

The Needs Analysis of Social Science Instructional Materials Based on Lampung Culture for Elementary School

Yulia Siska^{1*}, Ambyah Harjanto², Deri Ciciria³, Andri Wicaksono⁴

^{1, 2, 3, 4}STKIP PGRI Bandar Lampung, Lampung, Indonesia

*¹yuliasiska1985@gmail.com, ²cambyasoul@gmail.com, ³deri_ciciria@stkippgribl.ac.id, ⁴ctx.andrie@gmail.com

ABSTRACT

This paper aims to describe the results of needs analysis of social science teaching materials in elementary schools based on Lampung culture. The main of study in this article include: 1) the needs of teachers and students regarding social studies teaching materials based on local culture in elementary schools; and 2) needs analysis phase, and literature and drafting textbooks developed. The design used in this study is research and development. Data collection was carried out by distributing questionnaires to primary teacher education students and lectures of STKIP PGRI Bandar Lampung as well as literature study in drafting teaching materials. The results of the study show that: 1) Lectures and students need Social Sciences teaching materials based of Lampung culture that are used in learning; 2) The draft social studies textbook based on Lampung culture for elementary students was prepared based on an analysis of the needs of students and lecturers. Thus, social studies teaching materials in elementary schools based on Lampung culture are absolutely necessary.

Keywords

social science teaching materials, elementary schools, Lampung culture

Introduction

Education of Social Science emphasizes on the knowledge of the nation, the spirit of nationality, patriotism, and activities of community in the economic field in Indonesia. Social Science was developed as an integrative social science subject, from various branches of social sciences such as sociology, anthropology, culture, social psychology, history, geography, economics, politics and so on. [1] Social studies is one of the compulsory subjects given at the elementary school level. With the existence of social studies subjects in Elementary Schools it is hoped that it can shape students' abilities in understanding the conditions of their environment, starting from socializing, addressing problems, to solving them. The main characteristic of social studies learning is the formation of a nation and character building. The main objective of social studies learning in elementary schools is to instill awareness of the position of individuals, both in their capacity as individuals and as members of the community.

The learning of social studies in elementary schools which students generally are still in the concrete operational age, requires special instruments to build personal and values that will later become they belief. [2] To achieve this case, the learning of IPS in elementary school must be supported by material organizing models, learning models, textbooks, and assessment tools that are socially and culturally minded, so as to enable students to achieve optimal levels of socio-cultural literacy. The socio-cultural approach is an approaching and organizing a material that presents a real portrait of everyday people's life, both in social and cultural dimensions into the classroom comprehensively, in an open, actual and factual atmosphere.

The contents of Social science education in the 2013 Curriculum includes some of the following cases. First, the knowledge about the life of the surrounding

community, nation, and mankind in various aspects of life and their environment. Second, logical and critical thinking skills, reading, learning, problem solving, communicating and collaborating in the life of the nation. Third, the values which include the values of honesty, hard work, social, culture, nationality, peace-loving and humanity as well as personality which are based on these values. Fourth, attitudes which include curiosity, independence, respect for achievement, competitive, creative and innovative, and responsible. [3] The content is packaged in the form of Basic Competencies.

One of the problems of learning social science is that the learning tends to be not contextual, the potential of the local environment especially local culture, is not utilized optimally in the learning process. The condition of learning social science today, especially at the elementary level shows an indication of neglect of local culture which functions to build student character. This is reflected in the organization of material compiled by social science teachers in elementary. [2] The material tends to focus only on global perspectives which causes humanist attitudes and student nationalism fade away. Therefore, an appropriate and immediate solution must be found so that the substance and essence of learning social studies in elementary schools can be realized correctly and in accordance with expectations, such as the birth of qualified Indonesian people who are ready to compete in the global era in the colors of social values and the noble of Indonesian cultural, more specifically the regional of Lampung. When viewed culturally, Lampung indigenous people have various forms of unique regional culture. This local culture is reflected in the habits which develop in the community. [4] The people of Lampung have a local culture that is sustainable today. The legacy of the Lampung people is Pili Pesenggiri in the form of a philosophy of life. Iskandar Syah in Kurniawan argued that: the people of Lampung are a plural society consisting of various ethnic groups with different

backgrounds. [5] Lampung culture has been recognized as a special culture because it has its own script which has high cultural value.

One of the interesting learning materials that can foster students' potential is to pay attention on the diversity of the socio-cultural environment around students which is used as innovative teaching materials. [6] Culture is included in a problem that is quite worrying in social studies learning at this time because the young generation of Indonesian nation is at a decline level. Many of the younger generations do not know the culture of their nation, and even their area, so they lack cultural wisdom values. The steps in module learning according to Gagne, cited by Siska, begin with learning objectives, learning events, selecting media facilities and learning activities and the role of teachers and designers. [7] So, the development of history learning materials will include formal and non-formal curricula as well as the substance aspects such as packaging that is made attractive, information that is new or current, appropriated with students' experiences. The teaching materials developed will accommodate the learning needs at the elementary level. The developed teaching materials are expected to be a reference for the Lampung Education authorities to develop social science textbooks for elementary with Lampung cultural insight.

The presence of social science teaching materials based on culture and local wisdom is needed, especially for students. For example, if I ask my students about Lampung culture and local wisdom, they only understand local culture and wisdom such as tourism places and center of crowds in Bandarlampung and other areas or regencies that have become characteristic of Lampung. They do not understand yet about the social system, social systems and governance that are typical in Lampung Province. For this reason, the materials of teaching social studies based on local culture will later be made as attractive as possible so as to create pride and love for Lampung regencies, content / content in the form of unique facts in surrounding environment, and the language used in teaching social studies must be easily accepted by students.

Literature Review

In order to support this research, the theoretical basis used as a foothold in the preparation of methods and discussion of research results is discussed.

The Nature of Social Studies Education in Elementary Schools

Studying social studies is essentially studying the interactions between individuals and society and the environment (physical and socio-cultural). Social studies material is extracted from all aspects of everyday practical life in the community. Therefore, social studies teaching that forgets society as its source and object is a field of science that is not grounded in reality. [8] Furthermore, in detail Oemar Hamalik formulates the objectives of social studies education oriented to the behavior of students, namely: 1)

knowledge and understanding, 2) learning attitudes, 3) social values and attitudes, and 4) skills.[3]

Challenging primary school social learning can pave the way for lifelong learning and active citizenship. Teachers should provide opportunities for students to investigate challenging concepts and engage them in depth. Challenging social studies instruction includes research, debate, discussion, projects of all varieties including art, and simulations requiring the application of critical thinking skills. [9] Teachers should ask children interesting questions that stimulate decision making, problem solving, and problem analysis. This is important to do, with the hope that through the cultural values owned by the community, through the learning process it will become values that are internalized and internalized by students as individual citizens [10]. The preposition above is in line with the emphasis given by Somantri and Lasmawan quoted by Hutama who argues that social studies learning in elementary schools must be able to bridge and functionalize all social and cultural aspects of society in a conducive learning process so that students have resilience and literacy to problems social and cultural problems of the people.

Social Studies Teaching Materials in Elementary School

To develop teaching materials, references can be obtained from various sources, both in the form of personal experience and extracting information from sources, experts, and colleagues. Likewise, references can be obtained from books, scientific articles, mass media, the internet, and so on.[11] However, even if the materials according to the curriculum are abundant, it does not mean that we do not need to develop our own teaching materials. Musilekwa and Mulenga observe that the development of curriculum materials such as textbooks requires the collaboration of authors specializing in the subject area, editors, curriculum specialists, subject specialists, textbook designers, and textbook publishers.[12] Therefore, the need for the interaction of various stakeholders especially experts in the development of curriculum materials such as textbooks is necessary if quality textbooks are to be developed. According to Yulia Siska, teaching materials in the form of text can function as cultural messages and verbal messages. In addition, the text as a cultural message consists of primary elements (basic units) about human sciences from immediate reality (immediate reality), and the text as a message is generated by a cultural code.[13] As a cultural message the text is seen to have a broader message. The teaching materials need to be packaged optimally so that they can be used effectively. In this study, the teaching materials were packaged in an instructional design in the form of a module.

So, the development of history learning materials will include formal and non-formal curricula as well as substantive aspects such as attractive packaging, new or current information, adapted to student experience. The teaching materials developed will accommodate the learning needs at the elementary level. The teaching materials that have been compiled are expected to be a reference for the

Lampung Education Office to develop an elementary social studies textbook with Lampung culture insight. One of the interesting learning materials that can grow potential in students is to pay attention to the diversity of the socio-cultural environment around students to be used as innovative teaching materials.[14] Culture is included in the problem that is quite worrying in social studies learning at this time because the young generation of the Indonesian nation is at a level of decline. Many young people do not know the culture of their people, even their regions, so they lack the values of cultural wisdom.

Lampung Local Culture

If viewed culturally, Lampung indigenous people have various forms of unique regional culture. This local culture is reflected in the habits that develop in the neighborhood of its citizens.[15] The people of Lampung have a local culture that is sustainable to this day. The legacy of the Lampung people is *Piil Pesenggiri* in the form of a philosophy of life. Iskandar Syah in Kurniawan argues that: Lampung society is a plural society consisting of various ethnic groups with different backgrounds.[16] Thus, Lampung culture has been recognized as one of the special cultures because it has its own script that has high cultural value.

Methods

This research method is a development design by Borg and Gall. [17] The product developed is a social science textbook for elementary based on local culture in Lampung. The steps in this research include three stages, namely: 1) a preliminary study; and 2) designing the product. It is done because, this research will only obtain the form of a product prototype accordance with the development objectives, namely to produce a draft of social science teaching materials for elementary based Lampung local culture. The types of data collected in the development of this teaching material are: the data needed to revise teaching material products sourced from material / content experts, linguists, media experts, as well as teachers and students through field trials. The data were obtained from questionnaires filled out by students and students' behavior observation sheets. The subject of the trial in this study was conducted on the third semester students of Elementary School Teacher Education Study Program STKIP PGRI Bandar Lampung.

Results and Discussions

The results of the research on the development of culture-based social science teaching materials for elementary are divided into two stages, namely the needs analysis stage; literature study and the drafting of the developed textbooks.

Need Analysis

1. Need Analysis for Students

Analysis of students' needs is done by using a questionnaire that contains 1) Content (Teaching Material), 2) Strategy, and 3) Evaluation. The indicators used such as; the content aspects include: a) Method, b) Material, and c) Media. Strategy indicators include: a) Convenience and b)

Accuracy. As for the evaluation indicators, including: a) Effectiveness and b) Benefits. In addition, observation sheets are used in teaching social studies in elementary schools.

Based on the results of observations during the course of social studies in SD, it was obtained the data as in table below. The data from the questionnaire which were distributed to the students related to the learning resources used by the students were shown in table 2. The result of questionnaire which were distributed to the students regarding the need for teaching materials were shown in table 3. The teaching material data required by prospective elementary school students-teacher is presented in table 4. The last, the topics and sub-topics (content of the material) of Lampung culture-oriented on social science textbook for elementary are presented in table 5.

Table 1. The Observation Result of Social Science Lecture

The Result of Observation	
1	Students have not focused on the learning process because they do not have textbooks
2	Learning resources come from the internet are less relevant to learning objectives
3	Some students are not very active in the learning process, they still tend to be passive
4	There are students who talk to themselves with their friends during the learning process
5	Lecturers do not have textbooks that can be used as learning materials, both face-to-face and online
6	Lecturers are still the main learning resource in delivering material
7	Students are not yet fully independent in learning

Based on observations made during social science lectures, it was found that not all the students can focus on learning. The students have not been able to actively participate in the learning process. This is due to the absence of teaching materials that can be used as the main reference by students in learning and discussion. The absence of teaching materials that are owned by students makes them less able to prepare the material to be learnt. In addition, they are too passive in looking for independent learning resources, such as on the internet, from blogs, learning webs, open materials, e-books and articles that can be accessed widely and not limitedly. The students do not have any readiness learning process. It tends to be in one direction, during the discussion and question and answer activity. Not all the students were able to participate. For this reason, the Social Studies Education textbook is absolutely necessary because it can be used as the main reference in lectures.

Table 2. Learning Resources of Social Science

No	Learning Resources	Total (%)
1	Internet	55
2	Learning textbook	10
3	Textbook/Reference	25
4	Article/Journal	5
5	Others (module/hand out)	40

From the table above, it is found that the learning resources used by students in lectures have been dominated by sources from the internet, modules / handouts, text books and papers downloaded from the internet. As for the papers

(articles) taken by students from the internet, the accuracy of the data and their reference sources is not yet known. In addition, most of the material obtained from textbooks only discusses in general there is no in-depth discussion of social studies material specifically discussing the Lampung socio-cultural system.

Based on the questionnaire distributed to the students, it was obtained that students expect to have teaching materials that were developed by lecturers who taught the courses by using language that was easily understood by students; it contains a summary, practice questions, and assessment procedures. Meanwhile, 64% of the students expect textbook from the kinds of teaching material.

Table 3. Learning Material Needed in Lecture

Students Needs of Learning Material	
1	The Nature of Elementary Social Science Education
2	Characteristics of Elementary Social Science Education
3	Learning objective of Elementary Social Science Education
4	Social ability in learning Elementary Social Science Education
5	Learning model and approach of Elementary Social Science Education
6	Utilization of learning resource of Elementary Social Science Education
7	Learning material development of Elementary Social Science Education
8	Lesson plan of Elementary Social Science Education
9	Authentic assessment in learning of Elementary Social Science Education

The material expected by the students in the textbooks developed are: The Nature of Social Studies Education for Elementary, Characteristics of Social Studies Education for Elementary, Learning Objectives of Social Studies for Elementary, Social Ability in Elementary Social Studies Learning, Learning Approaches – model of Social Studies for Elementary, Utilization of Social Science Learning Resources for Elementary, Materials Development of Elementary Social Studies Learning, Elementary Social Studies Learning Plans, and Authentic Assessment in Elementary Social Studies Learning.

2. Need Analysis for the Lecturer of Social Science

Textbooks are a type of teaching material that can be used as a guide for students and lecturers in carrying out lecture activities. Textbooks have a different character from reference books in general. The preparation of textbooks should be appropriated with the curriculum, written and designed based on the needs of the students, using communicative language, referring to the competencies that must be achieved, structured for the instructional process and has a feedback mechanism from the students [18]. In general, it can be said that textbooks can develop students' potential to become independent learners.

Analysis of the need for cultural-based elementary social studies textbooks for lecturers who teach social studies subjects is carried out by using interview method. The draft of questions contains student activities, motivation and interest in the use of learning resources, materials, and learning methods that have been applied, the media used in

learning, material that is considered difficult to learn, and identification of learning resources needed by the students, and the main questions in the form of the urgency of social studies textbooks based on local culture in elementary schools. The following is a summary of the need analysis of cultural-based elementary social studies textbook for the lecturers.

Table 4. Need Analysis of Textbook For Lecturer

No	Indicator	Total (%)
1	Activeness in finding source	20
2	Course learning difficulty	25
3	The need of learning textbook/reference	40
4	The use of learning source in around school	50

Based on the results of the needs analysis of social studies lecturers, it is obtained; first, the students are active in looking for literature on the topic to be studied, but sometimes the students' motivation in lectures is still low; only a few students were excited. Their interests are greater in conducting field studies or material analysis compared to theoretical lectures. Second, the learning models that are usually used to teach include Problem Based Learning (PBL), discussions, and lectures. From the table above, the lecturer who teaches Social Studies subjects welcomed the preparation of a Culture-Based Social Studies textbook for Elementary School Teacher Education Students.

Draft of Social Science Learning Textbook Based Lampung Culture

The draft of Lampung Culture Oriented Social Studies Textbook was prepared based on the needs analysis of the students and the lecturers. After this draft has been prepared, the next step is to write the contents of the material according to the topics emphasized in the needs analysis. The following is a draft of Lampung Culture Oriented Social Studies Textbook for Elementary School Students.

Table 5. Topic of Social Science Learning Textbook Based Lampung Culture

No.	Topic
1	Introduction
2	The Nature of Social Studies Education in Elementary Schools
3	Characteristics of Social Studies Education in Elementary Schools
4	Social Studies Learning Objectives in Elementary Schools
5	IPS Curriculum in Elementary Schools
6	Thematic Learning in Primary Schools
7	Social Skills in Social Studies Learning in Elementary Schools
8	Approaches - Social Studies Learning Models in Elementary Schools
9	Utilization of Social Studies Learning Resources in Elementary Schools
10	Development of Social Studies Learning Materials in Elementary Schools
11	Social Studies Lesson Plans in Elementary Schools
12	Authentic Assessment in Social Studies Learning in Elementary Schools

The discussion on social studies education material above adopts a textbook that has been compiled by Kawuryan (2010). The chapters in the book include The Essence of Elementary Social Studies, Teaching to Realize Goals, Social Science Learning Planning, Choosing and Utilizing Learning Resources [19]. The scope of material selected from the books compiled by Kawuryan is Teaching to Realize Goals, Learning Planning of Social Studies, Choosing and Using Learning Resources. Other sources of reference that are in accordance with the needs analysis as well as the results of this study are those written by the Lecturer Team of Elementary School Teacher Education State University of Medan in North Sumatera which contains material on Indonesian Social Science Education Paradigm, Characteristics of Social Science Learning, Approaches in Social Science Learning, Elementary Social Science Learning Strategies, Thematic Learning Foundations, Social Science Learning Media, Designing and Compiling Evaluation Tools [20]. From the material contained in the learning materials, there are similarities in the material with the textbooks developed, namely the Characteristics of Learning, Approaches in Social Science Learning, Thematic Learning, and Evaluation of Social Science Learning. Likewise, the topics raised in this study originated from the above views are the topics that are considered important. In addition, the topics and sub-topics developed were adjusted to the topics discussed by Nana Supriyatna (1996) and Winarno, et al. (2013) that is a theme developed from people's lives and not from scientific disciplines even though there are similarities with concepts in scientific disciplines [21] [22]. Themes or topics are formulated in the form of activities and do not use common nouns.

Conclusion

Based on the results and discussion, it can be concluded that; first, the lecturers and the students of Elementary School Teacher Education of STKIP PGRI Bandar Lampung need teaching materials for Social Science Education in elementary based on culture to be used in learning. That is because there is no similar book that can be used as teaching material for courses. Therefore, social science teaching materials in elementary based on Lampung culture are absolutely necessary. Second, the draft of Lampung Culture Oriented Social science textbook is prepared based on the needs analysis of the students and the lecturers. The draft textbook consists of: Introduction, The Nature of Social Science Education, Characteristics of Social Science Education in Elementary Schools, Social Science Learning Objectives in Elementary Schools, Social Science Curriculum in Primary Schools, Thematic Learning in Elementary Schools, Social Skills in Learning, Learning Approaches, Culture Lampung as a Learning Source, Development of Learning Materials based on Lampung Culture, Learning Plans, and Authentic Assessments in Social Science Learning in Elementary Schools.

Limitations and Future Studies

This research stage is still limited to a feasibility study of the Lampung Culture Oriented Elementary School Social Studies Textbook draft. For the next period, it is necessary to follow up with a limited and wide scale test so that it can be used as teaching material for elementary school teachers and implemented in schools. The main thing is that the compiled textbooks are used as learning resources in lectures.

Acknowledgement

Thanks are conveyed to LLDIKTI II Palembang for funding this research activity. The researchers also thank the Chairperson of STKIP PGRI Bandar Lampung who has helped, supported, provided data and information for this research.

References

- [1] Musyarofah dan Fajarini, Anindya. (2018). "Pengembangan Bahan Ajar IPS Berbasis Budaya dan Kearifan Lokal Masyarakat Pandalungan Di Kabupaten Jember Untuk Siswa SMP/ MTs." *FENOMENA*, Vol. 17 No. 1 April 2018, pp. 17-40
- [2] Hutama, F. S. (2016). "Pengembangan Bahan Ajar IPS Berbasis Nilai Budaya Using untuk Siswa Sekolah Dasar." *Jurnal Pendidikan Indonesia*, Vol. 4, No.2, Oktober 2016.
- [3] Hamalik, Oemar. (2011). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara.
- [4] Isnaeni, Ahmad & Hakiki, Kiki Muhamad. 2016. "Simbol Is lam dan Adat dalam Perkawinan Adat Lampung Pepadun." *Kalam: Jurnal Studi Agama dan Pemikiran Islam*, Volume 10, Nomor 1, Juni 2016, pp.193-222
- [5] Kurniawan, Robi Cahyadi. (2017). "Piil Pesenggiri: A Concept of Political Power in Lampung Culture." *Jurnal Ilmu Sosial dan Ilmu Politik*, Volume 21, Issue 1, July 2017 (74-86)
- [6] Hidayah, Siti Nurul. (2019). Pengembangan Bahan Ajar IPS Berbasis Keragaman Budaya Batik Jenogoroan untuk Meningkatkan Berpikir Kritis Siswa. *Ed-Humanistics*, Volume 04 Nomor 01 Tahun 2019, pp. 519-526
- [7] Siska, Yulia. (2015). "Analisis Kebutuhan Bahan Ajar Sejarah Lokal Lampung Untuk Sekolah Dasar." *Mimbar Sekolah Dasar*, Vol 2 (2), 2015, pp. 199-211, DOI: 10.17509/mimbar-sd.v2i2.1330
- [8] Ariesta, Freddy Widya. (2018). "Karakteristik Ips Di Sekolah Dasar." Artikel (Onlie), <https://pgsd.binus.ac.id>, published at : 08 January 2018, diunduh pada Juli 2019.
- [9] Siska, Y. (2019). "Implementasi Nilai Pendidikan Karakter dalam Pembelajaran IPS SD Kelas V di Bandarlampung." *Lentera: Jurnal Ilmiah Kependidikan*, 11(2), 31-40.
- [10] National Council for the Social Studies (NCSS). (2013). *Revitalizing Civic Learning in Our Schools*. A Position Statement of the National Council for

the Social Studies. NCSS: New York.

- [11] Wicaksono, Andri; Supriyono; Akhyar, Fitria. (2021). Development of Electronic Teaching Materials Based Flip Book Makers for Language Skills in Elementary Schools. *Proceedings of The 2nd Seminar on Advances in Mathematics, Science, and Engineering for Elementary Schools (SAMSES 2020)*, Journal of Physics: Conference Series.
- [12] Musilekwa, Sianga & Mulenga, Innocent Mutale. (2019). Development of Social Studies Learners' Textbooks for Secondary Schools in Zambia. 10. 99-108. 10.7176/JEP/10-6-14.
- [13] Siska, Yulia. (2015). "Analisis Kebutuhan Bahan Ajar Sejarah Lokal Lampung Untuk Sekolah Dasar." *Mimbar Sekolah Dasar*, Vol 2 (2), 2015, pp. 199-211, DOI: 10.17509/mimbar-sd.v2i2.1330
- [14] Hidayah, Siti Nurul. "Pengembangan Bahan Ajar IPS Berbasis Keragaman Budaya Batik Jenogoroan untuk Meningkatkan Berpikir Kritis Siswa." *Ed-Humanistics*, Volume 04 Nomor 01 Tahun 2019, pp. 519-526
- [15] Isnaeni, Ahmad & Hakiki, Kiki Muhamad. 2016. "Simbol Is lam dan Adat dalam Perkawinan Adat Lampung Pepadun." *Kalam: Jurnal Studi Agama dan Pemikiran Islam*, Volume 10, Nomor 1, Juni 2016, pp.193-222
- [16] Kurniawan, Robi Cahyadi. 2017. "Piil Pesenggiri: A Concept of Political Power in Lampung Culture." *Jurnal Ilmu Sosial dan Ilmu Politik*, Volume 21, Issue 1, July 2017 (74-86)
- [17] Sugiyono. 2011. *Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, p.30.
- [18] Irawati, Hani dan Saifuddin, Much. Fuad. (2018). Analisis Kebutuhan Pengembangan Bahan Ajar Mata Kuliah Pengantar Profesi Guru...*BIO-PEDAGOGI: Jurnal Pembelajaran Biologi*, Vol. 7 (2): 96-99, Oktober 2018
- [19] Kawuryan, Sekar Purbarini. (2010). *Bahan Ajar Mata Kuliah Pendidikan IPS SD*. Jurusan PPSD, Fakultas Ilmu Pendidikan, Universitas Negeri Yogyakarta.
- [20] Team Dosen. (2010). *Bahan Perkuliahan Pendidikan IPS SD Kelas Rendah*. Medan: Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, UNIMED.
- [21] Supriatna, Nana. (1996). "A Study of Cultures of Teaching in Three Victorian Primary Schools". Unpublished M.Ed. Thesis. Melbourne: Deakin University
- [22] Winarno, Muji; Pargito; Susanto, Hendry. (2013). Social Studies Learning Model In The SMPN 2 of Ambarawa Pringsewu District School Year 2011/2012. *Jurnal Studi Sosial*, Vol 1, No 1 (2013).