



IMPROVING CLASS IX.2 STUDENTS' NATURAL SCIENCE LEARNING OUTCOMES THROUGH EVERYONE IS A TEACHER HERE (ETH) STRATEGY AT SMPN 1 KAMPAR

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ABSTRACT

This paper analyzes Grade IX.2 students' low natural science learning outcomes at SMPN 1 Kampar, which aims to determine whether the use of the Everyone Is A Teacher Here (ETH) strategy can improve natural science learning outcomes at class IX.2 of SMPN 1 Kampar or not. The type of research is classroom action research (CAR) with the application of the Everyone Is A Teacher Here (ETH) strategy. The research subjects involved 25 students of Class IX.2 at SMPN 1 Kampar. The research is classroom action research, which was conducted in two cycles. Each cycle was conducted in two meetings, which consisted of planning, implementation, observation, and reflection. Based on the results of the analysis and discussion, it can be concluded that learning through the implementation of the Everyone Is A Teacher Here (ETH) strategy can improve students' learning outcomes in Class IX.2 at SMPN 1 Kampar. The student's absorption of the subject matter average score is high. In the first cycle, there were 21 students who got high scores and two students achieved very high scores. And it increased in the second cycle with 9 students who got very high scores. Classically, students' learning completeness is declared complete with a percentage of 96.0%.

Keywords: *everyone is a teacher here (ETH) strategy, students' learning outcomes, natural science learning (IPA)*

MENINGKATKAN HASIL BELAJAR IPA SISWA KELAS IX.2 MELALUI STRATEGI EVERYONE IS A TEACHER HERE (ETH) DI SMPN 1 KAMPAR

ABSTRAK

Tulisan ini menganalisis rendahnya hasil belajar IPA siswa Kelas IX.2 SMPN 1 Kampar, yang bertujuan untuk mengetahui apakah penggunaan Strategi *Everyone Is A Teacher Here (ETH)* dapat meningkatkan hasil belajar IPA kelas IX.2 SMPN 1 Kampar atau tidak. Penelitian termasuk jenis penelitian tindakan kelas (PTK) dengan penerapan strategi *Everyone Is A Teacher Here (ETH)*. Subjek penelitian melibatkan 25 siswi kelas IX.2 di SMPN 1 Kampar. Penelitian adalah penelitian tindakan kelas yang dilakukan dalam dua siklus. Tiap siklus dilakukan dua kali pertemuan, yang terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Berdasarkan hasil analisis dan pembahasan dapat disimpulkan bahwa pembelajaran melalui penerapan strategi *Everyone Is A Teacher Here (ETH)* dapat meningkatkan hasil belajar siswa Kelas IX.2 di SMPN 1 Kampar. Rata-rata daya serap siswa terhadap materi pelajaran dinyatakan tinggi. Pada siklus pertama ada 21 siswa yang memperoleh nilai tinggi serta 2 orang memperoleh nilai sangat tinggi. Dan meningkat pada siklus kedua dengan 9 siswa yang memperoleh nilai sangat tinggi. Ketuntasan belajar siswa secara klasikal dinyatakan tuntas dengan persentase 96,0%.

Kata Kunci: *strategi everyone is a teacher here (eth), hasil belajar siswa, IPA*

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INTRODUCTION

Suprijono stated that studying in idealism means psycho-physical-social activities leading to full personal development. However, the reality that is understood by most people is not like that. Learning is considered the property of the school. Learning activities are always associated with school assignments. Most people

think that studying at school is an effort to master science material (Juniati, 2017).

Learning as a concept of gaining knowledge in practice is widely embraced. The teacher acts as a teacher who tries to provide as much knowledge as possible and students actively collect or receive it. The teaching and

learning process is mostly dominated by memorization activities. Students have learned if they have memorized the things they have learned. Of course, this notion of meaningful learning is essentially inadequate. You need to understand, the acquisition of knowledge and efforts to increase knowledge are only one small part of the activities towards the formation of a complete personality (Puger, 2015).

Adequate and quality education is teaching activities that need to be supported by an effective learning process so that students quickly understand what is being taught. Science is a very important subject and is always taught at all levels of education. According to Pamungkas et al., (2017) Science learning processes designed to teach students to understand the nature of science, including products, processes, and develop a scientific attitude, and be aware of the values that exist in society to develop attitudes and actions in the form of positive scientific applications. To date Science learning in elementary schools often forgets the existing process dimensions. Science learning is expected to be a means for students to learn on their own itself and its surroundings, because natural science (IPA) is one of the main themes in the Indonesian education curriculum (Prananda, 2019). Scientific learning process expect teachers to design a creative learning process to develop knowledge, skills and attitudes of students. Therefore, it is expected that teachers can using learning strategies that can make students active or experienced directly in the learning process, not just starting from the teacher's rules, so students can understand through their own experience and have the ability to develop directly. In learning science, students must have the opportunity to experience and find the meaning of a material through critical thinking so that it is easy understood (Hazmiwati, 2018).

Based on information obtained from a Class IX.2 science teacher at SMPN 1 Kampa, Kampar Regency, students' cognitive science learning outcomes cannot be said to be fully successful. One of the causes of incomplete learning at school is that the role of the teacher in the classroom is more dominant than the students. This teacher-dominated learning makes students

passive and less participating. Students only listen and record the material delivered by the teacher. When the teacher asked students to ask questions about things that students did not understand, only one or two students asked, the others were silent. Students also don't seem to feel confident about answering or asking questions, either to the teacher or to their peers. For this reason, it is very necessary to apply reforms in science learning and teachers are highly required to use learning strategies that are appropriate, fun, can help students to be active and mentally involved and encourage students to be able to share their knowledge with others, so that motivation and student learning outcomes become better. One of the methods used to activate students is the active learning method with several types of strategies (Ichsan et al., 2018).

The active learning method is one method that can be used to increase student activity and learning outcomes. Active learning accommodates all the needs of students who have different ways of learning, because students are directly involved in learning. The active learning method consists of several types of strategies, one of which is *the Everyone Is A Teacher Here (ETH) Strategy*. *Everyone Is A Teacher Here (ETH) Strategy* has the advantage of being able to enable students to play a more active role in process of teaching and learning activities, and can creatively develop abilities think students (Imaniar, 2019). The purpose of this research is to see the use of the *Everyone Is A Teacher Here (ETH) Strategy*. It is hoped that students will be able to ask questions related to the subject matter being studied, whether in the form of material that students do not understand, or in the form of questions related to the material being studied. have learned and share the science knowledge they have with other students.

REASERCH METHOD

This research was conducted in Class IX.2 at SMPN 1 Kampa, Kampar Regency in the even semester, starting in February 2022 for the 2021/2022 academic year . This type of research is Classroom Action Research (PTK) using the Kemmis and Mc Taggart model research design,

the spiral from one to the other cycle Which next. Every cycle covers *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2016). The research subjects were 25 students of Class IX.2 at SMPN 1 Kampa, Kampar Regency. The data collection techniques used in this research were descriptive statistics, as well as observation, interviews and evaluation tests to obtain data on student learning outcomes. Data were analyzed quantitatively and presented in tabular form. In this study, the learning achievement test consisted of 15 objective questions that were tested in Class IX.2 at SMPN 1 Kampa, on the distribution of learning achievement tests on the subject matter of the solar system.

RESULTS AND DISCUSSION

As said before, this research is classroom action research (CAR). So the research results consist of planning, implementation, observation, and reflection. The results are described as follows.

1. Cycle I

a) Planning

The planning step is the initial stage of classroom action research. The activities carried out are preparing everything that will be carried out in class. The preparations referred to include (1) preparing a learning syllabus, (2) preparing a learning implementation plan (RPP) based on the syllabus and in accordance with the ETH learning steps, (3) preparing teaching materials and other infrastructure, (4) setting a research schedule, and (5) asking for the willingness of colleagues to become research observers.

b) Implementation

The implementation step is an activity carried out in class. The activity carried out is teaching science subject matter through *the everyone is a theater here* (ETH) strategy.

c) Observation

The observation step takes place during the implementation step. The activities observed were teacher activities and student activities during the learning process through the *Everyone Is A Teacher Here (ETH) Strategy*. Observation activities carried out by the observer. The results of observing teacher activity and student activity are summarized as follows.

Table 1. Recapitulation of Observation Results of Cycle I Teacher Activities

No	Observed Activity	Obtaining Cycle I Scores	
		Meeting I	Meeting II
1	The teacher asks students to write down any questions they have about the material being studied or a specific topic they would like to discuss in class	4	4
2	Collect cards, then shuffle the cards, and distribute them one by one to students	4	4
3	Ask students to silently read the question or topic on the cards they receive and think about the answer.	4	4
4	Ask some students to read the cards they get and give their answers.	3	4
5	After giving answers, ask other students to add to what was stated by the student who read the card	3	3

Source: Research Processed Data, 2022

Through observing two meetings in the first cycle, it was discovered that at the first meeting there were still two activities carried out by the teacher with a score of 3 or a fairly good category, namely when asking several students to read the cards they got and giving answers, and

after giving answers, Ask other students to add to what was stated by the student who read the card. When asking some students to read the cards they got, it takes up a lot of lesson time, and so does when asking other students to give answers. So

that in the first cycle of the first meeting, these activities have not gone well.

At the second meeting of the first cycle, there were still weaknesses in the activity after giving answers, asking other students to add to what was stated by the student who read the card. This weakness will be overcome in the second cycle of the first meeting. Good or good enough learning that the teacher brings will have an impact on student activities during the learning process. Therefore, the weaknesses found in the first cycle were sought for improvement in the reflection activities to be applied to the implementation activities of the second cycle.

d) Reflection

The reflection step is the final step of classroom action research (CAR). In this case the researcher and the observer examined the weaknesses of the research in the first cycle as material for improving the learning process for the

second cycle. As learning improvements for the second cycle are as follows:

- (1) It is better for the teacher to ask students before the learning process to remain orderly during the learning process
- (2) Explaining *the Everyone Is A Teacher Here (ETH) Strategy* procedure briefly and clearly before the learning process takes place
- (3) It is better for the teacher to provide prompting questions/statements from the subject matter so that students want to respond to answers from their friends or other groups.

Student activity data obtained during the learning process using the *Everyone Is A Teacher Here (ETH) Strategy* at SMPN 1 Kampa, Kampar Regency, consists of 4 meetings. Cycle 1 consists of 2 meetings and cycle II also consists of 2 meetings, for each cycle. Then the data is discussed in the form of the following recapitulation table:

Table 2. Student Observation Results in Cycle I First and Second Meetings

No	Observed Activity	Average Activity of Cycle I		Average
		Meeting 1	Meeting 2	
1	Students write down any questions they have about the material they are studying or a specific topic they would like to discuss in class	57.6%	67.2%	62.4%
2	Students receive and pay attention to the cards distributed by the teacher	56.0%	57.6%	56.8%
3	Students silently read the question or topic on the cards they received and think about the answer.	52.8%	56.8%	54.8%
4	Students read the cards they get and give their answers.	56.8%	58.4%	57.6%
5	Students add to what was stated by the student who read the card	58.3%	68.0%	63.2%
Amount Category		56.3% Low	61.6% Currently	59.0% Low

Source: Research Processed Data, 2022

From table 2 it can be seen that student activity has increased, the average of the first and second meetings of cycle I was 59.0% with low criteria. The first meeting of student activity with an average value of 56.3% which was included in the low category, at the second meeting increased with an average value of 61.6% which was included in the medium category with an increase

of 11.4%. This is because students are still not used to the learning being done so that there are students who are less active and lacking serious in implementing learning. Of all the indicators, it can be seen that the 3rd indicator is "Students read silently the questions or topics on the cards they receive and think about the answers", is the indicator with the lowest score achievement,

namely 51.5, this happens because students are still confused in finding questions and answers that are on the card.

2. Cycle II

a) Planning

The preparations made in the second cycle were (1) preparing the learning syllabus, (2) preparing a learning implementation plan (RPP) based on the syllabus and in accordance with the ETH learning steps, (3) preparing teaching materials and other infrastructure, (4) setting a

schedule research, (5) asking for the willingness of colleagues to become research observers, and (6) implementing the reflection of the first cycle in the second cycle.

b) Implementation

The implementation activity consists of the *everyone is theacer here* (ETH) strategy and adding learning steps with the results of the first cycle of reflection.

c) Observation

The results of observing teacher activity and student activity are summarized as follows.

Table 3. Recapitulation of Observation Results of Cycle II Teacher Activities

No	Observed Activity	Obtaining Cycle II Scores	
		Meeting I	Meeting II
1	The teacher asks students to write down any questions they have about the material being studied or a specific topic they would like to discuss in class	4	5
2	Collect cards, then shuffle the cards, and distribute them one by one to students	4	4
3	Ask students to silently read the question or topic on the cards they receive and think about the answer.	4	5
4	Ask some students to read the cards they get and give their answers.	4	4
5	After giving answers, ask other students to add to what was stated by the student who read the card	4	4

Source: Research Processed Data, 2022

Through observing two meetings in the second cycle, it was found that at the first meeting the teacher was able to carry out the *Everyone Is A Teacher Here (ETH) Strategy* activity well . In the second cycle, the second meeting increased with 2 activities categorized as very good, and 3 activities categorized as quite good. Activities that are categorized as very good are

- 1) The teacher asks students to write down any questions they have about the material being studied or a specific topic they would like to discuss in class
- 2) Ask students to silently read the question or topic on the cards they receive and think about the answer

d) Reflection

Increasing teacher activity in implementing the *Everyone Is A Teacher Here (ETH) strategy* has a positive impact on student activity while participating in the learning process. So that student learning outcomes increase, because students' understanding is getting better at understanding the science material taught by the teacher. For more details, it can be explained as follows.

Then in cycle II the activities of Class IX.2 students at SMPN 1 Kampa, Kampar Regency while participating in the learning process using the *Everyone Is A Teacher Here (ETH) Strategy model* can be seen in the following table.

Table 4. Student Observation Results in Cycle II First and Second Meetings

No	Observed Activity	Average Activity of Cycle I		Average
		Meeting 1	Meeting 2	
1	Students write down any questions they have about the material they are studying or a specific topic they would like to discuss in class	75.2%	80.8%	78.0%
2	Students receive and pay attention to the cards distributed by the teacher	75.2%	84.8%	80.0%
3	Students silently read the question or topic on the cards they received and think about the answer. Students silently read the question or topic on the cards they received and think about the answer.	68.8%	76.0%	72.4%
4	Students read the cards they get and give their answers.	73.6%	80.0%	76.8%
5	Students add to what was stated by the student who read the card	75.2%	84.0%	79.6%
Amount Category		73.60% Currently	81.12% Currently	77.4% Tall

Source: Research Processed Data, 2022

From table 4 it can be seen that student activity is increasing, the average first and second meeting of cycle II is 77.4% with high criteria. The first meeting of student activity with an average value of 73.60% which is included in the low category, at the second meeting increased with an average value of 81.12% which is included in the medium category with an increase of 7.5%. This is because students are getting used to the learning that is being done so that there is an increase in student activity when compared to the previous cycle I. This research leads to students' science learning outcomes. Because this research aims to improve science learning

outcomes for Class IX.2 students at SMPN 1 Kampa, Kampar Regency. Learning outcomes through the implementation of the *Everyone Is A Teacher Here (ETH)* Strategy in science learning on the subject matter of the solar system are analyzed through absorption, student learning completeness which consists of individual mastery and classical mastery of subject matter.

1. Absorption

Based on the learning outcomes obtained by students in the first cycle, students' absorption is obtained through the implementation of the *Everyone Is A Teacher Here (ETH)* Strategy as shown in the table below.

Table 5. Absorption of Students in Cycle I

No	Classification	Standard	frequency	%
1	Very high	86 - 100	2	8
2	Tall	71 - 85	21	84.0
3	Currently	56 - 70	2	8.0
4	Low	41 - 55	0	0
Amount			25	100

Source: Research Processed Data, 2022

From table 5 it is known that the state of students' absorption varies at each meeting for each category. In cycle I, most of the students had absorption in the high category. There are 2

students or 8% of students who get an assessment category or value of 86-100. There are 21 students or 84% of the total students who get grades or grades from 71-85, and only 2 students or 8%

who get very high scores. However, students' absorption in the second cycle increased as shown

in the following table.

Table 6. Absorption of Students in Cycle II

No	Classification	Standard	frequency	%
1	Very high	86 - 100	9	36.0
2	Tall	71 - 85	16	64.0
3	Currently	56 - 70	0	0
4	Low	41 - 55	0	0
Amount			25	100

Source: Research Processed Data, 2022

Through table 6 it is known that the average student still gets a high score or there are 64% of students. Students who get an assessment category or value of 86-100 there are 9 students or 36%. There are 16 students or 64% of the total number of students who get an assessment category or score of 71-85.

2. Mastery learning

Learning completeness is an indicator of research success. If 85% of all students complete the KKM (minimum score of 77), then the research is said to be successful. Based on the two action cycles, the completeness of student learning outcomes is obtained as follows.

Table 8. Student Learning Completeness

No	Daily tests	Number of Completed Students	Completeness Percentage
1	Cycle I	17	68.0%
2	Cycle II	24	96.0%

Source: Research Processed Data, 2022

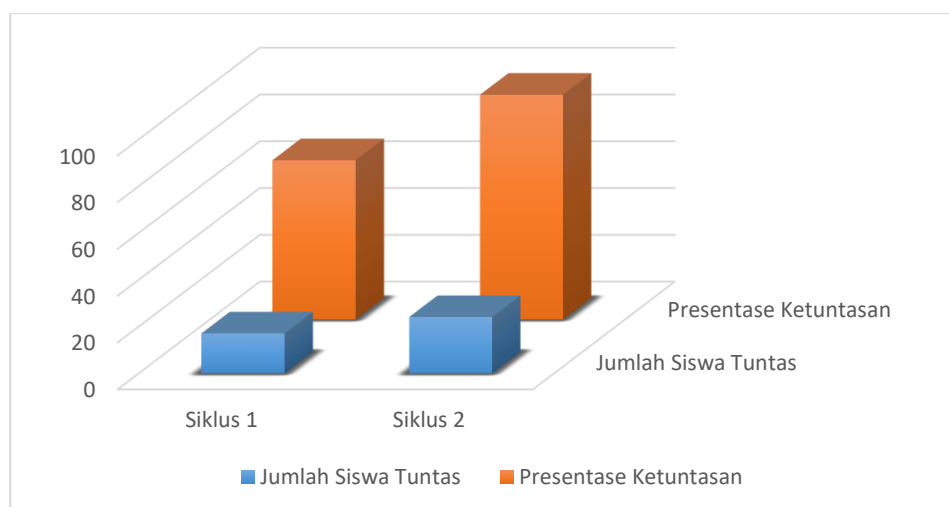


Figure 1. Learning Completeness Graph

DISCUSSION

Completeness of student learning in the first cycle reached 17 students or 68%. In the second cycle increased by 24 students or 96%. Thus the research is said to be successful, because all students have reached the KKM set by the school.

This increase in learning outcomes is also in accordance with the results of research with similar learning strategies that have been carried out by Said., et al (2015) explaining that the application of Active learning type *everyone is a teacher here* is one of the physics learning strategies that can be used to improve participant learning outcomes educate. Likewise the results of research conducted by Khanifah (2014) by applying the active learning model *everyone is a teacher here type* can improve student learning outcomes. In addition, learning with this model has a very good impact on students for the active learning process, active learning methods designed to liven up the classroom atmosphere, fun learning activities, and increase mental engagement (Aprilia, & Ansori, 2020).

This research is said to be successful because the learning outcomes are expected to increase through the active learning model type *everyone is a teacher here*, this is related to active learning activities needed in the learning process to build students' knowledge, that student learning activities include physical and mental activities that interconnected. These two activities affect the learning outcomes obtained by students (Sardiman, 2014). Activities in learning are needed because in principle learning is doing in order to be able to change behavior as a result of learning (Kusuma & Aisyah, 2012; Yuliana., et al, 2015).

Bloom suggests that learning outcomes are abilities possessed by students after receiving learning experiences which include cognitive/knowledge, affective/attitude, and psychomotor/skill aspects (Sudjana, 2012). Learning activities carried out in a school are factors that influence the quality of the school (Muzakar, 2014). According to Prananda, and Hadiyanto (2019) when the learning process occurs, the teacher responsible for the success of learning, and the success of the learning process

depends on the teacher's efforts to arouse student learning motivation. Student learning outcomes influenced by two factors, namely internal factors and external factors, internal factors of participants students include health problems, disabilities, psychological factors and fatigue factors, while external factors include family and school factors (Nurhasanah, 2016). Part learning outcomes the most important part of learning, because it is necessary to understand the ability and understand the level student learning experiences (Prananda, 2020).). The learning strategy used in school will be directly related to the success of the student learning process. The use of learning models that are not in accordance with the circumstances of a school will have an impact on the success of students understanding the concepts being studied (Juleha, Khuzaemah, & Cahyani, 2014). This will be seen from the learning outcomes of students who cannot meet the KKM set by the school. The selection of learning models in schools must be able to improve student learning processes, so that student learning outcomes can meet the KKM set by the school (Purwandari, 2015). Learning should be able to develop students' self-potential both intelligence potential and talent possessed optimally so as to get high selling points (Shoimin, 2014).

CONCLUSIONS AND RECOMMENDATION

Based on the results of the previous research discussion, it was concluded that the average student absorption of the subject matter was stated to be high. In the first cycle there were 21 students who got high scores and 2 people got very high scores, and it increased in the second cycle with 9 students who got very high scores. Classically, student learning completeness is declared complete with a percentage of 96.0%. It can be concluded that learning through the implementation of the *Everyone Is A Teacher Here (ETH) Strategy* can improve the learning outcomes of Class IX.2 students at SMPN 1 Kampa, Kampar Regency.

In connection with the conclusions of the research results above, the authors suggest that the implementation of the *Everyone Is Teacher Here (ETH) strategy* can be used as an alternative

that can be applied in the science learning process. The implementation of *the Everyone Is A Teacher Here (ETH)* Strategy should be carried out in accordance with the existing steps. The teacher must be really good at dividing time so that all the steps are carried out correctly. The teacher should put more emphasis on the concept of the material being taught, and give more practice questions to students. It is recommended that future researchers look for different subject matter or different fields of knowledge to improve the quality of education in the future.

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