

The Effectiveness of Citizenship Education (PPKn) Module on Environmental Love Material by Using Example Non Example Learning Model

Sari Jusnita Br Ginting¹, Dede Ruslan², Arif Rahman²

¹Posgraduate Program, Universitas Negeri Medan, Indonesia

²Universitas Negeri Medan, Indonesia

sarijusnita93@gmail.com

Abstract

This study deals with the effectiveness of citizenship education (PPKn) module on environmental love material by using example non example learning model. This research uses the type of Research and Development research. The population in this research and development are all grade II students of SD Negeri 040446 Kabanjahe. The sample set in this study amounted to 28 students. The Development of PPKn Module on environmental love material by using the example non example learning model in increasing the learning activities of Grade II students of SD Negeri 040446 Kabanjahe by using the Borg and Gall development model (in Tegeh et al, 2014: 7-13) also meet valid criteria, and be effective in their use in learning activities and enhance student learning activities. It concludes that learning using PPKn module on environmental love using the example non example learning model is better than before.

Keywords

citizenship education (PPKn) module; environmental love; learning model



I. Introduction

One important aspect that is under the spotlight to raise the quality of education especially in PPKn subjects is the teacher. The task of educators or teachers is to create a learning atmosphere that can motivate students to always learn well and passionately. Such an atmosphere will certainly have a positive impact in achieving optimal learning achievement. Therefore, to obtain optimal learning outcomes learning activities is one important factor that needs to be considered because without the activity there will be no process of behavior change resulting from learning activities.

Student learning activities in the class II environment are still low. The cause of these problems, namely the method of teaching teachers who are deemed unable to increase student learning activities. One-way teaching method (one way traffic) there is no variation in the learning method makes students bored in learning and no teacher assertiveness in teaching makes student learning activities low and tends to students when learning the PPKn subject, they are not paying attention. One-way teaching methods (one way traffic) will not touch the creativity potential of students, will manifest the classroom reflection civic as a democratic laboratory. Good teaching methods are two way traffic so that they are able to encourage and arouse student involvement or participation in learning activities optimally. From various phenomena found in II grade students of SD Negeri 040446 Kabanjahe, it can be concluded that the root of the problem that occurs at this time is in terms of learning activities in the classroom. The selection of learning methods used by educators must be appropriate so that learning activities can be fun and allow students to develop creativity. Fun learning activities will have an impact on motivation and increased learning activities.

Learning activities are all activities carried out in the process of interaction (teacher and students) in order to achieve learning goals. The intended activity here is the emphasis on students, because with the existence of student activities in the learning process an active learning situation is created, as stated by Natawijaya in (Ministry of National Education, 2005: 31). Active learning is "a teaching and learning system that emphasizes student activity physically, mentally, intellectually and emotionally in order to obtain learning outcomes in the form of a combination of cognitive, affective, and psychomotor aspects. High learning activities become one of the determining factors for student success in achieving the best learning outcomes. Istarani et al (2017: 6) "learning activities are all types and forms of activities carried out by all one's body and soul to understand, want to know, or learn something from the results of the activities it does". Furthermore, Sardiman (2009: 100) stated that "learning activities are activities that are physical or mental.

II. Review of Literature

2.1 The Definition of Module

The learning process in the classroom is inseparable from the use of teaching materials. Teaching material is very important because one that determines the achievement of student competencies. A learning process can be hampered if the teaching material used is not in accordance with student needs and learning objectives to be achieved. One of the teaching materials that is often used in the learning process is in the form of modules.

Prastowo (2012: 106) suggests that modules are teaching materials that are arranged systematically in a language that is easily understood by students, according to their age and level of knowledge so that they can learn independently with minimal guidance from educators. The use of modules in learning aims to enable students to learn independently without or with a minimum of from the teacher. In learning, the teacher is only a facilitator. The learning modules are arranged systematically and directed so that students can learn independently. Asyhar (2011: 155) module is one form of print-based teaching materials that are designed for independent learning by students. Therefore, the module is equipped with instructions for self-study.

2.2 PPKn Subjects in Primary Schools

Citizenship Education (PPKn) is one of the subjects considered to be involved in shaping the personality of students. Susanto (2013: 225), Citizenship Education is a subject that is used as a vehicle to develop and preserve noble and moral values that are rooted in Indonesian culture. Whereas in the Competency Based Curriculum (2004) it is explained that Citizenship Education is a subject that focuses on the formation of diverse self in terms of religion, socio-culture, language, age and ethnicity to become citizens who are intelligent, skilled, and characterized by the Pancasila and the 1945 Constitution.

In PPKn National Standard Curriculum for Primary and Secondary Education it is stated that the vision of the PPKn is to realize an educational process that is directed at developing individual capabilities so that they become intelligent, participatory, and responsible citizens who in turn are able to support the development of community, national and state life Smart and virtuous Indonesia. While the mission carried by PPKn subjects are as follows: a. Utilizing the reality and tendencies of increasingly transparent societies, demands for quality control are increasingly pressing and the process of democratization is increasingly intense and widespread as the context and orientation of democratic education.

b. Utilizing the substance of various relevant disciplines as a pedagogical vehicle to produce instructional impact and accompanying insight, disposition, and citizenship skills so as to produce an interdisciplinary curriculum design.

2.3 Environmental love Learning Material

The environment is everything that is around us. There are two kinds of environment namely the natural environment and the artificial environment.

a. The natural environment is an environment created by God

Examples of the natural environment are: Forests, Mountains, Hills, Valleys, Seas, Rivers, and Lakes.



Figure 1. *Forest*



Figure 2. *Mountain*



Figure 3. *Sea*



Figure 4. *River*



Figure 5. *Lake*

b. Artificial Environment

Artificial environment is an environment that is intentionally made by humans. Examples of artificial environments are: Rice fields, Buildings, Parks, Gardens, Housing, and so on.



Figure 6. *Rice fields*



Figure 7. *Garden*



Figure 8. *Building*



Figure 9. *Housing*

The attitude we need to take to preserve the environment are

- a. Do not litter.
- b. Replanting deforested forests.
- c. Reducing or limiting the use of chemicals in daily life (for example the use of detergent soap, the use of natural dyes)
- d. Select selective logging.
- e. Do not use trawl, potassium, or other chemicals when catching fish. While the consequences of not preserving the environment are:
 - a. Floods occur,
 - b. Landslides occur.
 - c. Clean water shortages. Climate change and global warming.



Figure 10. *Flood*



Figure 11. *Landslide*



Aliran tumpukan sampah disekitar bantaran sungai cilwung di sekitar Kampung Melayu

Figure 12. *Lack of Clean Water*

The importance of plants to our lives is dirty air is not good for breathing to reduce air pollution the government launched a movement to plant a million trees. And has several benefits: a. Fresh Air Source, b. Flood and Landslide Disaster Prevention. While the importance of animals for us: a. Most animal meat can be eaten. b. Animal meat is high in nutrients. c. nutrition is needed for growth, many animals are farmed for use. d. Meat, eggs, and milk are sources of nutrition. e. Nutrition is needed by our body. f. Nutrition makes us healthy and strong We as good citizens should participate in suppressing and overcoming pollution of soil, water and air. By way of preserving and preserving the environment around us first.

2.4 Learning Models

According to Simanjuntak (2019) learning must go through a process of finding, constructing concepts and principles, the process of understanding, not just transferring knowledge but also experiencing. While Ananda (2019) state that every teaching and learning process must be carried out in the evaluation activities, to see how the progress that has been achieved by students and how effective the teaching is done by the teacher in the class.

The learning model is defined as a systematic procedure in organizing learning experiences to achieve learning goals. Carey in Rusman (2011: 132) states that the learning strategy is a set of learning materials and procedures and is used together - to bring about learning outcomes in students or students. Istarani (2011: 1) learning model is a whole series of presentation of teaching material that covers all aspects before, being and after learning by the teacher and all related facilities that are used directly or indirectly in the learning process. An interesting and varied learning model will have implications for the interests and motivation of students in following the teaching and learning process in class.

2.5 Understanding of the Example Non Example Learning Model

Istarani (2011: 9) example non example learning model that is a series of delivery of teaching material to students by showing relevant pictures that have been prepared and given an opportunity for students to analyze it with friends in a group who are then asked the results of the discussion he did.

The example non example model is one of the Group investigation approaches in cooperative learning that is designed to influence student interaction patterns and increase academic achievement. This type of learning is intended as an alternative to the traditional classroom learning model and requires students to help one another in small groups and is more characterized by cooperative appreciation than individual Ibrahin (2000: 3)

So, the example non example learning model departs from the documentation data which is then developed into a study of interesting teaching material to be studied and examined in order to obtain a very useful knowledge that was previously unknown. Thus, what guides the teacher in delivering teaching material to students is the pictures. All types and forms of descriptions made by the teacher depart from the existing pictures. From the picture the teacher explains as broadly, profoundly, and as long as possible the teaching material to students.

III. Research Method

Research Development of PPKn Module on Environmental love Material by Using the Example Non Example Learning Model to increase student learning activities is planned for grade II students of SD Negeri 040446 Kabanjahe 2018/2019 academic year. The implementation time was January to February 2020.

The population in this research and development are all grade II students of SD Negeri 040446 Kabanjahe. The sample set in this study amounted to 28 students.

This research uses the type of Research and Development research, or commonly known as (R&D). This research method is not aimed at finding / making theories, but this research aims to make a certain product. Sugiyono (2010: 297), Research and Development is a research method used to produce certain products, and test the effectiveness of these products.

The use of R&D is new in the world of education, because R&D first appeared and developed in the military / defense world. Putra (2013: 27-28) said that R&D has provided a major innovation in the world of education. R&D has introduced technology-based education, one of which is e-learning and virtual learning.

IV. Discussion

The effectiveness of PPKn module on environmental love material using the Example Non Example learning model can be seen based on the teacher performance observation sheet used to determine the teacher's ability to provide learning to students, and the student observation sheet is used to assess student behavior when the learning process takes place after the observation results are carried out. Written test that aims to get data about students' knowledge about concepts and teaching materials, especially environmental love material by using the Example Non Example learning model that has been submitted by the teacher. This test is carried out twice, namely the pre-test is given before learning is done to find out the extent of student knowledge. The final test (post-test) is a test given at the end of learning. This test is used to determine the extent to which achievement results and learning objectives have been achieved

Student learning activities obtained from the observation of student activities. To find out the student activity. The achievements of student activities can be seen in the following table 1.

Table 1. Student Activity Observation Results Data

No	Name of Respondent	Aktivitas siswa									
		Observing		Questioning		Trying		Associating		Communicating	
		Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
1	Adytia	51	91	74	84	35	87,5	18	90	31	86,1
2	Camelia	48	85,7	80	90,9	33	82,5	18	90	30	83,3
3	Chelsi	50	89,2	76	86,3	37	92,5	16	80	32	88,8
4	Daten	49	87,5	74	84	35	87,5	17	85	30	83,3
5	Elprendy	47	83,9	71	80,6	34	85	17	85	27	75
6	Eros	49	87,5	74	84	36	90	18	90	30	83,3
7	Esterlita	48	85,7	72	81,8	33	82,5	17	85	29	80,5
8	Evan	50	89,2	71	80,6	33	82,5	15	75	29	80,5

9	Fionaclara	50	89,2	76	86,3	36	90	18	90	29	80,5
10	Florencia	49	87,5	76	86,3	35	87,5	16	80	31	86,1
11	Gael	46	82,1	73	82,9	33	82,5	16	80	30	83,3
12	Griselda	49	87,5	77	87,5	34	85	18	90	31	86,1
13	Hanna	48	85,7	73	82,9	34	85	18	90	30	83,3
14	Imoti	48	85,7	74	84	33	82,5	18	90	30	83,3
15	Jea	43	76,7	72	81,8	30	75	17	85	27	75
16	Khairani	50	89,2	72	81,8	34	85	18	90	30	83,3
17	Kevin	49	87,5	75	85,2	34	85	17	85	31	86,1
18	Keyla	51	91	75	85,2	33	82,5	18	90	30	83,3
19	Marelvin	49	87,5	75	85,2	35	87,5	18	90	31	86,1
20	Mhd aqil	50	89,2	77	87,5	35	87,5	18	90	31	86,1
21	Nabila	48	85,7	77	87,5	33	82,5	17	85	30	83,3
22	Nazwa	50	89,2	80	90,9	35	87,5	18	90	32	88,8
23	Owen	50	89,2	80	90,9	36	90	19	95	32	88,8
24	Pieter	52	92,8	78	88,6	34	85	19	95	31	86,1
25	Putra	44	78,5	73	82,9	30	75	17	85	27	75
26	Rangga	50	89,2	76	86,3	34	85	18	90	31	86,1
27	Yamolo'o	49	87,5	82	93	34	85	19	95	34	94,4
28	Zevanya	50	89,2	78	88,6	33	82,5	18	90	30	83,3
Average		1449	92,4	2111	85,6	951	84,9	501	89,4	846	83,9

Based on the table above, it can be concluded that the prominent student activities, namely the Observing activity with a percentage of 92.4%, then the Associating activity with a percentage of 89.4%, the questioning activity with a percentage of 85.6%, the trying activity with a percentage of 84.9 % and the communicating activity with a percentage of 83.9%.

Table 2. Student Activity Observation Sheet

No	Statement	Answer	Frequency	
			Siswa	%
1	Ask actively to the teacher about the material being studied	Yes	20	71,4%
		No	8	28,5%
2	Not active in asking about material	Yes	7	25 %
		No	21	75 %
3	Not asking questions or doing activities outside the activity	Yes	7	25%
		No	21	75 %
4	Being able to provide the answers exactly according to the teacher	Yes	20	71,4%
		No	8	28,5%
5	Not answering teacher questions	Yes	5	17,8%
		No	22	78,5%
6	Active in conducting experiments	Yes	24	85,7%
		No	4	14,2 %
7	Only see friends in doing experiments	Yes	5	17,8%

		No	23	82,1 %
8	Not doing the experiment or doing activities outside of the experiments conducted	Yes	5	17,8%
		No	23	82,1 %
9	Watch the experiment in earnest	Yes	24	85,7%
		No	4	14,2 %
10	Use tools and materials according to the instructions for the activity	Yes	24	85,7%
		No	4	14,2 %
11	Do not use the recommended tools and materials	Yes	3	10,7%
		No	25	89,2 %
12	Actively discuss with groups	Yes	24	85,7%
		No	4	14,2 %
13	Able to work with groups	Yes	24	85,7%
		No	4	14,2 %
14	Observing the learning process calmly	Yes	26	92,8 %
		No	2	7,14 %
15	Quiet listening to other group presentations	Yes	23	82,1 %
		No	5	17,8%
16	Able to give opinions properly and correctly	Yes	24	85,7%
		No	4	14,2 %
17	Just see other friends in expressing opinions	Yes	25	89,2 %
		No	3	10,7%
18	Doing activities outside the activity	Yes	3	10,7%
		No	25	89,2
19	Listening but not calm	Yes	4	14,2 %
		No	24	85,7%
20	Confident in participating in learning activities	Yes	24	85,7%
		No	4	14,2 %

Table 3. Criteria for the level of activeness success

Level of Success	Information
>80%	Very High
60-79%	High
40-59%	Medium
20-39%	Low
<20%	Very Low

Table 4. Learning Outcomes Data

No	Names	Pretest	Posttest
1.	Adytia	65	80
2.	Camelia	60	80
3.	Chelsi	60	85
4.	Daten	75	85
5.	Elprendy	60	80
6.	Eros	70	90
7.	Esterlita	60	75

8.	Evan	75	85
9.	Fionaclara	70	85
10.	Florencia	75	85
11.	Gael	70	80
12.	Griselda	65	75
13.	Hanna	60	75
14.	Imoti	70	75
15.	Jea	75	85
16.	Khairani	75	75
17.	Kevin	75	90
18.	Keyla	70	85
19.	Marelvín	80	95
20.	Mhd aqil	70	80
21.	Nabila	80	85
22.	Nazwa	60	75
23.	Owen	75	85
24.	Pieter	80	85
25.	Putra	60	75
26.	Rangga	70	85
27.	Yamolo'o	80	90
28.	Zevanya	70	80
Total		1955	2305
Average		69,8	82,3

Table 5. Frequency Distribution of Pretest and Posttest Values

Criteria	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
85-100	-	-	15	54%
75-84	11	39%	13	46 %
60-74	17	61%	-	-
40-59	-	-	-	-
0-39	-	-	-	-
Σ	28	100	28	100

(Nurgiantoro 2010; 373)

The effectiveness test is carried out after the module is declared valid and feasible. The effectiveness of the modules in this study can be seen from the observations made by the teacher based on student learning activities. Student learning activities obtained from the observation of student learning activities.

Based on the data on the results of the observation sheet of the activeness of 28 students at the implementation stage, it showed that student activity increased, first with a percentage score of 92.8% with the indicator "Observing the learning process calmly" with a frequency of 26 students yes and 2 students no. Second with a percentage score of 85.7% with the indicator "Able to work with groups" with a frequency of 24 students who are yes and 4

students who are not. Third with a score percentage of 85.7% with the indicator "Active in conducting experiments" with a frequency of 24 people yes and 4 students who do not.

Observation results indicate that the achievements of student learning activities are good. Therefore in this study the criteria for success of action are indicated by the 75% standard. This research is successful if the average student activity reaches 75% or more.

The effectiveness of PPKn module on environmental love material by using the example non example learning model is obtained from observations of student activities. From these observations obtained activity looks very prominent from the indicators of Seeing, Listening and heed. Of the three indicators there are 14 descriptors namely Paying close attention to shows, Not affected by situations outside the classroom, Noting important parts, Patience / emotions, Timing in capturing impressions, listening to shows carefully, Not affected by situations outside the classroom, noting important parts given by the teacher, Patience / emotions, Timeliness of listening to Information, Being positive about what is shown, Setting up body conditions, Following up in the form of movements and There are notes or other things produced obtained by an average of 28 students that is 1449 with a percentage of 92.4 with the category "Very high".

In the activity (Associate / Reasoning) there are 2 indicators namely processing information and Concluding. Of the three indicators there are 5 descriptors namely sorting information, Analyzing data in the form of categories, linking related information, trying to arrange answers to questions the questioning activity and the accuracy of concluding answers. Obtained an average of 28 students namely 501 with a percentage of 89.4 with the category "Very high".

In the Questioning activity there are 6 indicators namely asking questions, Stating facts or principles, Expressing opinions, Discussing, Interrupting and Submitting suggestions. Of the six indicators there are 22 descriptors namely in what words, with the word why, with the word how, in other words, finding facts, expressing conflicting facts, expressing principles, formulating questions, expressing opinions, responding to opinions, mediating opinions, formulating opinions, Approving questions, Doing questions and answers with friends, Doing questions and answers with teachers, Formulating questions, Interrupting, Disagreeing, Agreeing, paying attention to suggestions, Approving suggestions and Submitting suggestions obtained an average of 30 students that is 2254 with a percentage of 85.3 with the category " Very high".

In the Trying activity there are 5 indicators namely Exploring, Trying, Discussing, Demonstrating and Reading from other sources. Of the five indicators there are 10 descriptors namely Digging information, Organizing information, Checking information, Matching information, Questioning information, Adding / subtracting information, Delivering data in the form of diagrams / pictures, Giving data in graphic form, Looking for data from other sources such as from internet and from other textbooks obtained an average of 28 students that is 951 with a percentage of 84.9 with the category "Very high".

In Communicating activities there are 3 indicators, namely presenting reports in the form of pictures, arranging reports in written form and presenting reports covering the process, results and conclusions orally. Of the three indicators there are 9 descriptors namely in the form of charts, in the form of diagrams, in graphical form, in accordance with the format, systematic, complete, the quality of the language of instruction, the argument in concluding and the accuracy of conclusions obtained on average from 28 students that is 846 with a percentage of 83, 9 with the category "Very high".

The effectiveness of PPKn module on environmental love by using the example non example learning model is also obtained from student learning outcomes. This test aims at the extent to which students increase learning using PPKn module on environmental love by using the example non example learning model. This test is conducted on 28 students. This test is also done in two stages, namely pretest and posttest.

The posttest conducted obtained data that the students' scores before using the module had not yet reached completion. It is known from the average value of the average value obtained which is 69.8 with the category of "Good" When viewed individually from the 28 students only 11 received a complete score with the "Good" category and the remaining 10 students scored with categorized as "Medium" and 7 students got grades below completeness with enough categories.

The description of each of the 28 students who are the subjects of the study is explained as follows. First there were 11 students who scored 75-84. The details of these student grades are 4 students who scored 80 in the good category, 7 students scored 75 in the good category. Secondly there are 10 students who score 65-74. The details of these student grades are 2 students who scored 65 in the good enough category, 8 students scored 70 in the pretty good category. Third, there are 7 students who scored 55-64. The details of these student grades are 7 students who score 60 with enough categories.

The posttest conducted obtained student data after using the module has reached its completeness. It is known from the average value obtained 82.3 with a good category. When viewed individually from the 28 students there were 15 students who received complete grades in the excellent category. The remaining 13 students received grades under completeness in either category. From these results obtained information that after learning is supported by modules, student learning outcomes are further improved.

The description of each of the 28 students who are the subjects of the study is explained as follows. First there were 11 students who scored 85-100. The details of these student scores are that 1 student has a score of 95 with a very good category, 3 students have a score of 90, 11 students have a score of 85. Secondly there are 13 students who score 75-84.

The details of these student scores are 7 students who scored 75 in the good category, 6 students who scored 80 in the good category.

Student learning outcomes have increased significantly after using PPKn module on environmental love by using the example non example learning model in learning activities. It is known that the average value of students before using the module (pretest) is 69.8 and when after using the module (posttest) is 82.3 Based on the data obtained a significant difference in the increase of 12.5%.

The score of the learning outcomes above indicates that the use of PPKn module in environmental love material by using the example non example learning model makes student learning activities more increased. The increase in learning outcomes is evidence that PPKn module on environmental love material by using the example non example learning model will be effective if students and teachers use it in learning thus, there are differences in student learning outcomes using PPKn module of environmental love material using the example non example learning model then it can be concluded that PPKn module on environmental love using the example non example learning model is already feasible and effective for use in grade II elementary school learning.

In line with research conducted by (Yasintus Tinja, Siti Malikah Towaf, Hariyono, 2017) found that based on the results of validation and trials conducted, validity, practicality and effectiveness data were obtained, namely (a) the results of the validation of the student

book reached a percentage of 82% and included in the very valid category; (b) the results of the validation of the teacher's manual reached 82% presentation and were in the very valid category; (c) student activity reaches 80%, including the very active category; (d) very significant learning outcomes conducted by comparing the results of pre-test and post-test and research conducted by (Yunita Puspitaningrum, 2015) shows the results of the study namely validation by the material experts obtained an average score of 106 located at intervals of $X > 105$; module expert 130 at intervals $X > 126$; teacher validation 191 at intervals $X > 168$; validation of students 109.33 at intervals $X > 109.20$. Based on these data the thematic modules developed are classified as very good criteria so that they are suitable for use.

Based on the relevant research above, it shows that the Development of PPKn Module on environmental love material by using the example non example learning model in increasing the learning activities of Grade II students of SD Negeri 040446 Kabanjahe by using the Borg and Gall development model (in Tegeh et al, 2014: 7-13) also meet valid criteria, and be effective in their use in learning activities and enhance student learning activities.

V. Conclusion

PPKn module on environmental love material by using the example non example learning model was stated to be effective for generating student learning activities and outcomes. This is evidenced from the student learning achievement test. At the time of the pretest the average value of students was obtained 69.8 and after using the module (posttest) that is 82.3 Based on the data obtained a significant difference in the increase of 12.5% which indicates that learning using PPKn module on environmental love using the example non example learning model is better than before.

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