



<http://www.eab.org.tr>

Educational Research Association
The International Journal of
Educational Researchers 2020,
11(1): 34-46
ISSN: 1308-9501



<http://ijer.eab.org.tr>

The Implementation of Educational Concept Attainment Using Picture and Its Impact Toward the Student Result learning at III grades in Pancasila and Civic Education Subject (PPKn).

Fatoni Heru Rohman ¹

Abstract

This study developed a Participant Student Worksheet on Higher Order Thinking Skills (HOTS) in class XI high school economic subjects. The purpose of this study is to find out the feasibility of the student worksheet, describe the responses of students and describe the high-level thinking skills of students. This type of research is Research and Development (R & D) using a 4D model which includes the stages of defining, design, develop and disseminate. In this study carried out until the end of the dissemination (disseminate). The results of this study consisted of 1) LKPD developed with feasibility assessments from material experts (content and presentation) of 89% categorized as "very feasible", 74% linguists categorized as "feasible" and graphic experts at 90% categorized as "very feasible" " Based on these data, the HOTS student worksheet developed was considered valid. 2) This student worksheet was piloted to 20 students of class XI IPS at SMA Wijaya Putra Surabaya from students' response questionnaires obtained an average of 88% with very good criteria 3) High-level thinking skills of SMA Wijaya Putra Surabaya students obtained an average score amounting to 66.8 in the good category.

Keywords: Student Worksheet, Higher Order Thinking Skills, HOTS

¹ Postgraduate, Primary Education, Universitas Negeri Surabaya, Indonesia, ORCID: 0000-0002-5355-2701

Correspondence: fatoni.17070855414@mhs.unesa.ac.id

Introduction

Learning is one of vehicles of the educational goals which must be probably being carried out and implemented. According to Riyanto (2014), learning is a process to change the behavior that consists as skills, perspectives, emotion controls, and thought processes toward the better behavior changes. Learning also be interpreted as an effort for educators to teach the student to be willing and able to learn (Rahman dan Amri, 2014, p. 41). Educational processes which carried out at the school level, especially in elementary school must be able to equip the student with spiritual religion, positive attitude toward the mater of nationality and nationhood, in which knowledges, skills and morals are needed as a solid foundation for the character building of a well-mannered for children of nation. The process of learning currently focuses on three domains such as cognitive domain, affective domain, and psychomotor domain (Poerwanti, dkk, 2013, P. 49). The cognitive domain includes a variety of learning experiences on the intellectual result or knowledge from the process itself. The learning experience in the role of emotions, attitudes, interests, and adaptive efforts are includes as active domain. The last is psychomotor domain, it is including as various types of experiences which related to skills. These three domains in curriculum are described into four core competencies, namely KI 1 for spiritual competency, KI 2 for social competency, KI 3 for knowledge competency, and KI 4 for skill competency (Pudjiastuti, 2017, p. 16).

One of the subjects in elementary school that covered those four competencies is Pancasila and civic education known as PPKn. The learning of Pancasila and civic education (PPKn) in elementary school is mandatory charge in the curriculum and this subject is supports those four competencies that required in the curriculum in elementary school. Pancasila and civic education (PPKn) is a subject that trains social skills or in the 2103 national education curriculum called as the core competency 2, with the formation of characteristic citizen's behavior based on the moral value of Pancasila. In order being able to practice as good citizen, understanding the concepts are needed. Pancasila and civic education (PPKn) in school, especially in elementary school, it should be able to give the understanding and implanting the concepts of Pancasila values to the students with the expectations that they can acts according to the Pancasila values.

According to the observations results and reflections of the teachers on the result of cognitive domains learning toward student in the Pancasila and civic education (PPKn) subject in III grades at elementary school of Manukan Wetan 1, found that the completeness of the student learning results was still low. Based on evaluation of the daily result, out of 30 students only 8 or 25% students are able to reach KBM (school activity), while 22 or 75% of the student still get far from KBM (school activity). This is for Pancasila and Civic Education (PPkn) subject at elementary school of Manukan Wetan 1as big as 75. The low learning result of the student in daily evaluations are caused by several things such as the application of innovative learning at PPkn subject is not optimal, so as the transmission of PPKn subject is still convention and textual, the giving material centered on the teacher which makes the student focusses only in listening and memorizing the concepts without interpreting the concept of subject itself. Same as like what Ambarita said that one of the factors that influence the success of the student in learning and teaching process is depends on the model which applied by the teacher in presentation of subject matter (Ambarita, 2004,p.143).

Based on the result of observations and the studies that have been conducted, to

improve the students result learning, it is necessary to apply the appropriate learning model. According to Brunner, student will be able to apply the concept optimally if the concept itself built by student. One of the learning models that is thought able to help the student improving the result learning is using concept attainment model. Brunner, Goodnow, and Austin in Joyce & Weil (1992, p. 144) stated that the learning model of concept attainment is a learning model that teaches student to find a concept based on the essential attributes from the data in the forms of example and non-example which related to the concepts. Concept attainment model designed for helping the students in the shaping the concepts with their abilities, making it easier for the student to learn the concept in more actively way. The model learning of concept attainment is a learning model with aims for helping the student in understanding a particular concept (Hamzah, 2012, p. 10). While according to Eggen and Kauchak (2014, p. 84), they said that the learning model of concept attainment more effective for enrich a concept of initial learning, so that this model learning can be applied to all ages of students.

According to the result of the research by Yulilina Retno, Rudi, & Amalia (2016), stated that *“application of Concept Attainment learning model was expected to train students howto construct concepts on their own and be able to express it verbally”*, at the end of the research concluded that the implementation of concept attainment learning model is able to improve communication skills and understand the concepts which in this research made as a result of learning. Accordance to research result by Sa'diyah, Indrawati, & Handayani (2015) that the model learning of concept attainment can improved the result of science (IPA)- physics (Fisika) studies in middle school, and Rofi'ati's research (2014) argued that the application of concept attainment model using picture as media can improve the learning result of the student.

The application of model learning will be more effectively if supported by the use of appropriate learning media. Hamalik (1989, p. 12) mentioned that the learning media are tools, methods, and techniques which used in order to make communications more affective and interactions between teacher and student in the process of education and teaching at school. While picture is interpreted as a tool used in the learning that can help the student develop their ideas. The use of picture as media was expected to improve the student motivation that being active in learning. As the result of the research by Zainap Napsi Lajuna, Syakir Mahid, dan Imran (2015) argued that the learning using picture as media can improved the learning result of III grades students at elementary school Parigi 1 on PKn subject.

Research Method

This research is using quasi experiment research. Therefore, variables in this research is a model learning of concept attainment using picture as media, while the variable laced in the research was the result of learning at III grades students in Pancasila and civic education (PPkn) subject.

Method

The design of the research is using pretest-posttest and control group design technique. The sample was used the A III grades students as control class and the B III grade student as experiment class, which each of grades consist of 30 students. As the research design for this research is served into table 1 as below:

Table 1. Research Design

O_1	X	O_2

O_3		O_4

(Sugiyono, 2017, p. 116)

Time and Place

This research was carried out at elementary school of manukan Wetan 1 No. 114 Surabaya, in April 2019. The research was done in the two classes, that is the A 3rd grades as control class and B 3rd grades as experiment class.

The Result Research

Before using into the research, all the instruments which used in this research was validated by two expert validators. As the result of the validation by the validator of the research instruments presented in the table 2 as below:

Table 2. The validation result of research instruments by expert validator

No	Validated Instrument	Score		Rt	Predikat
		V1	V2		
1	Lesson plan of experiment class	3,55	3,85	3,7	E
2	Lesson plan of class control	3,55	3,80	3,67	E
3	Teaching Material	3,6	3,87	3,74	E
4	Learning Media	3,67	3,8	3,74	E
5	Student Activity Sheet	3,27	3,92	3,6	E
6	THB Evaluation Sheet	3,63	4,0	3,8	E
7	Observation Sheet	3,33	3,83	3,58	E

Descriptions; G: Good, E: Excellent

Range of validation score	Statement
3,51 – 4,00	Excellent, can be used without revision
2,60 – 3,50	Good, can be used with less revision
1,70 – 2,59	Sufficient, can be used with a lot of revision
0,00 – 1,69	Less than sufficient, cannot be used

The validation result of research instruments by expert validator shows all the instruments which used in the research obtained the score above 3,50 it is between 3,51-4,00 with excellent criteria. Based on the results of validation the entire instrument is deemed worthy of use in research. Beside expert validation, statistic test in the term of validity test and reliability test also used toward the instrument of the learning evaluation sheet which consist 10 points about multiple choice. Validity test and reliability test was performed on the instrument result test of learning to know the level of validity and reliability instrument test as measuring tools of variable related to this research was concluded as the result of learning. The validity test using technique of correlations product moment while the reliability test using software SPSS 21.00 for windows. The result of validity was presented into table 3 and reliability test presented into table 4 as below:

Table 3. the result of validity test of learning result

Item	r_{count}	r_{table}	Statement
No 1	0,502	0,361	Valid
No 2	0,411	0,361	Valid
No 3	0,887	0,361	Valid
No 4	0,533	0,361	Valid
No 5	0,726	0,361	Valid
No 6	0,415	0,361	Valid
No 7	0,396	0,361	Valid
No 8	0,498	0,361	Valid
No 9	0,400	0,361	Valid
No 10	0,639	0,361	Valid

Table 4. The result of learning the reliability test

Reliability Statistics		
Total N of Items		10
Correlation Between Forms		,581
Spearman-Brown Coefficient	Equal Length	,735
	Unequal Length	,735

a. The items are: No_1, No_2, No_3, No_4, No_5.

b. The items are: No_6, No_7, No_8, No_9, No_10.

The average of observation results used in learning at two classes which have been done by two observers presented into table 4 as below:

Table 5. The average of implementation learning in observation result

No	Observed aspects	Score						Statement
		Control class			Experiment class			
		O1	O2	Rt	O1	O2	Rt	
	Total	75	76	75,5	84	84	84	
	Average	4,2	4,2	4,2	4,7	4,7	4,7	
	Percentage (%)	83,3	84,4	83,9	93,3	93,3	93,3	
	Predicate	SB	SB	SB	SB	SB	SB	

The criteria percentage of implementation learning

81% - 100% : excellent

61% - 80% : good

41% - 60% : sufficient

21% - 40% : less than sufficient (Indarti, 2008, p. 76)

The student result data *pretest-posttest* at control class and experiment class can be summarized at table 5 as below:

Table 6. Student Result Study

No	Value	Student Result study			
		Control class		Experiment class	
		<i>Pretest</i>	<i>Posttest</i>	<i>Pretest</i>	<i>Posttest</i>
1	Average	48	71,33	47,67	85,00
2	Higher Result	70	90	70	100
3	Lower Result	30	50	30	70

Before doing hypothesis test, the first is the researcher do the precondition statistic test toward the result of learning both two classes in the form of normality test and homogeneity test toward pretest and posttest of two classes.

The normality test in this research using chi kuadrat (χ^2) formula helped with software SPSS for windowsver21.00. as the normality test presented on the table 6 as below:

Table 7. The result of normality test

Variable	Class	χ^2_{count}	Df	χ^2_{table}	Statement
Result study(Pretest)	Control	3,000	4	9,488	Normal
Result study(Posttest)		7,333	4	9,488	Normal
Result study(Pretest)	Experiment	6,333	4	9,488	Normal
Result study(Posttest)		6,533	3	7,815	Normal

The homogeneity test in this research was done using the technique of Oneway Anova test with helped by softwareSPSS 21.00 for windows. The result of homogeneity test showed in the table 7 as below:

Table 8. The result of homogeneity test

Variable	Class	Significance	level	Statement
Result study(Pretest)	Control	0,572	0,05	Homogeneous
	Experiment			
Result study(Posttest)	Control	0,400	0,05	Homogeneous
	Experiment			

After the data be preconcerted as normal and homogeneous then the research continued with hypothesis test with independence simple test technique or t-test toward the result of pretest and posttestcontrol class and experiment class which to know the impacts between variables in the research. The result of t-test presented in the table 7 as below:

Table 9. The result of t-test (independence samples test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	,324	,572	-,108	58	,914	-,333	3,073	-6,485	5,818
	Equal variances not assumed			-,108	57,529	,914	-,333	3,073	-6,486	5,819
Posttest	Equal variances assumed	,720	,400	5,163	58	,000	13,667	2,647	8,368	18,966
	Equal variances not assumed			5,163	55,108	,000	13,667	2,647	8,362	18,972

Discussion

According to the observation result of implementation learning on the table 4 showed that the percentage of implementation learning of experiment class which applied the learning model of concept attainment using picture as media higher than the control class which applied with conventional learning, with thecomparison of implementation percentage which is the control class gets 83,9% while the experiment class gets 93,3%.

At the experiment class, the students show more active than control class in delivers their ideas or opinions toward the concept that will be achieved. The observer concluded that the learning syntaxes from concept attainment model has been implemented properly and accordance with lesson plan (rpp) that has been compiled.

This is related to what Bruner, Goodnow, dan Austin dalam Joyce & Weil (1992, p. 144) states that the learning model of concept attainment is a learning model that teach the students to find a concept from attributes or characteristics of example and non-example which can be used in various subjects. The model of concept attainment designed for helping the student in shaping the concepts with their own abilities, so that gave the students easier in learning the concept with more actively and being able to describe it with orally. The implementation of model learning of concept attainment can be used as one of the solutions that makes the students being active and being motivated for learning which expected goals of learning can be applied. Same as like what Sa'diyah dkk (2015) research, they said that the student activity and the student result in class using the learning model of concept attainment achieved higher result.

The result of validity result toward each of the questions on evaluation sheet of learning result which tested using correlation of product moment with the helping of software SPSS 21.00 for window showed that the result of learning test consists of 10 questions claimed as valid overall. This is because from the result of r_{count} 10 item questions are higher than r_{table} for $N=10$ was 0,361. It can be concluded that the evaluation instrument test of result learning which consist 10 questions stated as valid and being proper to use in this research because it based on the calculating result of $r_{count} > r_{table}$.

The reliability test result shows that the evaluation instrument test result achieved score about 0,735. Therefore, the evaluation instrument result test has been qualified which if the result score of the reliability test more than 0,6 and be concluded that was reliable, so it can be used in this research as measuring tools of student learning result.

The normality test result shows that χ^2_{count} of pretest at control class about $3,000 \leq \chi^2_{table}$ with df 4 as big as 9,488; χ^2_{count} of posttest at control class about $7,333 \leq \chi^2_{table}$ with df 4 as big as 9,488; χ^2_{count} of pretest at experiment class about $6,333 \leq \chi^2_{table}$ with df 4 calculated as 9,488; and χ^2_{count} of posttest at experiment class about $6,533 \leq \chi^2_{table}$ with df 3 calculated as 7,815. All the results of normality test using chi kuadrat (χ^2) has been obtained value as $\chi^2_{count} \leq \chi^2_{table}$, so it can be concluded that all the variables of the research neither class control nor experiment class are normal.

The learning result of homogeneity test in pretest gained the significance value of $0,572 > 0,05$ it can be said that the variable was homogeneous. At the result of variable learning test of posttest gained the significance value of $0,400 > 0,05$ and it can be said that the variable was homogeneous. As the result of both the homogeneities test can be concluded that the data of the research was homogeneous. The description data and the prerequisite analysis test through normality test and homogeneity test showed that the distribution data was normal and homogeneous, therefore the hypothesis testing through t-test can be implemented.

The result of t-test in posttest with the significant level of 0,05 obtained the value result of *sig. 2 tailed* about $0,000 < 0,05$ so stated that H_0 was rejected and H_a was accepted which means there are significant differences. It means there are the differences from the students learning result between both of control class and experiment class in the posttest.

Based on the result above it can be concluded that there was an impact on the implementation in model learning of concept attainment using picture as media towards student learning result in III grades at Pancasila and civic education (PPKn) subject. This state accordance with what Rusman (2012, p.140) stated that the aim of learning model of concept attainment is to develop the inductive critical thinking, the achievement and the development concepts, and analysis skills. With the good understanding of the concept in every material learning which expected of student learning result can be improved. Like what Putra Ramadhan, Zuhdi Ma'arif, dan Zukhelmi (2015) said that the implementation of learning model of concept attainment can improved the student's result learning especially in cognitive domains. The others results of research also said the model of concept attainment has impacts toward the improving student result study that have been resulted on the Halimatus Sa'diyah, Indrawati, dan Rif'ati Dina Handayani (2015) research which claimed that the learning model of concept attainment has impact to the student learning result, the class which applied the learning model of concept attainment achieve the higher results than the class which applied the conventional learning. The difference result study showed that the average of posttest result learning of experiment class which using the implementation of learning model of concept attainment using picture as media higher than class control which applied the conventional learning, it presented on diagram 1 as below:

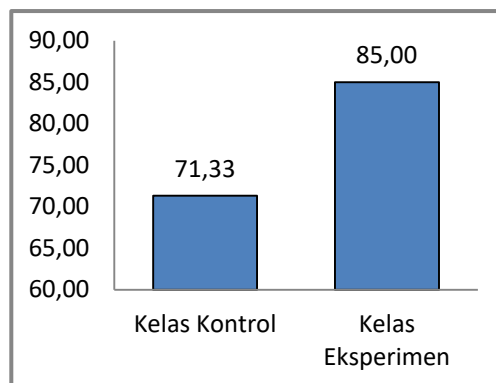


Diagram 1. The average student result in control class and experiment class

According to diagram above, known that the average result of students learning in experiment class better than control class. At the class experiment which applied the learning model of concept attainment using average picture media of result learning which reached to 85,00 while at the class control that applied with the conventional learning and the student result of learning achieved only 71,33. This fact strengthens the result of analysis t-test and the description have been mentioned that the learning model of concept attainment using picture has its impacts and able to improve student learning result.

Conclusion

Based on the observation result and data analysis in this research, can be concluded that:

1. The implementation of learning model of concept attainment using picture in experiment class has been implemented very well. This is evidenced by the result of implementation of observations learning which showed the average percentage of concept attainment using picture media from two observers with reach among 93,35% with very good predicates.

2. There are impacts at the implementation of learning model of concept attainment using picture media toward students learning result at the III grades of elementary school of Manukan Wetan I No. 114 at the Pancasila and civic education (PPKn) subject. This fact known from the result of independent sample t-test for posttest between control class and experiment class which t_{count} as big as 5,163. The value of t_{table} on (df.58) and the significance level 0,05 about 1.672, if consulted then $t_{count} > t_{table}$ with the result of *sig. 2 tailed* calculated as $0,000 < 0,05$ so it can be concluded that the implementation of model concept attainment has impacts towards student learning result. The posttest result showed that the control class achieves average value among 71,33 while the control class achieves only 85,00.

References

- Ainurrahman. (2009). *Belajar dan Pembelajaran*. Bandung: Alfabeta
- Ambarita. (2014). Pembelajaran Matematika Melalui Model Pencapaian Konsep Pada Sub Pokok Bahasan Pangkat Rasional dan Bentuk Akar di Kelas 1 SMU. *Jurnal Penelitian Bidang Pendidikan Unimed Volume 1 No. 1*.
- Amri, Sofan. (2013). *Pengembangan & Model Pembelajaran dalam Kurikulum 2013*. Jakarta: Prestasi Pustaka Publisher.
- Anderson, Lorin W. Dan Krathwohl, David R. (2017). *Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen*. Yogyakarta: Pustaka Pelajar.
- Aqib, Zainal. (2013). *Model-model, Media, dan Strategi Pembelajaran Kontekstual*. Bandung: Yrama Widya.
- Arief, S. Sadiman. (2003). *Media Pendidikan*. Jakarta: Raja Grafindo Persada.
- Arifin, Zaenal. (2008). *Metodologi Penelitian Pendidikan Filosofi, Teori, dan Aplikasinya*. Surabaya: Lentera Cendekia.
- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : PT. Rineka Cipta.
- Arsyad, Azhar. (2016). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Ashar, Rayandra. (2011). *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Gaung Persada Press.
- Asra, Darmawan dan Riana. (2007). *Komputer dan Media Pembelajaran di SD*. Jakarta: Direktorat Jenderal Pendidikan Tinggi.
- Badan Standar Nasional Pendidikan (SBNP). (2006). *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah (Standar Kompetensi dan Kompetensi Dasar SD/MI)*. Jakarta: Depdiknas.
- Daryanto. (2010). *Media Pembelajaran*. Yogyakarta: Gava Media.
- Dewantara, Ki Hadjar. (2011). *Bagian Pertama: Pendidikan*. Yogyakarta: Majelis Luhur Persatuan Taman Siswa.
- Dick, W dan Carey, L. (1978). *The Systematic Design of Instruction*. Boston: Scott, Foresman, and Company.
- Eggen, Paul dan Kauchak, Donald P. (2012). *Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir (Diterjemahkan Oleh: Satrio*

- Wahono). Jakarta: Indeles.
- Fatmawati, Septiwiharti, dan Nurvita. (2017). Penggunaan Media Gambar untuk Meningkatkan Hasil Belajar Siswa Kelas III pada Mata Pelajaran PPKn di SDN 05 Lakea Kabupaten Buol. *Jurnal Kreatif Tadulako Online Volume 5 No. 4*.
- Gega, Peter C. (1994). *Science in Elementary Education*. New York: Mac Millan.
- Gunter, Mary Alice, Estes, Thomas H., dan Schwrab, J.H. (1990). *Instruction: A Models Approach*. Boston: Allyn and Bacon.
- Hamalik, Oemar. (1989). *Media Pendidikan*. Bandung: Citra Aditya.
- Hamalik, Oemar. (2009). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara.
- Handayani, Suciati, Baskotro. (2014). Pembelajaran Biologi dengan Concept Attainment Model Menggunakan Teknik Vee Diagram dan Concept Map Ditinjau dari Kemampuan Berpikir Kritis dan Penalaran Ilmiah. *Jurnal inkuiri Volume 3 No. 2*.
- Harjono, Sri. (2012). Model Pembelajaran Concept Attainment Meningkatkan Kemampuan Komunikasi Matematik. *Journal of Education Research and Evaluation Volume 1 No. 2*.
- Huda, Miftachul. (2013). *Model-model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Hutagalung, Fitria. (2012). Efektivitas Model Pembelajaran Concept Attainment Terhadap Kemampuan Menemukan unsur-unsur Intrinsik Cerpen “Kisah di Kantor Pos” Karya Muhammad Ali oleh Siswa Kelas IX SMPN 4 Tarutung. *Jurnal Unimed Volume 1 No. 3*.
- Indartik, Titik. (2008). *Penelitian Tindakan Kelas (PTK) dan Penulisan Ilmiah*. Surabaya: Lembaga Penerbitan Fakultas Bahasa dan Seni Universitas Negeri Surabaya.
- Ittihad, Zainul Amin. (2007). *Pendidikan Kewarganegaraan*. Jakarta: Universitas Terbuka.
- Jihad, Asep dan Haris, Abdul. (2013). *Evaluasi Pembelajaran*. Yogyakarta: Multi Pressindo.
- Joyce, B., Weil, M., dan Calhoun, E. (2009). *Models of Teaching Eight Edition*. Boston: Allyn & Bacon, Pearson.
- Joyce, B., Weil, M., dan Showers, B. (1992). *Models of Teaching Fourth Edition*. Massachusetts: Allyn & Bacon.
- Kaelan. (2016). *Pendidikan Kewarganegaraan untuk Perguruan Tinggi*. Yogyakarta: Paradigma.
- Kemp, J.E. dan Dayton, DK. (1985). *Planning and Producing Instructional Media 5th Edition*. New york: Harper & Row Publisher.
- Kinghorn, Alan. (1991). *A Constructivist Approach to Concept Attainment*. UK: Longman Group.
- Lajuna, Zainap Napsi, Mahid, Syakir, dan Imran. (2018). Meningkatkan Hasil Belajar Siswa Kelas III Pada Mata Pelajaran PKN Melalui Penerapan Media Gambar di

- SDN I Parigi. *Jurnal Kreatif Tadulako Online Volume 6 No. 6.*
- Masidjo. (1995). *Penilaian Pencapaian Hasil Belajar Siswa di Sekolah.* Yogyakarta: Penerbit Kanisius.
- Masmi, Andi. (2013). Peningkatan Hasil Belajar PKn berbantuan Media Gambar di Kelas IV SDN 9 Palu. *Jurnal Kreatif Tadulaku Online Volume 1 No. 1.*
- Mulyatiningsih, Endang. (2014). *Metode Penelitian Terapan Bidang Pendidikan.* Bandung: Penerbit Alfabeta.
- Munadi, Yudhi. (2012). *Media Pembelajaran Sebuah Pendekatan Baru.* Jakarta: Gaung Persada Press.
- Mustofa, Bisri. (2009). *Pedoman Menulis Proposal Penelitian Skripsi dan Tesis.* Yogyakarta: Panji Pustaka.
- Nasution, S. (2008). *Berbagai Pendekatan dalam Proses Belajar & Mengajar.* Jakarta: Bumi Aksara.
- Nasution, S. (2011). *Metode Research Penelitian Ilmiah.* Jakarta: PT Bumi Aksara.
- Permendiknas No. 22 Tahun 2006 Tentang Standar Isi Pendidikan Nasional.
- Poerwanti, Endah, L., dan Sofan, A. (2013). *Panduan Memahami Kurikulum 2013.* Jakarta: Prestasi Pustaka
- Pudjiastuti, Ari. (2017). *Memotret Kompetensi Siswa.* Surabaya: Cipta Media Edukasi.
- Purwanto. (2009). *Evaluasi Hasil Belajar.* Yogyakarta: Pustaka Pelajar.
- Ramdhan, Putra, Ma'aruf Zuhdi, dan Zulkhelmi. (2015). Peningkatan Hasil Belajar Kognitif IPA Fisika Siswa Melalui Penerapan Model Pembelajaran Pencapaian Konsep di Kelas VII SMP IT Madani School. *JOMFKIP Universitas Riau Volume 2 No. 2.*
- Ratumanan, Tanwey Gersoh. (2004). *Belajar dan Pembelajaran.* Surabaya: Unesa University Press.
- Retno, Rusdi, & Amalia. (2016) Pengaruh Model Pembelajaran Concept Attainment Terhadap Kemampuan Komunikasi dan Pemahaman Konsep Siswa Pada Materi Sistem Reproduksi. *Biosfer: Jurnal Pendidikan Biosfer (Biosfer JPB) Volume 9 No. 2.*
- Riduwan. (2008). *Dasar-dasar Statistika.* Bandung: Alfabeta.
- Riyanto, Yatim. (2014). *Paradigma Baru Pembelajaran.* Jakarta: Pranadamedia Group.
- Rofi'ati. (2014). Penerapan Model Pencapaian Konsep Berbantuan Kartu Bergambar Terhadap Hasil Belajar Pada Materi Sel di SMA. *Unnes Journal of Biology Education Volume 3 No. 2.*
- Ruminiati. (2007). *Pengembangan Pendidikan Kewarganegaraan di SD.* Jakarta: Depdiknas.
- Rusman. (2012). *Model-model Pembelajaran Mengembangkan Profesionalisme Guru.* Jakarta: Raja Grafindo Persada.
- Sa'diyah, Halimatus, Indrawati, dan Handayani. (2015). Model Pembelajaran Concept Attainment Disertai Metode Demonstrasi pada Pembelajaran IPA-Fisika di SMP. Berdasarkan hasil analisis data, penelitian ini menyimpulkan bahwa
-

- pembelajaran dengan menerapkan model pembelajaran concept attainment disertai metode demonstrasi mempunyai pengaruh yang signifikan terhadap aktivitas dan hasil belajar siswa SMP pada mata pelajaran IPA-Fisika. *Jurnal Pembelajaran Fisika Unej Volume 4 No. 3*.
- Sa'diyah, Indrawari, & Handayani (2014). Model Pembelajaran Concept Attainment disertai Metode Demonstrasi Pada Pembelajaran IPA-Fisika di SMP. *Jurnal Pendidikan Universitas Jember*.
- Sadiman, Arief, dkk. (2014). *Media Pendidikan Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Raja Grafindo Persada.
- Sagala, Syaiful. (2010). *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta.
- Sanjaya, Wina. (2012). *Media Komunikasi Pembelajaran*. Jakarta: Kencana Prenadamedia Group.
- Sapriya. (2012). *Pembelajaran Kewarganegaraan (PKN)*. Jakarta: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI.
- Subana, M dan Sunarti. (2011). *Strategi Belajar Mengajar Bahasa Indonesia Berbagai Pendekatan, Metode, Teknik, dan Media Pengajaran*. Bandung: CV Pustaka Setia.
- Sudjana, Nana dan Rivai, Ahmad. (2015). *Media Pengajaran*. Bandung: Sinar Baru Algesindo.
- Sudjana, Nana. (2006). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya.
- Sugiyono. (2015). *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suparno, Paul. (2001). *Teori Perkembangan Kognitif Jean Piaget*. Yogyakarta: Penerbit Kanisius.
- Suprijono, Agus. (2016). *Model-model Pembelajaran Emansipatoris*. Yogyakarta: Pustaka Pelajar.
- Suprijono, Agus. (2017). *Cooperative Learning Teori dan Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar.
- Susanto, Ahmad. (2016). *Teori Belajar dan Pembelajaran di Sekolah Dasar*. Jakarta: Kencana Prenadamedia Group.
- Sutikno, Sobry. (2014). *Metode dan Model-model Pembelajaran Menjadikan Proses Pembelajaran Lebih Variatif, Aktif, Efektif, dan Menyenangkan*. Lombok: Holistika.
- Syafrudin, Nurdin. (2010). *Guru Profesional dan Implementasi Kurikulum*. Jakarta: Ciputat Press.
- Taufiqillah. Tsalits. (2013). Penggunaan Media Gambar dengan Pembelajaran Kooperatif Tipe STAD untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran PKN Kelas IV SD Hang Tuah 11 Sidoarjo. *Jurnal PGSD FIP Unesa Volume 1 No. 1*.

- Tim MKWU Pendidikan Pancasila Unesa. (2017). *Pendidikan Pancasila*. Surabaya: Unesa University Press.
- Trianto. (2011). *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Pustaka Pelajar Publisher.
- Uno, Hamzah B. (2012). *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*. Jakarta: Bumi Aksara.
- Widodo. (2009). *Media Gambar*. Jakarta: Raja Grafindo Persada.