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The Effectiveness of Using Google Form as an Assessment Platform in IPS Learning

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ABSTRACT

This research is motivated by using Google Form as an assessment platform in online learning activities on social studies subjects in class VIII-B Madrasah Tsanawiyah Ar-Rohmah Bandung. Online learning assessment using Google Form is used by teachers to overcome problems in ineffective assessments. The research aims to describe the use of Google Forms, identify the effectiveness of using Google Forms, analyze efforts to overcome obstacles to using Google Forms, and determine the responses of teachers and students in using Google Forms as an assessment platform. The research was conducted using a qualitative descriptive method with data collection in interviews, observations and, documentation studies. The study results stated that learning assessment using Google Forms which was considered effective in using Google Forms, used a multiple-choice test form because it can provide objective and reliable results, the correct answer is not complex, and many more. Representative in terms of covering and representing the material that has been taught. Google Form has advantages such as providing an automatic data processing system, so teachers do not need to calculate the assessment results manually. The responses of students and teachers to the use of Google Form as an assessment platform for social studies learning were overall positive. It means that the use of Google Forms impacts both teachers and students.

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1. INTRODUCTION

Assessment in learning is a process or effort to obtain information about student development during learning activities as an ingredient in teacher decision making to identify and improve the process and student learning outcomes (Arifin, 2012). In the context of education, the implementation of assessments in schools is part of the learning process, namely a reflection of understanding on the development or progress of individual students. Implementation of school assessment can include observing, collecting, scoring/assessing, describing, and interpreting information about the student learning process (Imania, K. and Bariah, 2019).

Learning assessment activity assesses acquiring and applying knowledge and skills through a learning process that shows a student's ability (Kusmarni). To obtain information about the achievement of the results of students' learning process under the goals that have been set, an assessment of learning outcomes is needed. According to (Arifin Z., 2012), an essential function for educators in assessing student learning is to provide feedback to students in considering the effectiveness and efficiency of the learning process carried out. Meanwhile, Anthony J. Nitko (in Arifin, 2012) defines student learning assessment as a procedure for obtaining student learning information and determining decisions related to student performance or learning outcomes. Assessment of student learning outcomes is a teacher activity related to making decisions about competency achievement or student learning outcomes during the learning process.

The learning assessment process can also be done online by utilizing electronic media. In the 21st century, all forms of educational methods are directed at mastering various aspects of competence and social skills needed by students to adapt to the progress of the times (Nudianty, S., Mulyadi, A., & Iqbal, M., 2021). This challenge must be responded to by education to prepare qualified and literate human resources for technological developments (Tapung, Maryani, Supriatna). Therefore, the executor of the assessment must adopt a new way to carry out the process effectively and efficiently. Teachers can use online platforms to carry out the assessment process, such as Quizizz, Kahoot, Microsoft Teams, Moodle, Schoology, or Google Form. Based on the various platforms available, according to Assidiqi and Sumarni (2020) that the assessment platform that teachers often use is Google Form/Google Form. The Google Form assessment platform includes Google Apps For Education (GAPE) facilities.

This platform can create online quizzes, forms, and surveys. The Google Forms feature is effortless to share publicly or specifically. One of the Google Form functions is to support the implementation of online learning assessments by providing web-based training so that everyone can respond or answer questions using a computer or mobile application (Sari & Ahsani, 2020).

In addition, Google Forms can also be used very quickly. Templates are available to make it easier to create quizzes, can be used to make various types of tests according to the teacher's wishes, student answers are automatically stored and recorded quickly, and can even display images and videos (Assidiqi and Sumarni, 2020). On the other hand, students or teachers do not need to use paper anymore to print quizzes using this Google Form. The time it takes will also be more efficient in sharing, collecting, and

analyzing quiz results. Thus, Google Forms are very suitable for collecting answers for groups of people far apart and difficult to collect, managing an event or school registration through internet pages, collecting data, making surprise quizzes, and much more (Batubara, 2016).

One of the junior high schools in Bandung that uses Google Form as an online learning assessment platform is Madrasah Tsanawiyah Ar-Rohmah Bandung. It can be known by the researchers on the data from observations made when carrying out PPLSP (Education Unit Field Introduction Program) in Madrasah Tsanawiyah Ar-Rohmah Bandung that schools, including teachers in them, use technology to support the online learning process. Some of the teachers there have used the facilities from Google in online learning activities. Haughey (in Rusman, 2007) based on the development of E-Learning there is the development of internet-based learning systems such as Web courses which use the internet for educational purposes of all forms of material, assignments, and other learning activities found on the internet. The statement above explains that the existence of E-Learning can be used as a tool for the implementation of the learning activities process such as final assignment or as an evaluation (Ambarwati, I. C., Komalasari, K., & Effendi, R., 2019).

Based on pre-research interviews with social studies teachers in class VIII-B, social studies teachers used Google Form as an assessment platform. Teachers can create assessment questions and share the link with students to immediately work on assessments on their mobile phones and do not need to rewrite the questions on paper. Google Form also facilitates various features for social studies learning assessment activities. The features presented are beneficial for online learning assessments, such as multiple-choice tests, complete tests, true-false tests, and essay tests. Using Google Forms will save assessments done by students to Google Drive. The assessment result can be seen after students work. The teacher is also helped in analyzing student answers. This analysis is used to determine the criteria for questions with difficulty, medium, and manageable levels through student answers and see the extent to which students understand the material being studied. Moreover, Social Studies Learning in the 2013 curriculum aims to form citizens who know and understand the environment and the public. Then you can think logically creative, innovative, skilled in solving problems and understand the impact of scientific developments on technological development (Pratiwi, G. C., & Sapriya, N. R., 2019).

This Google Form is based on problems related to learning assessment which was initially carried out manually. Namely, the teacher gave questions, and students rewrote the questions and then answered them by writing on paper. The results were photographed and sent to the teacher's WhatsApp. This slows down the processing of grades because answers are not automatically captured, and answers sent by students are vulnerable to being deleted on WhatsApp. In addition, when Google Form is used, its implementation does not maximize the features provided by Google Form as an assessment platform, such as features of multiple-choice test forms, checkbox forms, complete test forms, essay test forms, and automatic scoring features. Based on the

background above, it strengthens the researcher to find out more about how social studies teachers use the Google Form assessment platform and whether it is effective enough to be used in social studies learning assessments. Therefore, researchers are interested in researching with the title "Effectiveness of Using Google Forms as an Assessment Platform for Social Studies Learning (Descriptive Studies in Class VIII-B at Madrasah Tsanawiyah Ar-Rohmah Bandung)." The focus of this research is on the effectiveness of using Google Form as an assessment platform in social studies learning.

2. METHOD

The research method is a scientific way to obtain valid data to discover, develop, or prove specific knowledge. In turn, they can use it to understand, solve, and anticipate problems in a particular field. The method used in this research is the descriptive method.

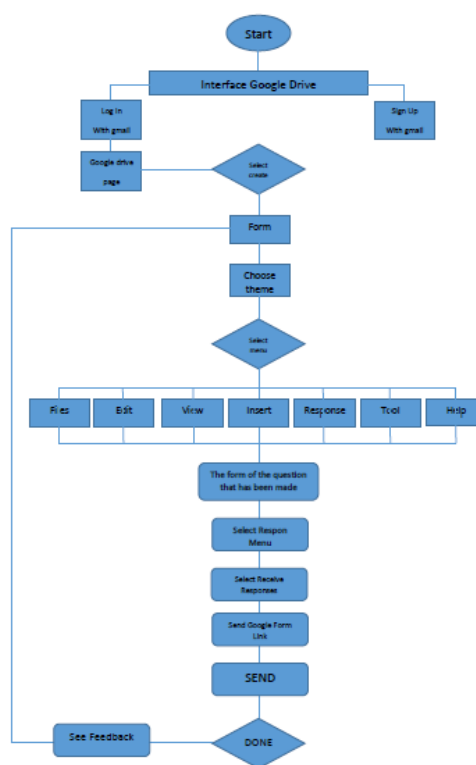
The reason the researcher uses the descriptive method is that the researcher is trying to describe an event or phenomenon that exists and is happening at this time in the social studies learning assessment activities in class VIII-B Madrasah Tsanawiyah Ar-Rohmah Bandung, namely the use of Google Forms as an assessment platform for social studies learning. It is in [line with Sukardi \(2004\)](#), who said that the researchers tried to describe the research activities carried out on particular objects clearly and systematically in this descriptive study.

The selection of the descriptive method was based on the situation and object of research as well as phenomena that occur in the field because, with the implementation of online learning, which requires teachers and students to study from home, the researchers focused on problems in the effectiveness of using Google Form as an assessment platform for social studies learning. Due to its descriptive nature, the data to be presented is in the form of a description of the behavior, phenomena, and activities of objects observed by both teachers and students. In obtaining data, several techniques are systematically arranged to support research.

Through the method in this study, researchers tried to examine how effective the use of the google form was by social studies teachers in social studies learning activities. The researcher uses the descriptive method to make a systematic, factual, and accurate picture or painting of the facts. In addition, researchers can describe various sources of data and information on opinions from experts, and researchers can make observations and conduct interviews with information that is used as research subjects.

3. RESULTS AND DISCUSSION

Google Form as an assessment platform, the steps that must be taken to use Google Form as an assessment platform in learning are the availability of a computer or mobile phone that supports and a good internet connection. The stages in developing a Google Form according to Google Support (Google's official website for assistance regarding Google) are available at <https://support.google.com/drive> as a learning assessment platform, which can be seen from the following flowchart in figure 1:



Source: 2024 Research

Figure 1. Google Form Development Flowchart as a Learning Assessment Platform

The flow chart explanation above is the workflow of an information processing for making Google Forms systematically and sequentially according to the instructions, starting from accessing Google Drive using Gmail, then selecting a form and editing, entering questions to making it a link that can be accessed and shared. Thus, the use of Google Form as a learning assessment platform, namely sending information from students, an answer to a question via electronics stored in the teacher's email database in the Google Form. After all student answers have been collected, the next step is to analyze using Microsoft Excel. In short, the use of Google Form in this study is to collect data (student answer sheets) in digital form, downloaded in Microsoft Excel files. Processing of grades, item analysis, and passing criteria are carried out on Microsoft Excel worksheets. Google Form helps make it easier to collect data that is already neat with student answers in each question and unites all student answers in one sheet. Teachers no longer need to copy each student's responses into the computer to find out student results because, with Google Form, all student answers are neatly arranged.

3.1 The Effectiveness of Using Google Forms as a Social Studies Learning Assessment Platform Using Multiple Choice Test Forms

The effectiveness of using Google Form as an assessment platform in social studies learning can be seen from the implementation of daily assessments which are part of the learning process, namely the reflection of understanding on student progress. The effectiveness of using Google Form as a learning assessment platform can be seen from the quality of the questions, the characteristics of the question forms, and learning outcomes or students' level of understanding.

In the Google Form question tool on international trade materials and payment instruments in the form of a multiple-choice test, students are required to determine and interpret answers in solving questions. Through multiple-choice tests, students can directly see the score results obtained immediately after sending the responses because the teacher has prepared the correct answers in the Google Form and added a feature to add answer feedback to explain the questions so that students can learn independently on questions that students do not understand.

Multiple-choice tests can be used to measure low to moderate thinking processes (memory, understanding, and application). Using objective tests, all or most of the material taught can be asked in the trial. By using the multiple-choice test, the scoring of each student can be done quickly, precisely, and consistently because the correct answer for each item is clear and definite.

From the results of the assessment with international trade materials and payment instruments, based on data on the use of Google Forms, that the test score results obtained an average score of 78.10, already exceeding the KKM set by Madrasah Tsanawiyah Ar-Rohmah Bandung is 70, with the percentage of students who meet the KKM is 89%. In line with that, it can see that the questions given to students are questions with a medium category, namely the level to understand and apply. These results show that the average students of class VIII-B Madrasah Tsanawiyah Ar-Rohmah Bandung already understand the learning material well.

Students do not experience much difficulty in trade and international payment instruments in line with student interviews. The questions given can be answered well. In addition to multiple-choice tests, students can determine and interpret possible answers in solving assessment questions. From the teacher's point of view, considering the multiple-choice test questions are more practical to give to students because there are various choices presented to provide a stimulus to students to assume answers. From the aspect of processing time, as many as 26 of 29 students took the google form test in the form of multiple-choice by the time allotted, it means that 89% of students did it on time and can be said to be very effective according to the standard of measurement of the effectiveness of the Ministry of Home Affairs R & D reference.

3.2 The Effectiveness of Using Google Forms as a Social Studies Learning Assessment Platform Using Complementary Test Forms in the Form of Crosswords

In the second assessment, the Google Form question set on the material for the arrival of westerners to Indonesia in the form of a complementary test in the form of crossword puzzles. Google Forms in a complementary test cannot input feedback to students. There is no explanation of the correct answer to the question. Students cannot learn independently about questions that students have not understood. The questions used in crossword puzzles help sharpen the brain, training eye, hand coordination,

reasoning, and patience to facilitate transferring knowledge to students. The crossword questions applied in short descriptions are definite answers and can reveal memory and understanding.

From the results of the assessment with the material for the arrival of western nations to Indonesia, it can see that the results of the test scores obtained an average student score of 85, already exceeding the KKM set by Madrasah Tsanawiyah Ar-Rohamah Bandung is 70, with the percentage of students who meet the KKM is 82%. In line with that, it can see that the questions given to students are questions with an easy category, namely the level for remembering.

From these results, it can seem that the average students of class VIII-B Madrasah Tsanawiyah Ar-Rohmah Bandung understand the learning material well. In line with the results of student interviews that in the material for the arrival of western nations to Indonesia, students do not experience difficulties, the question given can be answered well. However, in carrying out student assessments in crossword puzzles, the student cannot fill in directly on the Google Form because there are puzzle blocks that cannot fill directly but through another column that the teacher has provided. With the puzzle blocks that cannot fill in directly on the Google Form, students need to redraw the puzzle blocks in the book.

In the assessment with the material of the arrival of western nations to Indonesia using a form of complementary test in the form of crossword puzzles, the existence of puzzle blocks in crossword puzzles, according to the teacher, serves to improve thinking skills and make students learn to concentrate. Students feel challenged by the questions given because they have to match the answers with the blocks that have been arranged.

However, the weakness of this method is that it can be a little difficult for students who lack the level of ability and lack interest and participation in the subject. From the aspect of processing time, as many as 25 of 29 students took the google form test in the form of a complete examination in the form of a crossword puzzle according to the time allotted, which means that 86% of students did it on time and can be said to be very effective according to the standard size of the R & D reference effectiveness of the Ministry of Home Affairs.

3.3 The Effectiveness of Using Google Forms as a Social Studies Learning Assessment Platform Using a True-False Test Form in the form of a Checkbox

In the third assessment, the Google Form question set on the material on resistance to imperialism and colonialism in a true-false test in the state of a checkbox makes it easier for students to submit answers. Then, the form of a true-false test in the form of a checkbox is less challenging for students because it only remembers the statements displayed and determines whether it is true or false. The characteristics of true-false questions are easy to make, the number of subjects is covered in the problem, but the form of this question causes a high guess factor and raises doubts. From the results of the assessment with the material on resistance to colonization and imperialism, it can

see that the test scores obtained an average score of 76.89, already exceeding the KKM set by Madrasah Tsanawiyah Ar-Rohmah Bandung is 70, with the percentage of students who meet the KKM is 86%. In line with that, it can see that the questions given to students are questions with an easy category, namely the level for remembering.

These results show that the average students of class VIII-B Madrasah Tsanawiyah Ar-Rohmah Bandung understand the learning material well. In line with the results of student interviews that in the material of resistance to colonization and imperialism, students do not experience difficulties, the questions given can be answered well, in addition to the form of the answer to the right or wrong check box, students only determine the choice of statements in the questions true or false without considering other possible answers. From the teacher's point of view, considering the questions in the form of a true-false checkbox is classified as questions that make it easier for students to answer and only test students' memory.

From the aspect of processing time, as many as 22 of 29 students took the google form test in the form of a complete test in the form of a crossword puzzle according to the time allotted, which means that 75% of students did it on time and can be said to be quite effective according to the standard of the effectiveness of the Ministry of Home Affairs R & D reference.

3.4 The Effectiveness of Using Google Forms as a Social Studies Learning Assessment Platform Using the Description Test Form

In the fourth assessment, the Google Form question tool on the material The Emergence of Nationalism & National Spirit is in the form of a description test. The form of the description test can be used to assess students' level of understanding at a high level, and students have the freedom to choose, prepare, and present ideas in their own words. The form of the description test can show students' ability to organize thoughts, support views, and create ideas, methods, and solutions.

From the test results with the material The Emergence of Nationalism and National Spirit, it can see that the results of the assessment obtained an average score of 68.96, not exceeding the KKM set by Madrasah Tsanawiyah Ar-Rohmah Bandung is 70, with the percentage of students who meet the KKM is 68%. In line with that, it can see that the questions given to students are questions with a difficult category, namely the level of analyzing and evaluating. These results show that the average students of class VIII-B Madrasah Tsanawiyah Ar-Rohmah Bandung do not understand the learning material well.

In line with the results of student interviews on the material The Emergence of Nationalism and National Spirit, students have difficulty, the questions given cannot be answered directly because they require a high level of understanding, students must relate, examine, diagnose, detail, describe, and compare problems that asked. In addition, students must systematically arrange their solutions in the answer column in paragraph answers. From the teacher's point of view, considering the questions on the material The Emergence of Nationalism and National Spirit, in the form of paragraphs, it is given to hone students' ability to think critically, logically, reflectively, and to think creatively which are high-level thinking skills. From the aspect of processing time, as many as 24 out of 29 students took the google form test in the form of a complete test

in the form of a crossword puzzle according to the time allotted, it means that 82% of students did it on time and can be said to be very effective according to the Ministry of Home Affairs' R & D reference effectiveness standard.

In the implementation of online social studies learning assessment in class VIII-B Madrasah Tsanawiyah Ar-Rohmah Bandung using Google Form, the whole process was carried out according to the teacher's expectations, that students understood the material they were learning with an assessment using Google Form making students digest the results of the learning carried out. The following presents the assessment results on social studies learning for class VIII-B Madrasah Tsanawiyah Ar-Rohmah Bandung in figure 2:

No	Material	Question category	Question form	Average score	Percentage of students who meet KKM	Percentage of students who work on time
1.	International trade and payment instruments	Current	Multiple choice test	78,10	89%	89%
2.	The arrival of western nations to Indonesia	Easy	Complete the crossword test	85	82%	86%
3.	Resistance to colonialism and imperialism	Easy	True-false test in the form of a check box	76,89	86%	75%
4.	Emergence of nationalism and national spirit	Difficult	Essay test	68,96	68%	82%
Average				70,48	81%	83%

Source: 2024 Research

Figure 1. Results of Social Studies Learning Assessment Score VIII-B

Based on the data above, the average student score of 70.48 has reached the KKM set by Madrasah Tsanawiyah Ar-Rohmah Bandung is 70. The percentage of students who have exceeded the KKM that is 81%. Because the average value of students' understanding of social studies has reached the KKM, and the percentage of students who achieved the KKM is more than 75%, it can say that the overall implementation of the online social studies learning assessment is in class VIII-B Madrasah Tsanawiyah Ar-Rohmah is very effective and provides understanding to students.

By using Google Form as a learning assessment platform, teachers can find out the level of students' understanding of what they have learned, in line with what was stated by [Sudijono in Nurhairiyah \(2013\)](#) that the purpose of the assessment is to obtain

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evidence data that will be a guide to where the results of the level of ability and success of students in achieving learning objectives after they take the learning process. The use of Google Forms as an assessment platform for social studies learning is considered the most effective on the use of Google Form with a medium category, namely the level to understand and apply as well its use in the form of multiple-choice tests, students can determine and interpret possible answers to solve assessment questions. In addition, the multiple-choice format is more practical to give to students because there are various choices presented to provide a stimulus for students to consider answers.

The assessment platform with Google Form in the form of multiple-choice tests has all the requirements as a good form of difficulty, in terms of objectivity, reliability, and distinguishing between students who have and students who do not understand the learning material [Sudijono \(in Nurhairiyah, 2013\)](#) the multiple-choice form has the advantage of providing high and reliable objective results. Correcting the answers is not challenging and more representative in terms of covering and representing the material that has been taught. However, the multiple-choice form also has weaknesses, not measuring or revealing high or deep thinking processes, students to play speculation and guess answers, and making the questions is not as easy as an essay test ([Sudijono in Nurhairiyah, 2013](#)). Assessment of learning using Google Form, student scores can be observed directly with the effectiveness of item analysis. The teacher provides feedback to students regarding material that is difficult to understand. The teacher can follow up the study of these items by looking at the item number questions that most students do not understand to give the material to students to understand the problematic material. Teachers must have a moral responsibility that is not only fixated on students' grades. In addition, students' discipline in taking the test on time reached 83%, which means it is very effective.

4. CONCLUSION

First, the use of Google Forms as an assessment platform for social studies learning in class VIII-B Madrasah Tsanawiyah Ar-Rohmah Bandung is carried out in three stages, including; the initial stage (creation), namely making Google Forms as an assessment platform by doing several variations on the form of questions, including the form of multiple-choice tests, complementary tests in the form of crosswords, true-false tests in the form of checkboxes, and description tests. Second, the core stage (implementation), taking the exam using Google Forms; at this stage, students work on social studies assessment questions with directions from the teacher, then students read the instructions on the web google form questions and work in an orderly manner according to the instructions. Third, the final stage (results), processing answers with the help of Microsoft Excel, which can download from Google Form. In the use of Google Form as an assessment platform, there has been an exchange of information using the Google Form platform, which is connected to the internet so that the information received becomes valuable and helpful for deciding by the teacher to find out and improve the process and student learning outcomes. The use of Google Forms provides benefits for learning assessments in class VIII-B Madrasah Tsanawiyah Ar-Rohmah Bandung by using multiple-choice forms because the results of the service are good in students' understanding.

Second, the use of Google Form as an assessment platform in social studies learning is considered to be the most effective in the use of Google Form with a moderate question difficulty category, namely the level to understand and apply and its application in the form of multiple-choice questions, and students can determine and interpret possible answers to solve assessment questions. In addition, the multiple-choice format is more practical to give to students because there are various choices presented to provide a stimulus for students to consider answers.

The assessment platform with Google Form in the form of multiple-choice has all the requirements as a good form of test, in terms of objectivity, reliability, and distinguishing between students who have and students who do not understand the learning material. The multiple-choice has the advantage of providing high and reliable objective results. Correcting the answers is not difficult and more representative in covering and representing the material taught. However, the multiple-choice form also has a weakness that cannot measure or reveal high or deep thinking processes. Students to play speculation and guess answers.

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