

DEVELOPMENT OF CONTROVERSIAL ISSUES-BASED STUDENT WORKSHEET TO IMPROVE STUDENT'S SOCIAL SKILL CLASS IV IN ELEMENTARY SCHOOL

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Abstract

This study aims to obtain decent controversial issues-based student worksheet or commonly known as LKPD and to understand the effectiveness ratio of student worksheet to improving of student's social skills class IV in elementary school. The study method used is research and development in accordance with the theory of Borg & Gall. Collecting data utilizes social skill observation sheet. The subject to this research is students of class IV in elementary school. The results of the study show that the first, controversial issues-based student worksheet is appropriate to use. According to results of assessment, comment, and suggestion from the validation sheet which has been filled out by the validator, its category is "very good". The second, controversial issues-based student worksheet is effective to improve students' social skill which is evidenced by the result of the Wilcoxon test output which obtained a significance value of $0.003 < 0.05$, and is supported by descriptive output refred that the average value of students's social skill social skills before 22.41, and after given on controversial issues-based student worksheet is higher, 30.83.

Keyword: Student Worksheet, Controversial Issues, Social Skill.

Abstrak

Penelitian ini bertujuan untuk memperoleh Lembar Kerja Peserta Didik (LKPD) berbasis controversial issues yang layak dan memahami rasio keefektifan LKPD tersebut terhadap peningkatan keterampilan sosial Peserta Didik kelas IV Sekolah Dasar (SD). Metode penelitian yang digunakan ialah penelitian dan pengembangan yang merujuk teori dari Borg & Gall. Pengumpulan data menggunakan lembar observasi keterampilan sosial. Subyek kajian ini ialah para Peserta Didik kelas IV SD. Hasil penelitian ini menunjukkan bahwa pertama, LKPD berbasis controversial issues layak digunakan. Berdasar pada hasil penilaian, komentar, serta saran dari lembar validasi yang telah diisi oleh validator, kategori LKPD "sangat baik". Kedua, LKPD berbasis controversial issues efektif untuk meningkatkan keterampilan sosial peserta didik yang dibuktikan dengan hasil output dari uji Wilcoxon yang diperoleh dengan nilai signifikansi $0.003 < 0.05$, serta didukung dengan data output deskriptif yang menunjukkan bahwa nilai rata-rata keterampilan sosial peserta didik sebelumnya 22.41, dan setelah diberikan LKPD berbasis controversial issues meningkat lebih tinggi, 30.83.

Kata Kunci : Lembar Kerja Peserta Didik, Controversial Issues, Keterampilan Sosial.

INTRODUCTION

Education is a very basic thing to shape the personality of an individual. Likewise, basic education is useful for developing the potential in students. Having behavior which can reflect an individual who has faith, good character, knowledge, and responsible for interacting effectively with the social, school and natural environment around him. The cooperative activity in question, according to Indrastoeti et al (2015:141), is in the form of discussions in a group which can train students in interacting, anticipating, cooperating, exchanging knowledge, insights and also being able to develop various social values, and social abilities. With education, a person can adapt to the social environment and also become a useful member of society. Therefore, it is hoped that teachers should be able to develop and equip their students so that they have the ability to be able to socialize optimally. Students are expected to have good social skills. Social skills include a fundamental aspect for an individual to adapt and relate to other parties which is a very important thing for children to have. Social skills include an ability to communicate, make adjustments, the ability to have good relations with other parties, and social activities (Nandang Budiman 2006:21).

Social skills are mastered and learned by using the maximum adjustment process and social processes. With social skills, children can be trained by using the environment so that children will be faster in making adjustments. This competence is a very important thing for children to have and develop because with social skills, children can have self-control in adapting and behaving in ways that are acceptable to the environment and always comply with existing norms. Children can carry out various social activities, exercise control over social actions, and acquire better adaptation techniques so that they can carry out social activities in the community, school, and family.

Based on the results of observation in the IV class of gugus merpati in the Lemong sub-district, it consists of five elementary schools. There are problems in the learning process including the students' social skill when learning takes place. It can be seen in the social skills which are not achieved. Including skills in communication, many students cannot express their opinions and only a few students ask questions in learning activities. In interaction skills, it can be seen that there are many students who cannot accept suggestions and criticism wholeheartedly and there are still many students who cannot complete the tasks that have been given. In participation skills, it can be seen that there are still many students who do not carry out according to the instructions in learning activities so that they become passive and cannot give suggestions and criticism. Differences in views among students will provide knowledge and instill awareness about the existence of a difference so that in the end it has a democratic sense (Suryanto, et al. 2018: 2).

Various things which can trigger social skills are the learning process carried out which has a tendency to be one-way and centered on educators by using LKPD which has not been integrated with the learning model that is appropriate and appropriate to the situation of the students so that it can make learning activities look monotonous and less interesting. This can be seen from the activities of the students in the classroom when the learning activity is running. For example, when educators ask questions, many students cannot answer. Students are given the opportunity to ask questions but there are only a few students who ask questions and many students are embarrassed to express their opinions so that learning activities of students will look more passive in learning activities and there is no group awareness to be able to share in activities learning.

In accordance with the various existing problems, the author assumes that a lesson is required to use teaching materials in the form of LKPD according to the conditions and needs of students so that learning activities can be carried out smoothly. Therefore, the author tries to follow up on a study. LKPD based on controversial issues, can provide improvement in social skills.

According to Indrawat.H (2011:66), learning with controversy can provide the development of new and better opinions so that it can lead to higher thinking processes such as analyzing, synthesizing, and evaluating controversial issues. A type of contextual learning can make students more active in establishing communication, carrying out social activities, and being able to adjust to the family or community environment. According to Michael, H & Ralph, L (2012: 614-629), discussion in learning controversial issues is very influential on the learning process. While the LKPD which uses the controversial issues type of learning, it displays the actual problems which are happening that are connected with the material in learning so that it can make students realize alternatives in solving problems (Izza 2017:27). Meanwhile, according to Komalasari (2017: 259), Controversial issues is a type of contextual learning so that using this model is expected to increase the level of thinking of students in providing an understanding of various issues that are happening in the students' live.

The following are the results of the needs analysis carried out by initial observations during the Pre-Survey which was carried out on 03-06 August 2020 on 80 students at the Gugus Merpati Elementary School, Lemong District, Pesisir Barat Regency.

Table 1. Social Skills Observation Survey Data

No	Keterampilan sosial	Jumlah siswa		Presentase (%)	
		Baik	Tidak	Baik	Tidak
1	Adaption skill	0	80	0	100
2	Interaction skill	32	48	40	60
3	Self-control skill	23	56	30	70
4	Skills= in empathy	28	52	35	65
5	Skills in obeying the rule	32	48	40	60
6	Skill in respecting others	32	48	40	60
7	Skill in helping friend	36	44	45	55
8	Queuing skills in public places	0	80	0	100
9	Skill in disposing garbage in its place	32	48	40	60
10	Good communication skill with others	28	52	35	65
11	Multiple group collaboration skill	28	52	35	65
12	Skill to be a selective consumer	0	80	0	100
13	Skill in making decision	0	80	0	100
14	Skill in participating as a citizen	0	80	0	100
15	Ability to recognize diversity, explore, process, and utilize information	0	80	0	100
Number of Student Class IV in the Pigeon Cluster		80			
The average social skill of fourth grade students in the pigeon cluster, Lemong sub-district				20%	80%

Source: Research Pre-survey Observation Data

Based on the results of the needs analysis on observation, it shows that only 20% of students have social skills and 80% of students do not have social skills from 80 students. The need for learning media can provide an increase in the social skills of students in thematic learning activities such as learning media which is carried out by developing a student worksheet model. According to Zulkifli & Royes.N.(2017:120-133), the ability which must be possessed in professional competence is an ability to master learning materials and also to develop. While Ozman & Yildirim. (2011:64-67), it is very effective learning in using LKPD. Packaging material in the form of LKPD based on *controversial issues* can help students improve social skills in the learning process in the classroom. Bicyclepat with Sonia, GinaMJ, et al (2012:28), the advantages of social skills are that

students behave and carry out positive interactions with their friends, positive interactions and behavior with friends, students in carrying out appropriate behavior in class, Learners acquire techniques for dealing with conflicts with others.

Based on this, researchers need to conduct research on improving social skills with LKPD based on the Controversial Issues model in IV Class of elementary school in Gugus Merpati , Lemong sub-district, Pesisir Barat district. In this study, Ni.Md.Winursit et al (2014:1-10) produced contextual learning based on controversial issues which influenced students' learning outcomes, but my study produced LKPD based on *controversial issues* which could improve students' social skills. While Samiha's research, YT. (2020:107-121), it results in the development of teaching materials in social studies subjects. In the my research, not only in one subject but in integrated thematic learning of more than one subject. In research and development, in addition to developing controversial issues-based LKPD products, there is also the development of learning designs using the ADDIE model (*Analysis, Design, Development, Implementation, and Evaluation*) so as to distinguish between controversial issues-based LKPD products and other LKPD products.

RESEARCH METHOD

This study uses a type of R&D study or commonly known as *research and development*. The results obtained from this study are a product which is sourced from the development of previous products. This study is carried out with the aim of developing LKPD using the *controversial issues* model in thematic learning activities of class IV students in elementary school. Borg and Gall (in Sugiono, 2017:35) provide an explanation if there are 10 stages in the development study. Develop initial products to obtain LKOD prototypes and initial designs of actions to develop learning models on *controversial issues*. The model which has been selected by the author to develop the model and the LKPD that will be used is the ADDIE model. This model is used because this model has an educational technology approach in which this model is more relevant for developing learning models when compared to other instructional designs.

The sampling used in this study is carried out using a purposive sampling technique. Arikunto (2010: 183) provides an explanation that purposive sampling is a method of determining sample that is performed with a purpose and is carried out with a technique of taking subjects that are not based on strata, random, or regional but based on a specific purpose. This goal is generally conducted because there are various considerations such as reasons for limited time, energy, the condition of the COVID-19 Pandemic, and limited fund. Therefore, it is not possible to take a large sample. In accordance with various considerations, the authors took samples in this study of class IV students of 112nd Krui state elementary school, totaling 12 students.

The analytical method in this study is grouped into qualitative data and qualitative data obtained from validity and observation sheets. Qualitative data were obtained from non-test data, namely questionnaire sheets or questionnaires used from the assessment of various experts. Quantitative data analysis was used to calculate social skills observation data on students. This study interprets quantitative data and then discusses it descriptively from the results of social skills observations in the form of observations. Furthermore, quantitative data sourced from observation sheets will be analyzed using descriptive statistical methods by presenting data using tables. Data analysis used non-parametric statistical methods by carrying out a significance test using the Wilcoxon-signed ranking test formula. The statistical test will be carried out using the SPSS version 16.0 program.

Hypothesis testing in this study was carried out using a comparison technique on subjects who were not given action and objects that were given action were in the form of LKPD based on controversial issues. Thus, it can be seen that students' social skills increase when learning using LKPD based on the *controversial issues* model of class IV students in elementary school.

RESULT AND DISCUSSION

Based on the results of research and development of LKPD based on *controversial issues*, it can improve the social skills of class IV students at 112nd Krui Public Elementary School. With development steps which are in accordance with the development model. as expressed by Borg and Gall (in Sugiono, 2017:35), the results obtained with the main steps of development research are as follows. Researcher adopts five research steps, according to Borg and Gall (in Sugiono, 2017:35). The various steps of R&D can be seen in Picture 1.

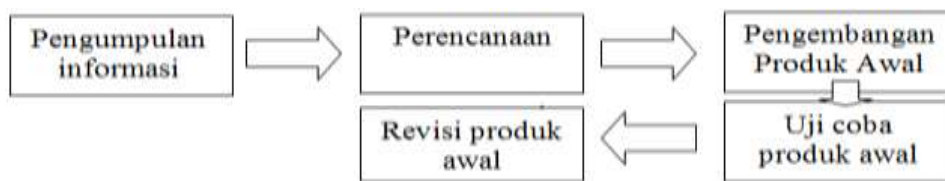


Image 1. Borg and Gall Design Models (Sugiono, 2017:35)

The researcher limited the research to the fifth step because the research is conducted in the era of the COVID-19 pandemic which do not allow testing in large group. Researcher only arrives at the fifth stage, namely the first product. This is done because the educational institution within the scope of the research all stopped the offline learning system are transferred to a certain number of offline learning systems because there should be no large-scale crowd in each education unit.

The study, data collection, and initial information (*Research and Information Collecting*) are carried out through preliminary research with initial observation during learning activities in IV class of elementary school in the gugus merpati, Lemong District, Pesisir Barat Regency. The results of observations performed are related to data describing the conditions of learning which are taking place. According to the results of a preliminary study carry out through observations of IV class of elementary school students in the gugus merpati on 03-06 August 2020, it was carried out on teacher and class IV students of elementary school in the Lemong sub-district.

Planning in this stage is carried out by planning to make tangible LKPD product based on the controversial issues model in accordance with the 2013 curriculum. According to Toman, Ufuk (2013:173-183), there are stages or systematic arrangements in the design process in learning. One of them is thematic learning from a collection of several themes in the IV class of elementary school. This research will develop LKPD under theme 9 "The Wealth of My Country" sub-theme 1 "Wealth of Energy Resources in Indonesia", for 6 lessons in IV class of elementary school with 12 students. In theme 9, sub-theme 1 has several basic competencies, namely Indonesian Language (KD 3.3 and 4.3), PPKn (KD 3.2 and 4.2) Science (KD 3.5 and 4.5), Social Studies (KD 3.1 and 4.1), and SBdP (KD 3.2 and 4.2).

Product Draft Development (Develop Preliminary form of Product) At this stage is in an effort to develop an initial product which obtains the LKPD prototype and also the initial design of the effort to develop a controversial issues learning model. The instructional design model chosen by the author is carried out to develop the model and the LKPD that will be used, namely the ADDIE model. This model is utilized as an ADDIE model which has an educational technology

approach in which this model is more relevant for developing learning model when compared to other instructional designs (Pargito, 2010:46). The various steps in developing a learning model using the ADDIE model are as follows: 1. Analysis 2. Design 3. Development 4. Implementation or process using 5. Evaluation. The results of the design in the form of the next prototype will be validated by experts. Validation is conducted by experts, namely lecturer, media / design expert, language expert, and practitioner.

Table 2. Validation Result by Experts

No	Validator	Score	Category
1	Material Expert	83,33	Very Good
2	Media Expert	83	Very Good
3	Language Expert	93,30	Very Good

Source: Research data

Tabel 4. Result of Validation by Practitioner (Educator)

No	Validator	Score	Category
1	AD	92,93	Very Good

Source: Research Data

Based on tables 2 and 3. The results of the validation test of 3 experts, namely (1) the material expert test obtains a score of 83.33, (2) the validation of the media expert is a score of 83, (3) the validation of the linguist is a score of 92.30, and the practitioner validation gets a score of 92.93 so that in the validation test experts and practitioners are categorized as very feasible to use.

The initial field trial is a test conducted on a small group in IV class of 112 Krui State Elementary School. Scoring by small groups is carried out by 12 students in which there are 3 people from the group who have high initial competence and 5 people who have moderate initial competence and 4 people from the group with low initial competence. Taking the subject in testing in small groups based on the acquisition of odd semester thematic scores in IV class. The results of small group trials are to see in order to know the improvement of students' social skills.

The following are the results of small group trial:

Tabel 4. Recapitulation of Observation Results of Small Group Students' Social Skill

Score	Category	Frequency	Percentage (%)
71-100	Good	11	92%
41-70	Balance	1	8%
0-40	Not Good	0	0
Total		12	100%

Source: Result of Observation

In accordance with the table, it can be described if of the 12 students in the small group there are 11 students (92%) in good category, 1 student (8%) in sufficient category, and there are no students in poor category. Learners have social skills if the emergence of aspects that show indicators of social skills. During the learning process, students are able to interact, help, and communicate well. It can be concluded that LKPD based on controversial issues can improve students' social skills in small group trials.

Product revision after the first product design is carried out to search for errors or discrepancies in the product design so that improvements can be made and as an effort to improve the product that will be developed. In this stage, the next writer will make improvement or revise LKPD which has been validated in accordance with suggestions for improvement from validator.

The product effectiveness test is performed to see the existence of students' social skills as seen from the observations of students' social skills after and before learning activities using LKPD based on Controversial Issues in table 5.

Table 5. Wilcoxon

Test Statistics^a	
setelah menggunakan LKPD berbasis Controversial Issues – sebelum menggunakan LKPD berbasis Controversial Issues	
Z	-2.941 ^b
Asymp. Sig. (2-tailed)	.003

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Source: Calculation Result

Based on the output of the Wilcoxon test, a significance value of 0.003 < 0.05 is obtained so it can be said that there is a difference in the average social skills before and after being given LKPD based on *controversial issues*. The results are supported by descriptive data in Table 6 which proves that social skills after being given LKPD based on *controversial issues* are higher than before being given LKPD based on *controversial issues*. Therefore, it can be concluded that the LKPD based on controversial issues has a significant positive effect in improving the student's social skill.

The development of LKPD based on Controversial Issues in thematic learning in V class with the theme 9 the wealth of my country with subtheme 1 wealth of energy resources in Indonesia can be described as follows; (1) conducting initial activities, namely presenting controversial issues; (2) gathering information; (3) communicating information; (4) reflection activities; and (5) celebrating activities.

The development of LKPD based on *Controversial Issues* adapts the five R&D Steps by Borg&Gall (in Sugiono, 2017:35). the first stage is research and initial information gathering. after the researchers know the problems that occur, the researchers carry out the second stage of planning to develop the LKPD that will be used by students so that they can improve social skills as seen from the observations through student observations in the ongoing teaching and learning activities and analyze the 2013 curriculum and reference data/study References. Therefore, researcher prepares a measurement for social skills. According to Suharsimi, et al. (2017:11-21), the right measuring tool and in accordance with its use is a valid measuring tool. Next to the third stage, the researcher compiles the initial product development of the LKPD using the ADDIE design. In this step, the researcher sets out the pattern of development that will be carried out in the *Controversial Issues*-based LKPD.

At the development stage, the researcher performs a validation test. Validation tests are carried out by 4 validators who include various experts such as linguist, media, material, and practitioner (educator) with the aim of validating the product being developed whether it is relevant to the requirements in its development so that it is worthy of a trial. The results obtained from validity testing can be described as follows.

The material expert assessment includes compatibility with KD, KI, and aspects of supporting teaching and learning materials as well as the latest material. The product revision is carried out in accordance with the advice given by material experts. The result of the LKPD product validation test by material experts gets a score of 83.33 which is declared very good category. The

media expert's assessment includes the cover design of the LKPD, the size of the LKPD and the design of the content in the LKPD. The product revision is based on the advice of media experts, namely the results of the LKPD product validation test by media experts who gain a score of 83.00 and is declared very good. The linguist's assessment includes interactive, communicative, straightforward and dialogic characteristic, similarity to the ratio of student development, coherence in the flow of thinking, suitability, and the use of term, icon, or symbol. The product revision action is performed based on the advice of a linguist, namely the results of the LKPD product validation test by a linguist who scored 92.30 in the "Very Good" category. The class IV teacher assessment includes the suitability of the material with KD and Ki, the level of accuracy of a material, material support, material update, LKPD ratio, LKPD cover design, and content design on LKPD. The results of giving product validation scores by practitioners or educators obtain a value of 92.93 and are declared very good.

According to the results of the expert validation test, it can be concluded that the LKPD based on *Controversial Issues* compiled according to Process Standards and developed using various study steps, developed by Borg & Gall, is valid. It has fulfilled the material, language, and media aspects. After conducting validation testing by experts, the authors carry out product revisions on various suggestions and comments given by the validator.

The next fourth stage, testing carried out in the initial field is testing in small groups in which there is an increase in students' social skills after and before using the LKPD using *controversial issues* with the average score on observations during the learning process 22.41 which increased to 30.83. Then, the researcher processes to the product revision stage for product improvement.

The fifth stage is the fifth revision of the initial product. Revisions are conducted after validating the product. Several revisions are made based on suggestions for improvement which has been obtained through the validator 1 material expert, namely 1) adding a title to the cover "to improve social skills", 2) explanation of controversial issues and social skills in the table of contents. Improvements provided by 2 validator of media expert are adjusting image size, image location, and image color. The improvements provided by the validator 3 linguist is 1) changing the use of sentence structure, sentence effectiveness, message readability, and use of language rule, 2) using additional sources of quotations in picture.

The effectiveness test is conducted to determine the effectiveness of LKPD based on *controversial issues* in the learning process which has been carried out which referred to students' social skills. In testing the effectiveness, it is used to determine the social skills of students. The effectiveness test is conducted on 12 students in IV class of 112nd Krui state elementary school. The LKPD being tested includes material with the theme of the richness of my country with the sub-theme of the wealth of energy sources in Indonesia which has been previously designed.

Based on the effectiveness test, it uses the Wilcoxon rank test analysis. Wilcoxon's test (sign test) includes non-parametric tests. The data used are nominal and ordinal scales. Product effectiveness testing is carried out to see the existence of students' social skills as seen from the results of observations of students' social skills after and before teaching and learning activities utilizing LKPD using *Controversial Issues*, in table 5.

This test is performed using two interrelated or paired samples which are intended to see whether these two samples have a relationship. In this study, the data source comes from the same subject whose results are seen through the observation value after and before using the LKPD which operates controversial issues. This test is implemented to see the differences in the results of using LKPD based on controversial issues before and after the treatment given. This study wants to

see the differences in social skills before and after being given LKPD based on controversial issues. If a significance value of < 0.05 is obtained, it can be stated if there are differences in social skills after and before being given LKPD based on controversial issues. However, if the significance value is > 0.5 , it can be stated if there is no difference in social skills. before and after being given LKPD based on controversial issues, the test results can be seen in table 6.

Tabel 6. Development Result

Hasil Pengembangan								
	N	Mean	Std. Deviation	Minimum	Maximum	25th	Percentiles 50th (Median)	75th
sebelum menggunakan LKPD berbasis Controversial Issues	12	22.4167	3.65459	16.00	29.00	19.5000	23.0000	24.7500
setelah menggunakan LKPD berbasis Controversial Issues	12	30.8333	5.52405	16.00	40.00	30.0000	31.5000	32.7500

Sumber: Data Penelitian

Source: Research Data

Based on the descriptive output above, the average value of social skills before being given LKPD based on *controversial issues* is 22.41 while social skills after being given LKPD based on *controversial issues* is 30.83 so it can be concluded that social skills after being given LKPD based on *controversial issues* are higher.

Table 7. Research Result

		N	Mean Rank	Sum of Ranks
setelah menggunakan LKPD berbasis Controversial Issues - sebelum menggunakan LKPD berbasis Controversial Issues	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	11 ^b	6.00	66.00
	Ties	1 ^c		
	Total	12		

a. setelah menggunakan LKPD berbasis Controversial Issues < sebelum menggunakan LKPD berbasis Controversial Issues

b. setelah menggunakan LKPD berbasis Controversial Issues > sebelum menggunakan LKPD berbasis Controversial Issues

c. setelah menggunakan LKPD berbasis Controversial Issues = sebelum menggunakan LKPD berbasis Controversial Issues

Source: Research Result

Based on the output ranks of the research results above, it is known that the value of social skills after LKPD based on controversial issues is smaller before LKPD based on controversial issues is 0 students. in the second line, it is showed that the value of social skills after LKPD based on controversial issues is greater than social skills before LKPD based on controversial issues, there are 11 respondents. While in the third line, it is known that the value of social skills before LKPD based on controversial issues has the same value as skills after LKPD based on controversial issues, there is 1 respondent. In the last line, it is the size of the respondents in this study. The results of this study are in accordance with the statement of Dwi, Nurul (2018: 265-281) that the application of the controversial issues method can improve students' social skills.

CONCLUSION

In accordance with the results of the analysis, data from the study and efforts to develop a study entitled "Development of LKPD based on *Controversial Issues* to Improve the Social Skills of IV class Elementary Students" it can be concluded that the LKPD product which uses *Controversial Issues*

developed is feasible. this can be seen from the result of the validation of the material which obtains a value of 83.33 and is categorized as very good. The result of the media or design expert validation gains a score of 83.00 and is categorized as very good. The result of language validation gets a value of 92.30 and is categorized as very good. In accordance with the suggestions and validation results, it is concluded that the LKPD using *controversial issues* is appropriate to be performed as learning material in teaching and learning activities in V Class of 112ND Krui state elementary school to improve social skills.

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