

Implementation of Model Project-Based Learning Based on Outdoor Study in Learning to Increase Awareness IPS History

Siti Samsiyah¹, Akhmad Arif Musadad², Musa Pelu³

^{1,2,3} Universitas Sebelah Maret, Surakarta, Indonesia

sitisamsiyah.ss82@student.uns.ac.id, arif_mussadad_fkip@yahoo.com, pelumusa@yahoo.com

Abstract

This study aims to increase students' historical awareness by using the Project-Based Learning (PjBL) model based on the outdoor study of Suku temple in social studies learning in class VII SMPIT MTA Karanganyar. This research is a Classroom Action Research (CAR) with a design of two cycles of the application of the learning model in class VII students, totaling 32 students. Data collection was carried out through in-depth interviews, observation, and document analysis. The research instrument is the author himself as a data collector. The data validation was done by using triangulation techniques, double-checking, and peer question and answer. Data analysis was performed using interactive analysis techniques which included data collection, data reduction, data display, and verification of conclusion. To increase students' historical awareness, the researcher used a 30 item historical awareness questionnaire with the achievement of the results of an increase in pre-action and post-action activities. This increase can be seen from the average result value of cycle 1 and cycle 2. The results show that the Project Based Learning (PjBL) model based on the outdoor study of Suku temple can increase the historical awareness of grade VII students of SMPIT MTA Karanganyar. The results of the application of the PjBL model have an average post-test score of 66 while the post test score in cycle 2 is 73. The increase in historical awareness of students in cycle 1 and cycle 2 has a percentage of 11% while the comparison between pre-action and cycle 1 has a percentage of 69% so that it can be concluded that there had been a significant increase in the results of the posttest. Thus, the PjBL model succeeded in increasing the historical awareness of the seventh-grade students of SMPIT MTA Karanganyar.

Keywords

historical awareness;
project based
learning; outdoor
study; social studies
learning



I. Introduction

Education plays an important role in the nation to build a sense of human awareness in building its nation. To build a nation it requires superior human qualities, to give birth to young people who have strong personalities and good character. To support education, the government establishes educational institutions, namely schools. Teachers play a very strategic role in every effort to improve the quality of education (Akhmad Arif Musadad, 2014: 106). Teachers play an important role in making innovation so that the learning process runs effectively. As a provider of information, teachers must be able to create, lead, stimulate, and mobilize students actively in teaching and learning activities so that students are excited and motivated to learn. For this reason, the social studies learning process must be oriented to the needs and abilities of students who can provide a pleasant and meaningful learning

experience (Agnes Titis Endarlani, 2017: 2). Social studies learning also aims to provide knowledge about social science facts (cognitive) and to improve students' social skills, namely historical awareness (Sariyatun, 2018: 2).

Suryabrata in Abdul Rahman Hamid (2014: 4) emphasizes that there are three learning objectives, (1) learning brings about changes in behavior, actual and potential, (2) changes in new skills, (3) changes due to deliberate efforts. Changes that occur in students are influenced by individual and environmental factors. In the 2013 curriculum, social studies learning requires students to be able to develop historical thinking skills which are the basis for exploring historical awareness. High historical awareness is needed so that the objectives set in the Basic Competence can be achieved. Historical awareness can be obtained based on their experiences, both outside the school and inside the school environment, therefore it is hoped that educators can implement learning following the objectives of the 2013 curriculum. According to Suyatno Kartodirdjo (1989: 1-7), historical awareness is very important for the development of national culture. Historical awareness can expand knowledge, increase awareness of the appreciation of cultural values that are relevant to efforts to generate awareness that a nation is a social unity that is manifested through a historical process, which ultimately unites several small nations in a large nation, namely the nation. In this way, the indicators of historical awareness can be formulated to include: living the meaning and essence of history for the present and the future; know yourself and your nation; civilizing history for the fostering of national culture; and maintaining the nation's historical heritage.

Positively, historical awareness helps and sharpens humans in living their lives in the present, both in terms of conscientious sensitivity and a sense of humanity. Historical awareness can guide society in building a future orientation. In other words, historical awareness makes humans able to autonomously choose and determine accountable decisions, both rationally and morally (Hieronymus Purwanta, 2019: 30). In Collingwood's view knowing oneself means knowing what a person can do, and no one knows what he can do until he tries it, so the only key to knowing what he can do is what has been done. Thus the value of history is that history has taught about what humans have done, and what humans are (Collingwood, 1973: 10). Without history, people will not be able to construct ideas about the consequences of what he did in the present and future realities of his life, in historical consciousness.

The reality is that there are still many schools that are not following the expectations above. At this time there are symptoms that some of the younger generations pay less attention to their history. They are more oriented towards the present and the future. The past is seen as something that has passed and is less meaningful. They are less aware that history is not something just past, but always actual, always alive, and has a bond between society and its past.

Students of SMPIT MTA Karanganyar have low historical awareness. The low historical awareness of students can be seen from the results of questionnaires that have been distributed. It was found that 66% of students had low historical awareness scores and 34% of students had moderate historical awareness scores. Besides, many students do not know and have never visited historical places in Karanganyar district, especially the Suku temple. From the results of interviews with seventh-grade students, it was found that many students thought that social studies, especially history, was only memorizing about the characters, years, and places of events so boring. Historical social studies lessons are nothing more than a series of numbers of years and a sequence of events that must be remembered and then revealed again when answering the exam questions, as a result, social studies history is less attractive to students.

This situation is not necessarily caused by the student or teacher. However, it is also possible that the model used is not attractive, unsuitable learning media, irrelevant learning resources, and inappropriate assessment tools. Social study is a subject that requires a model that can attract students' attention, especially history. The learning model used by teachers at SMP IT MTA Karanganyar is still conventional and monotonous. This model does not hone and develop students' historical skills and awareness. As a result, students are passive in the learning process. To solve the above problems, a learning model is needed that can explore students' historical activeness and awareness.

A learning model that can increase students' historical awareness and activeness is project-based. Project-Based Learning is learning that provides opportunities for educators to manage learning in class by involving project work, through project work learning, students' activeness and historical awareness can increase (Wena in Meity Priskila, 2014: 2). Project work contains complex tasks based on questions and problems that are very challenging and require students to design, solve problems, make decisions, carry out investigative activities, and provide opportunities for students to work independently or in groups and produce real products. The goal is that students have independence in completing the tasks they face (Thomas in Meity Priskila, 2014: 2).

Based on the description above, this study aims to increase students' historical awareness through the Project-Based Learning model based on the outdoor study of Suku temple in social studies learning. Besides, this research also seeks to provide solutions to problems faced by teachers in the social studies learning process for grade VII on KD 3.4. Understand chronological thinking, change, and continuity in the life of the Indonesian nation in the political, social, cultural, geographic, and educational aspects of the pre-literacy period until Hindu-Buddhism and Islam.

II. Review of Literatures

According to the General Dictionary of the Indonesian Language (2003), historical awareness is a state of knowing, understanding, and feeling. Historical awareness is the intellectual and mental ability to use and or make reflective use of historical experiences to understand and respond wisely to various phenomena faced by the present and integrate them into a better future. Historical awareness is very important for human life. Without historical awareness, people will face many difficulties in their life. The main characteristic of historical consciousness is connecting the past with the future. By having historical awareness, people have experiences about the past that they have which will become the basis and candles for walking into the future (Hieronymus Purwanta, 2019: 19-20).

According to Sartono Kartodirdjo (1989: 1-7), historical awareness is very important for humans to foster national culture. Historical awareness is not just expanding knowledge but must be directed at the awareness of the appreciation of cultural values that are relevant to cultural development efforts itself. Historical awareness indicators relevant to this research are: (1) living the meaning and essence of history for the present and the future; (2) know yourself and the nation; (3) civilizing history for the fostering of national culture; and (4) safeguarding the nation's historical heritage.

Therefore, the teacher plays an important role in designing learning by linking learning materials with the real-life history of students and utilizing historical relics that exist around students as a medium / learning resource. Based on class VII KD material. 3.4 Understanding chronological thinking, change, and continuity in the life of the Indonesian nation in the political, social, cultural, geographic, and educational aspects of the pre-

literacy era to the Hindu-Buddhist and Islamic eras. then used as a source of student learning.

Project-based learning is a learning model with a contextual approach. Project-Based Learning is an innovative learning model, which emphasizes contextual learning through complex activities to produce real products (Thomas in Wena, 2011: 145). This is in line with Permendikbud No. 103 of 2014, project-based learning (PjBL) is learning that emphasizes activities to produce products by applying skills to research, analyze, create, and present real products. The product in question can be in the form of designs, schemes, papers, works of art, and works of technology/crafts. Projects can be carried out independently or in groups based on complex problems. Meanwhile, according to Darmadi (2012: 125) "the PjBL model is a learning method that uses projects/activities as a medium. By using the Suku temple as a learning resource, the Project-Based Learning model plays a role in increasing historical awareness. Besides that, students also get knowledge in their learning and can create their products to solve problems that exist in the environment, namely appreciating the historical heritage of the Hindu Buddhist kingdom in Indonesia.

Outdoor Study Learning is a learning pattern by making direct observations of real objects. According to Vera (2012: 17) learning outside the classroom is "an activity that directly involves nature to serve as a learning resource". Learning outside the classroom or Outdoor Study is an effort to direct students to carry out activities that can lead them to observe their surroundings, according to the material being taught. Thus, education outside the classroom refers more to experience and environmental education which greatly affect student intelligence (Vera, 2012: 18). In line with this in this study, learning was carried out outside the classroom based on the outdoor study of the Suku temple. This was adjusted to the material taught at the time, namely the relics of the Hindu Buddhist kingdom in Indonesia.

At the SMP / MTs level, the social studies subject contains Geography, History, Sociology, and Economics. Through the social studies subject, students are directed to be able to become democratic and responsible citizens of Indonesia and peace-loving citizens of the world. Therefore, the social studies subject is designed to develop knowledge, understanding, and analytical skills on the social conditions of society in entering a dynamic social life (Permendiknas No. 22 of 2006).

According to Chaplin in Susanto (2014: 10), the objectives of social studies learning are (1) Providing knowledge of human experiences in society in the past, present, and future; (2) Developing skills for search and process information; (3) Developing democratic attitudes in society; (4) Providing opportunities for students to participate in social life; (5) Shown in learning knowledge, developing thinking and critical thinking skills, training freedom of skills and habits; (6) Shown to students to be able to understand things that are concrete, realistic in social life.

Based on the above theory, social studies learning aims to develop students' abilities in living the present by being equipped with past knowledge so that they can take lessons and relate the past to the present and the future. Students can learn how to appreciate and preserve the historical relics around their place of residence.

III. Research Method

This research is a Classroom Action Research (PTK) which consists of 2 cycles, namely, cycle 1 and cycle 2. The research was conducted at SMP IT MTA Karanganyar which is located at Jalan Lawu Harjosari RT 03 RW 02 Popongan Village, Karanganyar

District. The research subjects were 32 students of class VII D who needed special treatment and based on the questionnaire that was distributed, they had low historical awareness. This classroom action research design uses the Hopskin action research model in the form of a spiral with action research stages in one cycle including Planning, Action, Observation, and Reflection. The research begins with planning something to be done, then taking action, while taking the action, observation is also carried out to collect the desired data, then reflection.

The techniques used to collect data in this study include observation methods, interviews, tests, and documentation. Data analysis in this classroom action research used qualitative and quantitative analysis. The qualitative data analysis used Miles and Huberman's model which consisted of three stages, namely; data reduction, data display, and conclusion/verification or conclusion. Quantitative analysis was carried out by collecting student historical awareness questionnaire data which was calculated using an average calculation that referred to the category of students' historical awareness achievement. Observations were made by the author by participating directly in learning with a project-based learning model based on the outdoor study of the Suku temple in social studies learning on the material of the relics of the Hindu Buddhist kingdom in Indonesia KD 3.4 Understanding chronological thinking, change and continuity in the life of the Indonesian nation on political, social, cultural aspects, geography, and education from pre-literate to Hindu-Buddhist and Islamic times.

The indicator of success in this study is if educators can increase the historical awareness of class VII D students of SMPIT MTA Karanganyar by applying the Project-Based Learning model based on the outdoor study of Suku temple in social studies learning. Students' historical awareness is measured from the achievement of increasing 4 indicators of historical awareness, namely living the meaning and essence of history for the present and future, knowing yourself as a nation, understanding the noble values of one's own nation's culture, cultivating history for the development of national culture, and maintaining and respecting the nation's heritage. This increase can be seen from the comparison of the number of students who have a better historical awareness value, namely from cycle 1 to cycle 2 of 11%, while from pre-action to cycle 1 69%. This proves that there has been a significant increase in historical awareness.

IV. Discussion

The results showed that the Project Based Learning (PjBL) model based on the outdoor study of Suku temple could increase students' historical awareness. This can be seen based on the data collected in the application of social studies learning, the following data were obtained: At the beginning of the pre-cycle, a scale test of attitudes about historical awareness was given. The measurement of the historical awareness attitude scale uses 5 historical awareness indicators, namely: living the meaning and essence of history for the present and the future; know yourself as a nation; understand the noble values of one's own nation's culture; civilizing history for the fostering of national culture; maintain and appreciate the nation's heritage.

From the results of observations made by researchers on historical awareness, it can foster an attitude of protecting and appreciating the nation's historical heritage through social studies lessons that are still low. This can be seen in: (1) the attitude of not paying attention during the lesson, (2) chatting alone with friends, (3) the children often wear foreign attributes such as wearing shirts with foreign flags on them proudly, (4) still some

children did not participate in the 17 August ceremony, (5) did not understand historical events, (6) did not understand the places where historical events took place.

To measure this historical awareness, the researchers used scores ranging from 1 to 4. The number of items consisted of 30 items. So that a minimum score of 30 and a maximum score of 100 can be obtained. While the assessment ranges are as follows: (1) Low (score 21-40), (2) Medium (score 41-60), (3) High (score 61-80), and (4) Very High (score 81-100). The following is a recapitulation of the results of measuring the increase in historical awareness attitudes in Pre-Cycle, Cycle 1, and Cycle 2 Class VII D actions in table form as follows:

Table 1. Measurement Results of the Historical Awareness Attitude Scale
Pre-Cycle, Cycle 1, and Cycle 2

NO.	STUDENT'S NAME	SCORE		
		PRE CYCLE	CYCLE 1	CYCLE 2
1	AGATHA CARISSA FAUSTINA	30	63	70
2	ALIA RAHMA MUJAHID	42	68	78
3	ALISTA SARI HIKMAWATI	35	63	73
4	ANDARA SINTA MIFTAKHUL JANNAH	41	57	78
5	ANISA RISQI SHOFIYAH	38	67	87
6	ANISSA FATIKHA SARI	39	67	65
7	DIRECTION OF SALMA INAYAH	55	65	70
8	ARNETA NUR RAHMA	39	67	65
9	AULIA MUFIDAH AZ ZAHWA	41	65	70
10	AZZAHRA RAHMAWATI	35	66	83
11	BALQIS ALIFAH NURFADHILAH	31	68	81
12	BINTANG AURA FELIA VALENTINA	40	64	76
13	FADILLAH HASNA SYAFITRI	38	70	78
14	FAUZIYAH AZ-ZAHRA	36	57	58
15	HAFAH AINUN MARDIAH	31	67	71
16	ISNA KHOIRUNNISA	45	67	77
17	KAYLA ALIVIA AZIZA	36	65	58
18	LAURA CITRA NATZWA WARDANA	45	67	77
19	MUNIFATUL ZAHRA	41	65	58
20	SALSABILA TONE	37	66	74
21	NAFISA HASNA KHOIRUNUHA	43	68	77
22	NAFISAH NANDA KHOIRUNNISA	27	64	73
23	NAWAL ALFIYYAH WIDAD TAMAM	37	70	81
24	NOVITA WULAN NINGRUM	38	71	87
25	RAYHANA ALFIA MUFIDA	35	63	83
26	RIZKY AULIAH RAHMAWATI	38	63	67
27	SAFIRA PUTRI FEBRIANI	37	70	83
28	SHOLIKHAH PUTRI PRAMESWARI	38	63	72
29	SYIFA FARAH AZ ZAHRO	44	70	63

30	TASYA RAHMAWATI	44	70	83
31	VINA CHAHYANI	44	70	72
32	ZULFA AISYAH RAMADHANI	44	70	63
	Amount	1244	2116	2351
	Average	39	66	73

The results of measuring the attitude of historical awareness on Pre-Cycle, Cycle 1 and Cycle 2 actions can be summarized in the following table:

Table 2. Comparison of Pre-Cycle, Cycle 1 and Cycle 2 Historical Awareness Attitudes

N0.	Attitude category	Pre Cycle		Cycle 1		Cycle 2	
		Amount	%	Amount	%	Amount	%
1.	Low (21-40)	21	66%	0	0%	0	0%
2.	Medium (41-60)	11	34%	2	6%	3	9%
3.	High (61-80)	0	0%	30	94%	21	66%
4.	Very High (81-100)	0	0%	0	0%	8	25%
	Amount	32	100%	32	100%	32	100%
	Lowest Score	27		57		58	
	Highest Score	55		71		87	
	Average Score	39		66		73	
	Category Attitude Consciousness History	Low		High		High	

The attitude of historical awareness at the Pre-Cycle stage in the low category there were 21 students, 11 students in the medium category, 0 students in the high category, and 0 students in the very high category, the average score was 39 and classified as low. In the low category of Cycle I, there was 0 students, 2 students in the medium category, 30 students in the high category, and 0 students in the very high category, the average was 66 and categorized as high. At the Cycle 2 stage, there were 0 students in the low category, 3 students in the medium category, 21 students in the high category, and 8 students in the very high category, with an average of 73 and categorized as high.

The data from the measurement results of the increase in historical awareness attitudes of class VII D students of SMPIT MTA Karanganyar for the 2019/2020 academic year at the Pre-Cycle, Cycle 1 and Cycle 2 stages can be visualized in the following graph:

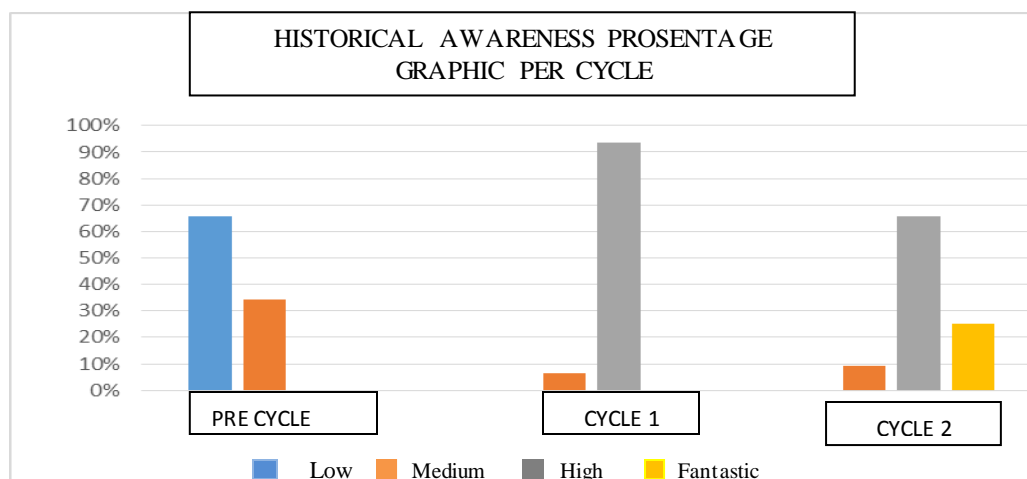


Figure 1. Percentage Graph of Historical Awareness Per

From the data in table 4.1, it is known that at the Pre-Cycle stage the number of students who had a low historical awareness attitude was 21 students (66%), while students who had moderate historical awareness were 11 students (34%), and who had high historical awareness and awareness. very high as many as 0 students (0%). The average score of 39 is categorized as low fish.

From the fact that the value above means that the measurement results of the historical awareness attitude scale at the pre-cycle stage are classified as low and must be addressed immediately, for that the teacher tries to make improvements to learning by using an outdoor study-based project-based learning (PjBL) model in social studies learning. The hope is that students get a different learning experience so that students' historical awareness increases. While the material in this study is KD 3.4 Understanding chronological thinking, change, and continuity in the life of the Indonesian nation in the political, social, cultural, geographic, and educational aspects from the praaksara period to the Hindu-Buddhist and Islamic periods.

The researcher designed the implementation of the cycle 2 (two) times where each cycle had 4 (four) main activities, namely: (a) planning, (b) implementation, (c) observation, and (d) reflection. The implementation of each cycle stage is 1 (one) meeting (2 x 40 minutes). The implementation of each cycle is according to schedule, namely Monday or another day according to agreement or negotiation with several teacher friends in the scope of SMPIT MTA Karanganyar. Cycle I on November 16, 2020, and cycle 2 on November 23, 2020. In detail, the results of the implementation of each cycle are shown in table 4.1.

Based on table 4.1 above, the results showed that in Cycle 1 the number of students who had a low historical awareness attitude were 0 students (0%), while students who had moderate historical awareness were 2 students (6%), who had high historical awareness as many as 30 students (94%) and those with very high historical awareness were 0 students (0%). An average score of 66 is categorized as high. Thus, it means that in cycle 1 there has been an increase in students' historical awareness by 69%. While the results of Cycle 2 also showed an increase in students' historical awareness, this can be seen in table 4.1.

From the data in table 4.1, it is known that in cycle 2 the number of students who have a low historical awareness attitude is 0 students (0%), while students who have moderate historical awareness are 3 students (9%), who have high historical awareness as many as 21 students (66%) and those with very high historical awareness were 8 students (25%). An average score of 73 is categorized as high. Thus, it means that in cycle 2 there has been an increase in students' historical awareness by 11%. From the results of the reflection on the comparison of the data in cycle 1 and cycle 2 above, it can be concluded that the application of an outdoor study-based project-based learning model can increase students' historical awareness. The increase in students' historical awareness can be seen in the comparison of the number of students who have a better historical awareness value, namely from cycle 1 to cycle 2 by 11%, while from pre-action to cycle 1 69%. Here there is an increase in historical awareness from the low category at the pre-cycle stage, namely 39 increasing in cycle 1 to 66 and cycle 2 to 73. This proves that there has been a significant increase in historical awareness. This can also be seen in the changes in students' attitudes and behavior in appreciating historical relics in Karanganyar.

The form of historical awareness embodied in the attitude of behavior is reflected in the enthusiastic attitude of students visiting, maintaining, caring for, and appreciating the preservation of historical places. The students proposed various ideas and ideas to support the preservation of historical places. The ideas presented included youth scientific work competitions, poster competitions, photography competitions, and various other sporting

event competitions. The students seemed more enthusiastic and happy to take part in direct learning in historical places. The increase in the attitude of historical awareness in behavior in cycle 2 was also seen in the seriousness of students in taking direct learning in historical places. Besides that, they are also active, happy, and earnestly working on the project of making a miniature Suku temple as a form of love and pride for the historical heritage of the Indonesian people.

The connection with historical awareness, after receiving material from the Hindu Buddhist kingdom and its heritage in Indonesia, there is a change in students' historical awareness. Its application, among others, appears in the high sense of visiting historical places, the high sense of students' curiosity about historical material, this is shown by reminding and picking up the teacher when history class has arrived, the high desire of students to visit historical objects even though it is not in the context of an outdoor session, field trip or study tour, neatly installing pictures of heroes in class. The results of the distribution of questionnaires at the time of the study showed that there was an increase in historical awareness from cycle 1 to cycle 2, namely from the average cycle 1 to 66 and in cycle 2 it increased to 73. From the results of comparison Bro, the data in the Pre-cycle, Cycle 1, and Cycle 2 stages above can be concluded that the application of an outdoor study-based project-based learning model can increase students' historical awareness.

The advantages of the Project-Based Learning (PjBL) model according to Moursound in Wena (2011: 147) are (1) Increase student motivation, (2) Improve student skills in problem-solving, (3) Improve skills in obtaining information through information sources, (4) Increase enthusiasm and skills to collaborate/cooperate, (5) Improve skills in resource management. Surya in Simanjuntak (2020) said the use of the Project Based Learning learning model can improve student learning outcomes and creativity. Syakur (2020) stated that Learning that can help students to have creativity in thinking, solving problems, and interacting as well as helping in learning that leads to solving real problems is Project-Based Learning (PjBL). With students studying directly (outdoor study) in Suku temple which is located on the slopes of Mount Lawu, precisely in Dukuh Suku, Berjo Village, Ngargoyoso District, Karanganyar Regency, they have the power to apply general ideas in class to the real world, to improve students' cognitive abilities, abilities affective, and value.

Based on the results of research conducted on class VII D students of SMP IT MTA Karanganyar, it was found that the average value of students' historical awareness had increased. This can be seen from the change in attitudes and behavior of students in appreciating historical relics, especially the relics of the Hindu Buddhist kingdom in Karanganyar. The application of historical and educational values attached to the Suku temple becomes a separate strength for students in everyday life, such as (1) Developing self-potential as shown by continuing to strive to achieve goals, (2) Developing a work ethic shown in earnest in learning for the future and never giving up, (3) Developing an open attitude shown by the attitude of students accepting Hindu culture as seen in the structure of the temple building, (4) Self-control is shown by preserving Hindu culture as a national cultural heritage, (5) Tolerance is shown by mutual respect between religious communities, (6) The Godhead in One God is shown by belief in Allah by worshiping following their respective beliefs. Thus students get knowledge in learning and can create their products and can appreciate and promote historical relics of the Hindu Buddhist kingdom in Indonesia in general and Karanganyar district in particular.

V. Conclusion

Based on these results, it can be concluded that the project-based learning model based on the outdoor study of the Suku temple in social studies learning can increase students' historical awareness. The increase in students' historical awareness can be seen in the comparison of the number of students who have a better historical awareness value, namely from cycle 1 to cycle 2 by 11%, while from pre-action to cycle 1 69%. This proves that there has been a significant increase in historical awareness. This can also be seen in the changes in attitudes and behavior of students in appreciating historical relics in Karanganyar. Besides that, the application of historical and educational values attached to the Suku temple is a special strength for students in their daily life.

References

- Abdul Rahman Hamid. 2014. *Pembelajaran Sejarah*. Yogyakarta: Ombak.
- Agnes Titis Endarliani,dkk. 2017. *Hubungan prestasi sejarah dengan kesadaran sejarah SMA Negeri 1 Padang Cermin*. Lampung: Unila.
- Ahmad Susanto. 2014. *Teori Belajar dan Pembelajaran di Sekolah Dasar*, (Jakarta: Kencana Prenada Media Group)
- Akhmad Arif Musadad. 2014. The Preliminary Study and Analysis of the Need of Teachers for Social Science Training with Multicultural Insight. *American International Journal of Social Science Vol.3 No.5* Oktober.
- Collingwood, RG. 1973. *The Idea of History*. London: Oxford University Press.
- Darmadi. 2012. Pengembangan Model dan Metode Pembelajaran dalam Dinamika Belajar Siswa. Yogyakarta: CV BUDI UTAMA.
- Hieronymus Purwanta. 2019. *Hakekat Pendidikan Sejarah*. Surakarta: CHERS.
- Kamus Besar Bahasa Indonesia*. 2003. Jakarta: PN Balai Pustaka.
- Meity Preskila. 2014. Implementasi Metode Project Based Learning Untuk Meningkatkan Kreativitas dan Hasil Belajar Sejarah Peserta Didik Kelas X3 SMAN 1 Bondowoso Semester Genap Tahun Ajaran 2013/2014. *Skripsi*. Jember.
- Permendikbud No.103 tahun 2014. 2016. *Model-model Pembelajaran*. Jakarta: Kementerian pendidikan dan kebudayaan Direktorat Pendidikan Dasar dan Menengah Direktorat Pendidikan SMP.
- Permendiknas No. 22 Tahun 2006. *Standar Isi*. Jakarta: Kementerian pendidikan dan kebudayaan Direktorat Pendidikan Dasar dan Menengah Direktorat Pendidikan SMP.
- Sariyatun,dkk. 2018. Teachers' Perception of Digital Teaching Material Development in Social Science Education. *Journal of Turkish Science Education Volume 15 Special Issue*, December 2018.
- Sartono Kartodirdjo. 1989. "Fungsi Sejarah dalam Pembangunan Nasional", dalam *Historika No.1 Tahun I*. Surakarta: Program Pasca Sarjana Pendidikan Sejarah Universitas Negeri Jakarta KPK Universitas Sebelas Maret Surakarta.
- Simanjuntak, L., Sriadhi, and Saragi D. (2020). The Effect of Project Based Learning Models and Learning Motivation on Civics Learning Results in 4th Grade Primary School 106163 Percut Sei Tuan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal Vol 3 (3): 1509-1520*.

- Suyatno Kartodirdjo. (2000). "Teori dan Metodologi Sejarah dalam Aplikasinya", dalam *Historika, No.11 Tahun XII*. Surakarta: Program Pasca Sarjana Pendidikan Sejarah Universitas Negeri Jakarta KPK Universitas Sebelas Maret Surakarta.
- Syakur, A., et al. (2020). The Effect of Project Based Learning (PjBL) Continuing Learning Innovation on Learning Outcomes of English in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (1): 625-630.
- Vera, A. 2012. *Outdoor Study*. Jakarta: Diva Press.
- Wena, M. 2011. *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional*. Jakarta: PT Bumi Asara.