

## Social Science Learning Media Prototype Based on Smartphone in the 4.0 Learning Era

Jerry Puspitasari<sup>1✉</sup>, Suyahmo Suyahmo<sup>2</sup>, Juhadi Juhadi<sup>3</sup>

<sup>1</sup>Sekolah Menengah Atas Negeri 1 Jepon, Blora

<sup>2</sup>Universitas Negeri Semarang, Indonesia

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### Abstract

Smartphone-based learning media is an alternative development of learning media that can penetrate the limitations of space and time. The purpose of this study is to determine the prototype model of smartphone-based learning media for learning in the 4.0 era. This study was done in SMAN 1 Jepon, Kabupaten Blora. used Mixed Methods method. Mixed Method is a combination of quantitative and qualitative, with a sequential mixed methods strategy. Qualitative data were obtained through in-depth interviews and participatory observation. while quantitative data is obtained by filling out a questionnaire. The results of this study were that most students answered pleasant, easy to understand, interesting, practical, and not boring. This is because there is interesting music and animation. The percentage of the Minimum Criteria of Mastery Learning is 91.4% of 36 students and there are only 3 students who have not completed it. Using learning media that is fun and easy to understand is very helpful for students to learn to face challenges in the 4.0 era.

✉ Correspondence address:

Jl. Raya Blora Cepu km. 9 Jepon

E-mail: [ceery\\_ps@ymail.com](mailto:ceery_ps@ymail.com)

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## INTRODUCTION

Education is an effort to improve the quality of human resources (Puspitasari, et al., 2012) The learning process is a process of developing the overall attitude of personality, cognitive aspects, affective aspects and skill aspects of students through social interaction and meaningful learning experiences. However, in its application there are still many learning activities that ignore aspects of the skills of students. The reason is that teachers still use conventional teacher-centered learning models and systems. Such learning will be boring and monotonous, resulting in low motivation and learning outcomes. Now the learning process is influenced by internet media, technological changes are cyber-based (Astuti et al., 2017). Not only good at technology but also still have to uphold the character of the nation, as formulated by Pusat Kurikulum (PUSKUR) KEMENDIKBUD there are 18 character values which include: religious values, honest values, tolerance values, discipline values, hard work values, creative values, independent values. , democratic values, curiosity, national spirit, love for the country, respect for achievement, friendly / communicative, peace-loving, fond of reading, care for the environment, social care, and responsibility (Maharromiyati et al., 2016). The 21st century generation must be prepared with 4.0 learning era. The development of science and technology is currently accelerating so fast. This will affect various aspects of life including the process of teaching and learning activities (Boham & Rondonuwu, 2017). One evidence that advances in information and communication technology have an influence on the learning process, namely students are given the opportunity to develop their abilities in mastering information and communication technology, especially the use of computers. The hope is that students have the ability to use technology in the learning process that aims to achieve skills and high level of thinking (Banowati, et al., 2019).

Technologies such as gadgets are modern telecommunication tools that many people use

to fulfill their survival. Gadgets are devices that have more specific functions that are more practical and are designed with advanced technology. Examples of gadgets are laptops, smartphones, netbooks, tablets and many others (Marhaeni, et al, 2018). The use of smartphones in education has an impact on the central role of using smartphone technology, which is a technology that can be used as a means of conveying information to students via a mobile device or smartphone (Maknuni, 2020).

The benefit of smartphones as a learning medium will provide more meaningful learning opportunities for students. Using this smartphone, students gain experience to develop learning methods through application services (browsers) to search for information from the internet. Besides that, it will improve students' skills in carrying out independent learning because of the mobility principle possessed by smartphones (Ismanto, et al., 2017).

The learning system in 4.0 learning era will be centered student-centered learning. This is in accordance with the demands of the progress of the era so that students must be equipped with ways of thinking and learning, in order to the students have the skills needed for their future. This strategy is also flexible, because the teacher can adjust the time and tempo of presenting learning material (Sutrisna, 2012).

Four abilities that must be mastered by students, among others, are the ability to solve problems, critical thinking , collaboration, and communication. The ability of those skills can be mastered by students if the teacher is able to develop learning and learning media that makes students challenged to think critically in solving problems, as well as being able to foster cooperation and communicate well.

4.0 learning era can be interpreted as learning that provides skills to students, namely the ability to solve problems, critical thinking, colaboration, and comunication. According to Bloom's Taxonomy which has been revised by Krathwoll and Anderson, the abilities that students need to achieve are six levels at levels C1 and C2 called LOTS (Lower Order Thinking

Skills), namely C1 (knowing) and C-2 (understanding), then at the next level namely C3 and C4 called MOTS (Middle Order Thinking Skills), namely C3 (applying) and C-4 (analyzing), at the highest level there were C5 and C6 called HOTS (Higher Order Thinking Skills), namely C-5 (evaluating), and C-6 (creating). In order to answer challenges, both internal challenges in order to achieve 8 (eight) SNPs and external challenges, namely globalization, students are provided with 4C learning, HOTS learning, literacy and strengthening character education (Nurkholis, et al., 2018).

Educators need to have standardized competencies to support and carry out the educational process in a professional manner. In particular, teachers really determine the quality of the students' graduates produced by the school. The teacher is the person who plans learning, carries out the lesson plans that have been made and evaluates the learning that has been done. In addition, educators are the people most responsible for providing a safe and comfortable environment for an effective learning process to occur. If, Educators carry out their functions and duties properly, the resulting graduates will be qualified. Conversely, if educators do not carry out their duties and functions properly, the resulting graduates are not qualified (Musyaroah & Fajartia, 2017).

Educators are one of the key factors in determining the quality of education in Indonesia (Anwar, 2016). The role of educators today is not only teaching but also educating and being role models in behavior. As teachers, educators not only play a role in conveying knowledge but are also obliged to conduct evaluations, manage classes, develop learning tools such as lesson plans, learning media, teaching materials and learning resources (Ichsan, et al., 2018). The teacher must also set a positive example with the values and norms that apply in society (Karamina, et al., 2019).

High Level Thinking Ability (HOTS), the result of the research is that students are expected to have higher order thinking skills. Many questions that contain high-order thinking

skills have been developed. The National Examination as a final evaluation tool has included elements of higher order thinking skills (HOTS) in several points of the problem. Teachers must be able to develop questions that ask students to improve their high-order thinking skills. Teachers who have been able to make questions that measure higher-order thinking skills will find it easier to improve student learning outcomes in terms of measuring higher-order thinking skills (Ichsan et al., 2018).

The professionalism of a teacher is not in his ability to develop knowledge, but rather his ability to carry out interesting and meaningful learning for his students. The attractiveness of a subject or learning process is determined by two main factors, namely: the first is the characteristics of the subject, and the second is the teacher's teaching method. Thus the task of professional teachers is to make lessons that were previously considered difficult to be easy, which are considered unattractive to be interesting, it does not mean to be meaningful. So that in the end students can like and master the subjects being taught (Nurdiansyah, 2017).

The use of learning media has an influence both directly and indirectly. Teachers must pay attention to the characteristics and abilities of teachers in mastering the use of media so that media selection is in accordance with their abilities and subject matter (Fattah & Setyadi, 2019). Selection of the right media can increase the interest and understanding ability of students, so that students will not get bored of taking lessons, on the contrary students will be happy with the media because the media can optimize the quality of student learning so that it will produce satisfactory output including changes in behavior and the character of students. Conventional learning with the lecture model is not really of interest to students, for that it is necessary to have innovation in learning. Learning media can help foster cognitive skills and attitudes of students. In the future, students have the skills needed to deal with the changes that occur.

Learning media that utilize smartphone technology is a form of learning media

development that is widely used today, given the COVID-19 pandemic. The quality of learning by trying to break through the limitations of space and time using smartphone technology is an alternative solution. As stated by smartphone-based learning media provides opportunities for students to learn less mastered material wherever and whenever independently with preferred media (Juhadi, et al., 2020). Currently, during the pandemic, learning media that use smartphones are mandatory learning media. Previously, students were not allowed to bring smartphones to school, but because of the conditions and situations into distance learning so that students were sent home, the use of manual books to support learning in schools was less desirable. The learning model is now based on smartphones and the internet (Astuti et al., 2017).

The development of smartphone technology used in learning is so fast, in the world of education, for example, students at SMAN 1 Jepon, all students already have smart cell phones or smartphones. so, the opportunity is wide open for the use of smartphone technology devices to be applied in learning. As for the special target of the world of education is "a whole brain", therefore, quality education is a valuable investment that is a challenge and opportunity in the era of the industrial revolution 4.0. Educators must help realize students who are faithful and devoted, have noble character, healthy, educated, skilled and ready to compete with the right models and media. The purpose of using social studies media is to prepare students so that they become good citizens who do not become a burden to the state in the future (Sutrisna, 2012).

Based on this background, the authors examined: (1) Smartphone-based media prototypes for learning social science in Senior High School (2) Using smartphone-based social science learning media can improve high-order thinking skills (HOTS) of high school students. The purpose of this paper is to determine the design of smartphone-based media prototypes to improve higher-order thinking skills (HOTS) for social studies learning, high school students.

This research is also to develop a social science education curriculum. In addition, this research is a form of updating the social studies learning model through smartphone-based media prototypes and improving higher-order thinking skills. The benefit of this research is that it can provide input to the social science education curriculum which is developing and changing every day.

## METHODS

This study uses the Mixed Methods method with a sequential mixed methods strategy. This kind of research is a combination of quantitative research and qualitative research. The sequential mixed methods strategy is a researcher's strategy to combine qualitative and quantitative data. This strategy can be done by interviewing to obtain qualitative data, then followed by quantitative data in this case using a questionnaire. In pre-research, the study conducted was about the learning media needs needed by conducting interviews and observations using a qualitative approach. The first phase is collecting and analyzing quantitative data which aims to determine the learning outcomes of students related to the improvement of higher order thinking skills (HOTS) and the effectiveness of learning media. Then the second phase is collecting and analyzing qualitative data in this case to achieve another goal of this research, namely to find out the obstacles that occur in the implementation of smartphone-based learning media for students. The approach used in this study was a mixed method, while the strategy used was a sequential mixed method strategy.

Subjects in this study were students majoring in social studies at SMAN 1 Jepon. There are three grades in each level. For the details of X grade, those are IPS 1, X IPS 2, X IPS 3. XI grade also has three classes, those are XI IPS 1, XI IPS 2, XI IPS 3. And also XII grade there are three classes, namely XII IPS 1, XII IPS 2, AND XII IPS 3. This observation activity is to obtain data directly and authentically about the learning process in class

with students, the conditions of the school environment and supporting facilities such as internet, computers, adequate access to electricity at SMAN 1 Jepon. The interview activity carried out was a structured interview with students and teachers. In order to get open results, an interview guide was made by determining questions that were in accordance with the topic of the problem. The data collection are (1) the instructional media used by the teacher, (2) the learning media needs of students. (3) the constraints experienced by students in implementing smartphone-based learning media.

This questionnaire is used to determine the use of instructional media by teachers and to determine the response of students to smartphone-based learning media implemented in sociology learning. This questionnaire is a tool for researchers to obtain data that contains a list of questions that have been prepared by the previous researcher, the questionnaire is made with the type of questions that are filled in individually and closed because it does not include the names of the respondents.

Qualitative data were obtained through interviews through WhatsApp media and participatory observation. Sources of research data that can be explored through informants. The informants referred to in this study are students of class XII IPS at SMAN 1 Jepon. The collected data will be analyzed using qualitative analysis and using quantitative analysis. Collecting qualitative data in this study using observation techniques, interviews, data analysis techniques used are data reduction, data presentation (data display), and drawing conclusions. while quantitative data uses quantitative analysis to analyze smartphone-based media prototype data using the opinion of IT experts, to determine the effectiveness of the media the t-test is used (Astuti, et al., 2018) the technique used to test the mean difference is the t-test or t paired sample test. Based on the prerequisite tests that have been carried out, it is known that the data are normally distributed and homogeneous. Furthermore, it was carried out by analyzing the T test using the

Independent Sample Test with the help of SPSS 20.0 for windows to determine whether there was a difference in effectiveness between the two experimental groups on creative thinking skills. The effectiveness test is used to prove whether the media used is able to achieve the learning objectives that have been set or not. Measurement of whether or not a media is effective is done by comparing the average score of the control class and the experimental class using learning media and analyzing the quality of the instructional media. This research was conducted by knowing the smartphone-based media prototype for social studies learning in high school and improving high-level thinking skills (HOTS) of high school students.

## RESULTS AND DISCUSSION

### Smartphone-Based Learning Media Prototype

In accordance with the regulations of the Ministry of Education and Culture. The government enforces studying at home with an online system, this is done to prevent the spread of the corona virus. Starting from February 2020 until now February 2021 is still in force major status, preventing the spread of the corona virus with a lockdown system, face-to-face schools are eliminated and replaced with an online system for a while waiting for the corona virus pandemic to pass.

The impact of the corona virus pandemic includes entering learning in the second semester (starting January 2, 2020) entering February, schools implementing an online learning system. The readiness made by the school is to implement on-line-based learning. The teacher teaches with the online class system, students learn and do assignments at home with their own computer or smartphone. By students, then sent to each teacher.

The following is a smartphone-based learning media prototype made by researchers to make it easier for teachers to teach sociology. The steps for making smartphone-based learning media:



**Figure 1.1** Smartphone-Based Learning Media Prototype

The prototype model begins with installing the SAC (Smart Apps Creator) application, followed by making material which will later be used as an application called sociology.Q.

Enter the download address of the application master file (Smart Apps Creator), in a web browser and press enter <http://bit.ly/SAC-installfix>

Download the file according to computer specs by right-clicking download. Then the downloaded file has been successfully downloaded and print the screen or print the screen display on the screen after that extract the zip file.

Open the Smart Apps Creator\_3.1.7\_en.exe application file by double-clicking it to install. There is a question on the screen after double clicking on the Smart Apps Creator\_3.1.7\_en.exe file, click yes to continue with the installation.

Open the Smart Apps Creator\_3.1.7\_en application, ignore the registration number. Fill in each participant's email. Click the 30 days trial. The SAC display will appear on your screen.

Creating an Android-based learning multimedia competency map chart.

After making the competency map chart then making a material map from the basic competency map.

An outline of the contents of Android-based learning multimedia media, so that it is easier to make learning media.

Description of multimedia learning material based on android.

Learning media prototype using SAC (Smart Apps Creator).

Sociology Q learning media prototype is a new learning media. According to Allen, there are nine media groups on new learning media, including: (a) visual silence, (b) printed textbooks, (c) three-dimensional objects, (d) recordings, (e) programmed lessons, (f) domination, (g) films, and (h) oral presentations (i) television. Instruments that function as learning media include modules, interactive VCDs, videos, slides, books, and so on. Meanwhile, the tools used (Anwar, 2016) as tools include television, computers, laptops, VCD players. The next development is that android and smartphone are used as learning media that can be used anytime and anywhere. Referring to the theory of new media, smartphone-based learning media is included (Funabashi & Kitazawa, 2012)

### **Smartphone-based social science learning can improve High-Level Thinking Skills (HOTS) of high school students**

Based on the indicators in the table, smartphone-based social science learning media are tested for feasibility or validated by media experts and experts. The results of the validation by the validator show that the learning media is in a very good predicate and is suitable for use because the average score is 86.83.

The average score obtained from the two validator module validation ratings was 83.33. Based on these results, the learning media can be used with a very good predicate and suitable for use. The scores obtained from the 36 students who got a score of 70 were three people, there were seven people who got a score of 80, 11 people got a score of 90, 15 people got a score of 100.

Score Pesentase table of students

Number	Score	Students	Percentase (%)
1	70	3 students	8.6
2	80	7 students	20
3	90	11 students	31.4
4	100	15 students	40
Total		36 students	100

From the table, the percentage of KKM is 92.4% of 36 students, only 3 have not completed it. From the calculation of the experimental class data, it was obtained Sig. 0.061, because  $\alpha = 5\% = 0.05 < \text{Sig.} = 0.061$ , it can be said that the data is normally distributed. From the calculations for the control class pretest data, the Sig. 0.191. Because  $\alpha = 5\% = 0.05 < \text{Sig.} = 0.191$ . So it can be said that the data is normal. Based on the calculation of pretest data for the experimental class and control class, the sig value for each class is  $> 5\%$ , so the data is homogeneous.

Based on the results of the calculation of the balance test (t test), the value of sig (2-tailed) = 0.000, because  $\alpha = 5\% = 0.05 > \text{sig.} = 0.000$ , then  $H_0$  is rejected. Confidence level = 95% or ( $\alpha$ ) = 0.05. The number of students in the experimental class is 36 people and the number of students in the control class is 36 people, it is obtained  $t > t_{table} = 2.003$  (can be seen in the attachment  $t > t_{table}$ ). The results of the calculation obtained the value of  $t = 3,946$  while  $t_{table} = 2,003$ . Because  $t_{count} > t_{table}$ , then  $H_0$  is rejected. From the results of this analysis it can be concluded that the average value of learning outcomes in the experimental class is higher than the control class or there is a significant difference between the experimental class and the control class from the application of smartphone-based learning media. The result was that most students answered pleasantly, easy to understand, interesting, practical, and not boring. This is because there is interesting music and animation. The results of learning using the Sociology Q application media.

Based on the results of research from the use of smartphone-based learning media to improve high-order thinking skills, students can complete evaluations and assignments well and most of the scores have exceeded the KKM value.

Sociology Q media, when viewed from the population data analysis, results are normally distributed, the population homogeneity test has a homogeneous population. The effectiveness of the media, namely the analysis of the use of the media, by analyzing the results of observations of the

media used in learning, from the aspects of the media components, aspects of the material on the media, aspects of the usefulness of the media, and aspects of completeness of the material. Evaluation of the use of media is needed to determine the level of effectiveness of Sociology Q media.

The use of instructional media during learning can improve the quality of the learning process. What is done at this stage is an assessment of the effectiveness of the media, the goal is to assess the learning media used. Evaluation of the media used to evaluate aspects that exist in the media. The results of the evaluation of the largest percentage are used as a measure of success in using the media (Fredyana & Dewanto, 2016).

The technique used to test the difference in the mean value before and after treatment with t-test or t-test. Researchers used a significance level of 5%, meaning that the results of the conclusions were still acceptable even though there were 5% of the population who missed the results or did not match the conclusions. The results of the experimental class using the Paired Sample Test showed that the average score was obtained. 2-tailed) = 0.000, because  $\alpha = 5\% = 0.05 < \text{sig.} = 0.000$ , then  $H_0$  is accepted. With a confidence level of 95% or ( $\alpha$ ) = 0.05. The number of students for the experimental class 36 and the number of students in the control class 36 obtained  $t > t_{table} = 2.003$  (can be seen in the t table). Then the results of the calculation obtained the value of  $t = 3.948$  while  $t_{table} = 2.003$ . Because  $t_{count} > t_{table}$ , then  $H_0$  is rejected. Based on these two analyzes, it can be concluded that the average value of learning outcomes in the experimental class is higher and that of the control class. This shows that the experimental class students experienced a significant increase in learning outcomes after being given treatment using Sociology Q Media, and experimental class students experienced a significant increase in learning outcomes after being given treatment to carry out the learning process.

Learning media is said to be effective if there is a difference in the average value before

treatment and after treatment in the implementation of learning and there is a difference in the average value in the experimental class and the control class. From the implementation of learning with learning media based on the Sociology Q smartphone, seen from the analysis of the results of the t test, after a limited trial was carried out it could improve higher-order thinking skills at SMAN 1 Jepon.

## CONCLUSION

The purpose of this study is to determine the prototype model of learning in the 4.0 era and its effectiveness. The result was that most students answered pleasantly, easy to understand, interesting, practical, and not boring. This is because there is interesting music and animation. The result of KKM percentage is 92.4% of 36 students, only 3 have not completed it. Using learning media that is fun and easy to understand is very helpful for students to learn to face challenges in the 4.0 era. Students will get used to using technology in learning so that in the future they can have thoughts to solve problems that will occur in the future.

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