



Efforts to Improve Activity and Learning Outcomes with Contextual Learning Models Through E-Module Development

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Abstract

This action research aims to improve student activity and learning outcomes through the application of contextual learning models with the development of e-modules in Class XI IPS 2 SMAN 2 Blitar. Initial observations showed that the sociology learning process in the class was not optimal, marked by low student activity in discussions and unsatisfactory learning outcomes, both individually and in groups. This was due to the limited learning models and media used. This study involved 34 students (19 females and 15 males) and was carried out in three cycles. Each cycle consisted of several meetings: two meetings in the first cycle, two meetings in the second cycle, and three meetings in the third cycle. Data was collected through observation, student worksheets, and documentation. The results showed that in the first cycle, only a few students showed above-average activity and learning outcomes. In the second cycle, there was a significant increase in activity, where students were more active in discussions during presentations. However, the highest learning outcome only reached a score of 4450 through the Quizizz application test. In the third cycle, there was a drastic increase in learning outcomes with the highest score reaching 9000. This study concluded that applying the contextual learning model with the development of e-modules significantly increased the activeness and learning outcomes of students in Class XI IPS 2 SMAN 2 Blitar.

Keywords: contextual learning model; liveliness; learning outcomes.

Introduction

The process of learning activities occurs in an interaction between students and teachers by being carried out consciously to achieve a goal, the implementation of learning activities for students is carried out pedagogically, and systematically through steps starting from design, implementation, to evaluation (Suyati & Rozikin, 2018). In order to realize an interactive learning process, students are expected to have an attitude of personal proficiency in each individual. According to the National Education Department, this is part of personal skills, namely the ability to think rationally and the ability to know oneself. Rational thinking skills are skills that students must have in order to obtain information, process information, make decisions, and solve problems. Meanwhile, the

ability to know oneself is related to a person to develop individuals in order to provide benefits to the environment, especially the surrounding community (Nugroho & Nurdian, 2021).

The problem in the world of education that is still unresolved is regarding curriculum problems. According to Said Hamid Hasan, the implementation of the curriculum is one of the biggest triggers in Indonesia, this is marked by the lack of changes in practice in schools, while every new school year the curriculum always requires changes. In addition, he also argued that the quality of educators needs to be considered in the implementation of the curriculum, especially through proper training of educators. In this regard, the role of teachers is very necessary to be used to help various problems that exist in schools, for example, teachers are required to be able to decide on an operational curriculum organization. In addition, according to Kamarga (2021) states that the role of schools in terms of curriculum development has a very large role because the achievement of a goal in the curriculum is highly dependent on the implementation aspect and the school is the one who has the right to regulate all implementation in teaching and learning activities. Currently, the curriculum implemented in Indonesia is the Independent Curriculum for schools that is in accordance with the needs and level of readiness in each educational unit and the K-13 curriculum for schools that are still in the development stage (GTK Ministry of Education and Culture, 2022). According to Pastowo in Bariroh and Khuriyah (2022), the implementation of the K-13 curriculum is carried out through several stages so that it can be carried out through the stages of monitoring, assessing and evaluating the implementation of existing policies in order to see the shortcomings and advantages of the implementation of the K13 curriculum, learning in the classroom focuses more on character education as evidenced by core competencies that contain religious attitudes and social attitudes in all subjects for students. As with sociology subjects, the learning process must attach importance to social attitudes, not only focus on students' thinking. In this regard, sociology learning is intended to provide an understanding of social phenomena and interactions in daily life. In its application, sociology subjects require basic concepts, approaches, methods and analytical techniques to solve problems and problems that exist in the community.

The process of learning sociology is not easy, as students must have the ability to think critically in seeing a social problem that occurs in people's lives based on a sociology lens. In order to find out the mastery of the learning material that has been explained by educators, it requires enthusiasm to improve student learning outcomes. However, facts in the field indicate that the learning outcomes of students in sociology subjects are still not optimal. The problem of student learning outcomes in sociology subjects is still not optimal, this is in line with the incident experienced by students in class XI IPS 2 SMAN 2 Blitar.

Based on the results of observations that have been carried out by researchers since October 2022, there are several problems faced by students in class XI IPS 2 SMAN 2 Blitar that affect the level of students' understanding and learning outcomes that are still not optimal, namely as follows, teachers often use a visual learning model where educators prioritize learning outcomes derived from the results of students' observations in the surrounding environment, Students have difficulty understanding sociology subject matter because they are only asked to read package books so that the literacy they use is still lacking to learn the breadth of sociology.

Then some students from Class XI IPS 2 very few understand the basic concepts of sociology for the reason of the COVID-19 pandemic so that many students fall mentally when given stimulus, questions and input from educators, in class XI IPS 2 material the systematics of writing material is not in accordance with the level of student understanding, so educators find it difficult to carry out the learning process, Many students are less enthusiastic, less enthusiastic and even do not like sociology at all, because according to him, studying sociology is an unpleasant thing.

The above facts show that the level of understanding and learning outcomes of students is very lacking and can even be said to be still low, so one of the solutions is to create an alternative learning model, namely through a contextual learning model equipped with e-modules. The contextual learning model is a learning that prioritizes the concept of learning which aims to help educators to correlate the material delivered with the real-world conditions of students and encourage students to correlate the knowledge they have with their application in daily life. In addition, the contextual learning model also starts with a stimulus in the form of short questions such as oral questions and answers that are friendly and open so that in the future the material presented has a clear goal by encouraging learning motivation, concrete students' thinking and creating a conducive atmosphere (Wayan, 2018).

This contextual learning model refers to principles such as student activities, namely emphasizing student activities in implementation and practice so that they do not only watch and take notes, as well as the development of students to negotiate (Hermana et al., 2013). In addition to the contextual learning model, students are also given learning media in the form of electronic modules (E-Modules). E-module is a teaching material that is arranged in accordance with the order based on the curriculum that has been determined by the school and packaged at a certain time, which can later be accessed through electronic devices such as laptops, computers and smartphones (Cheva & Zainul, 2019). Learning media for e-book-based teaching modules for students and educators which is equipped with practice questions through quizzes or kahoot, internet browsing, power point links in which there is a video then students can analyze a case contained in the video. In addition to being used to facilitate the learning process of educators, this module will also contribute to schools related to the lack of material that is not yet available in the student handbook package.

Studies related to classroom actions using the development of E-Modules have been carried out a lot. A journal that developed e-modules in sociology learning was conducted by Santika and Sylvia (2021) which stated that the application of anyflip-based emodules had a significant influence on the sociology learning process of high school class X IPS 4, especially on social values and norms. In addition, with the implementation of this anyflip e-module, students experience an increase in learning outcomes. Anggelina and Sylvia (2021) further explained that learning media in the form of any flip-based Emodules has been proven to be able to provide a level of effectiveness for students through empirical test results. Furthermore, there are research results that show that the development of modules in web-based sociology learning provides decent and good results to be implemented and developed and is said to be efficient when used by teachers and students.

Meanwhile, according to Soraya and Sylvia (2021) revealed that the learning resources implemented through the module are very adequate and influential to help teaching and learning activities in sociology learning in social integration materials and with the implementation of the

learning model, students have increased by 86.46. According to Hermana et al. (2013) explained that the contextual learning model based on the assistance of the youtube application can also improve sociology learning outcomes. In addition, students also easily understand sociology material through the viewing of various videos related to social problem material and then correlated using sociology theory because learning is felt to be more interesting and memorable according to students who take part in sociology learning.

According to Luma et al. (2021) emphasized that the learning outcomes of students who were implemented using the application of the project-based learning model with a contextual approach experienced a drastic increase compared to the average learning without using other learning model approaches. Many studies on contextual learning models are carried out in teaching and learning activities. However, there is a difference between the previous research and the research that the current researcher is researching, namely this research is carried out by applying contextual learning with the aim of increasing students' activity and enthusiasm for learning along with the development of e-module learning media. This research needs to be carried out to overcome the problems that exist in SMAN 2 BLITAR, especially in the aspect of learning outcomes and learning enthusiasm that is still low so that it affects the learning process of sociology subjects in class XI IPS 2. Based on the above background, the researcher will conduct a class action research with the title "Efforts to Increase Activity and Learning Spirit with a Contextual Learning Model through the Development of E-Modules in Class XI IPS 2 SMAN 2 Blitar".

Methods

The type of research used in this study is classroom action research (PTK). This study uses a research model developed by Kemmis & McTaggart in Bichar et al. (2019) consisting of 4 activities stages: planning, implementation, observation, and reflection. The first stage is planning. At this stage, the researcher prepares everything necessary before going into the field, such as conducting observations in the classroom to find problems that educators and students are facing in the classroom. Furthermore, prepare lesson plans using contextual learning models and other test instruments to measure students' completeness in understanding the material that has been presented. The preparation of lesson plans is expected to be able to show the process of increasing learning or still experiencing a decline.

The second stage is implementation. At this stage, educators carry out the learning process in accordance with the previously designed lesson plan, namely carrying out learning activities regarding Social Issues using a contextual learning model. In this implementation, the researcher himself is the model teacher. The third stage is observation. At this stage, the educator as a collaborator carries out observations that are carried out during the learning process. This observation is useful to obtain the necessary data to increase students' activity and enthusiasm for learning from the application of the problem-based learning model with a contextual approach. The class teacher as an observer is guided by the researcher has prepared observation sheet. What is observed is all activities and activities carried out by teachers and students during the learning process of social problem material with the application of the contextual learning model when taking place in the classroom.

The fourth stage is reflection. At this stage, the researcher and collaborators, namely the sociology teacher of class XI IPS 2 Blitar City, discussed analyzing and interpreting the results of the treatment of actions in cycle I. Furthermore, from the results of the reflection and discussion, if there are aspects that are indicated to have not been successful or run as they should, they will be corrected in cycle II and cycle III. This research was conducted at SMAN 2 Blitar which is located on Jalan Ciliwung No 396 Gung, Kepanjen Kidul District, Blitar City, East Java. Then, the class that was used as research was class XI IPS 2. Students in class XI IPS 2 totaled 33 students consisting of 19 female students and 15 male students. The selection of research subjects in class XI is because the curriculum applied in class XI still uses the K-13 curriculum, while for class X has implemented an independent curriculum where sociology subjects are still made one with social science subjects. So that researchers find it difficult to take a middle way to conduct research in class X. Not only that, this selection is also based on the effectiveness and learning outcomes of students that are not optimal. This research was carried out in an odd semester in the 2022/2021 school year. This research was carried out for 8 weeks, from October 21 to December 30, 2022.

The data used as the basis for conducting this research is quantitative data obtained from filling out google form questionnaires, interviews with educators and observation results during learning activities and qualitative data in the form of information about the learning process, conditions passed by students and educators in the learning process in the classroom. Research data that has been obtained from various sources includes: 1) The incident was the process and teaching and learning activities in sociology subjects in class XI IPS 2. 2) Informants, namely several students and sociology educators in class XI IPS 2. 3) Documentation of the learning process.

In the classroom action research, the researcher applied three data collection techniques. These techniques include observations carried out during the sociology learning process, interviews with some students and educators who teach sociology subjects in class XI IPS 2, and documentation during the sociology learning process. The researcher carries out the validity test of the data by identifying and discussing one or more existing strategies in checking the accuracy of the research results. According to Creswell 2019: 269-270, the researcher used a data validity test technique through procedures, namely data triangulation and Member Check. Triangulation is carried out by examining the evidence from these sources and using it to build justifications for related themes, while member checking or the accuracy of research results can be known by bringing back a specific description or theme to the participants regarding its accuracy. Researchers do not need to bring back raw reports to participants, but use parts of the research results that have been processed such as themes, case analysis, theories and the like. Part of the results of the study can be used as a follow-up interview with participants so that they have the opportunity to express their opinions related to the results of the research.

In this study, the researcher used data analysis with a flow model by Miles and Huberman in Harahap (2021) with a data analysis process, namely data reduction, data presentation, and drawing conclusions or verification. Researchers carry out data reduction by summarizing by selecting the main things and focusing according to the theme and pattern (Sugiyono, 2016), in the stage of presenting data can be done in the form of brief descriptions, flowcharts, and category charts, and so on. At the data presentation stage, the researcher will present the data in the form of narrative text (Sugiyono 2016).

The last stage, namely drawing conclusions and verification, can be done by looking at the initial conclusions that are still provisional, and can change if strong evidence is not found to support data collection. However, if the conclusions at the initial stage are supported by valid evidence when the researcher returns to the field to collect data, then the conclusions found are reliable conclusions (Sugiyono, 2019).

Results and Discussion

Cycle I

Planning Stage

The subject of this study is class XI IPS 2. In the first cycle stage, sociology learning begins at the stage of action planning, observation and reflection. Related to problems that arise in the learning process felt by educators. Therefore, the activities carried out are cooperation between observers and educator collaboration to provide several formulations of actions and steps that must be taken if applying a contextual learning model through the development of e-modules to implement sociology subjects and determine indicators of the level of activity and enthusiasm of students in order to determine the level of achievement.

Observers and educators collaborate to create various facilities and means to support and support the needed sociology learning, including designing a Learning Implementation Plan (RPP), learning media in the form of e-modules that are made creatively and interesting for students to read, and student worksheets. The learning media in the e-module includes quizizz and padlet and to find out the conditions in the learning process using a contextual learning model as an effort to increase the enthusiasm and activeness of students in solving problems in sociology subjects, especially in the material of Social Problems in class XI IPS 2 SMA Negeri 2 Blitar.

Implementation and Observation Stage

The first cycle of actions at the first meeting was carried out on Friday, October 21, 2022. Then, during this activity, the implementation carried out by the observer collaborated with educators in applying the contextual learning model in sociology learning to increase the enthusiasm and activeness of students in the sociology learning process. In the implementation of learning, observers carry out observations to students during sociology learning activities in the process of teaching and learning activities.

Learning Analysis and Reflection

There are several important points in carrying out classroom actions during cycle I that are considered for reflection on actions so that later it will be useful to be used as a subject for discussion at the same time as educator collaboration. First, the implementation of learning from beginning to end in teaching and learning activities carried out by the research team in the classroom has been in accordance with the learning implementation plan (RPP) that has been designed so that the implementation consists of introduction, core and closing activities. Second, there are several important points that are not carried out by collaborative teachers during the implementation of learning, including not checking the attendance of students, not checking the learning materials at the previous meeting, not conveying the basic goals and competencies during the learning activities that will be carried out in the process of teaching and learning activities.

Third, in this meeting, collaboration educators looked a little stiff and nervous at the beginning of the learning implementation because they were not used to applying the learning implementation to the contextual learning model in sociology subjects regarding social problem material. However, further, educator collaboration has been able to carry out a contextual learning model. Meanwhile, according to students, the contextual learning model is more difficult to apply because the model is different from the learning model implemented by educators. The difficulties experienced by students are related to learning activities in order to prioritize students to be able to find the material they learn and correlate with real-life situations, so that they can encourage students to be able to apply it in their daily lives. Fourth, students are considered less active in participating in a series of learning processes. Although, in the second meeting some students began to have students who could answer the questions given by the educator collaboration, but some students in the classroom were not actively involved so they tended to have a passive learning process nuance. The ability of students to solve problems in sociology subjects, especially social problem materials after using the contextual learning model, has improved when compared to using the visual learning model. This is evidenced by the ability of students to find topics of social problems around the living environment, identify problems, learn and find solutions to the problems that students study. With students being able to solve, identify, and solve problems, which means that the contextual learning model is able to provide a learning experience for students, because students do not only focus on explaining the material delivered by educators, where educators can access material through social networks and in daily life related to social issues.

In this cycle, students must find and find social problems themselves from the determination of topics that have been determined by educators to be discussed with their group members, so that the effect is an increase in students' ability to solve problems because students are able to identify problems, collect data, and find solutions based on valid data in the field which then the results are written in the form of power points that are worked on together members of their respective groups. However, there are still some student members who cannot be invited to cooperate, do not do group assignments with each other, do not make power points and many group members are not active in discussions. These problems are only experienced by some students and other students have been able to solve and identify problems in sociology subjects, especially social problem materials properly and correctly. This reality is evidenced by students who have begun to actively ask questions even though they are only group representatives, complete group tasks well, show good cooperation between members in one group and are responsible and have good discussions between one group and another.

Cycle II

Planning Stage

In this second action cycle, the researcher uses learning preparation to support the activity and enthusiasm of learning that is still low in class XI IPS 2 by applying e-module-based quizizz. Where the e-module learning support media can be accessed through students' electronic devices. The preparation of the research instruments is still the same as the research instruments in the first cycle, namely observation sheets and observations, photo recording devices in the form of mobile phone cameras and a list of score results from working on e-module-based quizizz learning media

Implementation and Observation Stage

Cycle II action at the first meeting was carried out on Friday, November 11, 2022. The syntax of the implementation of the implementation of the Contextual Model Through EModul Development in sociology subjects in Class XI IPS 2 SMAN 2 BLITAR in the second cycle can be seen that the level of student activity in the Implementation of E-Module-Based Quizizz in the Sociology Learning Process in the aspect of attention is quite good, namely as many as 20 students or if presented as many as 58% of students pay attention to the implementation of the E-Module well, while in the aspect of Cooperation and Social Relations still tends to be low, namely only 10 students or if presented as many as 29% of students who cooperate well, in the aspect of expressing opinions or ideas is quite good, namely as many as 20 students or if as a percentage as many as 58% have actively expressed opinions well. Meanwhile, the observation results also show that in the aspects of problem solving, discipline and answering questions, teachers show significant results, either as many as 20 students or if percentaged, as many as 58% of students do well.

Learning Analysis and Reflection

In the second cycle, there were not many notes from observers to discuss with partner teachers. Because partner teachers have carried out a series of learning processes with a contextual model with the application of e-modules in sociology subjects. In addition, partner teachers have also made many improvements in learning activities as discussed with observers in the reflection process in the first cycle. This is proof of Classroom Action Research (PTK), which is a form of research conducted by classroom teachers to obtain an improvement in the learning process in the classroom.

The focus of this study is how to increase the activity and enthusiasm of learning which is still low so as to affect the learning process of sociology subjects in class XI IPS 2 at SMAN 2 BLITAR in sociology subjects with Contextual Learning Models through the application of E-Module-based Quiziz in the learning process. So that the research results that have been presented are in the form of an assessment of the results of student work through Quiz questions and an assessment of research report presentation activities. At the end of cycle III, an assessment was carried out to measure learning outcomes and student learning activity. The scores obtained by students are shown in the table below: Cycle III The focus in this study is how to increase the activity and low learning outcomes so as to affect the learning process of sociology subjects in class XI IPS 2 at SMAN 2 BLITAR in sociology subjects with Contextual Learning Models through the application of E-Module-based Quiziz in the learning process. So that the results of the research that have been presented are in the form of an assessment of the results of student work through Quiz questions. At the end of cycle III, an assessment was carried out to measure learning outcomes and student learning activity. The grades obtained by students are shown in Table 1.

From Table 1, it can be seen and known that the results of learning assessments through Quizizz conducted by students in grade XI IPS 2 have increased from cycle II. Where students in cycle II most of the students have not understood and participated in learning the social problems discussed. Then in this third cycle, the majority of students have experienced an increase in terms of grades, participation and activeness during learning by using quizizz media which they have rarely done so far. In the learning process using quizzes, the students are very enthusiastic and enthusiastic in working on the existing questions. From the table above, it can be seen that the

comparison of scores achieved by students in cycle II and cycle III, in cycle II the highest score of student achievement is 4450 with students who do not participate as many as 6 students and in cycle III the highest score of student achievement is 9000 with students who do not participate as many as 6 students. Then from the table above, it proves that the student's activeness during the assignment activity in the form of Quiziz is in accordance with what the teacher has expected so far. Judging from the graphs and tables above, 67% of all students have been able to achieve the target, while of the 6 students in class XI IPS II, they are passive and do not take part in the Quizizz work. At the end of cycle III, the researcher provides evaluation and reinforcement of the material on the learning carried out.

Table 1. Improvement of Learning Outcomes Between Cycle I and Cycle II

Cycle I			Cycle II		
Score	Number of Subscribers	Scale	Score	Number of Students	Scale
4000-4500	3	Excellent	000-1000	9	Excellent
3500-4000	0	Excellent	8000-9000	5	Excellent
3000-3500	2	Good	7000-8000	1	Good
2500-3000	0	Good	6000-7000	3	Good
2000-2500	8	Enough	5000-6000	1	Enough
1500-2000	7	Enough	4000-5000	3	Enough
1000-1500	4	Enough	3000-4000	1	Enough
500-1000	4	Less	2000-3000	4	Less
0-500	6	Less	1000-2000	1	Less
			0-1000	6	Less

Conclusions

Based on the results of the research that has been carried out, it is concluded that the application of the contextual learning model through the development of e-modules in class XI IPS 2 SMAN 2 Blitar in its application there is a difference between the actions in cycle I, cycle II and cycle III. At the beginning of the implementation of cycle I, educators still looked a little stiff and nervous because they were not used to applying the implementation of learning to the contextual learning model in sociology subjects regarding social problems. Meanwhile, students are considered less active in participating in a series of learning processes. Therefore, in the reflection process, observers and educators discuss what should be done to improve it. So that the results in the second cycle were obtained that the ability of students increased from the beginning, most of the students did not know the material of the social problems discussed and experienced an increase by learning using Quizizz media that they had never done before. In the third cycle, students experienced a much better improvement than the previous cycle, in this cycle there is no need to adjust the learning media applied, namely Quizizz-based e-modules and presentation activities on the results of social problems that have been discussed. Students are suitable and enthusiastic about the learning media applied. It is known that the learning atmosphere of class XI sociology subjects has become more interactive.

Based on the results of the research and the conclusion above, it is suggested to other researchers to combine the contextual learning model with cooperative learning methods and use more varied learning media. Because this research is still imperfect, other researchers can also improve the shortcomings contained in this study.

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