," contains a guide so that students can identify internal and external impulses that can hinder them from achieving their goals. The goal is that they have the humility to make changes or leave habits that can hinder them from fulfilling God's call.

Meeting 4, "Efforts to Overcome Obstacles to Achieving Goals," contains exercises so that students have self-control strategies before obstacles arise. Some of the principles that must be lived by are: (1) the importance of thinking, (2) planning, (3) trying to do, (4) the importance of trying again, (5) evaluating, and (6) achieving success. At this meeting, students are trained to always try to purify their intentions to fill their lives with the best as a sign of devotion to praise, serve, and glorify God.

Meeting 5, "Spiritual Exercises as a Basis for Becoming a Strong Person," aims to help students have the habit of being silent for about 15 minutes or to provide time to distance themselves from various electronic devices to experience silence in prayer by carrying out five stages of mental examination or awareness checks, which are carried out every day (daily examen). By doing daily awareness checks, the person who does it can be grateful for his life and manage his desires, thoughts, and feelings solely for the sake of momentary pleasures. By doing regular awareness checks, one is enabled to become a tough person. So the module is expected to help students become tough individuals, the characteristics are: confidence in their own ability to be able to solve problems (self-efficacy), not easily give up when facing problems or difficulties, ability to control their desires, thoughts, feelings, and willing to get back up immediately if you fail.

Conclusion

First, the product preparation process in the form of "Coaching Module: Becoming a Tough Person (for Sixth-Grade Elementary School Students)" is carried out using the five ADDIE steps. Second, the quality of the module was validated by two experts. The average value of the two validators is 3.4 (from a range of values 1-4) which means good and the module can be published. As from the results of the module trial, students realized the importance of having a commitment to prioritize learning in order to achieve their goals.

References

Andalas, M. (2021). Revitalisasi kurikulum perspektif spiritualitas Ignasian. *Spiritualitas ignasian: Jurnal kerohanian dalam dunia pendidikan*, 21, 01. https://repository.usd.ac.id/39650/1/7063_Revitalisasi%2BKurikulum%2BPe rspektif%2BSpiritualitas%2BIgnasian.pdf

- Austin, N. (2014). *The examen of experience. Studies in the spirituality of Jesuits.* Published by the seminar on jesuit spirituality.
- Barry, W. (2011). *Menemukan Allah dalam segala sesuatu.* Jakarta: Fidei press.
- Branch, R. M. (2009). *Instructional design: The ADDIE approach.* London: Springer.
- Cordina, V. (2016). *A silent presence: The holy spirit in the ignatian exercise in EIDES.* Barcelona: Cristianisme i justícia.
- Grotberg, E. (1999). *Tapping your inner strength: How to find the resilience to deal with anything.* Oakland, CA: New harbinger publications, Inc.
<https://doi.org/10.1007/978-3-319-98884-9>
<https://epublications.regis.edu/jhe/vol9/iss1/2>.
- Loyona, I. (1993). *Latihan rohani.* Terjemahan dan pengantar oleh: J. Darminta, S.J. Cetakan pertama. Yogyakarta: Kanisius.
- LPPM Universitas Sanata Dharma. 2021. Persepsi GenerasiZ mengenai dunia Kerja.https://www.usd.ac.id/lembaga/lppm/pengabdian_detail.php?id=pb&idj=2&idk=3&thn=2021&noid=258
- Martin, J. (2017). *Spiritualitas yesuit dalam keseharian.* Penerjemah: A. Widyaputranto & FX Dono. Jakarta: Yayasan sesawi.
- Mayasari, R. (2014). “Mengembangkan pribadi yang tangguh melalui pengembangan keterampilan resilience”. *Jurnal Dakwah*, XV, 2.
<https://doi.org/10.14421/jd.2014.15203>
- Morrison, R., & Pidgeon, A. (2017). Cultivating resilience and Self-control among University Students: An Experimental Study. *Universal Journal of Psychology*, 5, 1-7. Doi: 10.13189/ujp.2017.050101.
- Nulhakim, L. (2021). Penguatan efikasi diri pada pribadi introvert (community approach). *Jurnal Konseling Pendidikan Islam*, 2, 1.
<https://ejournal.alkhairat.ac.id/index.php/JKPI/article/view/38/56>
- Nullens, P. (2019). *From spirituality to responsible leadership: Ignatian discernment and theory-U. Leading in a vuca world: Integrating leadership, discernment and spirituality.* Switzerland: Springer open
- Padilla, R. (2020) Reflection on the implication of the jesuit apostolic preferences on study abroad and international immersions. *Jesuit Higher Education: A Journal*, 9, 1.
- Politeknik ATMI. (2020). Membangun habit merawat bumi.
<https://atmi.ac.id/news/seminar-lingkungan-hidup/>
- Reivich, K., & Shatte, A. (2002). *The resilience factor: 7 essential skills for overcoming life's inevitable obstacles.* New York: Broadway books.
- Rosmini, A. (1987). *Manuale dell'esercitatore. Edizione critica*, 51, 2. Roma. Lib. II.
- Sabouripour F., Roslan S., Ghiyani Z., & Memon. (2021). Mediating role of self-efficacy in the relationship between optimism. Psychological well-being, and resilience among Iranian students. *Front Psychol*, 2021(12), 675645. Published 2021 Jun 14. doi:10.3389/fpsyg.2021.675645
- Sardi, L.A. (2021). *Spiritu, corde, practice: Dari roh, dengan hati, dalam tindak nyata.* Jakarta: Komunitas awam putri sion.

- Serikat Yesus Provinsi Indonesia. (2021). Bersama bergerak dengan inspirasi universal apostolic preferences. Dalam: <https://jesuits.id/bersama-bergerak-dengan-inspirasi-universal-apostolic-preferences/>
- Serikat Yesus Provinsi Indonesia. (2019). *Preferensi kerasulan universal*. Semarang: Provinsi Indonesia Serikat Yesus.
- Shirani, Tano. n.d. apa itu doa examen?. <http://www.letsinspire.co/askinspire-apa-itu-doa-examen/>
- Strunk, Thomas E., & Debra K. (2021). Mooney. Deepening the universal apostolic preferences through discernment at Xavier University. *Jesuit higher education: A Journal*, 10, 1. <https://epublications.regis.edu/jhe/vol10/iss1/5>
- Sumarah, I.E., & Winarti, E. (2014). *Modul pembinaan menjadi guru cerdas dan humanis (Berlandaskan latihan rohani santo Ignatius Loyola)*. Yogyakarta: Universitas Sanata Dharma. <http://repository.usd.ac.id/id/eprint/3899>
- Tung, K.Y. (2017). *Desain instruksional*. Yogyakarta: Penerbit andi offset.