

# The Quality of Learning Tools With Constructivist Approaches on the Juvenile Delinquency Theme

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**Abstract-**This study to develop integrated social studies learning tools with a quality constructivist approach. The research design the development research with a 4-D model (define, design, develop, disseminate). This research develops a product in the form of an integrated social studies learning tool with a constructivist approach consisting of lesson plans, student books, Student Worksheets, and Learning Outcomes Test. The data collection techniques and instruments in this study used a checklist, validation sheets of learning tools, and learning tools that had been declared feasible. To determine the quality of the device measured by the criteria of validity and analyzed descriptively, and to find out the

effectiveness, the tool that had been developed was analyzed by distinguishing the learning outcomes before (pretest) and after (posttest) with Wilcoxon test. The results showed that the learning tools developed (lesson plans, student books, worksheets) were categorized as good and suitable for use and for learning outcomes test was declared valid and reliable so that it was feasible to use. Learning tools that have been declared feasible to use are then tested for effectiveness. Based on the results of the study showed that learning tools are effective to improve learning outcomes.

**Keywords-**Capability to Critical Thinking, Social Studies Learning, Dota Learning Model

## I. INTRODUCTION

The learning paradigm in the early 21st century experienced a shift from a behaviorist approach to a constructivist approach [1]. One of the fundamental differences between the two approaches is that the behaviorist approach states that learning is the acquisition of knowledge. While the constructivist approach states that learning is compiling knowledge from concrete, reflection, interpretive, and teaching experiences, which means managing the environment by motivating students to explore meaning [2]. Figure constructivist theories include Piaget, Brunner, Dewey, and

Ausubel. In general, the figure stated that students actively build knowledge through interaction between experience or prior knowledge with new knowledge or information, thus learning will be meaningful for students. Some research results of Subadrah [3], Riyanto [4], Nugraha [5], Sudarisman [6], Ratnawati [7] helped prove that the constructivist approach helps students improve understanding, learning motivation, learning outcomes, and critical thinking skills that refer to the principles of active student learning.

In line with this, the 2013 curriculum also requires social studies learning in junior high schools to use the following principles: from

students being told to learners to find out; from the teacher as the only source of learning into learning based on various learning resources; from a textual approach to a scientific approach; from content-based learning to competency-based learning; from partial learning to integrated learning; from learning that emphasizes single answers to learning with answers that are multi-dimensional in truth; from learning verbalism to applicative skills; improvement and balance between physical skills (hard skills) and mental skills [8]. Based on one of these principles, it is clearly written that the characteristics of social studies subjects are subjects with integrated learning.

However, the learning process that has taken place so far has not shown any change in learning to be constructivist and social cohesiveness has not been seen. During this time the learning process is still largely centered on listening activities, memorizing, has not been directed to active learning activities, where students build their own knowledge [9]. At school, teachers are still the most dominant source of learning, not yet utilizing diverse learning resources. Even now in 2019, during the 5 years of the 2013 curriculum, teachers are still experiencing confusion in developing learning tools which are one aspect of curriculum implementation [10]. The main obstacle in the preparation of learning tools is the translation of KD into an IPK. This is where the teacher confusion to apply the concept of social integration.

One of the facts can be shown from the results of interviews with a number of junior high school students via Google form in several schools in Malang, students often state that social studies learning is boring because there is too much memorization and less fun, students pay less attention or consider that social studies subjects in junior high are less important because not the subjects in the national final exam, and also the students are more interested in science subjects because it is more challenging for him, so that students' appreciation in social studies is very less. This fact is in line with the statement that social studies education is nothing more than subjects to memorize social

knowledge information that is less powerful for students' social lives [11].

Realizing the fundamental weaknesses as above, it is hoped that through integrated social studies learning that addresses social problems with a variety of approaches (Geography, Sociology, Economics, History, and Anthropology), students can gain direct experience, so they can add strength to receive, save, and interpret the things learned. Students will be better trained to be able to discover for themselves a variety of concepts that are studied thoroughly (holistically), meaningful, authentic, and active.

Another obstacle that was also encountered by researchers, the facts in the field showed that the contents of integrated social studies books for junior high school/MTs students sold in bookstores in Malang (Toga Mas, Gramedia, Willis) had not shown the existence of integrated social studies. Even if there is only a cover, the contents still do not show cohesiveness such as: 1) integrated social studies book with the title *Mandiri: Integrated Social Studies Book for SMP/MTs Class VII* by Leo Agung, publisher of Erlangga 2016 issue, 2) book with integrated social studies title for SMP Class VII publisher Yudisthira published in 2016, and 3) books with the title *Integrated Social Studies for SMP /MTs Class VII* written by Tim Abadi Guru published by Erlangga 2016, in the book the concepts presented are still fragmented and not integrated into one.

From the researchers' observations, it can be concluded that the books used to support the learning process were apparently not yet fully able to meet the needs of students themselves, therefore it is necessary to develop integrated social studies, so that concepts can be conveyed holistically and can save time because the overlapping material can also be reduced or even eliminated. Through integrated learning students can see a meaningful relationship between concepts, bearing in mind that the main purpose of social studies subjects is to help young people develop their ability to respond to citizenship issues and can make reasonable decisions for the common good, as citizens who culturally different, in a democratic society in a world of interdependence [14].

This goal is certainly a sign of social studies education, and each country can exert certain pressure in accordance with the expected civic competence. In the 2013 curriculum, the objectives of social studies include the following: 1) recognize concepts relating to people's lives and their environment; 2) have the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life; 3) have a commitment and awareness of social and human values; 4) have the ability to communicate, cooperate and compete in a pluralistic society at the local, national and global levels.

The above objective can be achieved if the teacher in managing learning is implementing it dynamically. This requires the ability of teachers to teach learning concepts by drawing students closer to the objective reality of their lives, so that students are sensitive to social problems that occur in the community, have a positive mental attitude towards the improvement of all inequalities that occur and are skilled in overcoming every problem that occurs every day in personal life and in society. Finally, students can develop knowledge, skills, and values / attitudes to participate in their lives. To achieve these objectives, social studies teachers need to implement learning strategies and explore students' knowledge concretely and independently. The teacher not only gives textbook lectures to student's, but also stimulates and motivates students to be able to build knowledge in their minds.

Why researchers are interested in developing the theme of juvenile delinquency because the phenomenon of juvenile delinquency is increasing day by day [15]. Juvenile delinquency often occurs in schools, among others, violations of school rules such as smoking, drugs, stealing, fighting, bullying, and some of them. Seeing this phenomenon, it is important to provide insight to school students about the dangers and effects of juvenile delinquency. So the theme taken in the development of this learning tool is juvenile delinquency.

For this reason, it is deemed necessary to have an integrated social studies learning tool that can bring students to gain direct learning experience with the natural environment in

order to improve social studies learning outcomes. If classroom activity is usually dominated by teacher activity, then it needs to be changed to be dominated by student activity. From memorizing activities to being innovated into thinking activities. So from learning to accept it needs to be changed into learning to find. To improve communication, individual learning that is usually done needs to be changed into collaborative learning.

Based on these reasons, efforts to develop learning tools as academic steps need to be carried out to expedite the learning process and researchers are interested in conducting a research entitled "Development of Integrated Social Studies Learning Tools with Constructivist Approaches on the Juvenile Delinquency Theme".

## II. METHOD

The design of this study uses a 4-D (four D models) model development research design. This model consists of four stages, namely: define, design develop, and disseminate (dissemination) [12]. Each stage requires a careful analysis from the teacher or researcher. Due to the limited time of the study, this research only reached the development phase while the deployment phase was not carried out in this study. So in this 4-D model research, the implementation limitation is only in three stages, namely the defining stage, the design stage, and the development stage. At the development stage, after knowing the feasibility of learning tools from the validator the next step is to test the effectiveness of the learning kit in small classes. The effectiveness test uses the T-test (pairs-sample T-test). While the class used is class VII A SMPN 6 Malang.

The reasons for choosing the 4-D model proposed by Thiagarajan, Semmel, and Semmel that was modified as a learning device development model in this study are: (1) this model is suitable because it is more detailed and systematic. This is clearly seen at each stage about what the researcher must do; (2) this model can help make it easy to carry out the process of developing systematic learning tools.

In detail about the stages of development of learning tools developed by researchers in

accordance with this 4-D model can be seen in Figure 1 below.

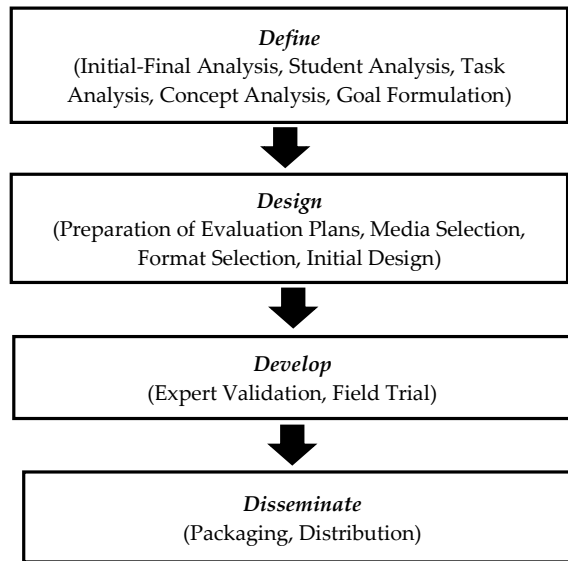


Figure 1. 4D Stage (Thiagarajan, 1974: 5)

### III. RESULTS AND DISCUSSION

#### The Quality of Integrated Learning Tools

Learning tools that have been developed in this study are the lesson plans, student books, Student Worksheets, Learning Outcomes Test, and Observation Sheet. Benchmarks in the quality of learning tools are the result of expert validation. The results of the validation are corrections, criticisms, and suggestions used as

a basis for perfecting the learning tools developed. The following are the results of the validation of each learning device.

#### Lesson Plan

The validation of a lesson plan developed was carried out using the lesson plan validation sheet instrument. In summary, the results of the lesson plan validation recapitulation are in Table 1 below.

Table 1. Lesson Plan Validation Recapitulation Results

No.	Assessment Aspects	Validation Score		Average	Information
		V I	V II		
1.	Lesson Plan Identities	4	3,4	3,7	Very Good
2.	Competency Standards	4	4	4	Very Good
3.	Basic Competencies	4	4	4	Very Good
4.	Indicators of Competence Achievement	4	3	3,5	Good
5.	Learning Objectives	3	3	3	Good
6.	Teaching Material	3,5	3	3,25	Good
7.	Time Allocation	4	3	3,5	Good
8.	Learning Methods and Models	4	3	3,5	Good
9.	Learning Activities	3.42	3	3.28	Good
10.	Learning Outcomes Assessment (cognitive and affective)	3.42	3	3.28	Good

11.	Learning Resources	3,5	3	3,25	Good
	<b>Total Score</b>	40,84	35,4	38,26	
	<b>Average Score</b>	3,71	3,21	3,47	Good
<b>Conclusion: Lesson plan quality is good, so it can be used in learning.</b>					

Note: V I: Validator 1 V II: Validator 2

Based on Table 1 shows the average the lesson plan assessment scores of two validators categorized as good. This shows that the developed lesson plan is feasible to use. There are some suggestions for improvement from the validator, namely a) need to improve the formulation of learning objectives in accordance with ABCD criteria, especially in the Degree format, b) need to improve the assessment of learning outcomes, namely writing down any aspects that will be measured. After receiving advice from the validator, a revision is immediately made, so that it can be concluded that the lesson plan category is very good and can be used in learning with a few revisions.

Lesson plan was developed using a constructivist approach with the Problem Based

Learning (PBL) learning model [13]. The problems presented in the PBL model are factual and contextual problems (real world problems). PBL places more emphasis on students on authentic and relevant problems to be solved by using all their knowledge and utilizing a variety of relevant learning resources [14]. Thus not all material is suitable to be taught with the PBL model.

**Student Books**

The validation of student books developed was carried out using the instrument book validation of student books. In summary the results of the recapitulation of student book validation are in Table 2 below.

Table 2. Student Book Validation Recapitulation Results

No.	Assessment Aspects	Validation Score		Average	Information
		V I	V II		
1.	Format	4	2,87	3,43	Good
2.	Concept/material	3,76	3,07	3,42	Good
3.	Language	4	3	3,5	Good
4.	Illustration	4	3,14	3,57	Good
5.	Presentation	4	3	3,5	Good
	<b>Total Score</b>	19,75	11,94	17,42	
	<b>Average Score</b>	3,95	2,38	3,48	Good

**Conclusion: The quality of student books is good, so it can be used in learning.**

Note: V I: Validator 1 V II: Validator 2

Based on table 2 shows the average score of student book assessments from two validators categorized well. This shows that the student book developed is feasible to use. There are some suggestions for improvement from the validator, namely in the discussion of social interaction material related to the factors driving the interaction that needs to be added about the warning on the negative impact of the driving factors driving social interaction. After getting advice from the validator, a revision is immediately made, so that it can be concluded

that the student book category is good and can be used in learning with a few revisions.

Student books were developed using the theme of juvenile delinquency in the form of development from basic competency 3.2 class VII [15]. The problem of juvenile delinquency can be analyzed from a variety of scientific or multidisciplinary perspectives (characteristic of social studies). The field of sociology analyzes social deviations; Psychology is related to mental, behavioral, motivational; the influence of juvenile delinquency on education and social

(social and educational fields); the legal field regarding penalties for juvenile delinquents. Another reason for choosing the development of this theme, because the problem of juvenile delinquency is always interesting to discuss. The phenomenon of juvenile delinquency seems to be an endless theme for discussion. Although a lot of research has been done, no solution has been found yet [16].

**Student Worksheets**

The validation of Student Worksheets developed was carried out using the worksheet validation worksheet instruments. In summary, the results of the student worksheets validation recapitulation are in Table 3.

**Table 3. Recapitulation Results of Validation Worksheet**

No	Assessment Aspects	Validation Score		Average	Category
		V I	V II		
1.	Title	4	3	3,5	Good
2.	Study Instructions	3	3	3	Good
3.	Competencies to be achieved	4	3	3,5	Good
4.	Supporting Information	4	3	3,5	Good
5.	Tasks and steps	4	3	3,5	Good
6.	Assessments	4	4	4	Very Good
7.	Student Worksheet Answer Key	4	3	3,5	Good
<b>Total Score</b>		27	22	24,5	
<b>Average Score</b>		3,85	3,14	3,50	Good

**Conclusion: The quality of worksheets is good, so it can be used in learning.**

Note: V I: Validator 1 V II: Validator 2

Table 3 shows the average student worksheets assessment scores of two validators categorized as good. This shows that the worksheets developed are feasible to use and can be used in learning. Student worksheet developed is not just copying questions, but requires students to actively build their own knowledge. Ratnawati, Nurul, et al [17] a good worksheet is a worksheet that contains a series of activities exploring surrounding life through interactions with teachers, parents, communities, friends, etc. which ultimately

helps students gain a real and meaningful learning experience.

**Learning Outcomes Test**

The learning outcomes test validation developed was carried out using the learning outcomes test validation sheet instrument. In detail, the results of the recapitulation of learning outcomes test validation (multiple choices) are in Table 4 and learning outcomes test (description) are in Table 5.

**Table 4. Learning Outcomes Test Validation Results (Multiple Choices)**

Question Number	Validity						Information		
	Material		Construction		Language		Validity Conclusion		
	V I	V II	V I	V II	V I	V II	V I	V II	
1.	V	V	V	V	SDP	SDP	TR	TR	No Revision
2.	V	V	V	V	SDP	SDP	TR	TR	No Revision

3.	V	V	V	V	DP	SDP	TR	TR	No Revision
4.	V	V	V	V	DP	DP	TR	TR	No Revision
5.	V	V	V	V	DP	DP	TR	TR	No Revision
6.	V	V	V	V	DP	DP	TR	TR	No Revision
7.	V	V	V	V	DP	DP	TR	TR	No Revision
8.	V	V	V	V	DP	DP	TR	TR	No Revision
9.	V	V	V	V	SDP	DP	TR	TR	No Revision
10.	V	V	V	V	SDP	DP	TR	TR	No Revision
11.	V	V	V	V	SDP	DP	TR	TR	No Revision
12.	V	V	V	V	DP	DP	TR	TR	No Revision
13.	V	V	V	V	SDP	DP	TR	TR	No Revision
14.	V	V	V	V	SDP	DP	TR	TR	No Revision
15.	V	V	V	V	DP	DP	TR	TR	No Revision
16.	V	V	V	V	DP	DP	TR	TR	No Revision
17.	V	V	V	V	DP	DP	TR	TR	No Revision
18.	V	V	V	V	DP	DP	TR	TR	No Revision
19.	V	V	V	V	DP	DP	TR	TR	No Revision
20.	V	V	V	V	DP	DP	TR	TR	No Revision

**Conclusion: Learning outcomes test quality is good (without revision), so it can be used in learning.**

Note: V I: Validator 1 V II: Validator 2

Based on Table 4 shows the results of the validation of the material and construct of learning outcomes test (multiple choice) valid average and the language used in learning outcomes test on average can be understood, so that information is obtained that the learning

outcomes test that researchers have developed is in good category (without revision) and can be used in learning.

Table 5. Learning Outcomes Test Validation Results (Description)

Question Number	Validity						Information		
	Material		Construction		Language		Validity Conclusion		
	V I	V II	V I	V II	V I	V II	V I	V II	
1.	V	V	V	V	DP	DP	TR	TR	No Revision
2.	V	V	V	V	DP	DP	TR	TR	No Revision
3.	V	V	V	V	DP	DP	TR	TR	No Revision
4.	V	V	V	V	DP	DP	TR	TR	No Revision
5.	V	V	V	V	DP	DP	TR	TR	No Revision
6.	V	V	V	V	DP	DP	TR	TR	No Revision
7.	V	V	V	V	DP	DP	TR	TR	No Revision
8.	V	V	V	V	DP	DP	TR	TR	No Revision
9.	V	V	V	V	DP	DP	TR	TR	No Revision
10.	V	V	V	V	DP	DP	TR	TR	No Revision

**Conclusion: Learning outcomes test quality is good (no revision), so it can be used in learning.**

Note: V I: Validator 1 V II: Validator 2

Based on Table 5 shows the results of the validation of the material and the construct of learning outcomes test (description) of the average valid and the language used in the average learning outcomes test can be

understood, so that information is obtained that the learning outcomes test that researchers have developed is in a good category (without revision) and can be used in learning.

Based on the data in Tables 1,2,3,4,5 and 5, information is obtained that in general the results of the validation of the learning tools developed (lesson plans, student books, worksheets, and observation sheet) are in a good category, so that the learning tools developed can be used in learning with a little revision. The following are the results of the learning device validation illustrated in the form of Figure 2 below.



Figure 2. Quality of Learning Tools

From the graph above, it can be seen that the average quality of learning tools that have been developed which consists of lesson plans,

student books, and worksheets are in a good category with an average score for the syllabus is lesson plans 3.47, student books 3.48, and student worksheets 3, 5.

**Effectiveness of Integrated Social Studies Learning Tools**

Increased competence of learning outcomes is calculated by the T-test (pairs-sample T-test) if the data is normal and homogeneous if one of the data is not normal or not homogeneous then using a nonparametric statistical test using the Wilcoxon test. The following results are tests of normality and homogeneity. Testing for normality of data is done by column grow-Smirnov (Z) test, decision making by looking at its significance value (asym.sig), where if the significance value <0.05 data distribution is not normal, whereas if the significance value is >0.05 distribution data is normal. Testing for homogeneity of data is done by the Levene test, decision making by looking at its significance value (asym.sig) based on mean, where if the significance value (based on mean) <0.05 data variance is not homogeneous, whereas if the significance value (based on mean) > 0.05 data variance is homogeneous. Normality Test for Learning Outcomes Distribution.

Table 6. Learning Outcomes Distribution Normality Test  
One-Sample Kolmogorov-Smirnov Test

		PRETEST	POSTEST
N		21	21
Normal Parameters <sup>a</sup>	Mean	57.5238	82.5714
	Std. Deviation	15.52617	9.99285
Most Extreme Differences	Absolute	.158	.158
	Positive	.094	.105
	Negative	-.158	-.158
Kolmogorov-Smirnov Z		.723	.724
Asymp. Sig. (2-tailed)		.673	.671

From the SPSS output, it is known the significance value for the pretest is 0.673 and for the posttest is 0.671. This value shows a significance value > 0.05 meaning that the

distribution of pretest and posttest data is normal. Homogeneity Test Variance of Learning Outcomes.



Table 7. Integrated Social Studies Learning Outcomes Homogeneity Test  
Variance Results Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.	
Value	Based on Mean	6.437	1	40	.015
	Based on Median	5.691	1	40	.022
	Based on Median and with adjusted df	5.691	1	39.365	.022
	Based on trimmed mean	6.521	1	40	.015

From the SPSS output, it is known that the significance value based on a mean 0.015 <0.05 means that the data variance between pretest and posttest is not homogeneous. Based on the normality and homogeneity tests, the distribution of pretest and posttest data is normally distributed and the variance is not homogeneous (does not meet the requirements for t-test). Then the calculation of competency enhancement in Integrated Social Studies Learning Outcomes is carried out by a

nonparametric statistical test (Wilcoxon test). Decision making by seeing its significant value (asym.sig), where if the significance value <0.05, then there is a difference in the average cognitive learning outcomes of the product between pretest and posttest, whereas if the significance value > 0.05 then there is no difference in the mean Average of Integrated Social Studies Learning Outcomes between pretest and posttest. The results are in the following Table 8.

Table 8. Wilcoxon Test Learning Outcomes Test Statistics

Posttest – pretest	
Z	-4.016 <sup>a</sup>
Asymp. Sig. (2-tailed)	.000

Wilcoxon Signed Ranks Test

From the description above, it can generally be concluded that the use of integrated social studies learning tools with constructivist approaches on the "juvenile delinquency" theme is effective because it satisfies student learning outcomes in a classical way.

#### IV. CONCLUSIONS

The resulting learning tools are in the form of Lesson Plan, Student Books, Student Worksheets, Learning Outcomes Test and Observation Sheet based on expert assessments and the results of field trials categorized as good. Based on testing the effectiveness of learning tools with a constructivist. Based on the conclusions above, the suggestions in this study

are as follows. Because this research trial is still limited on a small scale, ie only one class of 22 students, other interested researchers are advised to be tested on a large scale such as being socialized in other schools. Integrated IPS THB (evaluation) on the validity test only uses correlation, it does not calculate the level of difficulty and distinguishing features, therefore suggestions for other researchers if measuring affective learning outcomes tests need to measure the degree of difficulty and differentiation.

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