

**Development of Cardboard Puppet Teaching Media on General Attack Materials
March 1, 1949 at SMA Negeri 1 Bukateja Purbalingga**Ayun Haifani¹, Cahyo Budi Utomo², Ibnu Sodiq³**Abstract**

This research is the development of wayang into creative learning media. The goal is to reduce the problems covering the main learning conditions of history in SMA N 1 Bukateja. The use of Media with puppet cartons is expected to make the students more interested, and the main can help the students to understand the history material. This research is a type of research and development (research and development) with experimental design. The subjects in the study were students in class XI IPS SMA Negeri 1 Bukateja. Collecting data from this research is using field analysis (field research), observation, and interviews. The development of products as a medium of teaching cartoon puppets has been through the validation process twice before being applied in the learning process. Validation done by media and material experts with the eligibility level is well-used without revision. The research shows that the development of carton media on the material of the general attack on March 1, 1949, proved effective and feasible to be applied in learning history. The results showed that the experimental class had an average score of 88, better than the control class, which only got a score of 77. In conclusion, this media is a creative and new medium in education that utilizes puppets. In addition, this media indirectly introduces Indonesia's indigenous culture to today's young generation.

Keywords: *Development, Teaching Media, and Puppet Carton*

Introduction

"Jasmerah," never forget history. These two sentences were spoken by the founder of this country, whose meaning cannot be separated from history. A big question mark is addressed to students today: Are there still those interested in studying history? Students need to consider the current reality in history learning. They consider learning history to be a monotonous lesson. Monotony is performed using the same method and is only considered a memorization subject. In addition, the lack of use of learning support resources, such as sites around the school environment, indicates that interest in learning history still needs to be improved. In the world of education, history lessons are included in the social sciences. The purpose of education in social sciences is to introduce aspects of social life from the past to the present (Setiadi, 2017). Before discussing further, we may often hear the word education but not know its meaning.

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Education is the spearhead of a nation's progress. The nation will advance with quality and high-quality human resources (HR) (Jatirahayu, 2013). The nation's future quality depends on the education provided by the current generation, primarily through formal education received at school. With education, one gets knowledge, skills, and information that stimulates creativity (Irianto, 2017). In National Character Education, the Indonesian people and nation have owned the skills, values, and attitudes developed by the curriculum. However, they are set aside and not the primary concern of education. Indicators of educational success cause education to ignore other dimensions of human potential, such as cognitive ability, values, and attitudes (Hasan, 2012, p. 82).

Education is a process that influences students to adapt as best as possible to their environment and thus will cause changes in themselves that allow them to function correctly in society (Hamalik, 2013, p. 3). Education and history are a unit. A history is an event that has occurred in the past and can be a lesson or education for us in the present to be wiser in acting or making decisions. In addition, education also has a role in socializing historical knowledge. If national education is the way to realize national ideals, then history is the foundation that strengthens the path to realizing these national ideals. Given the importance of history lessons, an understanding of history should be instilled from an early age, namely from the elementary and junior high school levels. At the elementary level, the subject matter of history is still primary and general (Junaid, 2012).

History material began to be focused on the junior high and high school levels. In the world of education, there are undoubtedly many problems, whether minor problem or big, that interfere with the learning process in the classroom. Improving the quality of education is carried out continuously and continues to be implemented, and various efforts continue to be pursued by the government (Dewi, 2018). The researcher took the location at SMA Negeri 1 Bukateja as the research site. The choice of this school is not without reason. Researchers think that SMA Negeri 1 Bukateja is not a favorite high school in the Purbalingga city area. In addition, it can also be seen from those who are interested in learning. Prospective new students make SMA Negeri 1 Bukateja the last place of specialization; they prioritize the question, which is considered a favorite in Purbalingga City. The above things make SMA Negeri 1 Bukateja worthy of research. From the results of initial observations conducted on several grade XI students and history teachers at SMA Negeri 1 Bukateja, it is known that their interest in learning history is still low. They consider history lessons not a nationally tested subject and only lessons that memorize year numbers. In addition, students are reluctant to look for supporting materials.

They are only fixated on the teacher's lecture method and student worksheets (LKS) as the primary source. Determining the suitable learning model and selecting appropriate media teachers is essential for the subject matter to be taught to students (Sinabariba, 2017). Efforts to improve children's ability to receive history lessons well require various equipment and models that history teachers can choose according to the materials developed from time to time (Kasmadi, 1996, p. 9).

Effective learning requires good planning. The selection of media to be used in the learning process needs good planning. The primary function of learning media is as a teaching aid that also affects the classroom's climate, conditions, and environment, which teachers arrange and create. (Arsyad, 2014, p. 19). Teachers should be able to use learning media through photos, pictures, interactive CDs, videos, and other materials during learning. Some of the media mentioned above require a long duration in their presentation; besides that, not all schools have facilities that support the process of using the media. To get around this problem, researchers create creative learning media, namely making learning media by utilizing puppets whose purpose is to increase the variety of learning media, increase students' interest and understanding, and preserve the original culture of our ancestors. Wayang is an art inherited from the nation's ancestors and one of the most prominent arts (Fujiastuti, 2015).

In its journey from time to time, puppets have changed due to changes in government, politics, socio-culture, and beliefs in accordance with the changes that occur in the human mind. The existence of puppets is highly admired by the Indonesian people and even the international world. Wayang has been designated by UNESCO (the institution in charge of culture from the United Nations) as a world masterpiece that is priceless in the art of speaking (Masterpiece of Oral and Intangible Heritage of Humanity) since November 7, 2003 (Suheri & Aji, 2017). The durability of the puppet allows it to exist until the present era. Wayang includes acting and literary art and can also be used as a medium for da'wah, education, or entertainment. In general, the definition of puppetry is a form of traditional performance presented by a puppeteer, using puppets or the like as a performance tool (Sedyawati & Darmono, 1983, p. 57). Wayang has a distinctive performance feature. Generally, puppet performances are usually carried out at night and accompanied by gamelan musical instruments. The function and role of puppets are not fixed, depending on the needs, demands, and cultivation of the supporting community. Wayang, as one of the cultural products, is undergoing continuous changes. These changes can be seen in visible and invisible aspects (form/form) (philosophy). Along with its development, puppets began to be used as a learning medium and as a support in the process of teaching and learning activities. Including puppets in the world of education, especially in learning in schools will

have a positive impact, not only for the preservation of puppets but also for the interests of education itself. It is not surprising that changes and developments in puppets in the future are used as a learning medium (Ibda, 2017).

Based on the description of the existing problem, the researcher wants to develop a learning media by utilizing puppets. Here, the researcher gives a term for cardboard puppet teaching media, because the puppet media is made with cardboard as the primary material. The presence of this media is intended to increase the variety of history learning models, especially in the material of the March 1, 1949 general attack in Yogyakarta. The material of the general attack was chosen because it has great significance for the Indonesian nation, where the event made Indonesia recognized for its existence and showed the international world that Indonesia still exists and the Indonesian National Army is still strong (Suparjan, 2019). It is also hoped that this media will make students more interested in learning history and significantly help them understand existing historical material. In addition, the use of puppet media aims to introduce or revive the love of the current young generation for the preservation of ancestral culture that is beginning to be eroded by the times. Seeing the above facts, the researcher is interested in conducting research titled: Development of Carton Puppet Teaching Media on the General Attack Material of March 1, 1949, at SMA Negeri 1 Bukateja Purbalingga Academic Year 2016/2017.

Method

This research is a type of R&D (Research and Development) research, often called development and development research. The design used is an experimental design with an experimental design where there is a control class and an experimental class. The control class is the group that is not treated, while the experimental class is the group that is given treatment (Sugiono, 2009, p. 76). The data collection technique of this study uses field research, namely interviews and observations. R&D research, or development, is a strategy or research method that is quite effective in improving learning practices (Tegeh & Kirna, 2013). Research and Development emphasizes beneficial products. According to the Ministry of Education and the Directorate of General Personnel, Quality Improvement of Education and Education Personnel, research and development is a series of processes or steps in order to develop a new product or improve existing products so that they can be accounted for (Education & National, 2008). The development research method aims to produce and develop various products; these products can be in the form of prototypes, designs, learning materials, media, learning strategies, learning evaluation tools, and so on (Hanafi, 2017, pp. 129-150). Research and development

methods are used to produce specific products and test the effectiveness of those products (Sugiono, 2009, p. 297). Research and development are longitudinal. Competitive grant research (funded by the Directorate General of Higher Education) is research that produces products, so the method used is a research and development method. Borg and Gall (in Sugiono, 2009, p. 298) argue that "unfortunately, R&D still has a minor role in education." The expert's statement explained that the R&D method is still used little in education. In simple terms, R&D research can be defined as a research method that is deliberate, systematic, purposeful/directed to seek findings, formulate, improve, develop, and produce a useful and valuable product. Many specific products in the field of education need to be developed through research and development methods. Based on the expert's statement, the researcher used research and development methods to compile this study (Mulyatiningsih, 2015).

Results and Discussion

The problem that arises at SMA Negeri 1 Bukateja is the monotony of the learning methods provided by teachers. They are only fixated on the teacher's lecture method and student worksheets (LKS) as the leading learning resource. In addition, their thinking about history lessons is a lesson that is not so important and much memorization. Students' difficulties with history lessons have not been fully resolved. Therefore, history learning must be packaged better and more interesting so that students are interested in participating in lessons. A good strategy is also needed to support a good learning process. Breakthroughs in the world of education are needed to create a new learning atmosphere and enable the achievement of a goal in learning (Siswadi, 2017). Seeing some of the problems that exist above, learning media is necessary (Malawi et al, 2019). The development of learning media must be considered, meaning that the media produced must be able to overcome existing problems. Researchers develop learning media by utilizing puppet media. Perhaps including puppets in the world of education is a new thing (Fajrie, 2013). By making puppets as a learning medium by researchers, it is hoped that can enliven and provide a new atmosphere in the classroom, help students understand the material, and indirectly reintroduce the original Indonesian culture to the current young generation (Ahmadi & Ibda, 2018).

Development of Cardboard Puppet Teaching Media on the General Attack Material of March 1, 1949 in Yogyakarta

In this development, the researcher utilizes puppets made of cardboard, or what is called cardboard puppets as a medium for conveying material. Then, the material taken was the

material of the March 1, 1949, General Attack in Yogyakarta. The reason for taking this material is necessary because, during the post-independence struggle, students must know about many important events. The struggle is not necessarily finished, when but the word independence is the beginning of the real struggle. Defending the sovereignty of the Republic of Indonesia is taken in a fair way. Here, the diplomacy and military struggle marks a new chapter in the beginning of the founding of Indonesia (Sunardi & Sudarsono, 2017). The design of this cardboard puppet teaching media development product is divided into two parts. The first part is the design of the puppet itself, then the second is the design of the handbook for the use of cardboard puppets. The content of the guidebook includes materials, story scenarios, and other information related to the puppet media.

Cardboard Puppet Design

The first step for researchers in making products is to determine the material. The material used by the researcher is from the March 1, 1949, General Attack in Yogyakarta. After the material is selected, the researcher begins to determine the characters in the material to be realized in the form of puppets. From here, the beginning of the cardboard puppet media is made, and then the manufacturing process will be briefly and clearly explained. The first thing the researcher did was to make sketches (pictures of the characters on the material) on tracing paper. The researcher uses tracing paper so that the design can be seen from two sides because, in essence, a puppet is a two-dimensional art enjoyed from two sides. For size, there is no limit; as much as possible, it is made in a large size. The puppets made are about 15x40 cm. At this size, it is pretty apparent when used in the classroom. After the character design is really felt, then the design is copied onto cardboard. Cut by following the pattern that has been made on the cardboard. The cutting tool used can be in the form of scissors, if you have trouble cutting at narrow corners, you can use a cutter knife. Once it has been cut and has formed a character, re-trace it on the opposite side of the cardboard. The choice of cardboard is not without reason. Cardboard paper has almost the same contour as well. Regarding design, coloring, and how to form, cardboard paper is somewhat easier than welling and plywood.

After the pattern is cut and drawn on two sides, clarify the pattern using black markers and color the pattern using crayons. Try to adjust the color to the character of the character to get the result as similar as possible. After being colored, recheck the pattern lines; some may be covered in color, and clarify again using a marker. To prevent fading, coat the puppets with clear liquid. Dry the puppets until dry and the clear liquid sticks firmly.

The next stage is to make the hand hinges. In order to move like a puppet in general, use a mineral water straw. Divide the shoulder and puppet elbow parts, and connect each part using a burnt mineral water straw. Installing the hand joint is incorrect if the puppet hand cannot move optimally. Repeat until the puppet hand can move freely.

For the reinforcement or handling of the puppet, use a rattan. Rattan was chosen because the material is easy to get. The reinforcement's length adjusts the puppet's size so that it looks flexible to the eye. The reinforcement can be tied using cable ties obtained at building stores. Move to the hand section. For the hand to be moved using the bamboo researched by the cable, the cable is linked to the puppet hand. This method is considered good because it is flexible, meaning that the handle to move the puppet hand can be disassembled.

Design of the Handbook for the Use of Cardboard Puppets

The manual for using cardboard puppets is essential and complementary to the cardboard puppets made. Without a guidebook, the puppets made cannot be used. All controls or rules of the game for the use of puppets are in the book (Cohen, 2014). This guidebook contains, among other things, puppet images, manufacturing techniques, materials, and story scenarios. The design of the wayang use guidebook is explained as follows.

The first step in making a handbook for the use of cardboard puppets is to make the contents first. Material is the main thing. Therefore, the material is taken from various references to support the validity of the story. Of course, with the help of material experts who gave much input. The material is arranged chronologically and made as concise as possible to make it easier for students to digest the material (Suwartono, 2014).

After the material is finished, the researcher makes a scenario from the material prepared earlier. The purpose of making the scenario is to help or make it easier for researchers or anyone who will use cardboard puppets. The scenario is not bound, meaning that it is based on the researcher's exploration, but it must not deviate from the material. Preparing the scenario is straightforward and complex; the key is to develop a story.

The next step is to compile the meaning of puppets in general, and the meaning of carton puppets themselves. Juxtaposing the two definitions aims to let readers know the difference between puppets in general and puppet products made by researchers. From both, it is briefly and clearly described. In addition, do not forget to include pictures of the characters that have been realized in the form of puppets, with a caption at the bottom. Because the guidelines for using cardboard puppets are a book, they are not given a preface, table of contents, or bibliography.

This stage is the most challenging stage among other stages in the preparation of the guidebook, namely, making the book cover. The cover is the front part of a book. Because it is at the front of the cover, it must look good and attractive—cover-making techniques with the help of Adobe Photoshop. Making a cover takes a long time because a creative design is needed with the support of a proportional color combination. After everything is deemed appropriate, then the book is printed.

Of the two finished products, they must first be validated by media experts and material experts. Assessments from media experts are intended to measure the feasibility of sizing, designing, and presenting media. Meanwhile, the assessment from material experts aims to measure the feasibility of the material's content, presentation, and language. The validation stage in product development is carried out in 2 stages, namely phase I validation and phase II validation.

Validation is carried out by providing assessment instruments to media and material experts. Media and material experts are lecturers majoring in history at Semarang State University who are clearly competent in their respective fields. Media expert validator, AtnoS. Pd. M. Pd and Tsabit Azinar Ahmad, S. Pd., M. Pd and material expert validators, namely Drs. Jayusman, M. Hum and Drs. R. Soeharso, M. Pd. Media assessment instruments include media size, media design, and feasibility of presentation. Meanwhile, the material assessment instruments include the feasibility of content, the feasibility of presentation, and the feasibility of language.

The results of phase I media validation show the following results. In the media size assessment, a score of 75% was obtained with the feasibility criteria of good use with slight revisions, media design obtained a score of 68.75% with good feasibility criteria used with slight revisions, and the feasibility of presentation obtained a score of 78.12% with good feasibility criteria used with little revision. With these results, it can be concluded that the cardboard puppet teaching media must be revised in several parts to get maximum results. The results of the validation of the first phase of the material showed the following results. In the assessment of content eligibility, a score of 91.66% with excellent eligibility criteria was used without revision, presentation eligibility obtained a score of 100% with excellent eligibility criteria used without revision, and language eligibility obtained a score of 91.66% with excellent eligibility criteria used without revision. With these results, it can be concluded that the cardboard puppet teaching media needs to be slightly revised to get maximum results.

This phase I validation aims to get input from experts to be corrected and improved so that the products developed are suitable for use. The revision includes all aspects that have been assessed. Therefore, to obtain maximum results, it is necessary to have a revision that is adjusted to the advice and input of experts based on phase I validation.

The first stage of revision or input from the media expert validator 1 is about improving the color of the puppet. The coloring of the puppet must be adjusted to the puppet character so that the character of the character is visible. Coloring is recommended using crayons, as crayons have a sharp color texture and smoother results.

Then the neatness of the puppets also received attention. The cutting tool must be sharp because the primary material of the puppet is cardboard, which is the thickest paper among other papers. Finally, the input from validator 1 is to compile a cardboard puppet guidebook, which will contain information on the use of the cardboard puppets. Media validator 2 gave input that was not significantly different from media validator 1, namely, compiling a cardboard puppet guidebook and adding several puppet characters to support the course of the scenario. Then the revision or input from the material expert validator 1 of the first stage is related to the language used in the preparation of the story scenario. Using language according to the context of the era when the event occurred is recommended. In addition, it is recommended that material with explicit references be developed. The Material Validator 2 does not provide many revisions; it is just to pay attention to the use of spelling so that the content of the cardboard puppet use guidebook is more accessible for the reader to understand.

With the criticism and input obtained from media and material experts, the researcher made improvements in the parts that did get corrections. The improvement aims to improve the product that has been made to meet the criteria as a learning medium and is suitable for use. After everything is repaired, phase II or final validation is carried out before the media is used. The purpose of the phase II validation is to find out the improvement of the results of the improvements made. In addition, the phase II validation is to improve the assessment of the feasibility of the revised teaching media, so that the final result of the product made is more guaranteed.

The results of the second phase of media validation showed that the cardboard puppet teaching media showed an increase in results from the previous one. In the assessment of media size, I obtained a score of 87.50% with the criteria of being very good to be used without revision; in the assessment of media design, I obtained a score of 81.25% with the criteria of being very good to be used without revision, and in the assessment of the feasibility of presentation obtained a score of 93.75% with the criteria of being very good to be used without revision. With these results, there is an increase in the validation results from the previous stage in all aspects. It can be concluded that the predicate of cardboard puppet teaching media is very good to use without revision, and can be used as a learning medium.

The results of the second phase of media validation showed that the cardboard puppet teaching media showed an increase in results from the previous one. The content feasibility assessment obtained a score of 100% with the eligibility criteria of excellent use without revision, the presentation feasibility obtained a score of 100% with the eligibility criteria of excellent use without revision, and the language feasibility assessment obtained a score of 100% with the eligibility criteria of excellent use without revision. With these results, there is an increase from the previous validation results in all aspects. It can be concluded that the predicate of cardboard puppet teaching media is very good to use without revision, and can be used as a learning medium.

After the product is validated and deemed feasible by the validators, a limited trial is then carried out to see the results of the use of the media. The research was carried out by an experimental method, where there was one control class (without using media) and one experimental class (using media). The assessment uses pretest and post-test questions to see media use results. The class used as the control class is class XI IPS 3 and the class used as an experimental class is class XI IPS 4. Each of these classes has the same number, namely 28 students.

The research using the teaching media of Wayang Karton on the material of the General Attack of March 1, 1949, in Yogyakarta shows the following results. Class XI IPS 3, which is a control class, obtained an average post-test score with a score of 77, the highest score with a score of 82.5, and the lowest score with a score of 70. Meanwhile, class XI IPS 4, an experimental class using media, obtained an average post-test score of 88, the highest score with a score of 95, and the lowest score with a score of 82.5. By looking at these results, it can be concluded that the use of cardboard puppet teaching media in the history learning process in the material of the March 1, 1949, General Attack in Yogyakarta is very well used.

Wayang karton is a learning medium made to support the history learning process. Wayang Karton is here to overcome the problems that have been surrounding learning, increase the activeness of history participants, educate, provide new colors in learning, and indirectly reintroduce the nation's culture to the current young generation who are beginning to forget about the art of puppetry. In making cardboard puppets, researchers are assisted by media and material experts by going through predetermined stages so that their validity has been tested. In addition, input from experts who are indeed competent in the field of puppetry adds to the artistic value of the puppets made by researchers. Thus, carton puppets have artistic value and are considered creative for learning media. It can be said that the teaching media of Wayang

Karton is worthy of being used in the process of learning history, especially in the material of the March 1, 1949, general attack in Yogyakarta.

Conclusion

Based on the analysis of the results of the research and discussion, it can be concluded that the learning method applied at SMA Negeri 1 Bukateja still uses the conventional method in the form of lectures. In addition, the learning resources used only rely on Student Worksheets (LKS) and teachers are the most active figures in the learning process. From several factors, students' interest in learning is low, and the learning atmosphere is monotonous. The development of carton puppet teaching media was prepared with the assistance of 4 experts with details of 2 media experts and two material experts. The manufacture of this product has gone through two stages of validation by each expert. In terms of media, the assessment aspect consists of media size, media design, and feasibility of presentation. Meanwhile, in terms of material, it also consists of 3 aspects of assessment: the feasibility of content, the feasibility of presentation, and the feasibility of language. The results of the recapitulation of the cardboard puppet teaching media in terms of media and materials show the average feasibility with perfect criteria for use without revision. The trial use of cardboard puppet teaching media was carried out at SMA Negeri 1 Bukateja using an experimental method. Where class XI IPS 3 is used as a control class and class XI IPS 4 is used as an experimental class. The evaluation results were compared with the help of pretest and posttest questions. Moreover, the result is that the cardboard puppet teaching media is suitable for overcoming problems regarding history learning in the classroom.

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