



LKPD-Based Development Thematic Students of Grade II Elementary School

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Abstract

This study aimed to produce products in the LKPD and analyze the effectiveness of LKPD thema of caring for animals and plants. The approach used in the research and development based on the model developed by Borg and Gall. The population in this research were the students at class two of elementary 30 Ps. Lakitan and elementary 24 Koto Raya. The collecting technique was done by using observation, interview, questionnaire and written test. And then the data were analyzed school and quantitatively and qualitatively. The last product of this research is LKPD already evaluated by master of matery, master of design and also limited test. Result of this research are: (1) Produced of work sheet to student, (2) the thematic material effective for studying looked from the result of study achieving standard maximum class.

Keywords: LKPD, Thematic, Activity and Learning Outcomes

INTRODUCTION

The implication of the issuance of Government Regulation Number 32 of 2013 concerning National Education Standards related to learning is a change in the learning approach model carried out in elementary schools. The learning approach is an integrated thematic learning model approach or what is often referred to as integrative thematic. Along with the enactment of the 2013 curriculum, in Permendikbud number 81.A of 2013 it is explained that learning in the 2013 Curriculum uses a scientific approach or a scientific process-based approach. The scientific approach can use several strategies such as contextual learning. The *scientific* approach according to Fauziah (2013) is an approach that invites students directly in inferring existing problems in the form of problem formulations and hypotheses, a sense of care for the environment, curiosity and love to read.

Student learning activities are important in the learning process. Rohani (2010: 8) explained that learning activities are the involvement of students in the form of attitudes, thoughts, attention and physical activity in learning activities to support the success of the learning process and benefit from these activities. According to the results of Fortuna's research (2014), student learning activities are higher by using the REACT strategy than by direct learning strategies. Learning is doing, there is no learning if you don't do. So in

learning students actively do activities to change behavior. according to Gagne in Gredler (1992: 127) learning is a change in disposition or ability that a person achieves through activity. So learning is considered a process of behavior change resulting from experience and practice.

The results of observations on learning conducted in grade II SDN 30 Ps. Lakitan and SDN 24 Koto Raya show that student learning activities are still low. The results of observations show that during the learning process, most students are lazy to read, write, have not dared to ask questions to the teacher, have not dared to express their opinions even though they have been directed by the teacher, have not dared to answer the questions given by the teacher, students feel bored during the learning process. The learning process does not involve students as learning subjects, so that the activities and creativity of students in learning are influential on the low achievement of student learning outcomes. This is evidenced by the learning outcomes of many who have not reached the Minimum Completeness Criteria (KKM), which is determined, which is ≥ 70 .

Taking into account the stage of child development and the characteristics of the way children learn, the appropriate learning approach is integrated thematic learning, which is carried out in the early grades when elementary school

children are aged (6-10 years). According to Asrohah (2014: 1) states that thematic learning is a learning program that departs from one particular theme / topic and then elaborated from various aspects or reviewed from various perspectives of subjects commonly taught in schools. The results of Sukerti's research (2014) stated that integrated thematic learning increased compared to conventional learning. Thematic learning emphasizes more on the application of the concept of learning by doing. According to Jacobs in Nazri (2012: 274) defining thematic is a scientific discipline as a view of a knowledge and curriculum approach related to the application of methods and various language terms that are more than one discipline to test a theme, issue, problem, and experience.

The ability of teacher professionalism is very decisive to manage learning activities by utilizing learning facilities and infrastructure, to support the smooth running of their tasks. Teachers in addition to using textbooks to explore students' potential, also began to introduce student learning sheets, namely LKPD, as well as other teaching materials both printed and non-print. Therefore, in order for students to remain active and get optimal education in the classroom, LKPD can be made with a theme model. According to Majid (2012: 176) student activity sheets (LKPD) are sheets that contain tasks that must be done by students. Thematic based student activity sheets (LKPD) can help students to better understand the theme because this learning model is adapted to the obstacles owned by students. The teaching materials used should not only help the learning process but see as a whole the achievement of the basic competencies developed. To achieve this competence, teaching materials are designed that invite children to be active (Amini, 2020).

The consideration of choosing teaching materials in the form of LKPD developed with an active, creative, effective and fun learning model is to meet the needs of students' activities and creativity in learning. This refers to several research results in international journals, as well as those found by Lee Che (2014: 96) which shows that LKPD can be useful in many ways, one of which is academic achievement. In line with this, the results of Yildirim's research, (2011: 46) LKPD is a material where students are given transaction steps on how they should learn. Also, include activities that give students primary responsibility in their own learning. Furthermore, the results of Toman's research, (2013: 174) suggest that LKPD activates learners more and usually increases their success and it is known that the behavior of individuals who learn by trying them is more

effective than those they get just by hearing or seeing. The objectives of this study are (1) to produce products in the form of thematic based Student Activity Sheets (LKPD) with the theme of caring for animals and plants for grade II elementary school students, (2) improving student learning activities when using thematic grade II Student Activity Sheets (LKPD), (3) analyzing the effectiveness of grade II grade II thematic based Student Activity Sheets (LKPD).

RESEARCH METHODS

This research is included in development research or *educational research and development (R and D)*. Borg and Gall (1979: 624) state that "*Educational research and Development (R & D) is a process used to develop and validate educational product*". Development research is a process used to develop and validate educational products. According to Setyosari (2012: 214) research directed to produce products, designs and processes is identified as a research and development. In the world of education, special development research focuses its studies on the field of design or design, whether it is in the form of learning models, teaching materials or learning media.

This development research was conducted at SDN 30 Ps. Lakitan, namely in class II A the number of students was 20 and class II A SDN 24 Koto Raya the number of students was 25. This procedure was chosen because it has detailed but simple steps. The development procedure used in this study adapts the development procedure developed by Borg and Gall (1979). This procedure was chosen because it has detailed but simple steps. The procedure consists of ten steps: (1) research and initial information collection, (2) planning, (3) initial product format development, (4) initial trials, (5) product revision, (6) field trials, (7) product revision, (8) field trials, (9) final product revision, 10) dissemination and implementation. The ten steps in the development research from Borg and Gall mentioned above, researchers conducted research from step 1 to 9, in accordance with the needs of the theme at SDN 30 Ps. Lakitan and SDN 24 Koto Raya. Each of these stages is described as follows: (1) Initial Research and Information Collection obtained through interviews and discussions with grade 2 teachers of SDN 30 Ps. Lakitan and SDN 24 Koto Raya. Interviews and discussions were conducted to find out the problems faced by grade II teachers in carrying out learning. Furthermore, data collection was carried out through surveys to analyze the needs of students and teachers for products using questionnaires.

To find out the LKPD teaching materials that have been used, field studies and surveys of learning implementation were conducted. In addition, interviews were also conducted with teachers to determine the level of need for the products developed (2) Planning in the following ways, (a) Analyzing instructional, namely reviewing the curriculum, determining core competencies, making learning objectives and determining basic competencies and the description of indicators. The basic competency map is made based on predetermined material according to the results of the needs analysis, namely the theme of caring for animals and plants. (b) GBPP LKPD contains program identification, which is a guideline for scriptwriters in making LKPD scripts. GBPP LKPD refers to the objectives and materials to be developed. The GBPP LKPD plan can be seen in the appendix. with material from various sources. By selecting and sorting them so that they fit your needs. Material materials are obtained from relevant book sources and then developed and arranged in such a way as to further clarify and facilitate students to stay in accordance with the Basic Learning Guidelines (GBPP). (c) The material selected is material that is in accordance with the theme and obtained from relevant book sources and then developed and arranged in such a way as to further clarify and facilitate students (d) Making a draft is the final part of the development planning stage. Start writing and developing ideas that are outlined in the form of LKPD. (3) Development of the initial product format. After planning the material developed in accordance with learning needs and obtained various literature in the form of teaching materials, pictures, the next step is the development of the initial product format or product design of teaching materials in the form of LKPD with the theme of caring for animals and plants. The initial products developed are arranged as completely and perfectly as possible. The steps that researchers take in initial product development are (a) determining the elements of LKPD consisting of (1) title / title page (2) preface (3) explanation of LKPD (4) Basic Competencies, Indicators and learning objectives. (b) collect materials in accordance with a predetermined theme, (c) design the appearance of LKPD. (4) Initial testing is a process of activities to assess whether product design is rationally more effective than existing products. This initial trial was carried out by researchers by validating 2 aspects, namely the design aspect and the material aspect. Validation is carried out by two (2) competent experts. (5) Product Revision After validating, the results of

questionnaires from design experts and learning material experts are known to have weaknesses or shortcomings of the product developed. Furthermore, revisions / improvements to the design are carried out so that they can be tested on test subjects. This revision is done because there are some parts that are still wrong in terms of typing and some still need to be added, namely indicators and learning objectives on the material to be tested. (6) Field Trials (Phase 1) The phase 1 product trial was carried out on a small scale in only one school, namely grade II SDN 24 Koto Raya with a total of 20 students. This small-scale field trial is used to assess the feasibility of teaching materials that researchers develop. In this phase 1 field trial, quantitative data were obtained from observations of learning activities and from learning outcome tests. Trials of teaching material products with the form of LKPD with the theme of caring for animals and plants in phase 1 are only applied on a small scale due to time and cost constraints. The results of phase 1 field trials or small-scale product tests are described in chapter 4, namely in the research report. (7) Product revision based on the results of field trials and quantitative data acquisition, in this section the researcher does not revise the product. This is because the calculation results from product trials obtained data on student learning activities are very active, student learning outcomes increase, so that LKPD products with the theme of caring for animals and plants can be continued for phase 2 field trials or large group tests. (8) Field Trials (Phase 2) In this phase 2 field trial, testing is carried out to test learning activities, learning outcomes. This product trial was carried out with a wider or large-scale target, namely SDN 30 Ps. Lakitan with 20 students and SDN 24 Koto Raya with 25 students. The purpose of this large-scale test is to determine whether the product developed has shown performance as per the criteria that have been determined or not. To assess learning outcomes, measurements are made on the cognitive aspects of learners through written test tests. The form of design used in this study is an experimental design adaptation from Sugiono (2014: 303), namely by giving equal treatment to all trial samples (*pretest-posttest group design*). This design compares pretest scores (tests before using teaching materials) with posttest scores (tests after using teaching materials). (9) Final Product Revision The results of field trials are then followed up if there are still shortcomings, then corrected. If it has been said to be feasible, the thematic based LKPD caring for animals and plants developed by researchers has succeeded.

RESULTS AND DISCUSSION

A. Research Results

The collection of information about needs analysis was carried out by observation, interviews and dissemination of questionnaires given to 4 grade II teachers of SDN SDN 30 Ps. Lakitan and SDN 24 Koto Raya. After preliminary research through questionnaires for grade II teachers of SDN 30 Ps. Lakitan and SDN 24 Koto Raya, it was found that in general teachers have used LKPD, but the LKPD used is not in accordance with the conditions and conditions of students at SDN 30 Ps. Lakitan and SDN 24 Koto Raya are still using LKPD based on a subject approach, namely LKPD which is designed based on each subject.

The initial study is a preliminary study that is descriptive in nature to analyze needs, namely identifying the learning process of caring for animals and plants in grade II elementary school, which is used as a consideration and basis for the development of this teaching material. This step is considered necessary because in this development research will be tested a teaching material in the form of LKPD in order to increase student activity and learning outcomes, and the development of teaching materials must be based on empirical data on how the profile and subject matter will actually be studied.

Based on the results of the analysis mentioned above, the author concludes that it is necessary to develop teaching materials that are able to overcome the problems of students in learning. Therefore, the author developed teaching materials in the form of Student Activity Sheets (LKPD) based on thematic themes of caring for animals and plants.

LKPD Development (Planning)

Planning the development of teaching materials in the form of LKPD with activities among others. (a) Instructional Analysis, In accordance with the research steps presented in the research method, a literature review and preliminary research have been carried out, some of which have been described in the background. Instructional analysis is Preparing Content Standards in the curriculum by mapping core competencies and basic competencies, with syllabus studies made in the form of images that connect themes with IP and KD. This stage is carried out for mapping between KI, KD and Indicators so that learning can be combined according to the learning approach used. The basic competency map is made based on predetermined material according to the results of the needs analysis, namely the theme of caring for

animals and plants. This is based on the fact that there are still many students who have difficulty in understanding thematic learning with the theme of caring for animals and plants. One of the factors that influence it is the availability of teaching materials that are in accordance with the material. The purpose of learning is said to be achieved, if students are able to understand learning with the theme of caring for animals and plants. (b) Development of GBPP LKPD. Learning Program Outline (GBPP) is a description of the material contained in LKPD, namely the components consist of LKPD Title, basic competencies and indicators, material and tasks that contain steps that have been collaborated with thematic learning. (c) Collection of materials appropriate to the material. After carrying out the steps above, then collect sources and references about the integration of material based on the distribution of material that has been mapped between basic competencies and learning indicators. Thematic Based LKPD Draft Theme Caring for Animals and Plants

The results of the development in this study are in the form of thematic based LKPD products. The preparation of LKPD must pay attention and adjust to the draft LKPD that has been set. This LKPD has components that aim to facilitate students in the learning process and in understanding the material.

According to Prastowo (2014: 208) LKPD teaching materials have six main elements, including titles, study instructions, basic competencies or subject matter, supporting information, tasks or work steps and assessment / evaluation. Referring to this opinion, the author developed LKPD which has the following components. *The* LKPD cover development includes several things as follows, (1) The title of the LKPD that is determined is the Student Activity Sheet (LKPD) Theme of Caring for Animals and Plants for Elementary School Class II (2) The author's name is included to inform the author of the LKPD, (3) LKPD identity giving an identity place to the LKPD aims to make the LKPD easier to recognize the owner. The identity contains the student's name, class, attendance number and school origin. (1) Supporting Images The inclusion of supporting images in *the cover* of LKPD aims to attract the attention of students, (2) Preface is a form of expressing the author's thoughts which contains, among others, expressions of praise to God, thanks, information about the book written, and hopes that the author wants to convey to the reader, (3) Table of Contents is a page sheet that is the main reference to the contents of the book accompanied by page numbers. Making a table of

contents is to make it easier for readers to find the intended page, (4) Study Instructions in this LKPD are divided into 2 parts. The first instruction is intended for teachers, teacher instructions contain directions that teachers must do in using this LKPD so that students are easier to use LKPD. Teacher instructions describe the steps learners must take through teacher direction. The second clue is guidance for students. Instructions for students are more directed to the contents of LKPD and its components, (5) SKL and KI are criteria regarding the qualifications of graduate abilities which include attitudes, knowledge and skills. While the core competency is the level of ability to achieve SKL that students must have. In this LKPD, it is explained about what SKL and student competencies are, the goal is that teachers and students understand in a predetermined manner what will be achieved after learning at this LKPD. (6) learning activities learning activities are steps taken by students in using LKPD during the learning process. In thematic based LKPD there are several learning activities carried out by students, namely: 1. Let's read, 2. Let's write, 3. Let's create, and 4. Let's observe. Where in this Thematic based LKPD learning activity all student learning activities are mutually continuous, for example in the let's read activity students are presented with a short, concise and clear summary of the material. Furthermore, in the Let's Write activity, students are asked to fill in the description that has been provided which refers to previous learning activities, (7) the bibliography contains a number of references or a list of reference books taken from various sources used in compiling this KPD.

Initial Product Trials

Initial product trials are carried out by validating 2 aspects, namely the design aspect and the material aspect by learning experts.

Validation of Media Experts and Material Experts

Expert tests serve to assess the suitability of LKPD developed with learning needs. Validation is carried out by questionnaire, using a Likert scale, besides that there is a suggestion column containing suggestions for improvements to multimedia learning, The results of product validation developed by taking into account the advice given by experts are as follows, (1) Making improvements to the image display, on the font size of the theme and sub-themes in accordance with expert advice, namely on the front cover, (2) Every learning should clearly map KD and indicators

Product Revisions

Based on the results of initial product trials and suggestions provided by learning material experts, researchers revise the product. As for the results of product revisions, namely, improvements to the cover page, you should take pictures by taking pictures of animals and plants around directly.

Field Trials

This initial field trial is carried out after the teaching materials are declared feasible by material experts, then the teaching materials can be implemented in small groups in learning activities. The trial is carried out to see the learning activities of students and learning outcomes, then the results of this trial will be used as a reference to revise the developed teaching materials.

According to Surya (2004: 8-9), learning activities are activities in learning as an effort to obtain active and directed behavior change. Student activities in learning that tend to be active will certainly cause high interaction between teachers and students, this will result in a fresh and conducive learning atmosphere in the classroom, where each student can involve his abilities as much as possible.

Table 1
Non-parametric test results research hypothesis of student learning activities

Data	JMLH	Zcalculate	ZTabel	Conclusion
SDN 30 Ps. Lakitan	20			
SDN 24 Koto Raya	25	-1,05	1,96	Thank Ho

The average activity score of grade II students of SDN 30 Ps. Lakitan is 18.9 and the average activity score of grade II students of SDN 24 Koto Raya is 18.6. Because the average activity score of grade II students of the two schools is more than 15 (Very Active), it can be concluded that students who use Thematic Based LKPD become very active.

The theory that is a reference for the development of LKPD teaching materials on the theme of caring for animals and plants is the theory of behaviorism. According to the theory of behaviorism, learning is a theory proposed by Gage and Berliner about behavior change as a result of experience. Learning with LKPD is said to be effective in improving student learning outcomes if gains are normalized in students whose learning uses LKPD teaching materials with the theme of

caring for animals and plants with a minimum moderate category.

Table 2
Recapitulation of Student Learning Outcomes Data.

No	School name	Average rating		N-Gain
		Pretest	Posttest	
1.	SDN 30 Ps. Lakitan	70,967	81,774	0,3739
2.	SDN 24 Koto Raya	70,303	80,606	0,3479

Therefore, it can be concluded that the result is acceptable. This means that there is no difference in ranking between the gain of learning outcomes of grade II students of SDN 30 and the gain of learning outcomes of SDN 24. The average score of grade II students of SDN 30 and the average score of grade II students of SDN 24 is higher than the value of KKM, so it can be concluded that the learning outcomes of grade II students of both schools have increased.

B. DISCUSSION

The use of thematic based LKPD on the theme of caring for children's animals and plants is very helpful for the learning process, this is because this LKPD can be used as an alternative teacher teaching material in the learning process in the classroom and also as an independent learning material for students. Considering that one of the functions of LKPD is to train students to learn independently. As written by Prastowo (2014: 24) about the function of LKPD teaching materials for students, among others, (a) students can learn without having to have other educators or friends of students, (b) students can learn anytime and anywhere they want, (c) students can learn at their own pace, (d) help the potential of students to become independent learners, (e) as a guideline for students who will direct all their activities in the learning process and is the substance of the competencies they should learn or master.

The function of the product produced in this development research is as a supplement or addition. However, by using the thematic LKPD on the theme of caring for animals and plants, students are expected to be able to more easily understand the material. According to the results of Serene's research (2011) states that the Student Activity Sheet is an instructional tool consisting of a series of questions and information designed to guide learners to understand complex ideas systematically. According to the results of Esah's research (2014) stated that thematic approaches

can increase student activity. So thematic LKPD is an integral part of a teaching material used as a learning model of teacher choice, by producing an LKPD with a scientific approach and active, effective and fun learning in accordance with the 2013 curriculum. There are several things that must be considered in using this LKPD, including teachers must master the material and understand the steps in the LKPD and apply it to learning

Learning Activities

Student learning activities are direct involvement of students in the form of attitudes, thoughts, attention and activities in learning activities, where learning activities are one of the things that can determine success in learning. The results of Julianti's research (2015) stated that using a *scientific* approach can increase student activity. Learning activities are very important for students, because in learning activities students are given the opportunity to come into direct contact with the object being studied in the learning activity, which will certainly create motivation for students to be able to learn the material as widely as possible. (Dusseldrop, 1981: 33) said activity is defined as an activity or state of taking part in an activity to achieve an optimal benefit.

Student activities in learning that tend to be active will certainly cause high interaction between teachers and students, this will result in a fresh and conducive learning atmosphere in the classroom, where each student can involve his abilities as much as possible. The results showed that learning activities using thematic based LKPD on the theme of caring for animals and plants were developed including very active criteria, this can be seen from the large score in grade II SDN 30 Ps. Lakitan which is 18.9 (82.17%) and the score in grade II SDN 24 Koto Raya which is 18.6 (83.48%)

Effectiveness

LKPD is designed to motivate students to learn independently. LKPD is arranged systematically where students can be independent and easy by following the steps available in LKPD. The results of Guntur's research (2015) stated the effectiveness using the method "*Guid Discovery*" Improved than using the lecture and question and answer method. So learning will be successful if the teaching materials or methods used by the teacher are in accordance with the needs of students. The effectiveness of LKPD based on thematic themes of caring for animals and plants can be known from effectiveness tests. To determine whether there is an increase in the

achievement of learning outcomes, calculations are carried out using effectiveness tests using instruments that are tailored to the needs of trials. To test the effectiveness of the product both on the pretest and posttest, an instrument in the form of a written test is used. The learning outcomes of students after participating in learning using thematic based LKPD on the theme of caring for animals and plants are higher than before using it. The results showed that the LKPD theme of caring for animals and plants developed included effective criteria, this can be seen from the large gain value in class II SDN 30 Ps. Lakitan which is 0.3739 and in class II SDN 24 Koto Raya normalized is 0.3479.

CONCLUSION

Based on the results of research and discussion, researchers concluded that, (1) Student activity sheets developed can help the learning process and improve student learning outcomes. Thematic based Student Activity Sheets (LKPD) on the theme of caring for animals and plants used, compiled and developed based on needs analysis and refer to the basic competencies that must be achieved by students in the material and the resulting products are designed based on the 2013 curriculum, (2) Increasing student learning activities is categorized as very active when using thematic based LKPD on the theme of caring for animals and plants, (3) Thematic based LKPD on the theme of caring for animals and plants produced effectively with the average value of students taught using thematic based LKPD on the theme of caring for animals and plants higher than the average value of students before using thematic based teaching materials, as well as the number of students who achieved KKM.

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