



Improving Student Learning Outcomes Through A Problem-Based Learning Model on The Subject PKN Theme 9 The Rich of My Country For Primary School Students

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ABSTRACT

The motivation behind this review is to further develop Civics learning outcomes through a problem-based learning model in class IV at Elementary School Country 3 Katobengke. This kind of exam is a kind of research activity for the homeroom teacher (Vehicles) with exploration subjects in class IV of Elementary School Country 3 Katobengke with a total of 34 students. The aim of this exam is to further develop student learning outcomes with material about freedom and commitment to clean water accessibility. Judging from the results of the review, student learning outcomes in the pre-cycle were 38.23% (13 students) with a typical score of 61.17%. In the primary cycle, student learning outcomes increased to 64.70% (22 students) with an average score of 71.32%. In cycle II student learning outcomes increased to 85.29% (29 students) with an average score of 80.23%. Therefore, it can be assumed that by implementing a problem-based learning model, student learning outcomes can be further developed in the PKN subject topic 9 Kaya Bangsa in class IV of Elementary School Country 3 Katobengke.

Keywords: Learning Outcomes, Learning Models, Problem Based

1. Introduction

Education as an institution for understanding all things in life is a priority for every human being. Education is a job so that people can develop their insight, abilities and character through experiences that develop alternately which are felt and known by the local area and their current circumstances. ready to manage upgrades at any time. Education about improving human resources is an interest that has been explored throughout human existence and everything that wants to be improved can be achieved, besides that it can develop the most important experience for every human being who wants to seek knowledge.

Education is something that is very important, which has reasons as stated in Regulation Number 20 of 2003 concerning Public Schools article 3 where the motivation behind general training is to develop students' abilities so that they become individuals who believe in and increasingly fear God Almighty. people who are honorable, clean, educated, skilled, innovative, free, and become citizens who are sound and reliable.

Education positively has a learning experience. Learning is the relationship between educators and students with auxiliary materials that occur in learning conditions in order to achieve goals special. Collaboration or a complementary relationship between educators and students is the top prerequisite for an experience that continues to develop, but in fact we often encounter teachers who are too dynamic in the educational experience, while certain students only pay attention to the teacher's explanation, resulting in communication between educators and students in the educational experience. not successful. An educator

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needs to configure discoveries that can foster students' reasoning abilities. In this way, further consideration of instructive issues is needed to have options for growing students' abilities. The experiences that develop at school must be intelligent, stimulating. It's fun and can encourage students to be dynamic, imaginative and independent according to their abilities, desires and increase the child's mental and mental abilities.

Assertive reasoning is a cycle of prompts that persuade students to frame and evaluate their own beliefs and feelings. It is important to give students this decisive thinking skill, considering that in this era of globalization there are so many issues that exist in everyday life. Training students by being involved in monitoring real problems in learning will provide real experience. Therefore, student learning requires an appropriate learning model that can influence student learning outcomes.

Based on perceptions and meetings directed by scientists on Wednesday, January 12 2022 in class IV of Elementary School Country 3 Katobengke, the specialist led an interview with Mrs. Sarni, S.Pd as the homeroom teacher and one of the students when the learning activities began. From the results of students' daily test scores, it shows that students' achievement scores are below the KKM. It can be concluded that the value of the PKN subject on rights and obligations regarding the availability of clean water is still low. Many class IV students still have difficulty understanding freedom and commitment to clean water accessibility, so this affects class IV students. The score that students must achieve must be above the KKM PKN, specifically 70. Of the 34 students at Elementary School Country 3 Katobengke, there are 21 students (61.76%) who have below the KKM with a score of 50-69, and there are 13 students (38.23%) who got a score above the KKM with a score range of 80-100.

Some learning models that allow students to collaborate effectively with each other and can make students pay more attention to student understanding are problem-based learning models. As a consequence of meetings with the homeroom teacher or with PKN subject educators, teachers never use issue-based models in educational experiences. Implementing learning in class requires answers with discoveries that can train understanding of ideas to be used as a guide in conducting learning, so that students can also expand their activity and PKN knowledge skills. Finding something that connects students to be dynamic, successful and fun is the dream of changing views in the realm of schooling. In line with this, efforts are being made to "further develop the PKN learning outcomes of grade 4 students at Elementary School Country 3 Katobengke" through the Problem Based Learning Model.

According to Syamsidah and Hamidah Suryani (2018: 5-6) it is part of a learning model where students are brought closer to problems and then adapt to overcome them through their own insight and abilities, creating demands, getting them used to building perspectives and being talented in dealing with problems.

2. Methods

The action procedures in this research were carried out during and after the research. This research uses a classroom action research design, namely a recycling (cycle) research design. This refers to the opinion of Mc Taggar and Wardani in Faisal, (2007) that classroom action research follows a cyclical or recycling process starting from planning, action, observation and reflection (contemplation, thinking

and evaluation). Data collection techniques in this research include: tests, observation, and documentation.

Data analysis in classroom action research is obtained, then data analysis will be carried out. The data analyzed consists of observations of student learning outcomes, implementation of learning and student activities. Analysis of this data is to determine the level of achievement of student learning outcomes during the teaching and learning process: 1) Data on student learning outcomes is obtained through tests given to students assessed individually. Tests are given at the end of each action cycle. Individual student learning outcomes are said to be successful if they achieve ≥ 70 according to the KKM which has been determined for individual completion and 2) Data on learning performance activities obtained from the results of observations made. Analysis of learning implementation data aims to describe learning implementation. Data analysis begins with analysis of the data that has been obtained based on the results of observations and the results of each respondent's PKN learning. The data consists of aspects of teacher activity, aspects of student activity and aspects of student learning outcomes through a problem-based learning model in PKN theme 9 subjects like my country for elementary school students.

3. Findings and Discussions

3.1 Findings

Results can be presented in the form of tables of numbers, graphs, verbal descriptions, or a combination of the three. Tables, graphs, or figures should not be too long, too large, or too many. Writers should use variations in the presentation of tables, graphs or verbal descriptions. The tables and graphs presented must be referenced in the text. How to write a table is shown in Table 1. The table does not contain vertical (upright) lines and horizontal (flat) lines are only at the head and tail of the table. The font size of table and image contents may be reduced.

Precycle

Before directing the research activity of the homeroom teacher, the scientist (researcher) leads the pre-cycle. This pre-cycle stage becomes a reference for scientists in directing examinations. The pre-cycle stage was completed by direct analysts by paying attention to the methods involved with learning exercises that took place on Wednesday 12 January 2021 in class IV Elementary School Country 3 Katobengke which was based on daily tests. The implementation of the pre-cycle test found that there were still many students' understanding of the material on rights and obligations regarding the availability of clean water, whose results were below the KKM, namely 70. The low score of these students was due to the reason that students had difficulty mastering the material on rights and obligations regarding the availability of clean water. Learning outcomes can be seen in table 1, namely:

Table 1. Pre-cycle Student Learning Results

No	Name	JK	KKM	Mark	Completeness	
					Yes	Not
1	Afika	P	70	90	√	
2	Afika Putri Taufik	P	70	50		√
3	Aljabar Khalik Rezky	L	70	80	√	

4	Andrian Muhamad Agus	L	70	30	√
5	Arlita	P	70	90	√
6	Damar Selo Saputra	L	70	40	√
7	Darlis	L	70	50	√
8	Faisal	L	70	40	√
9	Fajhar	L	70	60	√
10	Febrianti M. Syukur	P	70	70	√
11	Ilham	L	70	60	√
12	Illyas	L	70	65	√
13	Ld. Tri Faiz Saputra	L	70	60	√
14	La Oga Koalan	L	70	30	√
15	Meisyah	P	70	90	√
16	Nilam Suci Ramadani	P	70	80	√
17	Rafa Saputra	L	70	40	√
18	Rafka Saputra	L	70	30	√
19	Royani	P	70	80	√
20	Salsa	P	70	75	√
21	Septi Hariati	P	70	90	√
22	Siti MSusliha	P	70	40	√
23	Yola	P	70	40	√
24	Yuda	L	70	50	√
25	Meylan	P	70	70	√
26	Aliya Winiarni	P	70	50	√
27	Wawah	L	70	50	√
28	Anggun	P	70	80	√
29	Rasti	P	70	80	√
30	La Kila	L	70	50	√
31	Sitti Azzahra	P	70	80	√
32	Oktavia Ferlyan Putri	P	70	90	√
33	LM. Bagus Andrianto	L	70	50	√
34	Rembulan Maulidya.R	P	70	60	√
Amount			2080	13	21
Average			61,17%		
Classical Completeness Value				38,23%	61,76%

The table above shows that out of a total of 34 students, only 13 students entered the KKM consisting of 12 female students and 1 male student, who were surveyed as students under KKM 21 consisting of 6 female students and 15 male students. Paying attention to the information above, it is important to take corrective steps to advance by utilizing the problem-based learning model.

Actions Cycle I

The PKN subject which uses a problem-based learning model in cycle I received 14 questions which were solved by students during developing question practice. There were 5 exercises that were not completed by students during the experience which developed with a score of 9 thus affecting learning outcomes with a percentage of 64.28% with good criteria.

Table 2. Cycle I Student Learning Results

No	Name	JK	KKM	Mark	Completeness	
					Yes	Not
1	Afika	P	70	80	√	
2	Afika Putri Taufik	P	70	60		√

3	Aljabar Khalik Rezky	L	70	70	√
4	Andrian Muhamad Agus	L	70	65	√
5	Arlita	P	70	90	√
6	Damar Selo Saputra	L	70	60	√
7	Darlis	L	70	60	√
8	Faisal	L	70	60	√
9	Fajhar	L	70	60	√
10	Febrianti M. Syukur	P	70	70	√
11	Ilham	L	70	80	√
12	Ilyas	L	70	70	√
13	Ld. Tri Faiz Saputra	L	70	70	√
14	La Oga Koalan	L	70	75	√
15	Meisyah	P	70	90	√
16	Nilam Suci Ramadani	P	70	80	√
17	Rafa Saputra	L	70	60	√
18	Rafka Saputra	L	70	60	√
19	Royani	P	70	80	√
20	Salsa	P	70	75	√
21	Septi Hariati	P	70	90	√
22	Siti MSusliha	P	70	70	√
23	Yola	P	70	60	√
24	Yuda	L	70	60	√
25	Meylan	P	70	70	√
26	Aliya Winiarni	P	70	65	√
27	Wawah	L	70	65	√
28	Anggun	P	70	80	√
29	Rasti	P	70	80	√
30	La Kila	L	70	60	√
31	Sitti Azzahra	P	70	80	√
32	Oktavia Ferlyan Putri	P	70	90	√
33	LM. Bagus Andrianto	L	70	70	√
34	Rembulan Maulidya.R	P	70	70	√
Amount			2.425	22	12
Average			71,32%		
Classical Completeness Value			64,70% 35,29%		

Based on the table above, it shows that of the 34 students who passed the exam, there were 22 students who completed the fulfillment level, to be precise 22 students or 64.70%, while 12 students who did not pass completed it or 35.29% and the normal score obtained was 71.32%.

In the main activity pattern, the use of the issue-based learning model is still considered poor and has not been implemented optimally. Therefore, experts and class educators discuss deficiencies in the implementation of the main activity pattern which will be corrected and implemented in the second activity pattern. Considering the consequences of educators' and students' perceptions of the implementation of the second pattern of activities, the weakness in implementing the principal's cycle is that students feel awkward with their newly gathered friends who, in every case, are with their seat mates, needing to adjust to their new meeting. There are still students who retell stories, don't focus on the teacher when understanding the learning material and there are some students who don't attend meetings for reasons of being uncomfortable or not liking it.

Actions Cycle I

Student activities in Civics lessons using the problem-based learning model in cycle II obtained a total of 14 activities and there was 1 activity that was not carried out by the students. With a score of 13 with a percentage of 85.71% with very good criteria. With a total of 14 students obtained.

Table 3. Cycle II Student Learning Results

No	Name	JK	KKM	Mark	Completeness	
					Yes	Not
1	Afika	P	70	85	√	
2	Afika Putri Taufik	P	70	67		√
3	Aljabar Khalik Rezky	L	70	78	√	
4	Andrian Muhamad Agus	L	70	83	√	
5	Arlita	P	70	90	√	
6	Damar Selo Saputra	L	70	69		√
7	Darlis	L	70	76	√	
8	Faisal	L	70	80	√	
9	Fajhar	L	70	68		√
10	Febrianti M. Syukur	P	70	78	√	
11	Ilham	L	70	80	√	
12	Illyas	L	70	84	√	
13	Ld. Tri Faiz Saputra	L	70	80	√	
14	La Oga Koalan	L	70	78	√	
15	Meisyah	P	70	93	√	
16	Nilam Suci Ramadani	P	70	87	√	
17	Rafa Saputra	L	70	67		√
18	Rafka Saputra	L	70	69		√
19	Royani	P	70	82	√	
20	Salsa	P	70	85	√	
21	Septi Hariati	P	70	95	√	
22	Siti MSusliha	P	70	77	√	
23	Yola	P	70	80	√	
24	Yuda	L	70	80	√	
25	Meylan	P	70	85	√	
26	Aliya Winiarni	P	70	77	√	
27	Wawah	L	70	75	√	
28	Anggun	P	70	80	√	
29	Rasti	P	70	85	√	
30	La Kila	L	70	78	√	
31	Sitti Azzahra	P	70	85	√	
32	Oktavia Ferlyan Putri	P	70	95	√	
33	LM. Bagus Andrianto	L	70	77	√	
34	Rembulan Maulidya.R	P	70	80	√	
Amount				2.728	29	5
Average				80,23%		
Classical Completeness Value					64,70%	35,29%

Learning outcomes in cycle II after applying the problem-based learning model obtained an absolute score of 2728 so that the normal score achieved was 80.23% with the number of students who reached the KKM or more than 29 students consisting of 12 male students and 12 female students, while there are 4 students who have not participated in the KKM, consisting of 4 male students and 1 female student.

Judging from the exams that have been completed by researchers in cycle I and cycle II, there has been an increase in Civics learning outcomes related to issues of privilege and commitment to clean accessibility. The peak of student learning in the principal cycle reached 64.70% with a typical score of 71.32% and in the second cycle, student learning completion reached 85.29% with a typical score of 80.23%. The increase in student learning outcomes in the next cycle shows that the pick-up learning model using the problem-based learning model has been applied to further develop the learning outcomes of class IV students in Civics subjects at Elementary School Country 3 Katobengke.

Based on known data, the results obtained from observations on student activities in improving Civics learning outcomes theme 9 are rich in the country's material on rights and obligations regarding the availability of clean water for class IV Elementary School Country 3 Katobengke. In cycle II, there was an increase in the activities carried out by teachers with the suitability of learning activities using the problem-based learning model, so that this also had an impact on improving student learning outcomes. Based on observations in cycle II, there was an increase in the number of students who reached the KKM, there were 29 students with a learning completion percentage of 85.29% and those who did not reach the KKM were 5 students with a learning completion percentage of 14.70%. This improvement in cycle II shows that problem-based learning has succeeded in improving student learning outcomes at Elementary School Country 3 Katobengke so that there is no need for action in the next cycle or improvement in the next cycle.

3.2 Discussions

Classroom Action Research (CAR) is a type of exploration directed in the learning space that utilizes an activity to work on the nature of developing experiences to obtain better results than before. This exploration is directed as an effort to further develop student learning outcomes in the Civics 9 Kayanya Negeri subject. The special material and commitment to clean water accessibility in class IV of Elementary School Country 3 Katobengke, by implementing a problem-based learning model can cause students to become dynamic and understand the material being taught considering that students here are directly involved. with developing experiences while classroom educators act as spectators during learning exercises.

Conversation on Student Learning Results

This exam is led in 2 (two) cycles, namely cycle I and cycle II. Before moving on, experts carry out a pre-cycle to determine the student's level of knowledge about the material to be taught. Pre-recycling results obtained by researchers from students' daily test activities. The results of students' daily tests or pre-cycle results show that of the total number of students at Elementary School Country 3 Katobengke there were 34 students with an average score of 61.17% with the number of students who completed more than 13 students (38.23%) while students who did not pass as many as 21 students (61.76%). From the consequences of obtaining pre-cycle steps that must be taken to further improve student learning outcomes, it is believed that implementing a problem-based learning model can also improve student learning outcomes in PKN subjects.

In the main training pattern, of the 34 students who completed the KKM there were 22 students, 64.70%, and those who had not yet reached the KKM were 12 students, 55.29%. The average score obtained by students in the main cycle of Civics subjects, special material and commitment to clean water accessibility is 71.32%. This is because there are still many students who have difficulty understanding the material in completing tests and oral questions, and there are

students who do not focus on the teacher in understanding the material and are still hesitant to offer their point of view. With the aim of influencing student learning outcomes.

Judging from the information in the main cycle, it shows that by implementing a problem-based learning model solved by scientists, we have the option to further develop student learning outcomes, but have not yet reached the KKM (80%) so improvements are needed in learning in cycle II. In the second pattern exercise, of the 34 students who completed the KKM there were 29 students, 85.29%, and those who had not yet reached the KKM were 5 students, 14.70%. With the typical score obtained by students in the second cycle of Civics subjects, the material on freedom and commitment to clean water accessibility is 80.23%. From the results of student learning in the next cycle, they have reached the KKM, namely (80%). Increasing student learning outcomes is influenced by teacher and student training.

Judging from the data from cycle II, it shows that applying the problem-based learning model in each cycle can also improve student learning outcomes. This greatly influences student learning outcomes as shown by an increase in the average student score in each cycle.

Discussion of Teacher Activity Observation Results

Observations of teacher and student activities were carried out in order to find out the extent of the researcher's ability to manage the class and students' understanding during the learning process. In this activity the teacher or class IV homeroom teacher becomes an observer at Elementary School Country 3 Katobengke. This observation was carried out in two (2) cycles, namely cycle I and cycle II.

In the perception of educator movement I, the consequences of paying attention to educators' training in Civics subjects using the problem-based learning model in cycle I found 14 exercises that had to be carried out by instructors as the experience developed. There were 3 exercises in the educational experience that were not completed by the scientists, thus affecting student learning outcomes. All of this can be seen by obtaining a score of 11 with a percentage of 78.57%, which is an improvement which includes very good criteria but needs to be maximized again in cycle II.

Cycle II, the educator's perception was that there were 14 exercises completed by the educator with a generally very good model and there was 1 movement that was not carried out by the educator with a score of 13. This can be seen from every exercise carried out by the educator. analysts who use the problem-based learning model have developed with a percentage of 92.85%, these results are included in the very good criteria. The total number obtained by teachers was 14.

Discussion of Student Observation Results

Students' perceptions of student training in the principal's cycle, as a result of paying attention to students in PKN subjects by implementing a problem-based learning model, there are 14 exercises that students must complete during the educational experience and there are 5 exercises that are not carried out by students. students thereby influencing student learning outcomes, thereby influencing student learning outcomes. With a score of 11 and a percentage of 64.28%, this is good criteria but needs to be maximized again in cycle II. The total number obtained by students was 14. In observation of student activities in cycle II, the number of activities carried out by students met better criteria. All of this

can be seen from all the activities that have been carried out by students by applying the problem-based learning model, obtaining 14 activities and there is 1 activity that was not carried out, thus affecting student learning outcomes. With a score of 13 and a percentage of 92.85% including very good criteria. The total number obtained by students was 14.

4. Conclusion

Details of the problem, the objectives studied, the consequences of examining information and conversations, it can be assumed that by implementing a problem-based learning outcomes model, it can further develop the learning outcomes of grade 4 students at Elementary School Country 3 Katobengke in the Civics illustration of rights and commitments in terms of access to clean water. Student learning outcomes at the midpoint of the class in the underlying conditions or before pre-activities were held, normal classes reached 61.17% with student learning completion at 38.23%, increasing gradually in the main cycle which reached 71.32% with 64.70 students completing and expanded again in cycle II which reached 80.23% with a complete learning outcome of 85.29% ahead of the completion of the next cycle. Furthermore, the issue-based learning outcomes model can further develop student learning

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