

**IMPROVING STUDENT'S INTEREST AND LEARNING OUTCOMES THROUGH THEN
INQUIRY APPROACH IN IPS LESSONS ON NATURAL AND MANUFACTURED VIEWS
MATERIALS IN INDONESIA IN CLASS V SDN 8 BONE, BONE BOLANGO REGENCY**

Mohammad Ramdan Zakaria,

Rusmin Husain,

Rosman Ilato

Program Studi Magister Pendidikan Dasar Universitas
Negeri Gorontalo, 2020 SDN 8 bone Kabupaten Bone Bolango
E-mail: adanzakaria2020@gmail.com

ABSTRACT

This study aims to increase student interest and learning outcomes through an inquiry approach to social studies subjects on natural and artificial features in Indonesia in Class V of SDN 8 Bone, Bone Bolango Regency. Sources of data in this study are primary data through the distribution of questionnaires and learning outcomes tests to students and observation sheets by the Civil Service teacher to researchers. The data analysis technique used is descriptive with a Class Action Research model. The results of this study indicate that (1) Increasing student interest in social studies subjects can be done by teachers using the Inquiry learning approach in class V Elementary School 8 Bone, Bone Bolango Regency. This is evidenced by an increase in interest in learning from the results of initial observations has an achievement of 61.21% to 73.64% in cycle 1 and 84.07% in cycle 2. (2) Improving student learning outcomes in social studies subjects can be done by teachers by using the Inquiry learning approach in class V Elementary School (SD) 8 Bone, Bone Bolango Regency. This is evidenced by an increase in the number of students who meet the minimum completeness criteria for social studies subjects, where at the initial observation there were only 5 people or 35.70% of the total students, an increase in cycle 1 of 9 people or 64.30% of the total number of students. total students and then increased again in cycle 2 as many as 13 people or 92.90% of the total students.

Keywords: Learning Outcomes, Learning Interest , Inquiry

INTRODUCTION

Education is a very important need to ensure survival and is a big capital in facing today's competition. Factors from within individual students are also very influential in the teaching and learning process, such as students' interest in participating in the teaching and learning process. Growing student interest in learning is one of the important factors in teaching and learning activities. Without an interest in learning, it is impossible for students to have the will to learn and be able to achieve optimal learning achievement. Teachers are required to be able to make efforts in growing and arousing students' interest in learning in learning. A teacher is not only enough to convey the subject matter alone, but the teacher must also be able to create a good and fun learning atmosphere. The teacher must also be precise in the selection of strategies used in the learning process that are in accordance with the material and student circumstances.

The results of other observations showed that the fifth grade students of SDN 8 Bone, Bone Bolango district, were found (1) when the learning process took place the students were passive and less enthusiastic to follow the lesson ; (2) students prefer to chat with their friends rather than listen to the teacher's explanation ; (3) students do not actively ask the teacher when given the opportunity to ask questions and when asked by the teacher no one answers ; (4) students feel bored and bored in class so that students move back and forth in class and play alone instead of actively participating in learning ; and (5) when given questions related to the material, students tend to cheat on their friends' answers because they do not understand the material that has been explained by the teacher. This is due to the learning strategy used by the teacher is not fun and monotonous. With the method will form less active students who are becoming increasingly passive. Students only listen to the teacher's explanation, as a result students feel bored when the learning process takes place.

If such conditions continue to occur, the goal of education will be farther to be achieved. To overcome this, it is necessary to develop more interesting learning strategies that can increase students' interest in learning to follow the learning process without a sense of compulsion.

The learning conditions spur teachers to be able to find solutions or efforts required to improve the learning process so that the learning process more learning students can be improved which will also improve the quality of social studies learning. One solution that can overcome this problem is to use the Inquiry approach . The Inquiry approach is a series of learning activities that emphasize the process of thinking critically and systematically to find the answer to a question in question. Starting from the description above, a research was carried out which was formulated under a title " Improving Student Interest and Learning Outcomes Through Inquiry Approaches in Social Studies Subjects Natural and Artificial Appearances in Indonesia in Class V SDN 8 Bone Bone Bolango Regency "

RESEARCH METHOD

The study measures the class implemented in SDN 8 Bone Bone Bolango District V grade students approach used in the research is the Classroom Action Research.

RESEARCH RESULT

1.Preliminary Research Findings

The initial activity carried out in this study was to identify problems that arise in learning activities, namely in social studies subjects regarding natural and artificial appearances in Indonesia. The process of identifying problems that made the V class. The results of the identification of problems in the learning process include the following:

a. Observation of Teacher Activities in Using Conventional Learning Approach

The results of observations of teacher performance in learning activities, namely in the use of conventional methods carried out by partner teachers can be seen as follows:

Table 1: Preliminary Observations of Teacher Performance in Learning Activities

Achievements	Frequency	Earning Score	Percentage (%)	Maximum Score	Percentage Statement
TB	0	0	0.00	73.33%	Pretty good
KB	0	0	0.00		
CB	10	30	33.33		
B	20	80	66.67		
SB	0	0	0.00		
Total	30	110	100.00		

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that the achievement score for the steps of learning activities carried out by the research teacher in the early stages of the study is still in the sufficient category where the achievement is only 73.33% . This less than optimal result can be seen from several aspects, namely being able to master the class, the teacher conditions so that students are ready to carry out the learning process, presenting material in the form of problems to students that will lead students to a problem that contains puzzles and in closing activities that have not been maximized. . From these results it is important for teachers in the optimization of learning approach using the approach innovative learning such as learning approaches Inquiry.

b. Observations on Students

The results of observations on students carried out by distributing questionnaires for learning interest and tests for learning outcomes can be described as follows:

1) Students' interest in learning tends to be low

The results of preliminary observations on the learning interest of fifth grade elementary school (SD) State 8 Bone, Bone Bolango Regency students conducted by researchers by distributing research questionnaires are presented in the following table:

Table 2: Initial Observation of Students' Interest in Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Currently	3	21.4	21.4	21.4
	Low	5	35.7	35.7	57.1
	Very low	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that from 14 students who were observed, there were 3 students with moderate interest or 21.40 % of the total students. There are 5 students with low interest or 35.70 % of the total students. And there are 6 students with very low interest or 42.90 % of the total students. This shows that the fifth grade students of SD Negeri 8 Bone, Bone Bolango Regency, have not been maximal in participating in various learning activities carried out by teachers .

To strengthen these results, the following researchers present the results of initial observations of interest in learning which are classified based on statements and indicators:

Table 3 : Initial Observation of Student Interest in Each Statement Item

No	Statement Score			Variable Score			Criteria	
	current	Ideal	%	current	Ideal	%	Statement	Indicator
P1	39	70	55.71%	244	420	58.10%	Very low	Very low
P2	37	70	52.86%				Very low	
P3	42	70	60.00%				Very low	
P4	44	70	62.86%				Low	
P5	42	70	60.00%				Very low	
P6	40	70	57.14%				Very low	
P7	43	70	61.43%	175	280	62.50%	Low	Low
P8	45	70	64.29%				Low	
P9	43	70	61.43%				Low	
P10	44	70	62.86%				Low	
P11	44	70	62.86%	232	350	66.29%	Low	Low
P12	42	70	60.00%				Very low	
P13	51	70	72.86%				Currently	
P14	43	70	61.43%				Low	
P15	52	70	74.29%				Currently	
P16	33	70	47.14%	206	350	58.86%	Very low	Very low
P17	38	70	54.29%				Very low	
P18	47	70	67.14%				Low	
P19	36	70	51.43%				Very low	
P20	52	70	74.29%				Currently	
Total	857	1,400	61.21%	Low				

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that the overall initial interest of the fifth graders of SD Negeri 8 Bone, Bone Bolango Regency, lies in the low criteria. Meanwhile, if you look at each indicator, the highest indicator is student interest while the lowest interest is the feeling of pleasure by students in participating in learning activities so that teachers must optimize them with various efforts, one of which is by carrying out learning activities using the Inquiry learning approach.

2) The dominant student learning outcomes do not meet the KKM

The results of the fifth grade student learning achievement test at the 8 Bone State Elementary School, Bone Bolango Regency, which were carried out by researchers by conducting objective test questions are presented in the following table:

Table 4: Initial Observation of Student Learning Outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Meet KKM	5	35.7	35.7	35.7
	Does not meet KKM	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that of the 14 students who were observed, there were 5 students or 35.70 % of the total students who met the KKM for social studies subjects. Meanwhile, as many as 9 students or 64.30 % of the total students who did not meet the KKM for social studies subjects. From these results, it is known that the fifth grade students of SDN 8 Bone, Bone Bolango Regency, who do not meet the KKM are more than those who do, so using the Inquiry learning approach is an important solution in improving student learning outcomes.

2. Implementation of Cycle 1

1) Observation of Cycle 1 Results on Teachers

The results of observations in cycle 1 of teacher performance in learning activities, namely in the use of the Inquiry learning approach carried out by partner teachers can be seen as follows:

Table 5: Cycle 1 Teacher Performance in Learning Activities

Achievements	Frequency	Earning Score	Percentage (%)	Maximum Score	Percentage Statement
TB	0	0	0.00	88.00%	Well
KB	0	0	0.00		
CB	0	0	0.00		
B	18	72	60.00		
SB	12	60	40.00		
Total	30	132	100.00		

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that the achievement score for cycle 1 in teacher performance assessment is 88.00% which is in good criteria. This shows that the use of the Inquiry learning model by teachers in teaching subject matter to fifth grade students of SDN 8 Bone, Bone Bolango Regency has begun to improve where teachers are increasingly active in learning and are followed by students who are able to be more interested which is expected to be able to obtain learning outcomes or learning outcomes in accordance with the minimum completeness criteria in social studies subjects for class V Elementary School 8 Bone, Bone Bolango Regency .

2) Observation of Cycle 1 Results on Students

The results of observations on students carried out by distributing questionnaires for learning interest and tests for learning outcomes can be described as follows:

a) Students' interest in learning

The results of preliminary observations on the learning interest of fifth grade elementary school (SD) 8 Bone, Bone Bolango Regency students conducted by researchers by distributing questionnaires are presented in the following table:

Table 4.6: Results of Cycle 1 Student Interests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tall	4	28.6	28.6	28.6
	Currently	5	35.7	35.7	64.3
	Low	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that of the 14 students who were observed, there were 4 students with high interest or 28.60 % of the total students. Then there are 5 students with moderate interest or 35.70 % of the total students. And there are 5 students with low interest or 35.70 % of the total students. This shows that the desire to learn from the fifth grade students of SD 8 Bone, Bone Bolango Regency, began to increase because they were taught using the Inquiry learning approach . The use of the Inquiry learning approach is able to make teacher-student interactions better so that students tend to be able to understand the concepts and context of social studies subject matter well as well.

To strengthen these results, the following researchers present the results of initial observations of interest in learning which are classified based on statements and indicators:

Table 7: Results of Cycle 1 Student Interest in Each Statement Item

No	Statement Score			Variable Score			Criteria	
	current	Ideal	%	current	Ideal	%	Statement	Indicator
P1	52	70	74.29%	306	420	72.86%	Currently	Currently
P2	52	70	74.29%				Currently	
P3	51	70	72.86%				Currently	
P4	51	70	72.86%				Currently	
P5	48	70	68.57%				Low	
P6	52	70	74.29%				Currently	
P7	51	70	72.86%	201	280	71.79%	Currently	Currently
P8	51	70	72.86%				Currently	
P9	50	70	71.43%				Currently	
P10	49	70	70.00%				Low	
P11	52	70	74.29%	262	350	74.86%	Currently	Currently
P12	54	70	77.14%				Currently	
P13	56	70	80.00%				Currently	
P14	47	70	67.14%				Low	
P15	53	70	75.71%				Currently	
P16	51	70	72.86%	262	350	74.86%	Currently	Currently
P17	51	70	72.86%				Currently	
P18	53	70	75.71%				Currently	
P19	50	70	71.43%				Currently	
P20	57	70	81.43%				Tall	
Total	1.031	1,400	73.64%	Currently				

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that the overall learning interest of class V Elementary School 8 Bone, Bone Bolango Regency in cycle 1 is located on the moderate criteria with a score of 73.64 % . Where initially the interest was still in the very low category but after the use of the Inquiry learning approach it became moderate even for indicators of future hopes and aspirations as well as appreciation in learning increased which eventually made this indicator in the high category. This increased result is because the Inquiry learning approach is able to make students more active in learning so that the learning process becomes more effective. In this case, between the initial observations to the first cycle of the Inquiry learning approach, there was an increase of 12.43 % in the achievement of students' interest in learning.

b) Student learning outcomes

The results of the fifth grade student learning achievement test at the 8 Bone State Elementary School, Bone Bolango Regency, which were carried out by researchers by conducting objective test questions are presented in the following table:

Table 8: Results of Cycle 1 Student Learning Outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Meet KKM	9	64.3	64.3	64.3
Does not meet KKM	5	35.7	35.7	100.0
Total	14	100.0	100.0	

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that of the 14 students who were observed, there were 9 students or 64.30 % of the total students who met the KKM for social studies subjects. Meanwhile, as many as 5 students or 35.70 % of the total students who did not meet the KKM for social studies subjects. These results indicate that there is an increase in the learning outcomes of fifth graders at the 8 Bone State Elementary School, Bone Bolango Regency after being taught using the Inquiry learning approach . This increase in learning outcomes occurs because the Inquiry learning approach used makes students more creative in thinking about ideas for solving a problem presented by the teacher so that automatically students will tend to have a good cognitive understanding .

3. Implementation of Cycle II

Observations of interest and learning outcomes were carried out by researchers and partner teachers through teacher activity observation sheets for fifth grade students of SD Negeri 8 Bone, Bone Bolango Regency. The results of the observations can be described as follows:

1) Observation of Cycle 2 Results on Teachers

The results of observations in cycle 2 of teacher performance in learning activities, namely in the use of the Inquiry learning approach carried out by partner teachers can be seen as follows:

Table 9: Cycle 2 Teacher Performance in Learning Activities

Achievements	Frequency	Earning Score	Percentage (%)	Maximum Score	Percentage Statement
TB	0	0	0.00	96.67%	Very good
KB	0	0	0.00		
CB	0	0	0.00		
B	5	20	16.67		
SB	25	125	83.33		
Total	30	145	100.00		

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that the achievement score for cycle 2 in teacher performance assessment is 96.67 % which is in the effective criteria. This shows that in cycle 2, the Inquiry learning approach is more explored by the teacher so that the teacher is able to make students very enthusiastic in learning which will ultimately have an impact on increasing interest and good learning outcomes from students on subject matter with the theme of natural and artificial appearance. in Indonesia.

2) Observation of Cycle 2 Results on Students

The results of observations on students carried out by distributing questionnaires for learning interest and tests for learning outcomes can be described as follows:

a) Students' interest in learning

The results of preliminary observations on the learning interest of fifth grade elementary school (SD) State 8 Bone, Bone Bolango Regency students conducted by researchers by distributing research questionnaires are presented in the following table:

Table 10: Results of Cycle 2 Student Interests

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very high	4	28.6	28.6
	Tall	8	57.1	85.7
	Currently	2	14.3	100.0
	Total	14	100.0	100.0

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that of the 14 students who were observed, there were 4 students with very high interest or 28.60 % of the total students. Then there are 8 students with high interest or 57.10 % of the total students. And there are 2 students with moderate interest or 14.30 % of the total

students. This shows that the fifth grade students of SD 8 Bone, Bone Bolango Regency, have begun to get used to the use of the Inquiry learning approach so that they are very enthusiastic in participating in social studies learning activities and even student activity has entered a very high realm which of course will be a sign that the student will be able to understand and be able to achieve the KKM results set in social studies subjects.

To strengthen these results, the following researchers present the results of initial observations of interest in learning which are classified based on statements and indicators:

Table 11: Results of Cycle 2 Student Interest in Each Statement Item

No	Statement Score			Variable Score			Criteria	
	current	Ideal	%	current	Ideal	%	Statement	Indicator
P1	60	70	85.71%	353	420	84.05%	Tall	Tall
P2	60	70	85.71%					
P3	60	70	85.71%					
P4	58	70	82.86%					
P5	56	70	80.00%					
P6	59	70	84.29%	233	280	83.21%	Tall	Tall
P7	59	70	84.29%					
P8	60	70	85.71%					
P9	57	70	81.43%					
P10	57	70	81.43%					
P11	61	70	87.14%	299	350	85.43%	Tall	Tall
P12	59	70	84.29%					
P13	58	70	82.86%					
P14	59	70	84.29%					
P15	62	70	88.57%					
P16	59	70	84.29%	292	350	83.43%	Tall	Tall
P17	58	70	82.86%					
P18	58	70	82.86%					
P19	56	70	80.00%					
P20	61	70	87.14%					
Total	1,177	1,400	84.07%	Tall				

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that the overall initial interest of the fifth grade elementary school students 8 Bone, Bone Bolango Regency, which lies in the high criteria with a score of 84.07 % even for each indicator is much better compared to the initial observations and the previous cycle 1 evaluation activities. This shows that the Inquiry learning approach has good progress to be applied in an effort to increase student interest in learning where the achievement of interest has increased by 10.43 % from cycle 1 and by 22.86 % from initial observations.

b) Student learning outcomes

The results of the fifth grade elementary school (SD) State 8 Bone test results in Bone Bolango Regency conducted by researchers by conducting objective test questions are presented in the following table:

Table 12: Results of Cycle 2 Student Learning Outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Meet KKM	13	92.9	92.9	92.9
Does not meet KKM	1	7.1	7.1	100.0
Total	14	100.0	100.0	

Source: Processed Data, 2021

Based on the results in the table above, it can be seen that of the 14 students who were observed, there were 13 students or 92.90 % of the total students who met the KKM for social studies subjects. Meanwhile, as many as 1 student or 7.10 % of the total students who do not meet the KKM for social studies subjects. These results indicate that the Inquiry learning approach makes the learning outcomes of the fifth grade elementary school

8 Bone, Bone Bolango Regency better. However, for 1 student who does not achieve maximum results, which is still in the criteria of not meeting the KKM because these students tend not to focus on learning activities and prefer to play, moreover these students have signs of dependence on online games which make it difficult to concentrate on subjects .

DISCUSSION

1. Increasing Students' Interest in Learning By Using the Inquiry Learning Approach

The results of the test for student learning interest found that increasing student interest in social studies subjects can be done by teachers using the Inquiry learning approach in class V Elementary School 8 Bone, Bone Bolango Regency . This is evidenced by the increase in interest in learning from the results of initial observations with an achievement of 61.21 % to 73.64 % in cycle 1 and 84.07 % in cycle 2 . This shows that with the use of the Inquiry learning approach , students will tend to be happy in learning, the higher the student's attention, student involvement and student interest in the learning process carried out by the teacher. These results are theoretically in accordance with the opinion of Shoimin (2014: 85) that the inquiry approach is one of the learning models that can encourage students to be actively involved in the learning process . The inquiry learning model is a series of learning activities that emphasize the activeness of students to have learning knowledge in finding material concepts based on the problems posed". Investigations can be in the form of laboratories or other activities that can be used to collect information. The process includes collecting information. , build knowledge, and develop a deep understanding of something being investigated. Inquiry-based learning includes the process of posing problems, obtaining information, thinking creatively about possible problem solving, making decisions, and making conclusions. This inquiry approach will stimulate students to be more active in activities learning so that students will try to study hard.

2. Improving Student Learning Outcomes By Using the Inquiry Learning Approach

The results of the test for students' interest in learning were found that improving student learning outcomes in social studies subjects could be done by teachers using the Inquiry learning approach in class V of Elementary School 8 Bone, Bone Bolango Regency . This is evidenced by an increase in the number of students who meet the minimum completeness criteria for social studies subjects, where at the initial observation there were only 5 people or 35.70 % of the total students, an increase in cycle 1 was 9 people or 64.30 % of the total students and then increased again in cycle 2 as many as 13 people or 92.90 % of the total students. This shows that the Inquiry learning approach makes students more challenged to be creative and have ideas in learning so it is easy to understand the concept of the lesson well which ultimately makes the learning test results higher.

Student activity in learning must continue to be fostered even though under any circumstances when a learning activity can still be carried out, such as during the Covid-19 pandemic. Aulia in Yunitasari and Hanifah (2020) said that the presence of the COVID-19 virus in 2020 had a tremendous impact on almost all fields, one of which was in the field of education. With the Covid-19 virus, the learning process has changed from face-to-face to distance learning, but in these circumstances the teacher still has to carry out his obligations as a teacher, where the teacher must ensure that students can obtain information/knowledge to be given to students. This finding is in accordance with the opinion of Elyani (in Ati 2014) that guided inquiry approach is a learning model that seeks to grow the basics of scientific thinking in students, so that students are more active and learn a lot on their own and are able to develop their creativity and knowledge to solve problems. The teacher's role in the guided inquiry learning model is as a guide and facilitator for students. The next task of the teacher is to choose material and students are really placed as learning subjects but guidance, direction and supervision from the teacher are still needed. Weaknesses that can be minimized include the role of the teacher who always motivates students who are still passive to play an active role, making groups with fewer members so that each group member has a role in their group, increasing responsibility for learning together, and helping students who have difficulties.

CONCLUSION

Based on the results of research and discussion, the following conclusions can be drawn :

1. Increasing students' interest in learning in social studies subjects can be done by teachers using the Inquiry learning approach in class V of 8 Bone State Elementary School, Bone Bolango Regency . This is evidenced by the increase in interest in learning from the results of initial observations with an achievement of 61.21 % to 73.64 % in cycle 1 and 84.07 % in cycle 2 . This shows that with the use of the Inquiry learning approach , students will tend to be happy in learning, the higher the student's attention, student involvement and student interest in the learning process carried out by the teacher .
2. Improving student learning outcomes in social studies subjects can be done by teachers using the Inquiry learning approach in class V of 8 Bone State Elementary School, Bone Bolango Regency . This is evidenced by an increase in the number of students who meet the minimum completeness criteria for social studies subjects, where at the initial observation there were only 5 people or 35.70 % of the total students, an increase in cycle 1 was 9 people or 64.30 % . of the total students and then increased again in cycle 2 as many as 13 people or 92.90 % of the total students. This shows that the Inquiry learning approach makes students more challenged to be creative and have ideas in learning so it is easy to understand the concept of the lesson well which ultimately makes the learning test results higher.

SUGGESTION

Based on the conclusions of the study, the researchers describe research suggestions as follows:

1. It is important for schools to provide more adequate learning facilities so that various innovations in the learning process carried out by teachers and by students become better and will also have an impact on the enthusiasm of students in learning and expressing creative ideas in the learning process carried out.
2. Improving learning outcomes needs to be done by teachers actively using the Inquiry approach both in the learning process and student assignments at home so that the activeness of parents will also grow in helping their children in learning. Then by carrying out various persuasive approaches to students and even building relationships and communicating with students' parents so that student learning outcomes can be better.

REFERENCES

- 1) Arikunto. 2008. Classroom Action Research . Jakarta: Earth Literacy.
- 2) Daryanto. 2011 . Classroom Action Research and School Action Research . Yogyakarta: Gava Media.
- 3) Dimiyati, M. 2015. Learning and Learning . Jakarta: Rineka Cipta.
- 4) Djamarah, Syaiful Bahri. 2008. Learning Psychology . Jakarta: Rineka Cipta
- 5) Gunawan. 2011. Social Science Education Philosophy, Concepts, and Applications. Bandung :Alphabeta
- 6) Hernawan, Asep Herry. 2007. Curriculum Development and Learning Jakarta: Open University.
- 7) Hidayati. 2010. Development of Social Studies Education for SD 3 credits. Directorate General of Higher Education, Ministry of National Education.
- 8) Isjoni. 2007. Visionary Learning . Jakarta: Student Library.
- 9) Junaedi. 2008. Learning Strategy First Edition. Surabaya: LAPIS-PGMI.
- 10) Lefudin. 2017. Learning and Learning is equipped with Learning Models, Learning Strategies, Learning Approaches, and Learning Methods . Yogyakarta : Depublish
- 11) Mulyani, Tri. 2000. Learning Strategy (Learning & Teaching Strategy) . Yogyakarta: Yogyakarta State University.
- 12) Grace. A. 2015. Learning and Learning. Gorontalo: Ideas Publishing
- 13) Roestiyah NK 2008. Teaching and Learning Strategy. Jakarta: Rineka Cipta, Cet. VII
- 14) Sanjaya, Vienna. 2008. Educational Process Standard Oriented Learning Strategy. Jakarta: Prenada Media Group
- 15) Sardiman. 2009. Teaching and Learning Interaction and Motivation. Jakarta: Rajawali Press.
- 16) Slamet. 2010. Learning and the factors that influence it . Jakarta: Rineka Cipta.
- 17) Slamet. 2015. Learning and influencing factors. Jakarta: Rineka Cipta.
- 18) Sudjana, Nana. 2011. Assessment of Teaching and Learning Outcomes. Bandung: Youth Rosdakarya Offset.
- 19) Sujanto, Agus. 2004. General Psychology. Jakarta: Rineka Cipta

- 20) Sumantri and Johar Pemana. 2000. Teaching and Learning Strategies. Jakarta: Director General of Higher Education, Ministry of Education and Culture
- 21) Suprijono, A. 2009. Cooperative Learning. Surabaya: Student Library.
- 22) Susanto, A. 2013. Theory and Pembelajaran teachings Elementary School. Jakarta: Prenadamedia Group.
- 23) Suyono and Hariyanto, 2011. Learning and Learning. Bandung: Youth Rosdakarya Offset.
- 24) Shah, Muhibbin. 2002. Educational Psychology in a New Approach . Bandung: Rosdakarya Teenagers
- 25) Taneo, SP 2010. Social Studies Study of SD. Directorate General of Higher Education, Ministry of National Education.
- 26) Trianto. 2007. Constructivistic Oriented Innovative Learning Models . Jakarta: Library Achievements, Cet. I
- 27) Uno, B, Hamza. 2011. Learning Model. Jakarta: Earth Literacy.
- 28) Wardhana, Y. 2006. Theory of Learning and Teaching. Bandung: Indigenous Blooms.
- 29) Widoyoko, EP 2009. Evaluation of Learning Programs. Yogyakarta: Student Library.
- 30) Winataputra, Udin. 2005. The Expository Approach. Jakarta : Open University
- 31) Zulfiani. 2009. Science Learning Strategy. Jakarta: UIN Jakarta Research Institute