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Innovative Pedagogy of Law Teaching: An Emerging Need

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ABSTRACT

The law plays a crucial role in regulating, maintaining, and transforming society to achieve greater attainment. Lawyers, jurists, and legal experts are the social engineers for social design. They must be taught law in an effective and efficient way. The effectiveness of law teaching produces efficient experts in law and other fields too. One of the significant tools of new economic policy is liberalisation which led the path to create several new opportunities for law graduates and managers, executive officers, etc., in various disciplines. With the effect of liberalisation, there is the boom in corporate practice with hefty pay packages, and the emergence of new areas of the law saw several bright individuals study law, and also identified there is the need for law knowledge in other streams like engineering, medicine, and commerce. Therefore the law is the subject not only learned by the law students but also learned and analysed by other disciplinary students such as management, engineering, and science, even medicine and humanities students. Innovative Pedagogy, in the modern era, is inevitable, one that is the heart and soul of teaching and learning. The traditional way of teaching is outdated; the learners have several choices to learn the concepts effectively. Understanding the law is the significant one that is not only expedient for lawyers but for every citizen of the people. The rule of law teaches the students an outline for how to act and operate, and it holds them, their businesses, and the government responsible for their actions. Without predictable rules and patterns to follow, doing business would be chaotic. This study mainly focuses on what is the need for innovative pedagogy of law teaching and learning practices nowadays and how the law subject impart to the students innovatively by teaching from eminent professors, learning from various innovative pedagogy with the help of advanced technologies.

Keywords: *Innovative Pedagogy, Law, liberalisation, Learning, Practices, Technology, Efficiency, Effectiveness*

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I. INTRODUCTION

“The great aim of education is not knowledge but action”-Herbert Spencer.³

Every citizen of India has the right to live in complete liberty with the enjoyment of the welfares of the society. Law is essential for all human beings to get their status upliftment by attaining the requirements. The significance of law for a society as it serves as a norm of conduct for its citizens. The law plays a crucial role in regulating, maintaining, and transforming society to achieve greater attainment. Lawyers, jurists, and legal experts are the social engineers for social design. They must be taught legal education in an effective and efficient way at their undergraduate and post-graduate level. The effectiveness of law teaching produces efficient experts in law and other fields too. By these things, the interest of citizens of India will be protected and promote their welfare with human values and rights.

One of the significant tools of new economic policy is liberalisation which led the path to create several new opportunities for law graduates and managers, executive officers, etc., in various disciplines. With the effect of liberalisation, there is the boom in corporate practice with hefty pay packages, and the emergence of new areas of the law saw several bright individuals study law, and also identified there is the need for law knowledge in other streams like engineering, medicine, and commerce. Therefore the law is the subject not only learned by the law students but also learned and analysed by other disciplinary students such as management, engineering, and science, even medicine and humanities students.

(A) Literature review

Globalisation and also the superior occurrence of technology in day-to-day life are both accredited with escalating dramatic change within the human condition and then warrant further consideration. Firstly, globalisation has fascinated the interest of many educational researchers through the reflective way it's been reshaping communities and remodelling economic, political, and cultural practices. **(Marginson, 2010)**. The influence on student engagement of curriculum legitimacy, including strong links to the globe and lives of youngsters outside the classroom, is supported by many writers **(McMahon & Zyngier, 2009)**. Information and communication technologies have become a vital part of modern life. **Diamanduros, Downs & Jenkins (2008)** noted that “never before, within the history of education, have more students had access to such a large amount of resources”, with many of those being information and communication technologies that are continually and rapidly

³ Herbert Spencer, SOCIAL STATICS 86, New York, D. Appleton and Co. 1896.

evolving. (Johnson et al., 2010). Mayer (2010) notes the importance of distinguishing between technology-centred instruction and learner-centred instruction aided by technology. The latter requires the technology to be used as a tool to boost pedagogy instead of the technology defining the training. Technology is similarly important within the learning environment, but it must be used as a tool to support learning, instead of either dictating or hindering student learning (Lippman, 2010). However, as tools for learning, computers and other ICTs will only be as successful because of the extent to which teachers can make effective use of them.

(B) Need for study

Innovative Pedagogy, in the present era, is inevitable one that's the guts and soul of teaching and learning. The customary way of teaching is outdated; the learners have several choices to teach the concepts effectively. Understanding the law is the significant one that's not only expedient for lawyers but for every citizen of the people. The rule of law teaches the scholars a top-level view for the way to act and operate, and it holds them, their businesses, and therefore the government accountable for their actions. Without predictable rules and patterns to follow, doing business would be chaotic. This study mainly focuses on what's the requirement of innovative pedagogy of law teaching and learning practices nowadays and the way the law subject impart to the scholars innovatively by teaching from eminent professors, learning from various innovative pedagogy with the assistance of advanced technologies.

(C) Objectives

- To find out the need for innovative law teaching in various educational institutions
- To identify the methods involved in the innovative practices of law teaching pedagogy
- To identify the technology influencing innovative law teaching

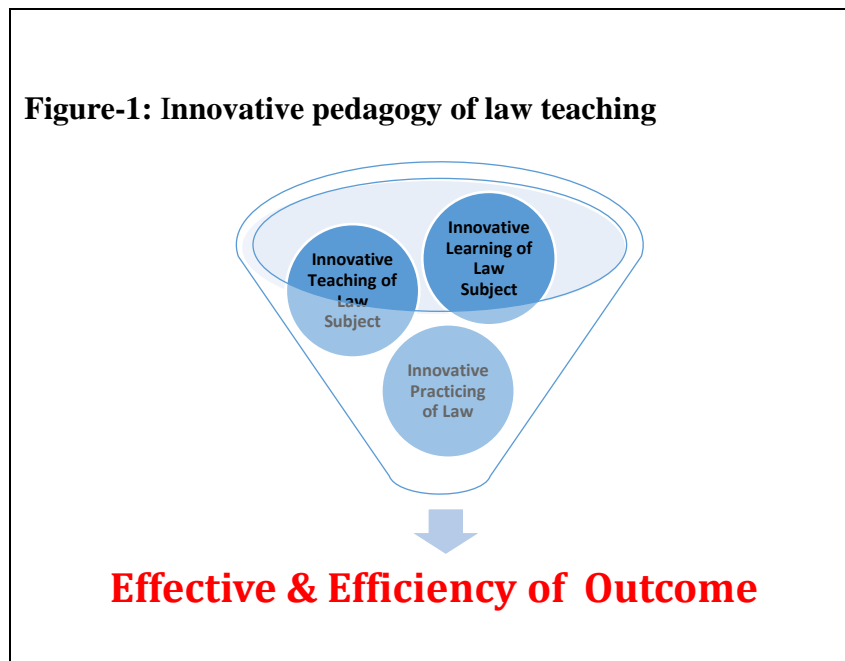
(D) Hypothesis

- There is no strong relationship between the innovative practices of law teaching pedagogy and the latest technology
- There is no strong relationship between the innovative law teaching pedagogy and Effective and efficient outcome

(E) Methodology

The facts findings regarding the methods of innovative practices of law teaching pedagogy are collected from various secondary sources, even needed information collected orally by

enquiring the faculty from a few educational institutions on the basis of requirement of the study and also enquired the experts' views and suggestions. The research gap is identified after reviewing the related literature. Based on the fulfilment of the research gap, the study was designed.



II. INNOVATIVE PEDAGOGY OF LAW TEACHING

At present, the students belong to the z-generation stage, the traditional way method of teaching is nullified among this generation because the new generation's expectations are entirely different from their fathers. The new generation students are very sharp, and they have gathered information from different viewpoints and experienced it in different ways. This new and innovative pedagogy in law teaching is created to prepare students to create values and then manage them in today's globalised competitive environment.

(A) Lecture method

Legal education in India suffers what Paulo Friere calls "Narration Sickness"⁴ The teacher just gives the explanation motionless, static, and predictable. He/She explicates a topic completely alien to the existential experience of the students. Freire relates the 'Narration Sickness' in education generally to what he calls the 'banking concept' of education. He explains the teacher is the depositor instead of communicating.⁵ The teacher issues communicate and makes

⁴ "Narration Sickness"- Freire was referring to the modern acceptance in education of teachers feeding information while students passively take it in. In other words, content delivery that is devoid of experience.

⁵ Freire Paulo (1972), Pedagogy of the Oppressed, Pelican.

deposits which the students patiently receive, memorise and repeat. Sir Sarvapalli Radhakrishnan, in his education commission report, bemoaned the fact that while India has produced great judges and lawyers, it has not produced great jurists. We simply cannot do so without a fundamental transformation of teaching in law schools. Moreover, dialogue within the classroom demands skills in communication at a particular level of sophistication. Here, the natural endowments of the students and teachers vary. But in the absence of excellent communication technology, the dialogue of the few may possibly remain for several merely the dialogue of the deaf. It's essential that the teacher receive some exposure to the abilities of communication. Too often, without aiming to do so, he may stifle an eager question or respond in a manner far beyond the comprehension of the typical student within the classroom.

(B) Socratic method

The Socratic Method is also called the tactic of Elenchus, elenctic method, or Socratic debate). In this method, a system of cooperative argumentative dialogue between individuals supported asking and answering inquiries to stimulate critical thinking and to delay ideas and underlying presuppositions. So as to research the students' views, the teacher would ask them questions until any contradictions were exposed.

(C) Problem-solving method

The problem-solving method of pedagogy is extremely suitable for law teaching because every law is answerable to an issue by itself in search of a solution. And yet, barring some experiments. Neither within the classroom nor within the examination halls, textbooks can we find the utilisation of problem-solving methods.

(D) Case study method

The Case Method Judgments of the Courts are considered because the primary source of law and therefore the very closest analogue to the problem-solving method is provided for the law by the so-called 'case-method'. The essence of the 'case method' in its principal version is to involve a category of students who have read their assigned cases and materials in an exceeding discussion on finer points of law and policy. Both the teacher and students are to acknowledge that the socio-legal reality is complex, spread through space and time which all solutions to hard problems are tentative. Indeed ideal case-method teaching is problem-posing education par excellence. The study of cases on every subject helps students in deciphering the Obiter Dicta and Ratio Decidendi of the judgment. It makes them read, analyse, and interpret cases themselves. By this method law, students are ready to learn the concepts easily with more

other related cases.

(E) Research method

The tenacity of research is to acquire knowledge in a scientific and systematic way to find solutions for the identified problems. The quest for knowledge makes one achieve new insights into a specific problem or a phenomenon. It highlights different dimensions to understand and realise the legal doctrine principles of law. The research provides a crucial analytical foundation that will inform their decisions. When the student starts to analyse the law and its provisions, they come to know the previous researchers' views on the same topic and identify the research gap, and analyse with other case laws. The new solution can arrive with the help of doing the research, and presentation skill is developed when they are presenting the papers. Nowadays, the curriculum has integrated research as a major component for formative assessment. The teacher encourages the students to do small doctrinal and empirical studies in finding a solution to a legal problem or issue. Many students have enthusiastically done original research and have published it in UGC and Scopus indexed journals.

(F) Situation analysis

Situational analysis is an edifice for professional practice and research in an educational mindset. The procedure is led by a set of training doctrines requiring that psychologists' work is evidence-based, ecological, collaborative, and constructive. The situation is being analysed, and finding the strength and weaknesses helps to find the solution.

III. INNOVATIVE LEARNING OF LAW SUBJECT

Students are growing up during a rapidly changing world within which they'll face increasingly complex challenges and exciting opportunities offered by new knowledge and technologies. To organise the students for this world, they need to review, rethink and adapt the innovative pedagogy, systems, spaces, and use of digital technology so as to satisfy the requirements of recent students and equip them to thrive in such a world. Innovative Law Teaching and Learning practices incorporate responsive teaching practice, student ownership of learning, high levels of engagement, authentic contexts, the event of competencies, and also the strategic use of digital technologies to attach, collaborate, create and share learning. Innovative learning competence refers to the knowledge on how teachers update subject knowledge and contents, enhance methods to collect new knowledge, improve ways of getting learning materials, and solve learning problems through self-reflection. This competence aims to boost individual knowledge competencies so the teacher can deliver the knowledge effectively to his or her students. Additionally, the flexibility to access reliable data can help

the teacher enhance innovative learning (Livingstone, 2012).

Learning by doing notion is the best within the contemporary era. Within the current scenario, an ultra-competitive work environment is required with upgraded multi-skilled employees to provide quality outcomes in the handiest and most efficient manner. The passive approach isn't visiting determine, whereas active and immersion movement is important. However, the passive approaches employed for the past generation of learners are now obsolete, and it absolutely was not comfortable within the digital era. Innovation is the new currency of each success. Innovation is crucial for survival and earning profitability in a very rapidly evolving, complex, and hyper-competitive global business environment, and innovation is imperative for any business today.

IV. INNOVATIVE PRACTISING OF LAW SUBJECT

Effective learning is possible when the students can acquire knowledge by actively involving the activities and learning by doing or practising rather than simply parroting information or copying techniques from teachers or other students. The Law program is taught how to think creatively critically and also builds various skills. It emphasises the role of creativity in business decisions, how innovation really works, and why design is so important to corporate management nowadays.

Pedagogical practice always requires being novel. This new and innovative program is created to prepare students to create values and then manage them in today's globalised competitive environment. It aims to prepare students who can identify new opportunities, catalyse the development and positioning of new products and services and launch them in the market, and make them profitable by successfully deploying new business models. These practices will impart to the student the confidence and leadership to operate in a new world and to make a difference in the world. Problem identification and problem-solving techniques are the needed skills for each student. The skill is acquired from practical field experiences, and also the root cause of the problem is also analysed. ALS-Active Learning Session provides these opportunities to the students.

1. Creative Teaching by Brainstorming and using Audio & Video Tools
2. Bring the Real-World Experiences
3. Using Modern Teaching Technology while teaching the subjects used to dynamic applications, interactive sessions, etc.
4. Adopting innovative and dynamic methods of learning.

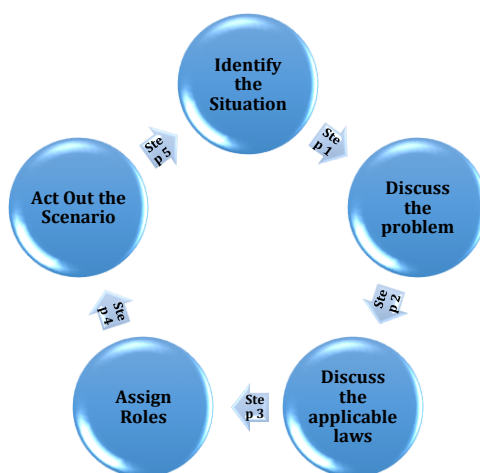
(A) Clinical method

Among the principal aspects of this method, students are confronted with problem situations of the sort that lawyers confront in practice; they deal with the problem in the role; they are required to interact with others in attempts to identify and solve the problem; and, perhaps most critically, the students' performance is subjected to intensive critical review. Clinical programs introduce students to the competencies they will need, strategies for building expertise, and critical assessment of the lawyer's role. The skills that clinical exercises aim to build include interviewing, fact investigation, an extensive application of problem-solving skills, attorney-client relations, negotiation, and other alternative dispute resolution methods, ethical considerations, pre-trial and trial skills.

(B) Roleplay method

Role-play is a technique that allows students to explore realistic situations by interacting with other people in an effective and managed way in order to develop experience and trial different strategies in a supported environment. After identifying the situation, the people gathered and introduced the problem and motivated to open discussion to uncover all of the relevant issues. The second step is assigning the different roles of different students. They act as a character that was assigned. While acting, the students analysed the problem and what is the legislation is used to rectify the problem also analysed by the law students.

Figure: 2



(C) Group discussion

Unlike college faculty and instructors, law professors teaching introductory law classes often use a pedagogical technique referred to as the Socratic Method, which involves cold-calling on students and interrogating them about the facts and decisions in various charges. The aim of a

discussion is to assist each group member to explore and find out personal meanings of a text through interaction with others. The students analyse the effect of the law on society's protection and promotion. There's some talent; skills are needed to try to group discussions. These are reasoning ability, ability to think and act independently, leadership skills, communication skills, skill to figure in a team, ability to require initiatives and have creativeness, flexibility, boldness, and managerial qualities. There is little question that the students enhance their quality in addition as update and enriching their knowledge.

(D) Debate

The student can take any problem and that they grouped as two sides and explained the pros and cons with the society and analyse how far the law is applicable for the advantages of the society and what are the restrictions of which the law is facing etc. is analysed by conducting debate among the academics.

(E) Field visit

The students have the opportunities to go to the sector and learn more about the taught concepts. When the scholars visit the factory, they'll understand the factories act and its provisions after proof given by the college. The students who study criminology can learn by visiting the sphere and watching and identifying the evidence, investigating, etc.

(F) Moot court

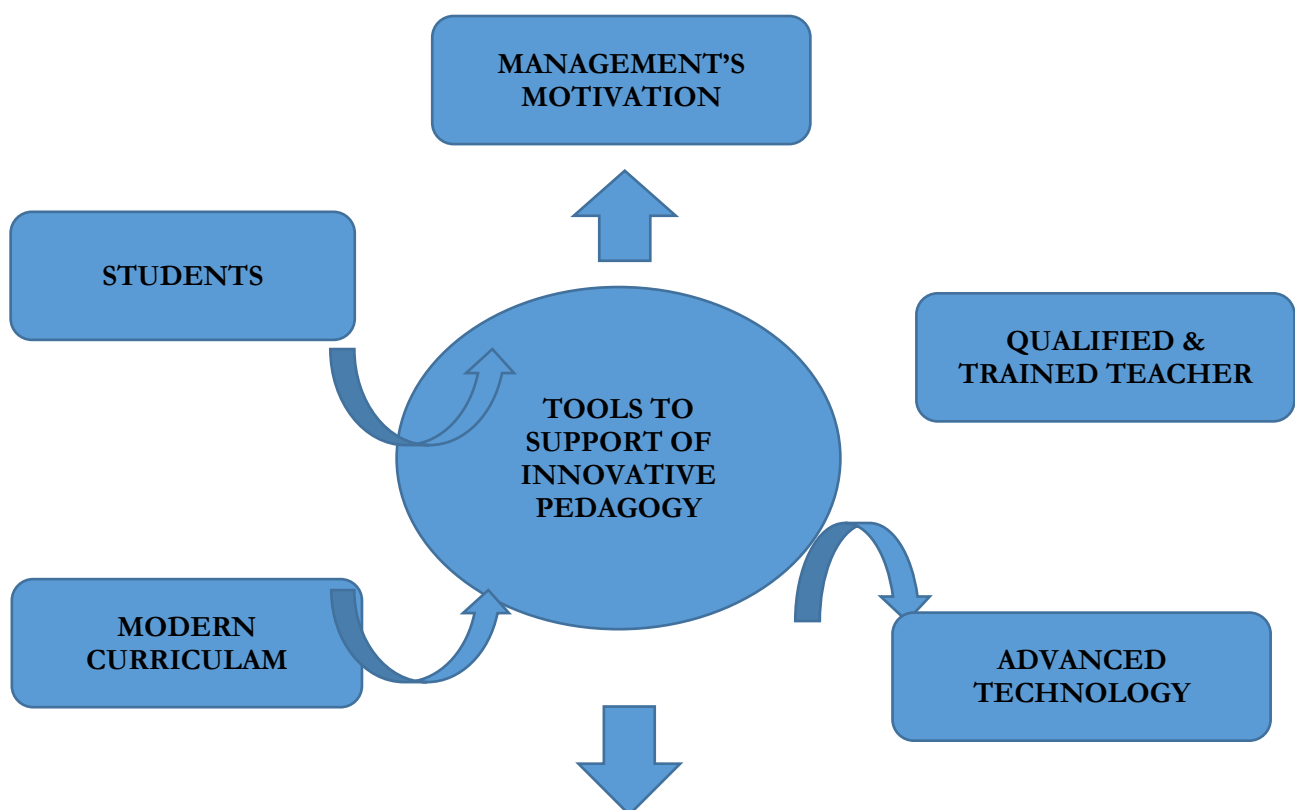
Law may be a subject that has great difficulty because, in practice, it should incorporate legal theoretical and legal procedure. Procedural law specifically learns about formal law, namely a group of legal rules governing the ways within which a case is filed ahead of a court, yet because the ways during which a judge gives a verdict, or in other words, procedural law may be a series of regulations that regulate ways to keep up material law. Moot court learning-based model could be a solution that will be applied to answer problems in learning procedural law. The judicature provides additional learning for college kids to develop themselves, especially the concrete embodiment of law courses. Through this learning model, students are expected to be able to understand further the law in practice, the duty of judges, prosecutors, lawyers, and even the position of the accused and witnesses within the court. Students who study during a moot court digest lessons they get during college, analysing cases and actions that require to be taken by enforcement in a shot to handle cases. Of course, the court itself provides opportunities for college students to figure, try, and at the same time "pretend" to be a true law enforcers. They'll be judges, prosecutors, legal advisors, and even witnesses and defendants in a very court session. The tribunal also contains academic debates on the study of fiction and

nonfiction cases which are seen supported analysis in an exceedingly normative juridical framework supported legal theories that students get during college. Slowly but surely, students are faced with the best level of judicial power, which will decide cases regarding various cases that occur. The flexibility to form or practice making the files needed for court proceedings is at stake for students within the judicature.

V. TOOLS TO SUPPORT INNOVATIVE PEDAGOGY

Innovative pedagogy does not come to the picture if the following tools are not facilitated. These are teachers' qualities and attitudes towards modernisation. As the teachers are behind every successful student, teachers must be qualified and trained as per the updation. The teachers are trained by the institutions, respective governments, etc. The teachers are moulded with Faculty development programs, seminars, workshops/conferences, etc. The next tool is interested students, and the third is the availability of advanced technology and infrastructure. The fourth tool is the management of the institutions' support and the relevant management policies. The last one is the modern curriculum.

Figure 3: Tools to support innovative pedagogy



**APPLICATION –
ORIENTED POLICY****VI. TECHNOLOGY & INNOVATIVE PEDAGOGY**

Techno-pedagogy such as LMS, MOOCs, MOODLE supports pedagogical innovations which help in improving in learning outcomes of the student in a sustainable manner. The use of technology in the teaching and learning process will greatly contribute to meeting the needs of law students in learning.

MOOC Courses

MOOC COURSES Nowadays, the Massive Open Online Courses (MOOCs) are influencing in enriching the knowledge among the students by doing activities, assignments, and final evaluation. Internet-based learning is practised in law teaching nowadays.

Moodle

Moodle is Virtual Learning Environment that provides staff and students with access to electronic teaching and learning materials such as lecture notes and links to useful websites and activities such as discussion forums, group assignments, reflective journals, and quizzes. Advance educational institutions are using the Moodle Virtual Learning technology.

Webinar

Go to the webinar is a platform for businesses and sole proprietors with which they can create and deliver online and video conferences with their customers, colleagues, stockholders, and so on. The applications of Go to the webinar are vast and wide.

VII. HYPOTHESIS PROVEN**1. Ho: There is no strong relationship between the innovative practices of law teaching pedagogy and the latest technology**

The latest advanced technology plays a vital role in imparting the concepts to the students easily. Nowadays legal education system and technology are inseparable. Techno-pedagogy such as LMS, MOOCs, and MOODLE supports pedagogical innovations which help in improving in learning outcomes of the student in a sustainable manner. The use of technology in the teaching and learning process will greatly contribute to meeting the needs of law students in learning. *There is a strong relationship between the innovative practices of law teaching pedagogy and the latest technology*

2. Ho: There is no strong relationship between the innovative law teaching pedagogy and Effective and efficient outcome

The students learn the law subjects in different way of methods, and the trained teachers are trained to shape the students by giving various activities and practices related to the concepts. The students will excel in their fields. *There is a strong relationship between innovative law teaching pedagogy and Effective and efficient outcome.*

VIII. FINDINGS

I. To find out the need for innovative law teaching in various institutions

- Traditional methods of law teaching are not enough to promote adequate level and quality of student learning. It tends to be teacher-centred methods while ignoring the student-centred aspects of teaching and learning.
- To promote the objectivity of law teaching and learning rather than subjectivity of law teaching and learning
- To face risk to transform the students from traditional methods to innovative methods of law teaching.
- However, a lot of empirical research, studies, and working papers support the idea and beneficial aspects of innovative methods; we still do not know enough about the overall success of it.
- To make collaboration among the students, teachers with real-life experiences to communicate and collaborate more effectively
- To help to build technology-based skills, allowing students to learn early on, to embrace and take advantage of the tools technology offers.
- The rapid change in technological up-gradation takes the world to the next level
- To create the effectiveness and efficiency of law teaching and learning

II. To identify the methods involved in the innovative practices of law teaching pedagogy

The various methods in innovative pedagogy are;

- Innovative law teaching like the expert lecture, interactive sessions, case study method, a problem-solving method, Socratic Method, situation analysis, and research methods of law teaching.

- The students learn and practice the law by the method of role-play method, group discussion, debate, field visit, and moot court practices.
- Information and communication technologies integrated into the higher education space through LMS, smart boards, projectors, email, Skype, instant messaging, and digitisation of curricular resources create new opportunities for learners. Students become more actively engaged on the course when technology tools are a seamless part of the teaching and learning process.

III. To identify the technology influencing innovative law teaching

- Technology is highly influencing innovative law teaching. Techno-pedagogy such as flip classroom, smart class LMS, MOOCs, MOODLE supports pedagogical innovations which help in improving in learning outcomes of the student in a sustainable manner.

IX. SUGGESTIONS

- Teachers need to adopt the novel way of teaching, distinct from those commonly used, which customise and surprise the students.
- Outcome of Pedagogical, intellectual, creative frame, psychological and sustained practice having multi-levels and multi-impacts linked with learners, syllabus, content, technology and make the subject well understood by students.
- Intentional, measurable, and sustainable enhancements in curriculum, teacher-learners interaction styles, ways of assessment, and evaluations that are unlikely to happen frequently.
- New and Unique Ideas in Instructional Techniques that will promote learning in more Effective and Exciting ways.
- Teachers' conception of student learning and transforming them into innovative learners through the teaching strategies used in class.

X. CONCLUSION

Any pedagogy without destroying the target can be considered an innovative method of teaching. The advanced Teaching pedagogy is one of every one of the innovative approaches to boost the teaching-learning process. Because of the event of the latest technologies and therefore the development of the many globalisation, the teaching-learning process plays a significant role among students where the education has been expanded to the macro level. Use of smart gadgets for various tasks like teaching, designing question papers, assessment of

students, feedback and research methodology. Innovative ways of overcoming the numerous challenges of this field, addressing the expanding fields of evidence law, the way to reach and accommodate new audiences with an interest obvious, and also the tools devised to satisfy old and new pedagogical problems during this area. Pedagogical practice always requires being novel. This new and innovative program is made to arrange for students to form values so manage them in today's globalised competitive environment. It aims to organise students who can identify new opportunities, catalyse the event and positioning of the latest products and services and launch them within the market, and make them profitable by successfully deploying new business models. These practices will impart the leadership to work during a new world and to create a difference within the world. Problem identification and problem-solving techniques are the needed skills for every student. The skill is acquired from the sensible field experiences and also the foundation reason behind the matter also analyses.

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