



# Development Social Science Materials of Social Skills Based for Students Grade V SDN

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by Dede Ruslan

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## Development Social Science Materials of Social Skills Based for Students Grade V SDN 027977

20 Dwi Mirza Yanti<sup>1</sup> Dede Ruslan<sup>2</sup> Edward Purba<sup>2</sup>

1.Postgraduate Students at State University of Medan, Indonesia

2.Postgraduate Lecturer at State University of Medan, Indonesia

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### Abstract

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The purpose of this research is to development of social science materials of social skills based for students grade V. This research is categorized into the type of research development (research and development) by using Borg and Gall teaching material development model. Development research is oriented towards product development where the development process is described as thoroughly as possible and the product is finally evaluated. This research was conducted at SDN 020977 Binjai and SDN 050701 Hinai Grade V Semester (I) of the academic year 2017/2018. The timing of this study will commence from October to December 2017. Treatment is specifically applied to the development of social skills-based social sciences materials with Harmony in Community. Subjects in this study are the students of grade V of SDN 020977 Binjai (Experiment) amounted to 25 students and grade V of SDN 050701 Hinai amounted to 13 students (Comparator). The results of this study are developed teaching materials have met the Valid criteria. It can be seen from the results of validation of teaching materials conducted by the three validators declared social science materials of social skills based developed by researchers quite well, this is based on the assessment of the three validators for the design aspect the average score is 78%, the Mater aspect in stage I the average score is 61% and proceed to stage II the average score is 83%, and the last for the language aspect in phase I the average score is 58% then proceed to stage II with the average score is 88%. Teaching materials developed have met the practical criteria seen from teacher questionnaire results which reached 92% percentage. The use of learning materials based on social skills can improve student learning outcomes, the results obtained if you see the results of pre-test and postes where the class Experiment completeness of students reached 48% then at posttest increased to 76%. The result of pretest in comparison class student reach 62% then at the time of postes mask student reach 70%.

**Keywords:** Social Science Materials, Social Skills Based

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### 1. Introduction

Education is an attempt to transform knowledge, knowledge, ideas, ideas, norms, laws, and values to others in a certain way, formally, and nonformally in a national education system. The success of education is certainly related to the learning process. The success of learning achievement is mainly determined by the learning process by conducting various innovations and the availability of facilities and infrastructure.

One of the subjects taught in Elementary School is Social Sciences (SS). SS subjects have the same position as other subjects within the scope of the education program. Susanto (2013: 137) argues that the subjects of SS is a science that examines various disciplines of social sciences and humanities and basic human activities are packed scientifically in order to provide insight and deep understanding to learners, especially at the primary and secondary level.

Elementary students are individuals who grow and develop with certain characteristics and karateritik. Agung (2006: 4) suggests that individuals have heredity and characteristics or characteristics derived from environmental influences. The basic SS skills can be classified into several categories. But in general can be divided into; (1) Work-study (2) Groups Process skills (3) Social-living skills.

Efforts to provide understanding and development of a number of concepts through learning SS, especially providing knowledge and skills to students, especially social skills, it is necessary to prepare and development of SS-based teaching materials social skills. Development of this resource is one way to improve students' skills. An educator is required creativity to make the teaching materials interesting, innovative, varied and in accordance with the level of student needs.

Based on the results of observations made on the implementation of learning in SDN 027977 Binjai teachers are still using conventional materials, namely teaching materials that contain only reading material and questions. Low quality of learning also affects the low achievement of student learning outcomes, especially on SS subjects. In the learning activities of the SS there is a limit of achievement of the minimum learning achievement that must be achieved by the students is called Minimum Exhaustiveness Criteria (MEC). Based on the National Education Standards lesson of completeness of at least 70. The value obtained by the students of SDN 027977 Binjai still not reached to MEC, it is known that the results of SS students of SDN 027977 Binjai in the academic year 2013/2014 until 2015/2016 are still in low category, not yet competent and has not yet achieved the target of graduation of learning outcomes set for productive learning that is 70. This condition is a concern, teachers need creativity to better guide and direct students to be able to improve learning outcomes.

Based on the results of interviews with teachers of SDN 027977 Binjai about teaching materials can be stated that one of the problems often faced by teachers in learning activities is selecting or determining teaching materials or appropriate learning materials in order to help students achieve competence in the sense of teachers do not have the creativity to creating teaching materials in accordance with the needs of students. The fact that faced that in the curriculum or syllabus, teaching material materials only written in outline in the form of basic material. Based on the analysis of teaching materials that researchers have done the teacher does not describe the subject matter to be a complete teaching materials, including teaching materials specifically to grow the social skills of students does not exist. So there is no instructional material that specifically to integrate the students' self-skill values when the implementation of learning in the classroom.

Available teaching materials are less supportive of social skills improvement and less interesting where only containing reading material and the problem makes students less interested learning SS so that in learning the students play a lot in the classroom when teachers deliver lesson material in the classroom, students are less active in following the learning activities, especially in discussions with his friends. The results of Süleyman's (2012) study on Materials Evaluation and Development: Syllabus, Setting and Learner Needs put forward the conclusion that evaluation and development of materials or teaching materials, it is clear that it should benefit from various resources, but must consider many evaluation dimensions to achieve the ultimate goal teaching and learning process.

The results of Durlak (2011) suggest the conclusion that the Social and Emotional Learning program produces significant positive effects on competencies and targeted socio-emotional competencies about self, others, and school. The results of Ogilvie (2012) study conclude that educators as the main social skills instructors are essential for student success. Teaching students with social skills in a public education environment has several important implications.

The results of Simpson's (2010) research conclude that social skills are skills during childhood are so important that teachers can use a variety of appropriate approaches to meet the individual needs of students. Designing an effective classroom environment, utilizing taught moments, applying proactive approaches while teaching social behavior and teaching students direct social skills. Furthermore, Wahyuti (2015) concludes that the skillful ability of a skillful social skill in action, capable of finding, sorting and managing information, able to learn new things that can solve everyday problems, able to have communication skill both oral and writing, understanding, respecting, and being able to cooperate with other people who are plural, able to transform their academic ability and adapt the development of society. Maryani (2008: 6) argues that social skills are a skillful ability that is visible in action, able to search, sort and manage information, able to learn new things that can solve everyday problems, able to have communication skills both oral and written, understand, appreciate, and be able to cooperate with other people who are plural, able to transform their academic ability and adapt to the development of society.

One reason for the lack of interesting teaching materials for elementary students is the saturation factor of the teaching materials used. Therefore, teaching materials need to have a lightweight and appealing form for students to make their learning results improve. The teaching materials to be developed are included into the graphics media. The graphic media itself is a visual representation that uses dots, lines, drawings, texts, or other visual symbols in order to summarize, illustrate and summarize an idea, data or event (Daryanto, 2010: 19).

Development of learning tools that are valid, effective and practical are expected to help achieve the goal of education as expected. According to Nieveen (2007: 26) "all components should be consistently linked to other (construct validity)". A learning tool is said to be effective according to Nieveen (2007: 26) states that "Using the intervention results in desired outcomes". So the effectiveness of instructional tools is the use of intervention outcomes to obtain desired outcomes.

In addition to valid and effective media developed also must be practical. Nieveen (2007: 26) states that "the characteristic of high-quality interventions is that end-users (for instance the teachers and learners) consider the intervention to be usable and that is easy for them to use the materials in a way that is largely compatible with the developers' intentions." Followed by the three elements above Nieveen (valid, effective, practical) is a requirement that must be met so that the media can be said worthy to use.

Suitable teaching materials can be understood that a teaching material should be used as a substitute for teacher function. If the teacher has a function to explain something, then the teaching materials should be able to explain something with a language that is easy to receive students in accordance with the level of knowledge and age. To provide knowledge of social skills to students one of the proper ways to do is the development of social skills-based teaching materials. Based on the description, opinion, and Pre research data above, the authors feel it is important to develop SS teaching materials based on social skills. The development process that will be carried out follows a structured research procedure in order to obtain the existing usefulness. Through structured research, the authors raise this research by giving the title "development of SS-based social skills teaching materials for class V SDN 027977 Binjai".

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## 2. Method

This research is a research development (research and development) by using Borg and Gall teaching material development model. Subject of the research is the students of grade V of SDN 020977 Binjai (Experiment) amounted to 25 students and grade V of SDN 050701 Hinai (comparison) amounted to 23 students, V class teachers as much as 1 person. The data collection instrument in this development is a valuation instrument to assess the products that have been developed. The principal instruments used to collect data in this development are the Expert Team Papers of the Expert, the Social Skills Sheet, the Social Skills Observation sheet, the Practical Learning Sheet and the Learning Results Test. The resulting data were analyzed using descriptive statistics. Descriptive statistics are statistics used to analyze data by describing or delineating collected data as they are without the intention of making general conclusions and generalizations.

## 3. Result

This research and development aims to produce teaching materials based on social skills with social harmony materials for class V of SDN 027977 Binjai and knowing the effectiveness of teaching materials based on social skills with social harmony materials of the learning of SS grade V Primary School. The developed teaching material is declared effective for use based on validation by material experts, validation of media experts, validation of Language experts, test results of responses by teachers and students. Here's an explanation of each stage of this research and development:

### 1) Research and Information Collecting

This stage begins with literature studies related to the issues studied and the formulation for the research framework. Based on the results of previous observations on the teaching Materials in class V SDN 027977 Binjai, showed that the weaknesses in teaching materials used in the learning process in the classroom. The teaching materials used are conventional teaching materials, which are teaching materials that contain only reading material and questions. Conventional teaching materials are also estimates of the meaning, the material presented in it is not necessarily in accordance with the experience and needs of students. Judging from the ability of students in the knowledge aspect is still relatively low. This is obtained through the value of students' cognitive ability tests related to social harmony material given at the beginning of observation. In addition to the students' cognitive skills, the students' social skills aspects are still low, it can be seen when in the learning process the students play a lot when the teacher convey the lesson material in the class, the students are less active in following the learning activities, especially in conducting discussions with their friends.

### 2) Planning

At this stage the researchers conducted a standard review of the content. Standard content review is done by making Competency Standards and Core Competency mapping. Then the materials will be developed in the materials based on social skills on the material harmony in society. After the developed material has been determined then the next step is to conduct a literature study to collect materials of harmony in the community in Theme 3 Semester which consists of three subtema that is, Subtema 1 Forms of Harmony, Subtema 2 Benefits of Living Pillars, Subtema 3 Ways to Maintain Harmony.

This second stage consists of making a research instrument grid that becomes the criterion of assessment of social skills based teaching materials. The finished instrument grille is then developed into a research instrument. Research instrument that will be used is validation sheet, observation sheet and teacher and student questionnaire. The validation sheet is used to determine the effectiveness of Social skills-based teaching materials based on the assessment of material experts, media experts and linguists.

In addition to teaching materials that are valid then need to be rated by the teacher to know whether the teaching materials are classified as practical or not, this instrument is prepared based on research that has been done before then developed in accordance with the needs which have been discussed by the previous supervisor. Observation sheets, teacher and student responses were used to find out the responses and responses of teachers and students on the use of social skills-based teaching materials. Instrument validation is conducted by the supervisor based on the discussion. The test compiled in this study is a test of student learning outcomes. At the beginning of the learning the students are given a pre-test and at the end of the meeting students are given a post-test. This is done to see the comparison of student learning outcomes using teaching materials developed with students who do not use the developed teaching materials.

Learning media used in the implementation of learning using teaching materials based on social skills in Theme 3 titled social harmony in class V SD Negeri 027977 Binjai. The media used is visual media in the form of teaching materials. The selection of teaching materials development format aims to design or design the contents of learning, strategy selection, approaches, learning methods, and learning resources. The selected format is that meets the criteria of interesting and easy.

### 3) Develop preliminary form of Product

At this stage, the making of teaching materials is based on social skills. that is; 1) Create story board. 2) Story board then used as a reference to make layout. 3) The completed layout is then filled with material that refers to

social skills. 4) After the step of writing materials, teaching materials and then given the illustrations and images that can support the material. In accordance with the research that has been done, the researchers present data that have been collected in the field. The data collected are qualitative and quantitative data.

#### 4) Preliminary Field Testing.

After Phase Develop preliminary form of product has been done then the next stage that is done field test with small scale. By involving the subject as many as 6 students in grade VI elementary school. At this stage is done by using a questionnaire of students' social skills in order to obtain quantitative data and field observation. Based on the data can be analyzed that the teaching materials used are still not able to meet the expectations for student learning outcomes to increase, then of that need to do some evaluation. Evaluation done together with subject teachers as well as some input from material experts, as for some things that need to be improved include the addition of material or the expansion of material coverage for the purpose to be achieved in accordance with expectations.

#### 5) Main Product Revision

At this stage the researchers make improvements from the revision that can be at the stage of main field testing will be repaired again. Aspects that will be improved include a more expanded coverage of material.

#### 6) Main Field Testing

##### Pretest

The test results data in the field test stage were analyzed to determine how much improvement in learning outcomes developed based on pretest and posttest. The result of pretest of both classes can be seen in the following table:

**Table 1. Obtaining Pretest Value**

No	Level of Student Ability		Results Experiment Class		Results Comparative Class		Info
	Numeric Range	Alphabet	The number of students	Percentage	The number of students	Percentage	
1.	3,85 – 4,00	A	1	4%	1	4,3%	Completed
2.	3,51 – 3,84	A-	-	-	3	13%	
3.	3,18 – 3,50	B+	3	12%	1	4,3%	
4.	2,85 – 3,17	B	2	8%	-	-	
5.	2,51 – 2,84	B-	4	16%	5	21,7%	
6.	2,18 – 2,50	C+	2	8%	2	8,6	
7.	1,85 – 2,17	C	6	24%	9	39,1%	Not Completed
8.	1,51 – 1,84	C-	-	-	1	4,3%	
9.	1,18 – 1,50	D+	5	20%	-	-	
10.	1,00 – 1,17	D	2	8%	1	4,3%	
Total			25	100 %	23	100%	

##### Posttes

After the teaching and learning activities are completed, the last meeting is held to review the extent of students' ability after the material is delivered. The value of posttest earnings can be seen in the following table

**Table 2. Obtaining Posttest Value of Students**

No	Level of Student Ability		Result Experiment Class		Result Comparative Class		Info
	Numeric Range	Alphabet	The Number of students	Percentage	The number of students	Percentage	
1.	3,85 – 4,00	A	3	20%	3	13%	Completed
2.	3,51 – 3,84	A-	3	4%	1	4,3%	
3.	3,18 – 3,50	B+	4	16%	1	4,3%	
4.	2,85 – 3,17	B	2	8%	4	17,3%	
5.	2,51 – 2,84	B-	5	20%	7	29,6%	
6.	2,18 – 2,50	C+	2	8%	-	-	
7.	1,85 – 2,17	C	3	12%	4	17,3%	Not Complete
8.	1,51 – 1,84	C-	2	8%	-	-	
9.	1,18 – 1,50	D+	-	-	3	13%	
10.	1,00 – 1,17	D	1	4%	-	-	
Total			25	100 %	23	100%	

NB : (\* = number is rounded)

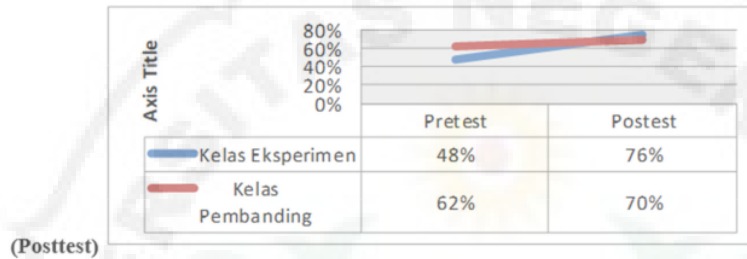
Here is the recapitulation table of students' mastery score.

**Table 3 Recapitulation of Student Values**

Activities	Student Completeness Value	
	Experiment	Comparison
Pretest	48%	62%
Posttest	76%	70%

To see the pretest and posttest results of the students more clearly, the following picture presented recapitulation of pretest and posttest results of the students.

**Figure 1. Large Scale Trial**



If seen from the picture above, at the time of pretest students who completed in SDN 020977 Binjai 48% and after the students use the teaching materials then done postes by providing multiple choice questions then the level of student learning completeness increased to 76%, then the learning by using materials teaching that has been developed has an impact on the increase of student learning outcomes. Bgitu also with the comparison class is implemented in SDN 050701 Hinai, once used the teaching materials at the learning process berlangsung, completeness of learning students swbwsar 62%, but after learning by applying the teaching materials that have been developed, the value of student learning mastery increased to 70 %, from the above results can be concluded that the test of both classes both the comparison class and experimental class in the can that student learning outcomes increased after applying the teaching materials that researchers have developed according to the purpose of research researchers.

**Analysis of Paired Sample Tests (Difference test)**

In this study data analysis using paired sample test. Before performing paired sample test analysis, data normality test should be done so that it can get good value. Normality test aims to test whether the data used has been distributed normally or not. A good regression is to have normal or detect normal data distribution. To detect data normality, it can be done by Shapiro-Wilk test because the sample size is less than <50. if the significance value of Shapiro Wilk test result  $> 0.05$ , then the assumption of normality is met.

**Table 4. Normality Table**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.157	25	.112	.951	25	.261
Posttes	.119	25	.200 <sup>a</sup>	.939	25	.143

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.202	23	.016	.929	23	.105
Posttes	.143	23	.200 <sup>a</sup>	.931	23	.112

\*. This is a lower bound of the true significance.

Results obtained from the normality test in table 4 above shows that the significance of pretest SD N 020977 Binjai is worth 0.261 and postes 0.143 where the result of Saphiro Wilk  $> 0.05$  so that it can be concluded the data into the sample killing asumsi normality. And the significance of pretest SD N 050701 Hinai is 0.261 and posttest 0.112 where the result of saphiro wilk test  $> 0.05$  so it can also be concluded that the sample data fulfill the assumption of normality. Hypothesis testing in this study was done by testing the difference of variables before being given treatment using teaching materials and after being given teaching materials by using t test (Paired sample test). The calculation results presented in the following table. To test whether there is a difference or not from learning result before and sesudah menggunakan result of learning then do paired sample t-test with SPSS version 22.0. This study uses 5% significance level (0.05) based on the hypothesis of research

that has been determined. Then the test criteria in the t-test are as follows.

If the significance value is  $< 0.05$  then  $H_0$  is rejected. Learning Outcomes pretest  $\neq$  Posttest result of learning (There is a difference)

If Significance value  $\geq 0.05$  then  $H_0$  Accepted. Learning Outcomes pretest = Posttest learning results (No difference). Test Results Paired sample t-test with SPSS analysis, it can be seen the difference of learning result after and before the giving of treatments using teaching materials shown in table below

**Table 5. Calculation of Paired T Test Test Statistics**

Pair	Pretest - Posttest	Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
1		-16.40000	5.50000	1.10000	-18.67029	-14.12971	-14.909	24	.000

**SD N 050701 Hinai**

		Paired Differences				t	df	Sig. (2-tailed)	
Pair 1	Pretest - Posttest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
		-5.65217	7.43217	1.54971	-8.86609	-2.43826	-3.647	22	.001

Based on the calculation in the table above is known sig value (2-tailed) at SDN 020977 Binjai of 0.000  $< 0.05$  then we can conclude that there is a real difference between SS learning results in Pretest and Posttest data. As well as the value of sig (2-tailed) at SDN 050701 Hinai of 0.001  $< 0.05$  we can conclude that there is a real difference between SS learning results in Pretest and Posttest.

To see the mean difference of each learning result ninai can be seen in the table below

**Table 6. Calculation of Paired T Test Statistics**

**SD N 020977 Binjai**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	54.4000	25	20.42874	4.08575
	Posttest	70.8000	25	20.64986	4.12997

**SD N 050701 Hinai**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.1739	23	20.49535	4.27358
	Posttest	67.8261	23	20.10349	4.19187

The table above shows that the mean of the pretest result of SDN 020977 Binjai got the value 54.40 and at the time of posttest increased to 70.80. and the result of pretest SD N 050701 Hinai got a value of 62.17 and increased to 67.82. From several statistics above can be concluded that the use of teaching materials developed during the learning process SS there is a significant difference between before and after the use of teaching materials, the difference shows that there is an increase in learning outcomes before and after the use of teaching materials that have been developed.

**4. Discussion**

Observation of instructional material development done by researcher with assisted by one observer that is duty to help the researcher observe student behavior when learning process using teaching materials have been done in applying attitude by using skill observation sheet .. Based on the result obtained, it is seen that the attitudes held by students through observation conducted after the application of teaching materials that have been given a score above 80% both in the experimental class and in the class of comparison, so that the social skills skills of students in either category.

Questionnaire of social skills of students is given to see how far the level of social skills of students such as having mutual help to help between each other and the ability to socialize between peers and the community. Questionnaire response is given after all teaching and learning activities are completed. The result of questionnaire analysis of students' social skill to learning device component that is developed is the average

score that can be the student in the experimental class is 81% where in the Good category, so also when the teaching material is applied to the comparison class, the average value obtained by students of 85% where in good category. It shows that social skills are already present in teaching materials.

## 5. Conclusion

From the results of research that has been done can be described as follows.

1. The teaching materials developed have met the Valid criteria. This can be seen from the validation of teaching materials conducted by the three validators declared SS-based social skills teaching materials developed by the researcher is quite good, it is based on the assessment of the three validators for the design aspect the average score is 78%, the Mater aspect in stage I the average score is 61% and proceed to stage II the average score is 83%, and the last for the language aspect in phase I the average score is 58% then proceed to stage II with the average score is 88%.
2. Teaching materials developed have met the practical criteria seen from the results of teacher questionnaire which reached the percentage of 92%.
3. The use of teaching materials based on social skills can improve student learning outcomes, the results obtained when viewing the results of pre test and postes where the class of students complete experiment reached 48% then at posttest increased to 76%. The result of pretest in the class Complete mastery of students reaches 62% then at the time Postes mastery of students reaches 70%.

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