

DEVELOPMENT OF THE ASEAN ENCYCLOPEDIA MEDIA TO IMPROVE STUDENTS' LEARNING OUTCOMES IN CLASS VI SOCIAL STUDIES LEARNING AT SDN GROGOL SELATAN

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ABSTRACT

When the Covid-19 pandemic hit the world, the learning program in schools underwent many changes. The learning process carried out by the teacher has an impact on the use of electronic books, learning videos and Google Meet technology being more dominant. The results of interviews and student questionnaires found several problems in distance learning related to mastery of material about ASEAN. The competencies that are expected to be at least elementary school students must be able to master the ASEAN material as one of the regional understanding abilities. Based on these findings, there is a need for innovation in the development of more meaningful learning media. The design of the ASEAN encyclopedia learning media that was developed contains more on the visual characteristics of images and forms of cooperation between countries. The picture material and content are packaged in a unified theme that can provide an analysis of cultural, economic, social geography space and values of togetherness between nations. Furthermore, the encyclopedia is also made into an easily accessible e-encyclopedia. The study used the ADDIE development model which was carried out in five steps, namely analysis, design, development, implementation, and evaluation. The results show that the ASEAN encyclopedia learning media product can be used as a more comprehensive social studies learning media and can improve students' skills in regional studies through simulations and virtual role playing.

Keywords: Learning media, ASEAN encyclopedia, social studies, learning outcomes

1. BACKGROUND OF THE PROBLEM

According to Law No. 20 of 2003 education in Indonesia is carried out based on the 2013 curriculum which began to be implemented in the 2013/2014 school year. The 2013 curriculum wants students to have soft skills and hard skills consisting of attitudes, skills, and knowledge competencies so that they become creative, innovative, and characterized students. This is in accordance with the statement of Ahmad Yani and Mamat Ruhimat (2018: 42) that the skills that must be mastered by students are divided into two, namely hard skills and soft skills.

The 2013 curriculum is applied in the learning process in schools. Learning according to Gestalt in A.Rusdiana & Yeti Heryati (2015:146) is a teacher's effort to provide learning materials in such a way that it is easier for students to organize (organize) into a meaningful pattern. Learning is an interaction between students and teachers that has been planned so that it becomes a regular activity and causes students to have changes in behavior. Teachers need to create a learning environment that supports the learning process.

According to Jarolimek (1993) in Sapriya: 165 suggests that the basic goal of learning by utilizing picture aids, for example, is that the message conveyed is truly accurate. Another factor to consider is that pictures, photos, or illustrations should be appropriate for the developmental level/age level of the student.

According to Piaget, the stage of cognitive development in elementary school students is in the concrete Operation stage 7-11 years, namely the child's thinking process must be concrete, not abstract. At this time in solving problems children use concrete or physical logic and can arrange categories based on hierarchies.

Elementary school students are also at the formal operational stage aged 11 years and over, namely the thinking process at this time has begun to abstract, complex reasoning has begun to be used, and has been able to test a hypothesis in mentality (Nana Syaodih, 2009 in Dr.H.Sutirna, M. Pd, 2013:29). In essence, it can be concluded that the older the child, the higher the ability to think and the sharper the level of understanding in reading. (Sapriya; 2017:159) By paying attention to the students, the teacher will be able to arrange a good learning implementation that is adjusted to the level of students' cognitive development.

In the learning process, various types of experiences can be obtained. As previously mentioned, Edgar Dale suggests a hierarchy of learning experiences based on the degree of concreteness and abstraction. Edgar Dale in the cone of his experience said that verbal symbols are the most abstract symbols because language is basically abstract, so teachers need to draw models, models of actual objects in presenting a particular lesson. Students will be able to understand / understand what is conveyed by the teacher. (Rayandra Asyar:2011:3) . In learning the teacher needs to use the help of learning media such as pictures that can clarify the material presented.

According to Sapriya:164 the most widely used visual aids in books are pictures, photos, and illustrations. It is used to obtain a picture that is like the original and looks real, expresses thoughts, remembers the actual object, and provides meaning in learning. This effort is made because words alone are not enough to convey messages or meanings accurately, precisely, and quickly like pictures. Pictures can also help in improving inquiry skills so that good social studies textbooks today are those that contain a number of pictures accompanied by a number of questions, not just a description of the content of the picture or illustration.

Various tools can be used by teachers to convey teaching messages to students through sight and hearing to avoid verbalism that may still occur if only visual aids are used. In an effort to use the media as a tool, Edgar Dale qualifies experience according to levels from the most concrete to the most abstract. This classification of experience is better known as the cone of experience (Usman, 2002; 21). The classification of experiences is widely followed by educators in determining what tools should be appropriate for a particular learning experience. (Musfiqon: 2012: 41-42).

Learning in elementary schools includes Social Science subjects. Social Sciences are subjects taken from various social sciences. In social science lessons students learn social knowledge such as theories, cases, and examples of events that occur in society. Social Studies is an understanding of concepts related to society and the environment. Social studies examines a set of events, facts, concepts, and generalizations related to social issues, making social studies difficult to learn.

Previous research conducted by Rusmawan (2013: 286) stated that quite a lot of students had difficulties in learning to master social studies material. Difficulties in learning social studies are caused by the low level of student interest. Students' low interest in social studies is also evidenced by the low interest in reading in social studies subjects. According to Adiwiyarso (2008:1) in Rusmawan (2013) suggests that "quite a lot of students have difficulty in learning to master social studies teaching material is more due to low reading levels, as well as student dependence in learning to teachers."

Based on the results of a survey from the Program for International Student Assessment (PISA) in 2015 - 2019 that the reading ability of Indonesian children aged 15 years in the international world is at an unsatisfactory level and places Indonesia in the lowest rank in OECD countries. In 2018-2019 Indonesia was ranked 72 out of 77 countries with a score of 371. In 2015 the reading score was 397. If you see there is a decrease in student interest in reading in 2015 and 2018.

One of the materials in Social Studies subject for class VI is ASEAN. ASEAN was established on August 8, 1967. Based on the 2013 curriculum, the ASEAN material studied by grade VI students is about geographical characteristics and socio-cultural, economic, political life in the ASEAN region, and Indonesia's role in cooperation in the fields of economy, politics, socio-culture, technology, and education within ASEAN. ASEAN material is contained in themes 1, 4, 5, 7, and 8 so that this material is taught intermittently.

The decline in students' interest in learning the ASEAN material is that learning is more teacher-centered. Students are not involved in the learning process. Students only listen to the teacher explain and then take notes on the material presented by the teacher. So that in learning some unpleasant events were found. Based on research conducted by Setiawan (2013: 4) that learning Social Sciences is very boring so that bad behavior occurs during the learning process such as truancy, leaving class when given the task of taking notes, falling asleep or falling asleep when the teacher explains, playing cellphone during assignments. taking notes or when explaining, and chatting with a classmate. This happens because the teacher always uses the lecture method. Teachers are not varied in carrying out the learning process, for example, teachers only use the lecture method or ask students to take notes (Puskur: 2007: 6).

According to Nunuk Suryani, Achmad Setiawan and Aditin Putria: 2018:9 in (Asyhar 2011) the use of media can improve students' memory because media can increase students' attention and motivation towards learning materials. In teaching chemical element symbol material, the teacher uses media images, element cards, diagrams, photos, videos and so on rather than simply explaining the names of these chemical elements verbally so as to minimize conceptual errors in students.

Based on the results of researcher interviews with 2 sixth grade teachers that the low learning outcomes of students on ASEAN materials are caused by students lazy to read books, the material is too broad while learning time is small, ASEAN material is taught intermittently because the material is contained in different theme books. different, so when students are asked about ASEAN material that they previously forgot, teachers find it difficult to get learning media with ASEAN material. Based on the results of interviews, daily tests, and questionnaires, there are problems in ASEAN learning, namely many students get scores that do not reach the KKM during daily and semester tests. This is because students are not interested in ASEAN lessons. Before the Covid 19 Pandemic, many students were not interested because teachers only used the lecture method, books provided by the school, and did not use learning media. During the Covid 19 Pandemic, teachers used books provided at school, learning videos as learning media and google meet but many students got scores below the KKM. Based on the results of interviews and student questionnaires, there are several problems in distance learning in ASEAN learning, namely students' understanding of the material is lacking if it is not explained by the teacher directly, the signal is sometimes difficult, the quota runs out so they can't play learning videos, students just watch it so students don't understand the material, parents cannot accompany students because of work so there is no one to help students when studying, there are too many things that must be memorized such as state conditions, country results, and forms of cooperation between ASEAN countries. Based on these problems the researchers developed a learning media in the form of an encyclopedia.

Based on the results of previous studies and interviews, the researcher wants to develop an encyclopedia learning media. Researchers will develop an encyclopedia learning media that is valid, interesting and in accordance with the development of class VI students.

In line with previous research and to overcome the problem of social studies learning, especially on ASEAN material, the researcher wants to try to develop an encyclopedia media and is expected to be able to change the memorization pattern of students into a pattern of understanding. The ASEAN encyclopedia media is a learning media that presents ASEAN material that is equipped with pictures, colors that are designed as attractive as possible so that students are interested, and do not feel bored. This encyclopedia can be used as an e-encyclopedia so that it can be used in distance learning. Based on the background, the researcher will develop an encyclopedia learning media for grade VI elementary school.

By using developed media that is tailored to the needs of students and teachers in the classroom, it is expected to increase the effectiveness of learning which leads to increased student learning outcomes. There are two main reasons for the importance of developing learning media. The two reasons are as follows:

- a. Limited media such as print media which requires a lot of money for printing and distribution, or computer-assisted media which requires adequate computer equipment and the ability of qualified students and teachers. For this reason, existing media can be developed or collaborated to overcome various limitations.
- b. As the actualization of teachers in developing learning media from their abilities, as stated in the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and teacher competencies, it is explained that teachers must utilize information and communication technology for learning purposes. Teachers also use information and communication technology to communicate and develop themselves. Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning teachers article 3 paragraph 4 which states that one of the pedagogic competencies that must be mastered by teachers in managing student learning is the use of learning technology.

Based on the background of the problem, the research questions that will be elaborated are:

- a. What are the steps for developing the ASEAN encyclopedia learning media for social studies subjects for class VI?
- b. How is the feasibility of the ASEAN encyclopedia learning media on social studies subjects for class VI being developed?
- c. How effective is the use of ASEAN encyclopedia learning media in social studies subjects for class VI?

This study intends to provide an overview of appropriate ASEAN encyclopedia learning media used in learning and can improve the learning outcomes of sixth grade elementary school students in social studies learning.

Research methodology

To develop this research, the researcher used the ADDIE model. The ADDIE model is a model that provides opportunities for learning design developers to collaborate with content, media and learning design experts to produce good quality products. There are 5 stages in the implementation of the ADDIE model development, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation.

The subjects of this study were sixth grade students of SDN Grogol Selatan 05 with different backgrounds. Both differ in students' abilities, parents' educational and occupational backgrounds, as well as differences in distance traveled and means of transportation used to go to school, and 6th grade teachers.

Instrument is a measuring tool to collect data. The instruments used in this research and development are interviews and questionnaires. At the stage of needs analysis using interview instruments. At the product validation stage, media experts, material experts, and also linguists use a questionnaire instrument. At the trial stage using face to face and field trials using a questionnaire.

The instruments to be used are:

a. Needs Analysis Instrument

This instrument contains questions that aim to determine the needs of teachers in learning social studies material for ASEAN in class VI so that the encyclopedia media developed is in accordance with the needs.

b. Expert Test Questionnaire

c. Product Trial Questionnaire for Students

This feasibility test instrument will be shown to students as objects that will use the encyclopedia media product that has been developed. The product instrument grid for users at the Face to face trial phase, which consists of three students, is as follows:

The next instrument grid is the product instrument grid for users at the Field Trials field test phase which will be tested on 28 students. There is also a grid of instruments as follows which were made and adapted to the needs of researchers in formative evaluation.

Development Procedure

The development procedure in this development research follows the steps instructed in the ADDIE development model including the following:

The development procedure in this development research follows the steps instructed in the ADDIE development model including the following:

a. Analysis (analysis)

The purpose of this analysis is to clearly define the details of the program or design. At this stage the researcher analyzes matters related to the development of the encyclopedia, including:

b. Curriculum analysis

Curriculum analysis is done by reviewing the curriculum used. This is so that the developed encyclopedia can be used by various schools and is not based on a particular school curriculum. The things that are analyzed in the curriculum are the basic competencies that are expected, and the indicators that students must achieve in the ASEAN material.

c. Needs analysis

Needs analysis is carried out by analyzing the characteristics of students aiming to identify the characteristics of students according to their level of education. In this study, researchers examined references that discussed the psychological development of sixth grade elementary school students. In addition, researchers also conducted interviews with teachers. It is considered important to know the level of students' ability, motivation, and other aspects. The results of student analysis are used to determine whether elementary students are suitable for using the ASEAN encyclopedia learning media.

d. Analysis of the development of teaching materials

The analysis of the development of teaching materials is carried out by reviewing references that discuss aspects that need to be considered in the development of teaching materials so that they can be classified into proper and good teaching materials. In this analysis, an assessment is carried out on aspects to create and develop a good encyclopedia, namely those that meet the feasibility aspects of the content of the material, the media feasibility aspects, and the language feasibility aspects. In addition to the encyclopedia aspects, an analysis of the scientific-based learning model is also carried out which is the basis for the encyclopedia to be developed, so that the ASEAN encyclopedia on social studies subjects will be obtained for the sixth grade students of SDN Grogol Selatan 05.

Design (design)

After the analysis stage, the ASEAN IPS encyclopedia is designed. Activities carried out at the planning stage are:

- a. Prepare reference books related to the material
- b. Compile a map of encyclopedia needs
- c. Encyclopedia design drafting

The research design for the development of the ASEAN encyclopedia is carried out in the following steps:

- a. Determining the title of the encyclopedia
- b. Determining the design of the encyclopedia

The steps to be taken in writing an encyclopedia are as follows.

- a. Formulation of basic competencies that must be mastered, namely basic competencies derived from the 2013 content standards.
- b. Design from the media side
- c. Preparation of material topics
- d. Determine attractive colors and images to support learning
- e. Determine the writing structure
- f. Preparation of assessment instrument design

An encyclopedia assessment instrument was developed to assess the validity, practicality and effectiveness of the encyclopedia. The validity of the encyclopedia will be assessed by three experts, namely a material expert, namely someone who masters social studies learning materials and concepts who are competent to provide an assessment related to the feasibility of content and presentation of material, a media expert is someone who masters media theory and concepts and is competent to provide an assessment of the feasibility of design, presentation and presentation. ASEAN materials are made, and a linguist is someone who masters the material and concepts of competent grammar who provides an assessment and feasibility of using the language contained in the ASEAN encyclopedia learning media with the approval of the supervisor.

Instruments for assessing the accuracy of the design or learning design, the accuracy of the content of teaching materials, and the attractiveness of the encyclopedia in the form of a questionnaire filled out by teachers and students. Before being used in encyclopedia assessment, the assessment instrument that will be developed will be validated first.

Development

According to Benny (2016:133) there are two important goals that need to be achieved in carrying out the development steps, namely: (1) producing, buying or revising teaching materials that have been formulated previously, and (2) choosing the media or media combination that will be used to achieve this. learning objectives. Therefore, the activities carried out at this stage are:

a. Encyclopedia draft writing

At this stage, an initial encyclopedia product will be obtained with the following specifications:

1. Set the title of the encyclopedia.
2. Determine the final goals that students will achieve after they finish studying the encyclopedia.
3. Establish specific capabilities that support the ultimate goal
4. Define the outline of the encyclopedia
5. Develop material by referring to the encyclopedia
6. Review the draft of the resulting encyclopedia
7. Generate a draft encyclopedia

b. Development of assessment instruments and student response questionnaires

The development of the assessment instrument is based on the points of a good LKS requirement. In addition, a student response questionnaire containing points of good teaching materials was also developed.

c. Development of test questions

The development of test questions is based on core competencies and basic competencies based on the material.

d. Product Validation

According to Sugiyono (2019:414) this stage aims to determine the validity of the product developed both from the media and material aspects. Product validation is carried out by expert lecturers, data about product deficiencies or weaknesses will be obtained. These shortcomings will then be corrected by the researchers.

e. Revision

The revision of the ASEAN encyclopedia is carried out based on editing and suggestions for improvement by experts. Based on the results of the assessment, if the encyclopedia has been declared valid, the module is ready to be tested in learning.

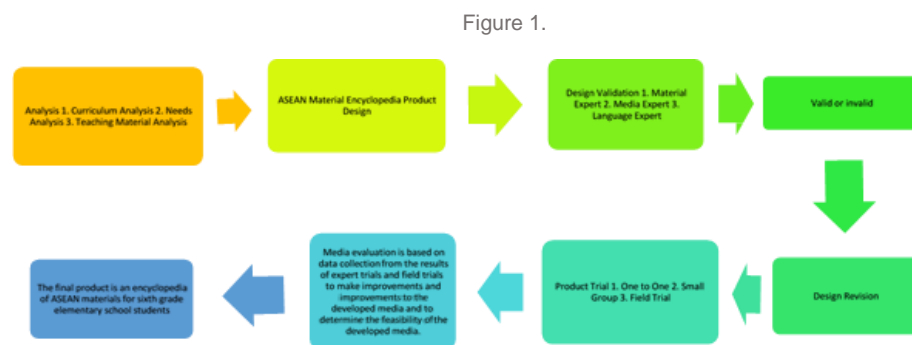
2. IMPLEMENTATION

The ASEAN Encyclopedia that has been validated is then tested on students. For student trials, there are three stages that will be given to individuals (one-on-one evaluation), small group evaluation (small group evaluation), and field evaluation (field evaluation) carried out by role playing. This stage will analyze the accuracy of the design or learning design, the accuracy of the content of teaching materials, the attractiveness, and effectiveness of the encyclopedia developed for students. The results of the student and teacher response questionnaires are used to measure the accuracy of the design or learning design, the accuracy of the content of teaching materials and the attractiveness of the encyclopedia and can be used as a reference for improving the encyclopedia.

3. EVALUATION

Evaluation is a process carried out to provide value to the product. At this stage, an evaluation of the quality of the product resulting from the development of teaching materials will be carried out based on the results of teacher and student response questionnaires as well as expert opinions. After being evaluated, the final revision of the product will be carried out which will produce final results that are suitable for use in learning.

The following is the flow of the stages of developing and researching ASEAN material encyclopedias as social studies learning media.



Data analysis technique

The data that must be analyzed in this study are in the form of a media expert validation questionnaire, material, language and teacher and student responses. The measurement scale of the ASEAN encyclopedia development research used by researchers is by using the Likert scale. The Likert scale is referred to as a measuring tool for something that is expressed through a series of statements that will be given to respondents to provide answers. The scoring on the validation instrument data analysis can be seen in the following table:

Table 1.
Scoring Table of Validation Instrument Analysis

No.	Answer Options	Score
1	Very precise, very appropriate, very clear, very interesting, very easy.	5
2	precise, appropriate, clearly interesting, easy.	4
3	Quite precise, quite appropriate, clear enough, interesting enough, easy enough	3
4	less precise, less appropriate, not very clear, not interesting, not easy	2
5	Very imprecise, very inappropriate, very unclear unattractive, very uneasy	1

The percentage formula used is as follows:

$$\text{Eligibility} = \frac{\text{total score obtained} \times 100\%}{\text{Maximum score}}$$

The results of the assessment scores from each material expert, linguist, and media expert were then averaged to determine the validity and feasibility of the encyclopedia.

The following is the eligibility criteria for the average analysis shown in the table. Table of Eligibility Validation Criteria.

Table 2.

<i>Quality Score</i>	<i>Eligibility Criteria</i>
<i>0 – 25</i>	<i>Very unworthy</i>
<i>26 – 50</i>	<i>Not feasible</i>
<i>51 – 75</i>	<i>Decent enough</i>
<i>76 – 100</i>	<i>Very worth it</i>

The percentage formula used is as follows: $\text{Eligibility} = \frac{\text{Total score obtained} \times 100\%}{\text{Maximum score}}$

4. CONCLUSIONS AND RECOMMENDATIONS

The process of research and development of learning media in the form of encyclopedias on ASEAN grade VI SD material is carried out using ADDIE carried out in five stages. This product development research is carried out by collecting information, product design, validation tests of material experts, linguists, design experts and field tests, the assessment is carried out by educators, one to one assessment is carried out by 3 people who have different levels of thinking, a small-scale trial conducted by nine students, and a large-scale trial assessment conducted by all 6th graders in the lesson. After learning is complete using learning media in the form of an encyclopedia, students are asked to provide comments on the products developed and the responses shown are positive. Students' responses to the products developed can make learning fun. The goal to be achieved in the development of this product is to produce learning media that are innovative and suitable for use for learning. The development of this learning media is presented with an attractive appearance and is related to the material, so that it can attract the attention of students in learning. The product developed by the researcher is expected to help students to be more active in learning in the classroom.

Based on the methodology of developing learning media in the form of encyclopedias on ASEAN grade VI SD material, the next steps for further product development are as follows:

Learning using encyclopedia learning media can be developed by educators on an ongoing basis for different materials.

Learning media in the form of ASEAN encyclopedia class VI SD can be tested on different research subjects.

There are obstacles that researchers will face in making learning media in the form of encyclopedias on ASEAN grade VI SD material which will be an improvement for researchers that may be faced by developers who make encyclopedias on other materials such as words and pictures that are in accordance with the material.

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