



Word Square Model Used by Poster Media to Improve Primary School Student Learning Outcomes

Maya Nurliza ✉, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Azmil Hasan Lubis, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Silvia Sandi Wisuda Lubis, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

✉ 190209138@student.ar-raniry.ac.id

Abstract: The aim of this research is to improve student learning outcomes in Civics learning by implementing the Word Square Model Assisted by Poster Media to Improve Learning Outcomes. This type of research is PTK which includes four stages, namely: planning, implementation, observation and reflection stages carried out in three cycles, with research subjects totaling 26 students. Data collection techniques use observation instruments, questionnaires and tests. This data is analyzed using a percentage formula. The results of the research through the application of the Word Square Model Assisted by Poster Media to Improve and the Learning Outcomes of Class V Students have increased. The results of observing teacher activities in the Pre-Cycle were 45.31%, then increased in cycle I, namely 76.13%, in cycle II it increased to 88.63%, in cycle III it became 100%. Student activity in the Pre-Cycle was 43.61%, then increased in cycle I, namely 70.45%, in cycle II it increased to 93.18%, in cycle III it became 100%. Meanwhile, learning outcomes in the Pre-Cycle were 30.76%, then increased in cycle I, namely 53.86%, in cycle II it increased to 73.07%, in cycle III it became 92.30%. It can be concluded that the Word Square Model Assisted with Poster Media can increase the activity and learning outcomes of class V students at SDN 33 Banda Aceh.

Keywords: word square model, poster media, learning outcomes, primary school

Received February 11, 2024; **Accepted** March 1, 2024; **Published** March 31, 2024

Citation: Nurliza, M., Lubis, A. H., & Lubis, S. S. W. (2024). Word Square Model Used by Poster Media to Improve Primary School Student Learning Outcomes. *Journal of Indonesian Primary School*, 1(1), 19 – 28.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

The learning process is an activity carried out by students and teachers in order to achieve the desired learning goals (Santrock, 2011; Wolfolk, 2016). In the learning process there are many things that need to be done to improve the quality of learning, one of which is using appropriate learning models and media (Lubis et al., 2021). Having the right models and media will make it easier for students to understand the learning given by the teacher (Lubis & Dasopang, 2020), not only memorizing the material given by the teacher, but also being more active because students feel interested in learning (Hazrullah & Lubis, 2023), and can help students not get bored quickly in the learning process so that the learning process becomes more meaningful. Furthermore, meaningful learning will help students not easily forget the learning provided by the teacher and students can apply their understanding in everyday life (Silvia et al., 2023).

The success of learning in formal education at school can be seen by changes in students, both changes in attitudes and changes in knowledge (Schunk, 2012). This can be seen when students show a change in knowledge in a better direction than before, where students can understand learning well, not by memorizing well and also when students are active in learning (Masykur et al., 2017). Students who are active in learning are referred to here as students who in each lesson dare to ask questions, give opinions or refute them in every learning process at school (Lubis, 2019). Active students also prevent a one-way learning process from occurring (Pane & Dasopang, 2017). Active learning is also useful so that students remain focused on the material provided by the teacher and also creates a pleasant learning atmosphere (Dasopang et al., 2023).

In National Education Ministerial Decree No. 22 of 2006, citizenship education is a student-centered subject. In this learning, it is hoped that every student can understand and be able to carry out their obligations and rights as citizens so that students become citizens with character, intelligence, skill and character in accordance with the 1945 Constitution and Pancasila. According to Wening (2012), Citizenship Education Learning is all issues that concern citizens, both experienced and inexperienced, which include understanding, knowledge and behavior of citizens within the unity of the nation and state. Learning citizenship education is one of the most important lessons to be taught to students because it teaches them to become participants with character, and also by studying citizenship education it is a way for students to know more deeply about the Unitary State of the Republic of Indonesia. So by getting to know Indonesia better, students will also love their country more and young generations of Indonesians will be formed who love their homeland.

With so much urgency in learning citizenship education, teachers must prepare effective citizenship education learning where students are skilled and active during learning (Surahman et al., 2014). Active students are very important to pay attention to in this learning because active students are one of the characteristics that shows the success of a learning (Lubis & Dasopang, 2021). However, in reality, in the field, many students when learning is taking place just sit and quietly listen to the teacher's explanation, they think that PKN learning is a boring lesson where they only listen to the theory of the teacher who is teaching, and only take notes and memorize concepts. only (Lubis & Wangid, 2019).

Thus, to support the success of students' learning and so that the learning objectives can be achieved, one of the efforts that must be made by teachers is that teachers must plan creative, innovative learning models, where students can relate the theories and concepts taught to the reality of everyday life. -day (Slavin, 2015). However, the learning process must remain effective, so that the implementation of this learning can make students understand the material, can extend the reasoning of students and can make learning meaningful so that it can extend students' memory of the material that has been taught by the teacher (Dasopang & Lubis , 2021). Therefore, to realize these learning objectives, researchers developed the Word Square learning model for students so that participants can be more active in the learning process and students remember the learning material so that the class atmosphere is more active and enjoyable.

Apart from the Word Square learning model, poster media is one of the things that can trigger student activity when learning citizenship education. This means that having posters containing pictures will attract students to be more active in learning and help teachers in delivering the material. Poster media is a simplified picture that provides an understanding of one or two main ideas that can attract attention, remembering what has been learned. , and can motivate students in learning.

METHODS

The research used the classroom action research method. Classroom action research is research conducted by teachers in the class where the teacher teaches in order to improve

the teaching and learning process (Arikunto, 2010). Research is carried out in the classroom in a collaborative and participatory manner to improve the performance of educators regarding the quality of the learning process and improve learning outcomes, both from academic and non-academic aspects. Classroom action research is very important for teachers because with classroom action research teachers will be more aware and sensitive to the dynamics of learning in their class and can improve teacher performance. Apart from that, teachers will be more creative in managing the learning process in the classroom. The aim of classroom action research is to improve and increase the quality of learning so that it will produce quality teachers and students (Sugiyono, 2013).

The stages in this classroom action research start from the planning, implementation, observation and reflection stages. The classroom action research method in this research was adopted from the Kemmis & McTaggart model quoted by Kasihani Kasbolah E.S with the following cycle:

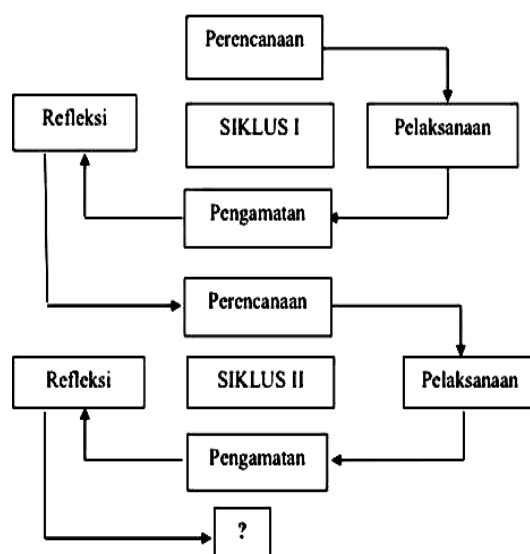


FIGURE 1. Research Design

The first stage carried out is the planning stage. At this stage, we plan what learning will be carried out in the classroom, such as determining basic competencies and main material, compiling LKPD, preparing learning resources, and also developing student evaluation formats.

Next, enter the action stage. In this activity the researcher has carried out activities such as in the learning implementation plan where the researcher carries out activities starting from the opening, core and closing activities and the researcher also distributes evaluation questions and also distributes questionnaires to students. After that, we enter the observation stage. In this activity the researcher made observations using the observation format that had been created and assessed the results of the actions that had been carried out using the LKPD format.

The final activity in each cycle is reflection. In this activity the researcher has carried out an evaluation of the actions that have been taken, evaluating the results of the learning implementation plan, observation sheets and student worksheets, as well as improving the actions that have been taken.

Data collection techniques are an initial activity carried out by teachers as a tool to collect data during research. The data collection technique in this research is observing the activities of teachers and students. Observations are carried out when the learning process is taking place and observations are to see the activeness of students during the learning process. And the test is to find out the extent of students' understanding and students' learning outcomes. Data analysis includes analysis of teacher and student activities using a

percentage formula and analysis of learning outcomes using a score formula which is then calculated classically.

The collected data was then analyzed using descriptive statistical techniques. This research is said to be successful if the teacher has carried out all activities in accordance with the RPP that has been set and is carried out 100% of the time in each cycle, and students are declared to have completed learning if the average score of students is 85 and students are declared to have completed learning if the percentage of completeness is 85. students reached 90%.

RESULTS

Research activities and data collection were carried out at SDN 33 Banda Aceh which is located at Jl. Teuku Chik Di Tiro NO. 96, Peuniti, Baiturahman District, Banda Aceh City, Aceh Province. The data collection process occurred in three cycles, which were carried out on June 3, June 9 and June 16. The learning process implemented is through the Word Square learning model assisted by poster media on the theme 8 Our Friendly Environment in class V.

The research data obtained was in the form of observations of teacher activities, student activities and student evaluation tests in each cycle. Observation sheet data is taken from observing teacher activities during learning and student activities in natural classroom management using learning models and media to improve student learning outcomes. Evaluation test data to determine the level of learning success of students during learning. The following are the research results from each cycle:

FIRST CYCLE

In the Pre-Cycle activities, students who passed the minimum standard scores were still few. Many students do not understand citizenship education subjects so there are still many students who do not meet the minimum completeness criteria for SDN 33 Banda Aceh so researchers carried out Cycle I activities on June 3 2023.

Then, after the learning activities in RPP I took place, using the Word Square model assisted by poster media, at the end of the lesson the teacher gave evaluation questions in the form of multiple choices which aimed to measure the level of success of students' learning outcomes and was attended by 26 students in class V. In the activity Cycle I as many as 14 students completed where 1 student got a score of 90 which was categorized as having met the minimum completeness criteria, and 8 students got a score of 80 which was categorized as having met the minimum completeness criteria, and 5 students got a score of 70 which was categorized as having met minimum score completeness criteria. Meanwhile, 6 students got a score of 60 which was categorized as not meeting the minimum completeness criteria, and 1 student got a score of 50 which was categorized as not meeting the minimum completeness criteria, and 3 students got a score of 40 which was categorized as not meeting the minimum complete criteria, and 2 Students get a score of 30 which is categorized as not meeting the minimum completeness criteria.

Based on the description above, it can be seen that 14 (53.48%) students completed their studies, while 12 (46.15%) students did not. Based on the minimum completeness criteria set at SDN 33 Banda Aceh, students are said to have completed their studies if they have an individual completeness score of at least 70 and classical completeness if 85% of students in the class have completed their studies. Therefore, it can be concluded that students' classical learning completeness for cycle I has not been achieved in accordance with the success indicators.

SECOND CYCLE

Cycle II activities were carried out on June 9. After the second learning activity took place, using the Word Square model assisted by poster media, at the end of the lesson the teacher gave evaluation questions in the form of multiple choices which aimed to measure

the level of success of students' learning outcomes and was attended by 26 students in class V.

In Cycle II activities, 19 students completed it, of which 3 students got a score of 100 which was categorized as having met the minimum completeness criteria, and 2 students got a score of 90 which was categorized as having met the minimum completeness criteria, and 4 students got a score of 80 which was categorized as have met the minimum completeness criteria, and 10 students got a score of 70 which is categorized as having met the minimum completeness criteria. Meanwhile, 5 students got a score of 60 which was categorized as not meeting the KKM, and 2 students got a score of 50 which was categorized as not meeting the minimum score completeness criteria, and 3 students got a score of 40 which was categorized as not meeting the minimum score completeness criteria, and 2 students got A score of 30 is categorized as not meeting the minimum completeness criteria.

Based on the description above, it can be seen that 19 (73.07%) students completed their studies, while 7 (26.92%) students did not. It can be seen that in cycle II, many students have reached the good category, and the percentage score in cycle II is 73.07%, also in the good category. So there needs to be improvement in the next cycle because it has not yet reached classical completeness, namely 85%.

THIRD CYCLE

The third cycle was carried out on June 16 2023. After the third learning activity took place, using the Word Square model assisted by poster media at the end of the lesson the teacher gave evaluation questions in the form of multiple choices which aimed to measure the level of success of students' learning outcomes and was attended by 26 students in class V.

In Cycle III activities, 24 students completed it, of which 4 students got a score of 100 which was categorized as having met the minimum score completeness criteria, and 9 students got a score of 90 which was categorized as having met the minimum score completeness criteria, and 11 students got a score of 80 which was categorized as has met the minimum completeness criteria. Meanwhile, 2 students got a score of 50 which was categorized as not meeting the minimum score completion criteria.

Based on the description above, it can be seen that 24 (92.30%) students completed their studies, while 2 (7.69%) students did not. It can be seen that in cycle III, many students have reached the KKM and achieved classical completeness, namely 85%. It can be concluded that the completeness of student learning outcomes using the Word Square model assisted by Poster media has increased from cycle I, namely 53.84%, increased in cycle II, namely 73.07%, and experienced an increase in cycle III, namely 92.30%.

DISCUSSION

Based on the research that has been carried out, there are several things that need to be analyzed, namely as follows:

TEACHER ACTIVITY

Based on the data that has been obtained, it shows that there is an increase in teacher activity in each cycle. In accordance with data from observations in cycle I, cycle II and cycle III, the increase in teacher activity can be seen in more detail in the graph below:

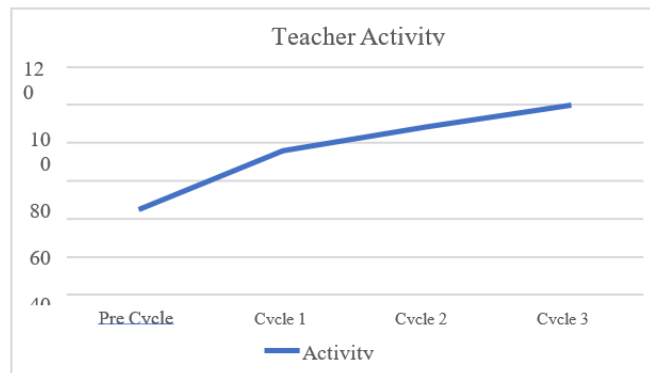


FIGURE 2. *Teacher Activity*

The diagram above shows that the results of observing teacher activities in the process. Teacher activities in classroom learning activities have increased quite well, in pre-cycle activities to cycle I there has been a quite drastic increase. The improvement that occurs in each cycle cannot be separated from the role of the teacher who always reflects on each cycle that has been completed. From the explanation above, it can be concluded that the application of the Word Square learning model assisted by Poster media has increased in Cycle I, Cycle II and Cycle III. This is in accordance with what Ratnasari Diah and Arum Oktavia Sari said in their journal, if the teacher carries out the learning steps according to the observation sheet, teaching and learning activities will increase in each cycle.

STUDENT ACTIVITY

Based on the data that has been collected, it shows that there is an increase in student activity in the learning process in each cycle. The increase in student activity in each cycle can be seen in the picture below:

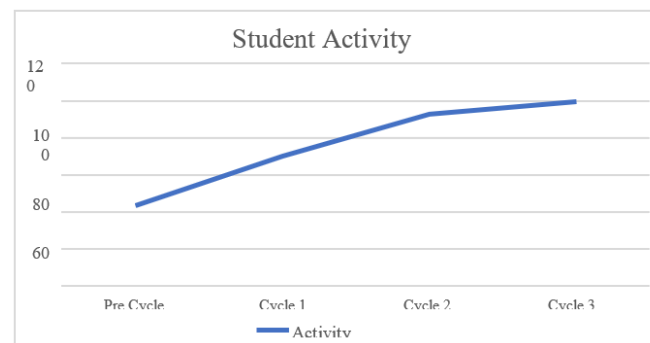


FIGURE 3. *Student Activity*

Student activity in learning activities in class has increased quite well, it can be seen from the pre-cycle, cycle I and cycle II that there has been a quite significant increase. Where in the pre-cycle the student activity was still low, then in the first cycle the students had started to be active but many of the students still did not listen to the teacher's explanations and directions, then in the second cycle the students had started to listen to the explanations and directions and had begun to dare to give opinions or ask the teacher, but there are still some students who are still shy when asking questions, then in cycle III the participant activity has increased where students dare to ask questions, appear in front of the class, present the results of the students' group work.

The Word Square learning model assisted by Poster media can help students make teaching and learning activities more enjoyable by using Word Square and Posters which make students more enthusiastic in learning so that student activity increases. This is in

accordance with what Ayu Kurniasih, Magdalena Sirait said. , and Romaida Karo-Karo in her journal that student activity increases by using the Word Square learning model.

LEARNING OUTCOME

In this research, there was an increase in student results, this was supported by using the Word Square learning model assisted by Poster media. By using the Word Square learning model, it trains students' focus to look for answers on the Word Square sheet so that students will feel challenged to find answers to the questions on the Word Square sheet, and by using Poster media it makes it easier for students to understand the material being taught. by the teacher.

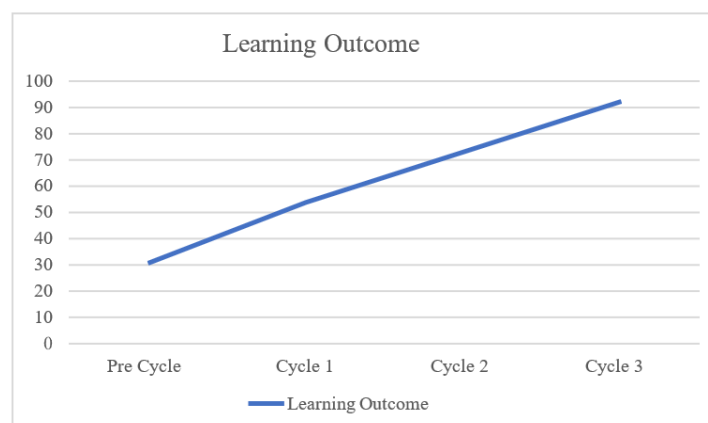


FIGURE 4. *Student Learning Outcome*

From the graph above, it can be seen that student learning outcomes cannot be separated from the use of interesting learning media so that students are more enthusiastic when learning and also by using media. From the graph above, it can be seen that student learning outcomes have increased by using the Word Square learning model assisted by poster media. The increase in student learning outcomes. Posters mean that students no longer need to imagine the learning material "Culture in Indonesia" because with poster media, students can visualize what culture is like. exists in Indonesia so that students' understanding of concepts increases. This is in accordance with research conducted by Maisarah which revealed that the Word Square learning model can improve student learning outcomes.

CONCLUSION

Based on the analysis of the results of research conducted in class V of SDN 33 Banda Aceh, totaling 26 students, it can be concluded as follows, namely that teacher activity in managing learning increases with the application of the Word Square model assisted by poster media with the application of cycles I, II and III. And student learning outcomes during learning activities increase with the application of the Word Square model assisted by poster media with the application of cycles I, II, and III.

REFERENCES

- Anderson, L dan Krathwohl, D. (2010) *Kerangka Landasan Untuk Pembelajaran Pengajaran, dan asesmen*. Yogyakarta: Pustaka Belajar.
- Andrew Wright, (dalam Megawati). *Pengaruh Media Poster Terhadap Hasil Belajar Kosakata Bahasa Inggris*.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu pendekatan Praktek*. Rineka Cipta.

- Aqib, Zainal, Chotibuddin M. *Teori dan Aplikasi Penelitian Tindakan Kelas (PTK)*. (Yogyakarta: CV Budi Utama, 2018).
- Astuti, Sumartono. *Penggunaan Poster Sebagai Media Komunikasi Kesehatan*. Jurnal Pendidikan, vol 15, nomor 1, maret 2018.
- Calhoun, Joyce, dkk. (dalam Shilphy A. Octavia). *Model-Model Pembelajaran*. Chairunnisa, Connie. *Metode Penelitian Ilmiah*, Asli (Jakarta: Mitra Wacana Media, 2017).
- Dasopang, M. D., & Lubis, A. H. (2021). Perempuan-Perempuan Tangguh Penjaga Nilai-Nilai Keislaman Anak: Studi Daerah Minoritas Muslim. *Kafaah: Journal of Gender Studies*, 11(1), 81–92.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Diah, Ratnasari dan Sari Arum Oktavia. *Peningkatan Minat dan Hasil Belajar IPA Melalui Strategi Word Square Pada Siswa Kelas V SD Negeri 03 Jetis Kecamatan Jaten Kabupaten Karanganyar Tahun Ajaran 2013/2014*. Jurnal Pendidikan Guru Sekolah Dasar. Vol 1, No 1, juli 2014.
- Diniah, Fajar. *Implementasi Model Kooperatif Tipe Word Square Pada Pembelajaran Pendidikan Pancasila dan Kewarganegaraan Untuk Meningkatkan Keaktifan Siswa Kelas SDN 4 Kembangan 2 Magetan*, (Magetan: Skripsi, Online, 2022).
- E.S Kasihani Kasbolah. *Penelitian Tindakan Kelas (PTK)*. (Jakarta: Dirjendikti, 1998).
- Earl W, Stevick. (dalam Megawati). *Pengaruh Media Poster Terhadap Hasil Belajar Kosakata Bahasa Inggris*.
- Hakiki, Andarwulan. *Promosi Kesehatan Kalangan Bidan Diisertai Dengan Emotional Demonstration*. (Bogor: Guepedia, 2021).
- Hazrullah, & Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Hidayanti, Mariyaningsih. *Teori dan Praktik Berbagai Model dan Metode Pembelajaran Menerapkan Inovasi Pembelajaran di Kelas-Kelas Inspiratif*. (CV.Oase Group 2018).
- Khalidah. *Penerapan Model Word Square Untuk Meningkatkan Hasil Belajar Siswa Kelas III Di MIN 26 Aceh Selatan*. (Banda Aceh: 2021).
- Kurniasih, Ayu, dkk. *Penerapan Model Pembelajaran Kooperatif Tipe Word Square Untuk Meningkatkan Hasil Belajar Siswa Pada Pelajaran IPA Di Kelas V SD Negeri 101765 Bandar Setia*. ISBN 978-602-50622-0-9.
- Kurniawan, Surya Agung. *Upaya meningkatkan keaktifan dan prestasi belajar siswa mata pelajaran ips materi koperasi menggunakan srategi team quiz berbantu media mini book pada kelas IV SD Negeri Sumingkir 2*. (FKIP Universitas Muhamaddiyah Purwokerto 2018).
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., & Dasopang, M. D. (2021). Online Learning during the Covid-19 Pandemic: How is It Implemented in Elementary Schools? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(1), 120–134.
- Lubis, A. H., & Wangid, M. N. (2019). The Analysis of Students' Discipline Character in Mathematics Learning. *3rd International Conference on Current Issues in Education*

- (ICCIE 2018), 118–123.
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Masykur, R., Nofrizal, N., & Syazali, M. (2017). Pengembangan Media Pembelajaran Matematika dengan Macromedia Flash. *Al-Jabar: Jurnal Pendidikan Matematika*. <https://doi.org/10.24042/ajpm.v8i2.2014>
- Megawati. *Pengaruh Media Poster Terhadap Hasil Belajar Kosakata Bahasa Inggris*. Jurnal Pendidikan, vol 4, nomor 2, 2 november 2017.
- Muah, Tri. *Penggunaan Model Pembelajaran Problem Based Instruction dalam Meningkatkan Keatipan dan Hasil Belajar Matematika Siswa Kelas 9B Semester Gasal Tahun Pelajaran 2014/2015 SMP Negeri 2 Tuntang- Semarang*. Jurnal Pendidikan, vol 6 no 1, januari 2016.
- Musfiquon. *Pengembangan Media dan Sumber Pembelajaran*. (Jakarta: PT Prestasi Pustakarya, 2012).
- Niska, Bakhiti. *Penggunaan Media Poster Untuk Peningkatan Hasil Belajar Siswa Pada Pelajaran Pendidikan Kewarganegaraan Di Sekolah Dasar*. Jurnal Pendidikan, vol 01, nomor 02, tahun 2013.
- Pane, A., & Dasopang, M. D. (2017). Belajar dan Pembelajaran. *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333–352.
- Permendiknas no 22 tahun 2006 Tentang Standar Isi. (Jakarta: Depdiknas)
- Raco J.R. *Metode Penelitian Kualitatif Jenis Karakteristik dan Keunggulannya*, (Jakarta: Grasindo, 2003).
- Rinjani, Cinta, dkk. *Kajian Konseptual Model Pembelajaran Word Square Untuk Meningkatkan Hasil Belajar Siswa*. Jurnal Pendidikan, vol 1, nomor 2, desember 2021.
- Sanjaya, Wina. *Penelitian Tindakan Kelas* (Jakarta: Prenada Media Group, 2009). Shilphy A. Octavia. *Model-Model Pembelajaran*. (Yogyakarta: CV Budi Utama,).
- Sitinjak, Rikawati. *Peningkatan Keaktifan Belajar Siswa dengan Penggunaan Metode Ceramah Interaktif*. Jurnal pendidikan, vol 2, nomor 2, 2020.
- Sudjono, Anas. *Pengantar Statistik Pendidikan*.
- Sudjono, Anas. *Pengantar Statistik Pendidikan*. (Jakarta: Raja Grafindo Persada, 2000).
- Suleman. (dalam Sumartono, Hani Astuti). *Penggunaan Poster Sebagai Media Komunikasi Kesehatan*.
- Suryani, dkk. *Analisis pemahaman konsep IPA siswa SD Menggunakan TWO-TIER Melalui Pembelajaran Konflik Kognitif*. Jurnal Pendidikan, Vol 5, nomor (1), 2016.
- Susanti susi, dkk. *Media Pembelajaran SD/MI*. (Aceh: Yayasan Penerbit Muhammad Zaini, 2021).
- Santrock, J. W. (2011). *Educational Psychology* (5th ed.). McGraw-hill Companies.
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective*. Pearson Education Inc.
- Silvia, I., Oviana, W., & Lubis, A. H. (2023). Improving Learning Outcomes of Elementary School Students by Using Mind Mapping Models with Audio Visual Media: A Classroom Action Research. *Jurnal Pendidikan Profesi Guru*, 1(2), 41–53.
- Slavin, R. E. (2015). Cooperative Learning in Elementary Schools. *Education 3-13*. <https://doi.org/10.1080/03004279.2015.963370>
- Sugiyono. (2013). *Metodelogi Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.

- Surahman, E., Husaini, A., Mujahidin, E., & Saefuddin, D. (2014). Pengembangan Materi Pembelajaran Pendidikan Kewarganegaraan Tingkat Sekolah Menengah Atas dalam Perspektif Islamisasi Ilmu dan Pembinaan Akhlak Mulia. *Ta'dibuna: Jurnal Pendidikan Islam*, 3(2), 114–121.
- Trianto. (dalam Shilphy A. Octavia). *Model-Model Pembelajaran*. Udin. (dalam Shilphy A. Octavia). *Model-Model Pembelajaran*.
- Ulfah, Anik, dkk. *Pengembangan LKS IPA berbasis Word Square model keterpaduan connected*. Jurnal Pendidikan, vol 1, nomor 1, 2013.
- Wening, S. (2012). The Nation's Character Building through Value Education. *Jurnal Pendidikan Karakter*, 2(1), 55–66.
- Wolfolk, A. (2016). *Educational Psychology* (13th ed.). Pearson Education Inc.