

Improving Social Skills through Project Based Blended Learning Model at SMAN 3 Ambon

Riwan Ninilouw¹ Lisye Salamor² Ridwan Hatala³

Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and
Education, Pattimura University, Ambon City, Maluku Province, Indonesia^{1,2,3}

Email: ninilouwriwan@gmail.com¹

Abstract

Social skills are skills acquired through the learning process used in dealing with their environment in a good and appropriate way. Social skills are types of skills that include skills, mutual cooperation, please help and carry out activities as social beings to meet the needs of the community. Researchers have conducted a survey of the general condition of the research site. The research location in question is SMAN 3 Ambon. The results of the study show that students are more likely to increase their competence individually than to develop collectively or in groups. The purpose of this study was to determine the improvement of social skills through a project based blended learning model at SMAN 3 Ambon. This research is located in SMAN 3 Ambon which is located on Jln. Beach, Three Houses Village. Retrieval of information in this study through observation, tests and documentation. This research uses the CAR method, CAR is a research conducted by the teacher in the classroom itself through self-reflection with the aim of improving performance as a teacher, so that student learning outcomes increase. The results of this study, to improve social skills, teachers must develop learning models that can develop students' active character and can form cooperation with each other at school and in the community.

Keywords: Social Skills, improvement and Cooperation



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

INTRODUCTION

The development of science today requires the world of education to always improve its quality in all fields. Therefore, efforts to improve the quality of education have become a national agreement as stated in the National Education System Law No. 20 of 2003 and the Indonesian Reublik Law No. 14 of 2005 concerning teachers and lecturers, that national development in the field of education is an effort to educate the nation's life and improve the quality of Indonesian people who have faith, devotion, and noble character and master science, technology, and art in realizing a developed, just, prosperous, and civilized society based on pancasila and the 1945 Constitution.

Education in Greek comes from the pedagogic word, namely the science of guiding children. The romans saw education as educare, that is, to expend and guide, the act of realizing the potential of the child brought about when born in the world. In the big dictionary Indonesian (KBBI), which is to maintain and give exercises (teachings, leaders) regarding morals and intelligence of the mind. However, this world of education in Indonesia today tends to only strengthen the power of the left brain (intellectuality). While the development of the right brain (creativity) is still lacking (Tampubolon & Syahputra, 2018).

An effective learning process in a class will make students play an active role during teaching and learning activities, active learning can only be done by a teacher who has the ability to manage the class and use the right method in learning Teachers who are able to apply creative, varied and more focused methods in developing student activities will make students more active in following the learning process. Learning is the process of student



interaction with teachers and learning resources in a learning environment. Learning is an assistance provided by educators so that there can be a process of obtaining knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students. In other words, learning is a process to help students learn well. Learning has a similar meaning to teaching, but has a different meaning according to Syaiful Bahri and Aswan Zain (2010 : 1).

Civic education in a concept of education is very necessary to be given to a student who takes a level of education, be it elementary, junior high school or in high school and college because civic education has an important role in shaping one's morals and ethics in state life. Sumarsono (2002: 3), explained that Civic Education is intended so that citizens have insight into state consciousness to defend the country and have a mindset, attitude and behavior as a pattern of action that loves the homeland based on Pancasila. All of this is needed in order to remain intact and upright.

Meanwhile, according to Syahrial Syarbaini et al (2006:4), "Civic Education is a field of study that has the object of virtue and culture of citizenship, using the disciplines of education and political science as the main scientific framework and other relevant disciplines that are coherently organized in the form of curricular programs of citizenship, socio-cultural activities, and the study of civic science." So civic education itself is so that every citizen can have an insight into state consciousness to defend the country and have a mindset, attitude and behavior in order to remain intact and upright the Republic of Indonesia.

Social skills are skills acquired by individuals through a learning process that are used in relating to their environment in a good and appropriate way (Agung Eko Purwana, et al, 2009:19). Social skills are a type of skills that include the skills of cooperation, mutual aid, help, and so on. This skill is also a type of skill in carrying out activities as a social being to meet the demands of the needs of society. Kosasih Djahiri (Sapriya, 2009: 185), argues that young people need to participate in the reality of life not only as spectators, but immediately as perpetrators. But before and during the participatory process, teenagers need to be nurtured, bridged, and guided so that there will not be a gap that is too wide between the new and old generations. Social skills are the ability to create harmonious and satisfying social relationships, adjustment to the social environment and solve social problems faced and be able to develop aspirations and present themselves with the characteristics of mutual respect, independence, knowing life goals, discipline and making decisions.

Project Based Blended Learning is a learning model where students use online learning as well as face-to-face teaching and collaboration to design, repeat, and complete learning tasks based on certain projects or products. Online learning can be in the form of online learning with the form or material that has been prepared or independent access to the learning resources needed. A key characteristic in this learning is the use of online resources to support project-based learning.

According to Fathurrohman (2016: 119), project-based learning is a learning model that uses projects or activities as a learning tool to achieve competence in attitudes, knowledge and skills. Meanwhile, according to Saefudin (2014: 58) argues that project-based learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on experience in real activities. Thus it is not the project that is at the core of the learning, but rather the problem solving and implementing new knowledge experienced from the project activity. Project Based Learning emphasizes the various contextual problems that learners will experience directly from the project or activity they are doing.

Based on some expert opinions above, it can be concluded that the project-based learning model is a student-centered learning model and departs from a problem background to work on a real project or activity that will make students experience contextual constraints



/ inquiry and problem solving to be able to complete their projects so that they can achieve competence attitudes, knowledge, and skills. Therefore, based on the results of the initial study, the author through observation, researchers want to conduct research by applying the Project Based Blended Learning model in the subject matter of social skills. Researchers have conducted a survey of the general condition of the study site. The research location in question is SMAN 3 Ambon. Second, preliminary study results show that students are more likely to improve individual competence than to develop together or in groups. This reflects that the students of SMAN 3 Ambon, lack of social skills in the learning process in the classroom and outdoors in this case the school environment.

Based on the description of the problem above, the author feels interested in knowing the process of Improving Social Skills in class XI SMAN 3 Ambon with the title "Improving Social Skills through a Project Based Blended Learning Model at SMAN 3 Ambon".

RESEARCH METHODS

This research uses the class action research method (PTK) where this study aims to collect data by trying to innovate learning activities in the classroom, not disturbing the main task of a teacher, also The implementation of class action research is very conducive to making teachers sensitive and responsive to the dynamics of learning in the classroom. The research was carried out directly in the field at the SMAN 3 Ambon school, which is located on Jln. Pantai, Rumah Tiga Village in the period of June 24-July 24, 2022. The subject in this study was a student of class XI SMAN 3 Ambon with a total of 33 students. Of the 33 students, initial tests were carried out. From the initial test results, the researcher determined 9 people as the subjects of the study. With details according to their learning achievements, namely 3 students from the high score group, 3 students from the medium grade group, 3 students from the low score group.

The research process was carried out using the procedures proposed by Suharsini Arikunto with the following procedures: planning stage, implementation stage, observation stage, and reflection. The data collection technique used is by observation and test, while the data analysis technique uses a formula from arikunto suharsimi, namely:

$$\text{presentation of mastery level} = \frac{\text{obtained score}}{\text{max score}} \times 100$$

RESULTS OF RESEARCH AND DISCUSSION

Implementation of Action Research Cycle I

Planning

In this planning stage, researchers and subject teachers determine all action plans that will be carried out on July 12, 2022 to improve social skills of Civics learning outcomes, namely by applying the Project Based Blended Learning model. Planning the first cycle of actions, researchers and teachers design actions to be implemented, including:

- a. Researchers and teachers set the timing of the implementation of classroom action research. The research was held on Tuesday with a time of 4x 45 minutes, according to the civics subject schedule in class XI Negeri 3 Ambon starting from Wednesday, July 13, 2022
- b. Determining the subject matter that will be carried out in the learning process of civics subjects in semester 3 and determining the basic competencies contained in certain subjects. Next determine the indicators on such basic competencies.
- c. Prepare a learning implementation plan (RPP) on core competencies that must be achieved using the Project Based Blended Learning model, the learning implementation plan (RPP)



is prepared by the researcher with consideration from the supervisor and the teacher concerned.

- d. Prepare resources, media and learning tools that will be used in each action, such as package books, questions for each expert group, student worksheets, and evaluation sheets used at the end of the cycle
- e. Prepare research instruments such as student and teacher observation sheets.
- f. Carry out Civics learning with a Project Based Blended Learning model

Stage of Action Implementation

At this stage of implementation, it will be carried out on July 14, 2022 with actions in accordance with the learning plan that has been prepared at the planning stage. Cycle I consists of two meetings from the material taught is a united attitude at the end of the meeting cycle 1, the final test is carried out to determine the ability of students using the Project Based Blended Learning learning model

First Meeting/Cycle I

The first meeting took place on Tuesday, July 15, 2022 at the beginning of this meeting, the teacher and researcher entered the classroom and gave greetings to the students, then the students returned the greetings given. Before carrying out the learning process, inviting all students to pray according to their respective religions and beliefs, students also pray according to their respective religions and beliefs, then the teacher fills out student attendance sheets or fills in student absences. At the beginning of learning, the teacher gives appreciation by doing a Q&A about the material.

The teacher as a presenter of the material to be taught about a united attitude . Furthermore, the teacher provides an explanation of the success indicators with the learning objectives to be achieved including: (1) the teacher explains the meaning of the material presented properly, (2) students hear the teacher's explanation of the material being taught, (3) students complete the material that has been provided, (4) students read out the results of the sequential material. The teacher explained the Project Based Blended Learning learning model that will be used in improving student learning outcomes. Next, the teacher explains about a material to the students. students listen to the explanation given by the teacher. Furthermore, students are divided into 6 (six) groups, each group consists of 4 students heterogeneously (diversely) both in gender and level of ability or intelligence. Then for the next step the researcher helps the teacher to distribute the student worksheet (LKS) to each group having the same event image clues as well which is the same.

In working on student worksheets (LKS) students conduct discussions in their groups based on existing instructions and the group is guided by researchers. researchers in controlling and guiding each group in this stage the researcher is tasked with assessing teachers and students based on observation sheets that have been prepared. However, researchers also helped guide each group in working on the existing LKS. After finishing working on the student worksheet (LKS) each group presents the results of the discussion and each group is responsible for its group called the expert group. After all the groups presented the results of the discussion, it was continued with the discussion after which the teacher guided the students to make conclusions. The last step in the first cycle of meeting I the teacher gives a briefing to each group according to the results of their work and continues by conducting an evaluation or giving a follow-up.

Second Meeting



At the second meeting of cycle I took place on July 18, 2022. The teacher along with the researcher walked into the classroom giving greetings to the students, the students returned the greetings given. As a research teacher at SMAN 3 Ambon in class XI, I can invite students to pray before starting the teaching and learning process, students also pray. Then the teacher fills out the student attendance sheet. After that, the teacher conducts a question and answer to repeat the material of the first meeting. And questions and answers about the material being taught. After that, the teacher divided the students into 6 (six) groups consisting of 4 (four) students heterogeneously as at the first meeting each group received an LKS in the form of incomplete pictures. After that, students work on the LKS based on existing instructions, students present the results of each group. Next, students and teachers make conclusions from the material covered. Then, the teacher gives motivation and evaluates to find out the extent of the student's ability to do the question, then the teacher closes the meeting that day.

Observation of cycle I

In accordance with the researcher's goal, namely improving social skills in Civics subjects using the Project Based Blended Learning model in class XI students of SMAN 3 Ambon, the observation of actions using the following instruments.

Learning outcomes

Learning outcomes are obtained from tests conducted at the end of each cycle. The data obtained are in the form of numbers regarding the value obtained by each student to the questions carried out after the application of the Project Based Blended Learning model in the civics learning process. Student learning outcomes in cycle I can be grouped based on their grade range. Grouping students' grades in cycle I for more details can be seen in the following table.

Table 1. Grouping Students' Grades in Cycle I

Skor	Criteria	Number of Student	Presentage
0-49	Very lacking	2	0%
50-59	Less	5	5,56%
60-69	Enough	2	25%
70-79	Good	7	16,66%
85-100	Excellent	10	52,77%

Based on the table above, which obtained the value of 0-49. Or on the criteria of less than 2 Students who obtained a score of 50-59 or on the criteria of less than 5 students. Students who obtain a score of 60-69 or on the criteria are enough to get 2 students. Students who obtained grades 70-79 or on the criteria of either numbered 7 students. While the scores of 85-100 or on the excellent criteria totaled 10 students. The average score of students in cycle I is 75.27. based on the grouping of values above, student learning outcomes in cycle I are obtained which can be seen in the following table.

Table 2. Student Learning Outcomes in cycle I

No.	Indicator	Cycle I
1.	Skor \geq 65	69%
2.	Skor $<$ 65	31%



Based on data in cycle 1, as many as 19 students or 69% of the number of students who obtained a score of ≥ 65 . Meanwhile, 7 or 31% of the students obtained a score of < 65 . Based on these data, student learning outcomes can be obtained in the first cycle which can be seen in the following table.

Table 3. Achievement of Student Learning Outcomes in Cycle I

Student Learning Outcomes	Pre-Action		Cycle I	
	Frequency	%	Frequency	%
Skor ≥ 65	10	44	19	69
Skor < 65	14	56	7	12

Table of learning outcomes for cycle I, on July 27, 2022. Based on this data, it shows that Civics learning using the Project Based Blended Learning model in class XI students of SMAN 3 Ambon can improve learning outcomes. The number of students who obtained ≥ 65 grades increased by 25% initial conditions, 44% increased to 69%. The average value in cycle I was 8.75% where the initial condition was 66.53 increased to 75.27.

Learning process using Project Based Blended Learning model

In the first cycle, the teacher and the researcher held a reflection to determine the findings related to efforts to increase the quality of civics learning because judging from the results of the evaluation carried out, the average value obtained in the evaluation results in cycle I was 75.27. Students who obtained a score of ≥ 65 were 19 students or 69% of the number of students, while 7 students or 31% of the number of students obtained a score of < 65 . It shows that class action research in the first cycle has not reached the specified success criteria, because $\geq 65\%$ of the number of students have not obtained a score of ≥ 65 . For this reason, the research is continued to cycle II in order to see the improvement of student learning outcomes, it is necessary to make improvements to civics learning in the next cycle while still relying on the absorption of the Implementation of Cycle II Action Research.

Cycle II research is carried out because the results obtained in cycle I have not achieved the set results or have not reached the KKM. Thus there needs to be improvement so that students can improve their way of learning and can compete with other friends and can get better results. Therefore, it must be continued with cycle II as an improvement from cycle I to cycle II actions, this is carried out in order to overcome the problems that occur in cycle I and to improve civics learning outcomes, so that it can achieve the target that has been set, namely 65.

This cycle II research is carried out in a better way and prepares more carefully compared to cycle I with improvements in the learning of cycle II, so it is hoped that it can improve civics learning outcomes as well as increase test scores and changes in student behavior in learning. The second cycle action is carried out as an effort to improve and solve the civics learning outcomes faced by class XI students of SMAN 3 Ambon, the implementation of Civics learning by establishing a Project Based Blended Learning model in cycle II consists of planning, actions, observations, reflections explained as follows.

Planning

Based on the results of the evaluation on the first cycle actions that have not reached the KKM or the average class is less than $\leq 65\%$, the researchers collaborated to solve the cycle II actions. The planning carried out in cycle II is an improvement and shortcomings found after reflecting on cycle I, the same as only planning cycle I, in cycle II the researcher involves the



class teacher in learning where the class teacher is the practitioner, besides that the researcher invites colleagues as observers in each group while the researcher assesses the teacher or practitioner and students during the learning process based on the observation sheets that are suda prepared by taking into account the weaknesses and shortcomings in the implementation of cycle I, then planning is made before carrying out cycle II, as for the things that are done by others:

- a. Discuss and coordinate with the class teacher regarding the action plan in cycle II and improve the lesson plan.
- b. Cycle II still uses the observation format compiled in the previous one.
- c. There needs to be serious attention from the teacher to the students in the process Learning
- d. Establishing the criteria for assessment where cycle II is declared successful ≥ 65 students achieve the minimum completion criteria (KKM) 65.

Implementation of Actions

At this stage of implementation, it is carried out on Monday, July 27, 2022, the actions that have been prepared in cycle II consist of I meeting of the material used is the attitude at the end of one finding II will be carried out a final test to determine students' ability to use the Project Based Blended Learning model.

First meeting

The first meeting took place on Tuesday, July 29, 2022 at the beginning of this meeting, the teacher and researchers entered the classroom and gave greetings to the students, then the students returned the greetings given. Before carrying out the teaching and learning process, the teacher invites all students to pray according to their respective religions and beliefs, students also pray according to their respective religions and beliefs then the teacher fills out student attendance sheets or fills in student absences. Before the lesson begins the teacher inserts an increase in test results in the first cycle, Furthermore, the teacher starts the lesson by asking all students to be serious and pay attention in order to understand what the teacher is teaching. The teacher asks the researcher to be in his place, where the researcher sets the place that has been provided to observe the teacher during the learning process, the researcher not only fills in the teacher's observation format but the researcher fills in the student's observation as well. Like the action of cycle I, the stage of action in cycle II is to carry out a learning process that is adjusted to careful learning planning. Before taking action in the form of learning activities, the teacher re-emphasizes the learning material to students.

At the beginning of learning, the teacher gives an appreciation by luring students with various questions so that students have the background to think. This is done to motivate students to be better. In this second cycle, the teacher gives treatment by preparing material for the next cycle I learning, researchers asked the student who got the highest grade to explain an example of a good united attitude to his peers. This is done so that students know a good united attitude. Then the teacher distributes the students in 6 groups of 4 students. researchers help teachers to share LKS with each group, then the group is asked to think about how they answered the questions or clues that are on LKS. Each group is accountable to its group. Then the group was asked to express the results of the discussion in order about the attitude of unity then the other students were asked to give comments or suggestions with good questions. The teacher also warns students to be active in work and discuss in groups about the teacher's united attitude of providing encouragement to each student who answers questions. after the discussion was over the students returned to their respective seats.



Teachers and students together include learning outcomes at the meeting Teachers assess learning a unified attitude by using the results of cycle II. Project Based Blended Learning

Cycle II Observations

The observation of cycle II is the same as in cycle I, which uses learning outcome tests, observation sheets and documentation.

Learning Outcomes

Learning outcomes are obtained from tests conducted at the end of each cycle. The data obtained are in the form of numbers regarding the value obtained by each student against the questions carried out after the application of the model in the Project Based Blended Learning process of civics learning. Grouping students' scores in cycle II for more details can be seen in the following table.

Table 4. Grouping Student Values in Cycle II

Skor	Criteria	Number of	Presentage
0-49	Very lacking	0	0%
50-59	Less	0	0%
60-69	Enough	1	2,78%
70-79	Good	6	16,67%
85-100	Excellent	17	80,56%

The table above shows that no student obtained a score of 0-59 Students who obtained a score of 60-69 or on the criteria of sufficient number of 1 student. Students who obtained grades 70-79 or on the criteria of either numbered 6 students. While the scores of 85-100 or on the excellent criteria totaled 17 students. Based on the grouping of values above, student learning outcomes are obtained in the first cycle which can be seen in the following table.

Table 5. Student Learning Outcomes in Cycle II

No.	Indicator	Cycle II
1.	Skor ≥ 65	97%
2.	Skor < 65	3%

Based on the table above, it is known that as many as 24 students or 97% of the number of students who obtained a score of ≥ 65 . Meanwhile, 1 student or 3% of the number of students obtained a score of < 65 . In cycle II obtained an average value of 86.25. Based on these data, student learning outcomes can be obtained in cycle II which can be seen in the following table

Table 6. Achievement of Student Learning Outcomes in Cycle II

Student Learning Outcomes	Cycle I		Cycle II	
	Frequency	%	Frequency	%
≥ 65	19	69	23	97
< 65	7	31	1	3

The data shows that Civics learning using the Project Based Blended Learning model in class XI students of SMAN 3 Ambon can improve student learning outcomes. In cycle I, the number of students who obtained a score of ≥ 65 by 69% increased by 28% to 97% in cycle II. The average score of student learning outcomes in the first cycle of 75.27 increased by



10.97% to 86.25 in cycle II. Based on the data obtained in the pre-action, cycle I and cycle II, it can be seen that there is an increase in civics learning outcomes of class XI students of SMAN 3 Ambon by applying the Project Based Blended Learning model

Table 7. Civics Learning Outcomes Using a Project Based Blended Learning Model

Student Learning Outcomes	Pre-Action		Cycle I		Cycle II	
	Frequency	%	Frequency	%	Frequency	%
≥65	10	44	19	69	23	97
<65	14	56	7	31	1	3

The increase in Civics learning outcomes increased after applying the Project Baded Blended Learning model at SMAN 3 Ambon cycle I and cycle II. Learning outcomes in pre-action increased in cycle I and increased again in elbow II. The number of students who obtained a score of ≥65 obtained an increase of 25% from the initial condition of 44% to 69% in cycle I, then increased again by 28% to 97% in cycle II. The average score of student learning outcomes rose by 8.75% from the initial conditions of 66.53 to 75.27 in cycle I, and increased again by 10.97% to 86.25 in cycle II.

Discussion

The discussion in the study was for two cycles, namely cycle I and cycle II. The acquisition of research results refers to the acquisition of scores achieved by students when participating in Civics learning using the Project Based Blended Learning model In the pre-action stage given by 24 students, an average score of learning outcomes was obtained of 66.53. The number of students who obtained ≥65 scores amounted to 10 students or 44%, while 14 students or 56% of the number of students obtained <65 scores. This shows that student learning outcomes for Civics subjects at SMAN 3 Ambon are still quite far from the expected target. For this reason, researchers feel the need to conduct action research to improve learning outcomes that are not in accordance with expectations. Seeing this, researchers tried to improve civics learning outcomes in class XI students by using the Project Based Blended Learning model In the first cycle there was an increase in average learning outcomes of 8.75%, from 66.53 in the initial condition to 75.27. The number of students who obtained a score of ≥65 increased by 25% from the initial condition of 44% to 69%. This proves that actions in cycle I have an increase in student learning outcomes in civics subjects. student learning outcomes in cycle I are increased using the Project Based Blended Learning model applied by teachers.

Student learning outcomes after improvement of actions in cycle II have increased significantly from pre-action, cycle I and elbow II. The average score of student learning outcomes rose by 8.75% from the initial condition of 66.53 to75.27 in the first cycle and increased again by 10.97% to 86.25 in cycle II.Students who obtained a ≥65 score increased by 25% from the initial condition of 44% to 69% in cycle I, and increased again by 28% to 97% in cycle II. Thus cycle II has reached the specified criteria for action success, namely 75% of the number of students obtaining a score of ≥65, so the research stops in cycle II.

CONCLUSION

Based on the analysis of data on the results of this Class Action research, it can be concluded that Civics learning using the Project Based Blended Learning model can improve the learning outcomes of class XI students of SMAN 3 Ambon including; the teacher makes questions according to the material before the learning activity begins, explains the learning activities, divides the students into groups, assigns students to have group discussions, assigns



students to make individual questions, conducts Q&A with each group called the expert group and provides feedback on the students' answers.

This is shown by students who obtained a ≥ 65 score in the first cycle increased by 25% from the initial condition of 44% to 69%. Then students who obtained a score of ≥ 65 in cycle II experienced an increase of 28% to 97%. The average value in cycle I increased by 8.75% from the initial condition of 66.53 to 75.28 in cycle I then in cycle II the average value increased again by 10.97% to 86.25. With the application of the SMAN 3 Ambon Project Based Blended Learning model, there is a very remarkable improvement so that it will improve the quality of education in the school.

BIBLIOGRAPHY

- Abi, Ahamad dkk, 2021. *Kontrol Aparat Pengawas Internal Pemerintah Terhadap Pengelolaan Dana Desa Rantau Macang Kecamatan Muara Siau Kabupaten Merangin*. Skripsi Thesis, UIN Sulthan Thaha Saifuddin Jambi.
- Affandi dkk. (2013), *Model-model Pembelajaran*. Semarang: Sultan Agung Press.
- Agus Prayitno, Y. S. (2015). Pemanfaatan Sistem Informasi Perpustakaan Digital Berbasis Website Untuk Para Penulis. *IJSE-Indonesia Journal on Software Engineering*, 1(1),1-10. <https://doi.org/10.1017/CB09781107415324.004>
- Amirudin, 2016. *Metode Penelitian Sosial*. Yogyakarta: Perama Ilmu.
- Arikunto, 1993. *Manajemen Pengejaran Secara Manusiawi*. Jakarta : Rineka Cipta.
- Arikunto, Suharsimi, 2009. *Manajemen Penelitian*. Jakarta : Rineka Cipta.
- Chaetuman, 2008. *Mengembangkan Sistem Pembelajaran dengan Model ADDIE*. Jakarta : PT, Remaja Rosdakarya.
- Cholisin. 2000. *IKN-PKN*. Jakarta: Universitas Terbuka.
- Djamarah, Syaiful Bahri & Aswan Zain, 2010. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Fathurrohman, Muhammad.2016. *Paradigma Pembelajaran Kurikulum 2013 Staregi Alternatif Pembelajaran di Era Global*. Yogyakarta: Kalimedia.
- Husamah. (2014). *Pembelajaran Bauran (Blended Learning)*.Malang: Prestasi Pustaka.
- Indrawati , 2011: 15 *Model-model Pembelajaran implementasinya dalam Pembelajaran Fisika: Universitas Jember*.
- Kusairi. (2011), *Manajemen Kepemimpinan Pendidikan* (online), tersedia di: <http://mghazakusairi.Wordpress.com> Diakes Rabu 19 November 2014.
- Mulyasa. 2006. *Kurikulum yang di sempurnakan*. Bandug: PT Remaja Rosdakarya.
- Noer, M. *Blended Learning Mengubah Cara Kita Belajar di Masa Depan. (Online)*. <http://www.muhammadnoer.com/2010/07/blended-learning-mengubah-cara-kita-belajar-di-masa-depan>). Diakses pada tanggal 18 Juni 2016.
- Purwana, Agung Eko dkk. 2019. *Lapis PGMI Pembelajaran IPS di MI*. Surabaya: Aprint [Ahttp://ishmacassi.Blogspot.com/2013/03/pendekatan-pendekatan-ips-di-sdmi.html](http://ishmacassi.Blogspot.com/2013/03/pendekatan-pendekatan-ips-di-sdmi.html).
- Rusman, 2012: 133 *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*. Bandung : PT. Rajagrafindo Persada.
- Sagala, Syaiful. 2006. *Konsep dan makna Pembelajaran*. Bandung: Alfa Beta.
- Suharsimi Arikunto.(2006). *Prosedur Penelitian*. Jakarta: Rineka Cipta.Syarifuddin, S. 2019: 23 *Implementasi Model Pembelajaran Kooperatif Tipe Talking Stick pada Pe(mbelajaran Pendidikan Agama Islam (PAI) Di Kelas X SMAN 19 Makassar* (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar).
- Sumarsono. 2002. *Sosiolingustik*. Yogyakarta: Pustaka Pelajar.



- Sunarso dkk. 2006:5 *Membangun Masyarakat Demokratis yang Bermoral Lewat Pendidikan Kewarganegaraan*. Jurnal Civics : Media Kajian Kewarganegaraan, 2006- *jounar.uny.ac.id*
- Syarifuddin, S. 2019: *23 Implementasi Model Pembelajaran Koeperatif Tipe Talking Stick pada Pembelajaran Pendidikan Agama Islam (PAI) Di Kelas X SMAN 19 Makasar* (Doctoral dissertation, Universitas Islam Negeri Alaudin Makasar).
- Tampubolon, S.W. & Syaputra, E. 2018 perbedaan peningkatan kemampuan berpikir kreatif matematis siswa menggunakan model pembelajaran kooperatif tipe berkirim salam dan soal dengan Think Pair Share di SMP Swasta Imelda Medan. *Inspiratif: jurnal pendidikan matematika* .
- Undang-undang Republik Indonesia No.14 Tahun 2005 tentang Guru dan Dosen: guru/tutor.
- Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Tentang sistem Pendidikan Nasional.
- Wardhani, 2008. *Penelitian Tindakan Kelas*. Jakarta : Universitas Terbuka.