

# THE EFFECT OF USING THE *THINK PAIR SHARE (TPS)* LEARNING MODEL ASSISTED BY TTS GAME MEDIA ON THE LEARNING COMPETENCE OF PKN ELEMENTARY SCHOOL STUDENTS

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## Abstract:

This study aims to determine the effect of using the *Think Pair Share (TPS)* learning model assisted by Crossword Puzzle (TTS) game media on the Civics learning competence of grade III students of SDIT Annajah Pebayuran Bekasi. This study used a *quasi-experimental design method* with a form of *non-equivalent posttest only control group design*. The research sample consisted of 50 students consisting of 25 students from class III-A as the experimental group and 25 students from class III-B as the control group. Sample selection is done by *random sampling technique*. Data collection in this study was carried out using objective type test methods in the form of ordinary multiple choice. The data obtained is then analyzed using inferential statistical analysis methods (t-tests). Based on the results of data analysis,  $t_{hit} = 3.82$  with a significant level of 5% and  $dk = 72$  obtained  $t_{tab} = 2.00$ ,  $t_{hit} = 3.82 > 2.00$ . The calculation of the average score of students who participated in TPS type cooperative learning assisted by TTS game media  $\bar{x} = 82,69$  ( $) >$  with students who used conventional models ( $\bar{x} = 73,94$ ). Thus, it can be concluded that the application of the *Think Pair Share (TPS)* type cooperative model assisted by TTS game media affects the learning competence of Civics grade III elementary school students.

**Keywords:** *Think pair share (TPS) learning model and Civics Learning*

## INTRODUCTION

Civic Education or Civic has many meanings and terms. Edmoson (Rozak & Ubaedillah, 2013) states that the meaning of *Civic* has always been defined as a study of government and citizenship related to the obligations, rights, and privileges of citizens. According to Subadi, (2017) specifically stated that citizenship education is

intended to shape students into human beings who have a sense of nationality and love for the homeland. While according to Juliardi (2015) civic education is an educational program that discusses issues of nationality, citizenship in relation to the state, democracy, human rights (HAM), and civil society which in its application uses the principles of democratic and humanist education.

Civic Education is essentially education to form the character of good *citizens*. Character is intended to be a character that is in accordance with the values of Pancasila, both as the basis of the state and as an understanding of the nation's life (Siregar et al., 2022). Syam (Pertiwi et al., 2021) put forward the opinion that Civic Education is education about values that are more emphasized on the formation and development of attitudes.

In addition, according to Adisusilo (Pertiwi et al., 2021) assessment for Civic Education subjects is not only seen from the cognitive aspect alone but also seen from the psychomotor and affective aspects of students, because according to him Civic Education is not just a science but a way of life that emphasizes implementation, especially in everyday life which certainly has a very close relationship with Character Education. Magdalena et al., (2020) suggesting that civic education is education that reminds us of the importance of the values of the rights and permissions of a citizen so that everything that is done is in accordance with the goals and ideals of the nation and does not deviate from what is expected. Because it is of important value, this education has been applied from an early age in every level of education starting from the earliest to higher education in order to produce successors of the nation who are competent and ready to run the life of the nation and state.

The purpose of Civic Education is basically to make Indonesian citizens who are intelligent, dignified and active in the life of the nation and state (Rozak & Ubaedillah, 2013). Civic education aims to build the *character (character building)* of the Indonesian nation, including: (1) Forming participatory skills of qualified and responsible citizens in the life of the nation and state. (2) Making Indonesian citizens who are intelligent, active, critical, and democratic, but still have a commitment to maintain the unity and integrity of the nation. (3) Develop a civilized democratic culture, namely freedom, equality, tolerance, and responsibility.

One innovative learning model that can be applied to Civic Education (Civics) subjects is the cooperative model. According to Rusman (Reinita & Andrika, 2017), “The cooperative learning model is a form of learning by the way students learn and work in groups collaboratively with a heterogeneous group structure”. Based on the results of research conducted by Slavin (Reinita & Andrika, 2017) It states that “The use of cooperative learning models can improve student achievement and at the same time can improve social relations, foster tolerance and respect for the opinions of others.” While according to Suci (2018) suggests that one of the learning that allows the creation of an interactive and collaborative classroom climate is cooperative learning. Cooperative learning allows students to establish social interaction relationships with more competent peers through the direction and guidance of teachers. Rosita & Leonard, (2013) said in the world of education, cooperation skills are important things that must be implemented in learning, both inside and outside school. Teamwork can accelerate learning goals, because basically a learning community always has better results than several individuals who learn independently.

The cooperative learning model has several types, one of which is the Think Pair Share (TPS) type. Think Pair Share (TPS) was first developed by Frank Lyman and colleagues at the University of Maryland in 1981, stating that Think Pair Share (TPS) is an effective way to vary the atmosphere of class discussion patterns. Trianto (Prihadi, 2019) suggest that the learning model *Think Pair Share (TPS)* or thinking in pairs, sharing is a type of cooperative learning designed to influence students' thinking patterns towards something and also student interaction patterns because in this technique students will exchange ideas with their partners. While Arnidha, (2016) suggest that the learning model Think Pair Share (TPS) is a cooperative learning strategy that can give students time to think so that this strategy has strong potential to empower students' thinking skills. In addition, according to Hamdayama (Reinita & Andrika, 2017) “Through this Think Pair Share cooperative model, students' mastery of academic content of subject matter can increase and ultimately can increase student achievement”.

Meilana et al., (2020) conveyed that the TPS learning model consists of the thinking stage, Where the teacher gives questions or problems to students. At this stage, students are given time to think for themselves first. Next to the pairing stage, students and their partners discuss the answers they get at the thinking stage. Then the sharing stage, where students share the results of their answers to the front of the class.

Based on this description, the role of teachers in the TPS type cooperative learning model is only to act as a creative facilitator and mediator because students are required to learn according to their abilities and learn to work in groups and be responsible for the knowledge they gain together. This kind of learning process is expected in Civics learning. With learning that involves students actively in learning and students can work together so that the goals of Civics learning itself can be achieved.

In order for the Civics learning process in elementary schools to be realized as expected, Civics learning should not be taught through lecture methods or assignments alone, but taught in various ways and learning models. The learning model used should provide opportunities for students to find and solve problems and be able to share in conveying information that can be related to Civics learning and its scope. Thus, the problems faced will be overcome through the thought process and actively participating in sharing information during the Civics learning process.

Based on the results of the initial test (pretest) held on Monday, April 3, 2023 in grade III SDIT Annajah Pebayuran Bekasi, data on student learning outcomes in Civics learning were obtained on the material to recognize the diversity of individual characteristics is still a lot below the Minimum Completeness Criteria (KKM) set by the school, which is 75. The low learning outcomes obtained by students are caused by students finding it difficult to understand and master the Civics learning material itself. The lack of satisfactory student learning outcomes is also due to the learning model used by teachers is still less varied, the media used by teachers still does not attract students' attention so that students are less enthusiastic in following learning. In addition, in Learning, students are less encouraged to develop thinking skills, teachers involve students less to be actively involved in learning and also students interact less with fellow friends so that learning becomes less meaningful and less interesting.

Based on the above problems, researchers are interested in conducting a study entitled "The Effect of Using the *Think Pair Share (TPS)* Learning Model Assisted by TTS

Game Media on the Learning Competencies of Elementary School Civics." The purpose of this study was to see the effect of using the *Think Pair Share (TPS)* type cooperative model on student learning outcomes, especially cognitive aspects in Civics learning in grade III SDIT Annajah Pebayuran Bekasi.

## RESEARCH METHODS

The method in research uses experimental methods. The type of research used is quasi experimental design with *the non equivalent post-test only control design*. In this study using two groups, namely the experimental group and the control group. The experimental group was given treatment with the application of the *Think Pair Share (TPS) model*, while the control group was only given treatment with conventional models. This research was carried out in the second semester of the 2022/2023 academic year at SDIT Annajah Pebayuran Bekasi.

The sample in this study is all grade III students of SDIT Annajah Pebayuran Bekasi for the 2022/2023 school year as many as two classes. Class III-A as an experimental class with a total of 25 students and class III-B as a control class with a total of 25 students. The sampling technique used in this study is *non-probability sampling*, which is a sampling technique that does not provide equal opportunities or opportunities for each element or member of the sample to be selected as a sample. Samples were taken as many as two classes intentionally with certain considerations. The independent variable in this study is the *Think Pair Share (TPS) learning model* while the dependent variable is Civics learning competence. Research instruments are carried out content and instrument validation tests. Content and instrument validation tests are also construct validated by judgment experts.

The research procedure in this study adapts to the current learning, which is carried out face-to-face at school. The teacher creates a small group group for each member of his group to discuss before explaining the results of his discussion with the group to the class group. The data collection technique uses a test technique based on post-test

results after both classes are given their respective treatment in the form of multiple-choice questions to measure the results in student Civics learning.

In this study, the data analysis techniques used were descriptive statistical analysis and inferential statistics (t-test with *polled variance*) to test the research hypothesis. The data obtained in this study are quantitative and qualitative data. The data is processed using statistical analysis and non-statistical analysis. Quantitative data will be analyzed by descriptive statistical analysis to describe student Civics learning competency data. Then qualitative data is analyzed by giving meaning to the description of the data. Statistical analysis is used to generalize research results which include estimates (estimates), prerequisite tests in the form of normality tests and homogeneity tests, and hypothesis tests.

## RESULTS AND DISCUSSION

Based on the calculation results, statistical data analysis is obtained in Table 1.

**Table 1.** Results of Civics Learning Competency Test Experimental Group and Control Group

Statistics	Experimental Group	Control Group
Mean	82,69	73,94
Variance	83,32	111,74
Standard Deviation	9,13	10,57

Based on Table 1 above, it is known that the distribution of experimental group data obtained a mean greater than the mean of the control group. Thus, the distribution of control group data which means most scores tend to be low. Before conducting a hypothesis test, several prerequisite tests must be carried out, namely the normality test and homogeneity of data distribution. The formula used is as follows:

$$\frac{(f_o - fh)^2}{fh}$$

Information:

$$\chi^2 = \sum$$

$$\chi^2 = \text{Chi Square}$$

fo = Obtained frequency

fh = Expected frequency

Based on the calculation results, statistical data analysis is obtained in table 2

**Table 2.** Data Distribution Normality Test Results

No	Sample	x2 calculate	x2 table	Status
1	Experimental Class	5,44	11,07	Normal
2	Control Class	1,44	11,07	Normal

From the calculation results using the *Chi-Squared* formula, the *experimental group's post-test* results were 5.44 at a significance level of 5% with a degree of freedom of 5 and known  $\chi^2$  table is 11.07 this means that  $\chi^2_{hit} < \chi^2_{tab}$ . Then the *post-test data* of the experimental group students are normally distributed. While *Chi squared data* of the *control group post test* results  $\chi^2$  count was 1.44 at a significance level of 5% with a degree of freedom of 5 and known  $\chi^2_{tab} = 11,07$ , This means that  $\chi^2_{hit} < \chi^2_{tab}$ . Then the control group's *post-test* result data is normally distributed. Based on *post-test data*, both the experimental group and the control class are normally distributed.

After conducting the first prerequisite test, namely the normality test, the second prerequisite test is carried out, namely the homogeneity test. The variance homogeneity test was performed on the variance of pairs between experimental and control groups. The tests used are F-test with homogeneous data criteria if  $F_{hitung} < F_{tabel}$ . The results of the analysis of the homogeneity test of variance between experimental and control groups are presented in Table 3.

**Table 3.** Variance homogeneity test results

Data Sources	F <sub>hitung</sub>	F <sub>tabel</sub> 5%	Information
Post-test experimental group and control group	1,34	1,74	Homogeneous

Based on the data presentation in table 3 above, F<sub>calculate</sub> is 1.34. While F<sub>table</sub> 1.74 at a significant level of 5% with the numerator degrees of freedom 39-1 = 38 and the denominator degrees of freedom 35-1 = 34. This means that F calculate is smaller than

$F_{\text{table}} = 1.34 < 1.78$  so it can be stated that the variance of post test data of experimental and control groups is homogeneous.

After obtaining the results of the prerequisite analysis test, it was continued with testing the alternative hypothesis ( $H_a$ ) which reads "there is a significant difference in Civics learning competence between students who participated in learning using the TTS media-assisted *think pair share* learning model and students who participated in learning using conventional learning models in grade III students at SDIT Annajah Pebayuran Bekasi. However, in statistical calculations the null hypothesis ( $H_0$ ) is used.

After the prerequisite test analysis, it was found that the post-test data of the experimental group and the control group were normally distributed and had homogeneous variance. The number of samples of the experimental group is equal to the number of samples of the control group ( $n_1 \neq n_2$ ). Therefore, in hypothesis testing can be used t-test formula for empirical research. The test criterion is that  $H_0$  is rejected if it is  $< \text{table}$ . A summary of t-test results between experimental and control groups is presented in Table 4 below:

**Table 4.** t-Test Results of Experimental Group and Control Group

Civics Learning Knowledge Competency	N	Db	Mean	S <sup>2</sup>	tcalculate	tTable
Experiment	25	72	82,69	83,32	3,82	2.000
Control	25		73,94	111,74		

The results of the t-test calculation with polled variance, obtained a tcount of 3.82. While  $t_{\text{table}}$  l with  $db = 72$  at the 5% significance level is 2,000. This means that tcount is greater than ttable ( $3.82 > 2.000$ ) so  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be interpreted that there is a significant difference in Civics learning competence between students who participate in learning using the *think pair share* model assisted by crossword puzzle games in grade III students of SDIT Annajah Pebayuran Bekasi.

Based on the description above, it can be stated that the *think pair share* model assisted by crossword puzzle game media can improve Civics learning competence in grade III students of SDIT Annajah Pebayuran Bekasi. This increase occurs because in learning using the *think pair share* model assisted by crossword puzzle games media can create a more interesting and fun learning atmosphere for students. In learning, students can



feel learning like playing, this is in accordance with the characteristics of elementary school-age children who still like to play so that it is very appropriate to apply and will not make students bored in learning. A pleasant atmosphere will create a more meaningful learning process affectively or emotionally for students. Think *pair share* model, learning where students work in small groups help each other learn, give time for students to think and respond and help each other, give students the opportunity to work alone and work together with benchmates so that it is expected that the knowledge competence obtained will be better. And can raise enthusiasm and increase students' knowledge competence in Civics learning, namely with a *think pair share (TPS) type cooperative learning model*.

A teacher must be able to choose the right media in delivering material that is in accordance with the circumstances of the class and students, so that students feel interested in following the learning taught by the educator. Therefore, it is necessary to use a fun media that can increase the enthusiasm of students to be interested in learning so that it can foster student motivation and learning activity, one of which is with crossword puzzle media. According to Agustin et al., (2021) Crossword puzzles are a medium used to review and can help students remember the material that has been delivered by educators. Applying this media can involve the ability of students to answer a problem in the form of crossword puzzles. When playing crossword puzzles one can not only eliminate boredom, boredom, laziness, and complexity of the mind, but by playing one can also get entertainment, fun, experience, variety and routine, even friends. While according to (Febriyanti & Mayarni, 2022) TTS game is an educational game that is square in shape and has black and white colors. The white square is given a number and filled with letters that form an answer in the form of a word, while the black square as a separator between one word and another. Then the questions are grouped into two types, namely horizontal and descending questions. Sababalat et al. (2021) suggests that the application of crossword puzzle (TTS) media can reduce the boredom experienced by students when the learning process takes place.

The *media-assisted think pair share* learning model of crossword puzzle games applied to the experimental group and the conventional model applied to the control group in

this study showed different influences on students' Civics learning competencies. Descriptively, the learning competence of Civics groups of students who participated in learning with the *media-assisted think pair share* model of crossword puzzle games showed higher results compared to groups of students who followed learning with conventional models. In the experimental group, learning activities on Civics material content applying the *think pair share* learning model assisted by crossword puzzle games can make students more active in participating in learning. Not only because of the model used. The media also has a great fairness in the learning process.

TTS media is a language game by filling boxes with letters so as to form words that can be read both vertically and horizontally. Crossword game media (TTS) is one of the media that can be used in the process of teaching and learning activities. Using this game media can make the learning environment more enjoyable, add new vocabulary, and be able to make the classroom atmosphere more conducive. The benefits of crossword puzzle games are games that can drive away boredom in class, make students play while learning because crosswords can improve spelling skills, increase vocabulary, problem solving and can train the brain to improve brain work function through the questions given.

Unlike the case with Civics learning in the control group that uses conventional learning. This is due to the treatment on the learning steps. In conventional method learning is characterized by lectures as well as the division of tasks and exercises. Learning activities are more dominated by teachers (Teacher Center) so that student activities are more just listening and taking notes. Students in participating in learning seem not too enthusiastic and active in answering or expressing their opinions even though they have been appointed by the teacher. In group activities, students interact less with each other because tasks or problems are solved by students who tend to have smarter abilities than other students in their group. With learning like this, students will remember the material by rote where students will feel bored and bored besides that students become less able to develop their respective abilities. This is what causes student competence in groups learned with conventional learning tends to be low.

The difference in learning methods between groups of students who are taught with the *think pair share* learning model assisted by crossword puzzle games with conventional learning certainly has a different impact on student learning outcomes. The findings in

this study are supported by several previous research results. The application of the think pair share learning model can make a better and conducive learning situation, this is because in the learning process students not only think, write, ask or speak but do physical activities that can cause and increase the competence of Civics knowledge.

Thus, it can be stated that the learning model of the *think pair share* learning model assisted by crossword puzzle games has a greater effect on the competence of Civics knowledge than the group of students who are taught with conventional learning on Civics content, grade III students at SDIT Annajah Pebayuran Bekasi for the 2022/2023 academic year.

## CONCLUSION

Based on the results of the research that has been carried out, the following conclusions can be drawn. (1) The competence of students in learning Civics grade III SDIT Annajah Pebayuran Bekasi who participated in learning with the *Think Pair Share (TPS)* learning model assisted by crossword puzzle game media in the experimental group had an average score of 82.69 which was included in the very high criteria. (2) The competence of students in class III Civics learning SDIT Annajah Pebayuran Bekasi who followed conventional learning in the control group had an average score of 73.94 which was included in the medium criteria. (3) The results of the hypothesis show that there is a significant difference in Civics learning competence between students who follow learning with the *think pair share learning model* assisted by crossword puzzle games and students who follow conventional learning. This is supported by the average score of experimental group students = 82.69 which is included in the very high criteria and the average score of control group students = 73.94 which is included in the medium criteria. Furthermore, the data was further strengthened by the results of t-test analysis which showed a calculated value greater than ttable ( $3.82 > 2,000$ ). The significant difference shows that the application of the think pair share learning model assisted by crossword puzzle game media has a positive effect on student competence in learning Civics grade III SDIT Annajah Pebayuran Bekasi.

Some suggestions that can be conveyed based on research that has been done are as follows. (1) Students so that students practice their critical thinking skills more, formulate questions and express opinions through learning that applies the *think pair share* learning model assisted by crossword puzzle games to overcome problems in student competence in Civics learning. (2) Teachers should be more innovative in learning management by using innovative learning models that can create a good learning atmosphere. fun so that it can improve student competence in Civics learning. (3) Schools that experience problems with low competence in Civics learning, can apply the *think pair share* learning model assisted by crossword puzzle games in learning to overcome these problems. (4) If you want to apply the learning model of the *think pair share* learning model assisted by crossword puzzle games in Civics learning, it is expected to pay attention to the obstacles found by researchers, so that learning activities can be produced that can optimally improve students' knowledge competence.

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