



The Effect of the Use of Civics Teaching Aids Media on Students' Understanding

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Abstract: This study aims to investigate the impact of using visual aids on students' understanding of Civics in Class V at UPTD SD Negeri Patenteng 4, Modung District. The research adopts a quantitative approach and includes all fifth-grade students at UPTD SD Negeri Patenteng 4 as the population, totaling 16 students, consisting of 7 female and 9 male students. The study is conducted at UPTD SD Negeri Patenteng 4, Modung District. Data collection techniques involve observation, tests, questionnaires, and documentation. The data is analyzed through validity testing, reliability testing, normality testing, and paired simple T-Test. The results of the hypothesis analysis indicate that the student's learning outcomes improved after utilizing visual aids in the learning process. The average pre-test score was 68.13, while the average post-test score was 85.88, suggesting a significant increase in learning outcomes. The statistical analysis in IMB SPSS v21.0 revealed a significance value of 0.000, indicating that using visual aids significantly impacts student understanding, facilitating their mastery of the subject matter and enhancing the meaningfulness of the learning process.

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan alat peraga terhadap pemahaman PKN siswa kelas V di UPTD SD Negeri Patenteng 4 Kecamatan Modung. Penelitian ini menggunakan pendekatan kuantitatif dengan populasi seluruh siswa kelas V UPTD SD Negeri Patenteng 4 yang berjumlah 16 siswa, terdiri dari 7 siswa perempuan dan 9 siswa laki-laki. Penelitian dilakukan di UPTD SD Negeri Patenteng 4 Kecamatan Modung. Teknik pengumpulan data meliputi observasi, tes, angket, dan dokumentasi. Data dianalisis melalui uji validitas, uji reliabilitas, uji normalitas, dan uji t sederhana berpasangan. Hasil analisis hipotesis menunjukkan bahwa hasil belajar siswa meningkat setelah memanfaatkan alat peraga dalam proses pembelajaran. Nilai rata-rata pretes adalah 68,13, sedangkan nilai rata-rata postes adalah 85,88, menunjukkan peningkatan hasil belajar yang signifikan. Analisis statistik pada IMB SPSS v21.0 menunjukkan nilai signifikansi sebesar 0,000, yang menunjukkan bahwa penggunaan alat bantu visual secara signifikan mempengaruhi pemahaman siswa, memfasilitasi penguasaan materi pelajaran dan meningkatkan kebermaknaan proses pembelajaran.

A. Introduction

Education is a conscious effort to prepare students to play an active and positive role in their current and future lives (Mahrita et al., 2022). Indonesian National Education is education based on achieving Indonesia's National Development Goals. This education program includes school-based pathways consisting of types, particular purposes, general education, general education, and other education. Reform efforts include legal basis, curriculum and supporting institutions, educational structures, and educational staff (Habe & Ahiruddin, 2017).

The national education mission that national education in our country aims to create human beings who have intelligent and competitive abilities (Law Number 20 of 2003 concerning the National Education System). The definition of intelligence can be seen from various aspects, namely intellectual intelligence, emotional intelligence, social intelligence, spiritual intelligence, and kinesthetic. Intellectual intelligence can be developed through intellectual development and student knowledge, and emotional and social intelligence can be developed through various sciences of religious education. In contrast, kinesthetic intelligence is developed through sports education. Competitive humans are humans who have very high competitiveness. All hopes or ideals contained in the vision in the application setting are outlined in the material and curriculum that students must master, which are packaged in the educational curriculum.

The role of education is vital for students now and in the future (Anditiasari, 2020). With education, students can think critically, rationally, and creatively in responding to problems in learning, one of which is Civics learning. Citizenship Education is learning that demands much implementation in real life from every material that students learn. Citizenship Education is a learning that focuses on the formation of citizens who are able to understand and carry out the rights and obligations to become good citizens.

In the 1945 Constitution, the rights and obligations of citizens are regulated in Articles 27 to 34. Every citizen has rights that must be owned and cannot be eliminated. Citizens also have obligations that must be carried out and fulfilled. In the school environment, students have rights and obligations owned in the school environment, namely, the right of students to receive knowledge in the learning process and student obligations, namely to follow the rules that the teacher has determined in the school environment. Not only in the school environment, but every human being as an Indonesian citizen certainly has a role, rights, and obligations in the family and community environments.

Civics education plays a vital role in helping students understand their rights and obligations as individuals and responsible members of society. It empowers them to become informed and active citizens, contributing to improving their communities and society. Teachers indeed play a crucial role in the learning process. They are not just sources of knowledge but also facilitators of learning. Creating a pleasant and supportive atmosphere in the classroom can significantly impact students' engagement and motivation to learn. (Sundayana, 2014). Media serves as an intermediary or means of communication between

the source of information, teacher, educational content, etc., and the recipient's students in the learning environment. It acts as a bridge to effectively convey knowledge, ideas, and concepts, enhancing the overall learning experience. Learning is a form of communication where information is transmitted from the teacher or educational resources to the students (Hamid, et al, 2020).

Educational media and learning materials have evolved and developed alongside advancements in learning technology. The substance of learning media can be categorized into several key aspects 1 Channels of Communication These are the various forms of communication channels used to deliver messages, information, or learning materials to the recipients. Examples include textbooks, online platforms, interactive websites, video lectures, podcasts, and educational apps. These channels serve as mediums through which learners can access educational content (Sundayana, 2014).

Learning media is a valuable tool for effectively communicating educational material and information to students. When designed attractively and engagingly, learning media can stimulate student interest and motivation in the learning process. By using appropriate learning media, educators can enhance the delivery of educational content, making it more accessible and comprehensible for students. Visual aids, interactive presentations, multimedia materials, and other forms of learning media can provide concrete examples, illustrate complex concepts, and reinforce key points.

Learning media is a valuable tool for effectively conveying the subject matter to students. It enhances their ability to present complex concepts in a more accessible and engaging manner. Learning media provides a visual and interactive representation of information, making it easier for teachers to illustrate abstract ideas, present real-life examples, and foster a deeper understanding of the content. By utilizing learning media, teachers can diversify their teaching methods, catering to students' different learning styles and preferences (Hamid et al., 2020). Learning media facilitates effective and engaging student learning experiences. In the teaching and learning process, the teacher is the facilitator, delivering the learning material to the students. On the other hand, students are active participants, receiving the information and engaging with the learning content. Teaching aids, which can be considered modern tools, play a significant role in this process, as they enhance the learning environment and stimulate students' imagination and active thinking (Binangun & Hakim, 2016).

Understanding is the expected level of ability. Students can understand the meaning of concepts, situations, and facts (Nurdiansyah et al.,2018). Indeed, teaching aids offer numerous benefits that contribute to an engaging and effective learning atmosphere. Creating an engaging learning atmosphere teaching aids, such as visual aids, multimedia presentations, and interactive materials, can make the learning environment more dynamic and captivating. They appeal to different senses and learning styles, increasing student engagement and participation. Making the learning process exciting and enjoyable Teaching aids can add an element of excitement and novelty to the learning experience. When

students encounter visually appealing and interactive materials, it piques their curiosity and makes the learning process more enjoyable.

Media props in the learning process can generate new interests and desires among students, enhance motivation, and stimulate learning activities. When learning materials are presented visually appealing and interactive, they can capture students' attention and spark their curiosity. Students can engage with the subject matter differently by incorporating media props such as visuals, videos, interactive games, or hands-on manipulatives (Munawar et al., 2020). Use of props that are interesting, creative, and appropriate student needs can increase the effectiveness of learning (Nasaruddin, 2018).

Teaching aids, as objects or mediums, play a crucial role in delivering educational material in a more exciting and easily understandable way for students. Visual aids, in particular, are valuable tools in teaching and learning. They can enhance the learning process by providing visual representations supporting comprehension and information retention. Visual aids can include diagrams, charts, graphs, images, videos, or other visual elements that help illustrate concepts or ideas. Civics learning is a lesson content that can shape the character of students. This is in line with Permendiknas Number 22 of 2006, which states that PPKn can facilitate the cultivation of character education. The materials in PPKn are very practical to make students become excellent and responsible individuals. One of the materials is the material rights and obligations of citizens (Apriliani et al., 2021).

Pancasila and Citizenship Education PPKn play a vital role in shaping the personality and character of students, particularly at the elementary school SDMI level. PPKn is an essential subject as it educates students on becoming good and responsible citizens, instilling important values and principles crucial for the nation's future. Civics education is mandatory at various educational levels because it equips students with the knowledge and understanding needed to be active and responsible members of society. By learning about Pancasila, which serves as the foundation of the Indonesian nation, students gain insights into the core values that shape the country's identity and principles.

It can be concluded that Civic Education learning can make students become citizens who have character and can be responsible for the values in Pancasila so that students can speak up and express every opinion in deliberations. Civics learning is essential for students because it can strengthen their love for God Almighty and fellow living beings. PPKn also teaches students to exercise their rights and obligations as good, honest, responsible citizens. Learning media function, namely increasing the stimulation of students in learning activities (Hasan et al., 2021).

Understanding refers to the level of ability expected from students to comprehend the meaning, concepts, situations, and facts they have learned. In education, understanding is considered one of the fundamental learning outcomes. It is developed through the learning process, which involves acquiring new knowledge and applying thinking skills. When students are able to understand a particular subject or topic, it indicates that they have comprehended it from various perspectives and can integrate the newly acquired knowledge with their existing knowledge.

Based on the observations and interviews with teachers in Class V of UPTD SDN Patengteng 4, it is evident that there are some challenges and areas for improvement in the learning process. The reported issues of students feeling bored, sleepy, and disengaged during lessons, along with the predominant use of lecture-style teaching, point to potential problems in the effectiveness of the current teaching methods. Several steps can be taken to address these challenges and improve the learning process. Introducing Engaging and Interactive Teaching Methods, Teachers can incorporate more interactive and engaging teaching methods in their Civics lessons. Instead of relying solely on lectures, they can use activities, discussions, group work, and hands-on exercises to involve students in learning actively.

Utilizing teaching aids, particularly visual aids, can be an effective solution to overcome the challenges faced in the learning activities at school. Visual aids serve as part of teaching media that can assist students in comprehending the concepts being taught. By incorporating visual aids, teachers can enhance their teaching methods and create a more engaging learning experience. The purpose of visual aids in the teaching and learning process is to facilitate students' understanding of the subject matter and capture their attention. Visual aids provide a visual representation of the content, making it easier for students to grasp and retain information. Using visual aids in Civics learning can be an effective alternative to overcome the problems identified and create a more conducive learning environment. Visual aids offer several advantages that enhance students' understanding and engagement in the subject matter. Improved Comprehension Visual aids provide visual representations of concepts, which can help students grasp abstract or complex ideas more easily. By seeing visual illustrations, diagrams, or charts, students can visualize the information and make connections between different concepts, enhancing their comprehension.

The aim of your research to use visual aids for learning is to facilitate interaction between teachers and students, ultimately making the learning process more effective and efficient. By incorporating visual aids as instructional media, you intend to provide diverse and engaging learning experiences that stimulate student interest, leading to increased understanding during the learning process. Visual aids play a crucial role in fostering interaction between teachers and students. They serve as a common reference point, enabling precise and effective communication.

B. Method

Quantitative research methods are the way to acquire knowledge or solve problems carefully and systematically, and the data collected is in the form of a series or collection of numbers (Sugiyono, 2015). The sample is part of the amount and characteristics the population possesses that is the object of research (Sugiyono,2016). The research variables mentioned are by the general concept in the study. Two types of variables need to be identified in this study: the independent and dependent variables (Sugiono, 2018).

The research instrument is the tool used to collect data in research. According to the research objectives, research instruments can be questionnaires, test questions, observations, interviews, or other methods (Prayogi & Asy'ari, 2013). A questionnaire is one data collection technique that provides written questions for the respondent to answer (Sugiyono, 2013). Tests are an instrument to measure the level of understanding students have in mastering the material individually. The test is carried out before and after implementing learning activities using media props (Hamid, 2019).

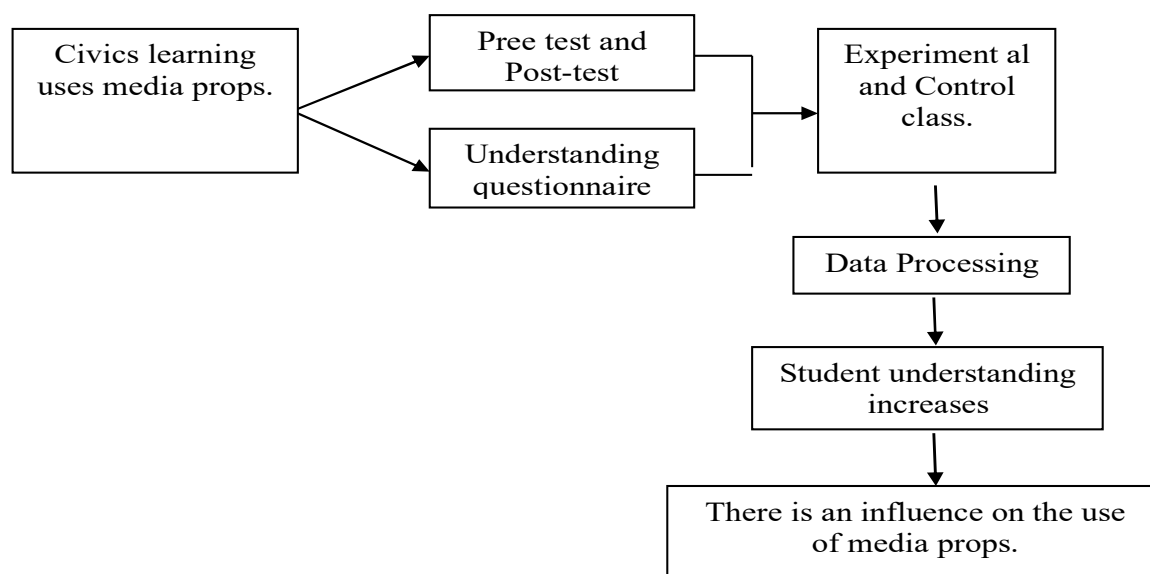


Figure 1. Research Flow

Quantitative research is a systematic approach to gathering knowledge or solving problems by collecting and analyzing data in numerical form. The data collected in quantitative research is typically in the form of numbers or quantitative measurements. Quantitative research methods involve using structured data collection instruments such as surveys, questionnaires, or tests to gather data from a sample or population (Ghozali & Nasehudin, 2012). The population includes all fifth-grade students at UPTD SD Negeri Patengteng 4 Kec. Modung, totaling 16 students. Among these students, there are 7 female students and 9 male students. When conducting research, defining and identifying the population to which the study's findings will be generalized is essential.

Based on the information, the study was conducted at UPTD SD Negeri Patengteng 4 in Kecamatan Modung. The researchers chose this location because it met specific criteria for researching student learning activities in Civics subjects. The data collection techniques employed in the study included four main observation methods. The researchers likely observed the student's learning activities in the Civics subjects within the school setting. This could involve noting their behavior, engagement, and interactions during class or any other related activities. Tests The study might have used tests or assessments to measure the student's knowledge, understanding, or performance in the Civics subjects.

C. Results and Discussion

Results

The following hypothesis data analysis is discussed regarding initial data from student understanding test questions and student understanding questionnaires to find out that the data used meets the data analysis requirements, including the Validity Test, Reliability Test, Normality Test, and Paired Sample T-Test. Using the SPSS application and the sample used by the fifth grade UPTD SD Negeri Patengteng 4 Kec. Modung, with a total of 16 students. Among them, 7 female students and 9 male students. Based on the results of the data that has been obtained and analyzed, it can be described as follows:

1. Validity Test

Validity or validity testing comes from meaningful validity, the extent of the precision and accuracy of a measuring instrument performing its measuring function. So with this validity test, researchers can find out whether the data collected is valid or not (Sudaryono, 2017).

A validity Test is a data analysis that can show the validity of an instrument used in research. An instrument that is said to be valid if it can measure what has been measured using a comparison of the r -significance table $\alpha = 0.05$. The validity test was carried out in class V. The testing process was carried out using the SPSS application.

Table 1. Test Results for the Validity of Test Questions

No.	Respondent	r_{table}	r_{count}	Information
1	16	0,444	819,15	Valid

Based on the results of the trial test regarding the extent to which students' understanding of the material rights and obligations, there were 20 items declared valid and 0 items declared invalid, with an r -table of 0.444 because the number of students was 16 people who were tested using the SPSS application.

Table 2. Results of the Student Understanding Questionnaire Validity Test

No.	Item	r_{table}	r_{count}	Information
1	10	0,632	851	Valid

Based on the results of the research on the Validity Test of the student collaboration questionnaire, there were 10 questions declared valid and 0 questions declared invalid, with an r -table of 0.632 because the number of students was 16 people who were tested using the SPSS application.

2. Reliability Test

Reliability refers to the consistency and stability of measurement or test results when applied repeatedly under the same conditions. In research, reliability is crucial to ensure that the measurements or data collected are dependable and yield consistent outcomes. Reliability testing involves assessing the degree to which the measurements or test scores remain consistent over time, across different observers, or in similar conditions. This test helps determine the reliability coefficient, a numerical value indicating the reliability of the measurement instrument or test.

Table. 3 Reliability Test Results Test Items

Cronbach's Alpha	N of Items
.718	20

From the output above, it is known that the alpha value is 0.718 when compared to the r-table value, namely the number of N = 20. The r-table value is 0.444, so it can be concluded that the Alpha number is greater than the r-table, which means the item questions are reliable or trustworthy for collecting data in research.

Table 4. Student Understanding Questionnaire Reliability Test Results

Cronbach's Alpha	N of Items
.955	10

From the results of the output above, it is known that the alpha value is 0.955. When compared with the r-table value, namely the number of N= 10, the number of r-tables is 0.632. In conclusion, the number of Alpha is greater than the r-table, which means that the questionnaire items are reliable or trusted to collect data in research.

3. Normality Test

The Kolmogorov-Smirnov test is a widely used statistical test to determine whether a sample of data comes from a specified distribution, in this case, whether the data follows a normal distribution. In your study, you used the Kolmogorov-Smirnov test to assess the normality of two sets of data student comprehension test scores and student cooperation questionnaire responses. The hypothesis being tested in the Kolmogorov-Smirnov test is as follows Null Hypothesis H0. The data is normally distributed.

Table. 5 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		16
Normal Parameters ^b	Mean	.0000000
	Std. Deviation	1.49780676

Most Extreme Differences	Absolute	.220
	Positive	.220
	Negative	-.107
Kolmogorov-Smirnov Z		.880
Asymp. Sig. (2-tailed)		.420
a. Test distribution is Normal		
b. Calculated from data.		

From the results of the normality test that has been carried out, it can be concluded that the significance value obtained is $0.420 > 0.05$. Then the sample used is normally distributed because the resulting value is greater than the alpha value.

Table. 6 Paired Sample T-Test Results for Comprehension Questions

	Paired Samples Test						T	df	Sig. (2-tailed)
	Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Pre-test - Post-test	-.18.750	8.062	2.016	-23.046	-14.454	-9.303	15	.000	

Table 7. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	68.13	16	10.782	2.695
	Post-test	86.88	16	7.932	1.983

Based on the output above, a significant value is obtained for equal variances assumed of $0.000 < 0.05$, the mean or average pre-data obtained is 68.13, and post-data is 86.88 so that it can be concluded that there is an average difference in understanding using media teaching aids.

Table. 8 Results of the Paired Sample T-Test Comprehension Questionnaire

	Paired Samples Test						T	df	Sig. (2-tailed)
	Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pre-questionnaire - post-questionnaire	-5.063	5.639	1.410	-8.067	-2.058	-3.591	15	.003

Table 9. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-questionnaire	34.50	16	5.138	1.285
	Post-questionnaire	39.56	16	1.548	.387

Based on the above output, a significant value was obtained at equal variances assumed of $0.003 < 0.05$, the mean or average pre-data obtained was 34.50, and post-data was 39.56 so that it can be concluded that there is a difference in the average understanding of students using media teaching aids.

Discussion

This quantitative research aims to create exciting learning by using teaching aids directly from students. The learning process is carried out using the K-13 curriculum, so learning using this teaching aid is expected to maximize the learning process in class and increase student understanding. One of the advantages of teaching aids is that they can help teachers carry out interesting, fun, and effective learning processes. Before it can be used for actual learning, there are several stages that need to be passed, such as validation by media experts to determine the feasibility of the media and media trials on students.

The validation results from media experts get a percentage of 90%, indicating that the media is included in the valid or very feasible category. This shows that the learning process can be more effective, enjoyable, and meaningful, so the teacher needs to present the right teaching aids (Binangun & Hakim, 2016). The results of the validation of the test questions get a percentage value of 86,88 with a valid or very feasible category to use. By paying attention to the clarity of the test, the assessment of the questions presented, the opportunities for students to be more active, and the quality of student motivation (Yulianti et al., 2023).

After the media props are declared valid, testing is carried out on students or respondents, with a total of 16 students getting an average percentage value of 90% so that it is declared valid. This can be seen from the data on the results of students' understanding, which increased before and after the trial. The data obtained from the understanding of class V UPTD SDN Patengteng 4 students after the trial carried out obtained a knowledge value in the sufficient category (C) did not exist. At the same time, 9 students received grades (B), and 7 obtained very good grades (A). The average value is 86.88 in the good category. So, with that, it can be said that using teaching aids can increase students' understanding if used correctly. This is in line with previous research by (Husnul, 2015) with the results of the research you mentioned entitled "Influence the Use of Props Media Against Student Learning Outcomes in Material for Circulatory System Class VIII SMP Negeri 2 Bulukumba". The research aims to determine the effect of the use of media props on the results of student learning in circulatory system material in class VIII SMP Negeri 2 Bulukumba. So, it shows that using visual aids in learning can improve understanding of

concepts, the ability to ask questions, and the ability to describe students' responsible behavior.

D. Conclusion

From the results of research conducted with the research title "The effect of the Use of Civics Teaching Aids Media on the Understanding of Class V Students at UPTD SD Negeri Patengteng 4 Kec. Modung on the use of media teaching aids can increase students' understanding in the learning process, the teaching aids used in this study are using manual teaching aids in the form of Teaching Aid for Rights and Obligations. So that through the media teaching aids, it is hoped that students can more readily accept and understand the subject matter, especially learning Civics.

Based on the findings obtained by researchers, using visual aids is highly recommended in the teaching and learning process at the elementary school level because this media can make the learning process enjoyable by creating a fun learning atmosphere that motivates students to receive lessons well. Students do not get bored quickly in the teaching and learning process. The impact of using visual aids for teachers is that they can make it easier for teachers to teach by creating a pleasant learning atmosphere to foster student learning enthusiasm. The learning process can run well.

It is recommended for future researchers to be used as material for consideration and reference to be developed further and more broadly. It can be done to observe the effect of using different teaching aids in Civics learning and involve a sample of students from various levels of education. This will provide a more comprehensive understanding of the benefits and effectiveness of teaching aids in Civics learning.

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