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Improving Social Science Learning Ability Using Demonstration Methods for Grade VI Students of Public Elementary School 014 Rambah Hilir

Suparji
Sekolah Dasar Negeri 014 Rambah Hilir
Email : suparji14@gmail.com

Abstract *, Demonstration Method is a way of demonstrating objects or tools used by teachers in teaching and learning activities with the aim of making it easier for students to receive teaching materials or subject matter. The better the method, the more effective the attainment of the goal, because it requires a benchmark that comes from several factors to determine the intended goal. This method can improve the social science learning abilities of Grade VI students at SD Negeri 014 Rambah downstream, with this method children are interested in learning, and creativity emerges in learning. With this method the authors still consider the time, the circumstances of the children, and the problems identified before conducting classroom action research, so that they are right in taking action. There is evidence of an increase from cycle I to cycle II of successful learning. This method is carried out by identifying problems, formulating problems and carrying out actions and evaluating. So that with this method can improve student achievement.*

Keywords *: Demonstration Method, IPS Learning, Success.*

I. INTRODUCTION

Learning is essentially a process of interaction with all situations that exist around the individual. Learning can be seen as a goal-directed process and a process of doing through various experiences. Teaching is the process of guiding learning activities, that teaching activities are only meaningful when student learning activities occur. Therefore, it is very important for every teacher to understand as well as possible about the student learning process, so that he can provide guidance and provide an appropriate and harmonious learning environment for students.

Social Science learning that is carried out both in basic education and in higher education does not emphasize the theoretical aspect of science, but the practical aspect in learning, studying, studying the symptoms and social problems of society, the weight and breadth of which is adjusted to the respective level of education.

Studies on society in Social Sciences can be carried out in a limited environment, namely the environment around schools or students or in a wider environment, namely the environment of other countries, both in the present and in the past. In this way, students learn and are able to live up to the present by being equipped with knowledge about the past of mankind. In teaching and learning activities in Social Sciences, we can discuss humans and their environment from various angles of social science in the past, present and future, both in the environment near and far from students and students .

In learning Social Sciences in elementary schools, it is necessary to understand how to deal with disasters. Because disasters cannot be avoided and denied, it's just that disasters can be watched out for, observed and minimized. So it is very important for children to understand these disasters.

When the author conducts class supervision in learning Social Sciences in class VI Elementary School 014 Rambah Hilir, Rambah Hilir District, Rokan Hulu Regency in learning material understanding natural phenomena that occur in Indonesia, with the sub-concept of knowing natural phenomena and the impacts they cause in Indonesia and neighboring countries there is no positive response from students, because conventionally colleagues use lecture and assignment methods, so the learning process does not seem enthusiastic. an average of 64 in this initial assessment means that many students' scores are still below the KKM.

This failure was because colleagues did not provide teaching aids, and the low willingness of students to study at home was very low as well as weak parental supervision. Therefore the author will try as much as possible in overcoming this problem.

Based on the problems above the writer tries to maximize learning and will overcome it by using the demonstration method, with this method it is expected that students are passionate about learning and student scores are above the KKM. The author tries to score students between 70 - 85 so that learning is declared successful

II. RESEARCH METHODS

This research was conducted in class VI of Public Elementary School 014 Rambah Hilir, Rambah Muda Village, Rambah Hilir District, Rokan Hulu Regency. The reason for the writer to do research at the 014 Rambah Hilir Public Elementary School, is because the writer teaches at that school.

The implementation of class VI action research at Public Elementary School 014 Rambah Hilir, Hambah Hilir District, Rokan Hulu Regency will be carried out from January to May 2022, according to the curriculum at the education unit level for the 2021 / 2022 school year

The subjects in this study were students of grade VI Public Elementary School 014 Rambah Hilir, Rambah Muda Village, Rambah Hilir District, Rokan Hulu Regency, with a total of 26 students. There are 17 male students and 9 female students. Meanwhile, the object of this study is to increase the ability to learn Social Sciences with the Demonstration Method

III. RESEARCH RESULTS AND DISCUSSION

While student observation is carried out by the author during learning with the criteria if students are (active) then they are given a value of 1 and if students do not carry out activities (passive) then they are given a value of 0. As for the results of student observations, the following criteria are obtained:

Table. 4 Observation Results for Student Activities Implementation of Cycle I Meeting I

NO	CODE	1	2	3	4	5	6	7	8	9	SCORE
1	Supriji 001	1	1	1	1	1	0	1	1	0	7
2	Supriji 002	0	1	0	1	0	1	1	1	1	6
3	Supriji 003	1	0	1	1	1	0	1	1	1	7
4	Supriji 004	1	1	1	1	1	1	0	1	1	8
5	Supriji 005	1	1	1	0	1	1	1	1	1	8
6	Supriji 006	1	1	0	1	0	1	1	1	1	7
7	Supriji 007	1	0	1	1	1	1	1	0	1	7
8	Supriji 008	0	1	1	1	1	0	1	1	0	6
9	Supriji 009	1	1	1	1	0	1	1	1	1	8
10	Supriji 010	1	1	1	0	1	1	1	1	1	8
11	Supriji 011	1	1	1	1	1	1	1	1	1	9
12	Supriji 012	1	1	1	1	0	1	1	1	1	8
13	Supriji 013	0	1	1	1	1	1	0	1	1	7
14	Supriji 014	1	0	1	1	1	1	1	1	1	8
15	Supriji 015	1	1	1	1	1	1	1	1	1	9
16	Supriji 016	1	1	1	1	0	1	1	1	1	8
17	Supriji 017	0	1	1	1	0	1	1	1	1	7
18	Supriji 018	1	1	1	1	1	1	1	0	1	8
19	Superji 019	1	1	1	1	1	1	1	1	0	8
20	Support 020	1	1	0	1	1	1	1	1	1	8
21	Supriji 021	1	1	1	0	1	1	1	1	0	7
22	Supriji 022	1	1	1	1	1	0	1	1	1	8
23	Supriji 023	1	1	1	1	1	1	1	1	1	9

24	Supriji 024	1	0	0	1	1	1	1	1	1	7
25	Supriji 025	0	1	1	1	0	1	1	1	1	8
26	Supriji 026	0	1	1	0	1	1	1	1	0	7
Total/Average		20	22	20	22	19	20	21	24	21	80%

Data collection.

To obtain data on the success or failure of learning improvements that have been carried out using post tests / evaluations. Evaluation results which are student learning outcomes after participating in learning are displayed in the form of a category value table, as follows:

Table. 5. List of Values for Cycle I Meeting I in Social Studies Learning with the Demonstration Method for Grade VI Students of Public Elementary School 014 Rambah Hilir Tuesday, February 15, 2022

NO	Code	The number of questions postes										Mark	Category
		1	2	3	4	5	6	7	8	9	10		
1	Alfad Zidan .I	√	√	√	√	X	√	X	√	X	√	70	complete
2	Alfi Ansyah	X	√	√	√	√	√	X	X	√	X	60	B. Finish
3	Anisa Fitriani	√	X	√	√	X	√	√	√	√	√	80	complete
4	Anja Fadlianta	√	√	√	√	√	X	X	√	X	X	60	B. Finish
5	Aris Syahputra	√	√	√	√	X	√	√	√	√	√	90	complete
6	Atiqah Dea Pratiwi	√	√	√	√	X	√	√	√	√	√	90	complete
7	Azmi Arbiansyah	√	X	√	√	X	√	X	√	√	√	70	complete
8	Burhan Wahyu. S	√	√	√	√	√	X	X	√	X	X	60	B. Finish
9	Chatrine Dwi.S	X	√	√	X	√	√	X	X	√	X	50	B. Finish
10	Danu Apriansyah	√	√	√	X	√	√	√	√	√	√	90	complete
11	Dewi Rizki Azizah	√	X	√	√	X	√	X	√	√	√	70	complete
12	Fahri Afandi	√	√	√	X	√	√	√	√	√	√	90	Done
13	Falisha Hapsari.G	√	X	√	√	X	√	X	√	√	√	70	Done
14	Fariz Parvin. A	√	√	√	√	X	X	X	X	√	√	60	B. Finish
15	Keysa Romauli Br.M	√	X	√	√	X	√	X	√	√	√	70	complete
16	Leo Fandhika	√	√	√	√	√	√	√	√	√	√	100	complete
17	Lufvia Azkianisa	√	√	√	√	X	√	X	X	√	X	60	B. Finish
18	Maulana Septianto	√	√	√	x	√	√	√	√	√	√	90	complete

19	Maulidia Febriana. B	√	√	√	X	√	√	√	X	√	√	80	complete
20	Melinda Siska .S	√	√	√	X	√	√	√	√	√	√	90	complete
21	Muhammad Azzagi	√	√	√	√	X	√	√	X	√	√	80	complete
22	Novita Maslimatul	√	√	√	√	X	√	X	X	√	X	60	B. Finish
23	Nur Wahid	√	X	√	√	X	√	X	√	√	√	70	complete
24	Rafki Ardan. F	√	√	√	√	√	√	√	√	√	√	100	complete
25	Raziq Shaifullah	√	√	√	X	X	√	√	√	√	√	80	complete
26	Rozy Abdillah	√	X	√	√	X	√	X	√	√	√	70	complete
Amount												**1,900**	
Average													77

After the first cycle of meeting I was carried out, it was illustrated that the evaluation of student work showed an increase, namely the average result was above the KKM, but even so there were still 7 students who had not. Any deficiencies in the implementation of learning in the first cycle of the first meeting were used as a reference for making improvements in the implementation of the first cycle of the second meeting

Cycle I Meeting II

research process that was carried out in Cycle I, meeting II of Social Studies Subject, the authors asked for the willingness of colleagues as observers to make observations in cycle I, meeting II. As for the results of teacher observation, the following results can be achieved

Table. 6 Observation Sheets for Teacher Activities Implementation of Cycle I Meeting II

NO	TYPES OF TEACHER ACTIVITIES	VALUE SCALE					SCORE
		1	2	3	4	5	
1	Activity 1				√		
2	Activity 2				√		
3	Activity 3					√	
4	Activity 4				√		
5	Activity 5					√	
6	Activity 6				√		
7	Activity 7				√		

Total score				20	10	30
Average						4,20
Percentage						85

The student observation was carried out by the writer as a research teacher. The criteria set by the author are the same when the first cycle of the first meeting is carried out, namely if active students are given a value of I and if passive students are given a value of 0. From observations, the following criteria are obtained:

Table. 7. Observation Results for Student Activities Implementation of Cycle I Meeting II

NO	CODE	1	2	3	4	5	6	7	8	9	SCORE
1	Supriji 001	1	1	1	1	0	0	1	1	1	7
2	Supriji 002	1	0	1	0	1	1	1	1	1	7
3	Supriji 003	1	1	1	1	1	1	1	0	1	8
4	Supriji 004	0	1	1	1	1	1	1	1	0	7
5	Supriji 005	1	1	0	1	1	1	1	1	1	8
6	Supriji 006	1	1	1	1	1	1	1	1	1	9
7	Supriji 007	1	1	1	1	1	1	0	1	1	8
8	Supriji 008	1	0	1	1	0	0	1	1	1	6
9	Supriji 009	1	1	1	1	1	1	1	0	1	8
10	Supriji 010	1	1	1	1	1	1	1	1	1	9
11	Supriji 011	0	1	1	1	1	1	1	1	1	8
12	Supriji 012	1	1	1	1	1	1	1	1	1	9
13	Supriji 013	0	1	1	1	1	1	0	1	1	7
14	Supriji 014	0	1	1	1	1	1	1	1	0	7
15	Supriji 015	1	1	1	1	1	1	1	1	1	9
16	Supriji 016	1	1	0	1	1	1	1	1	1	8
17	Supriji 017	0	1	1	1	1	1	1	1	1	8
18	Supriji 018	1	1	1	1	1	1	1	1	1	9
19	Superji 019	1	1	1	1	1	1	1	1	1	9
20	Support 020	0	1	1	1	1	1	0	1	1	7
21	Supriji 021	0	1	1	1	0	1	1	1	1	7
22	Supriji 022	1	1	1	1	1	1	0	1	1	8
23	Supriji 023	1	1	1	1	1	1	1	1	1	9
24	Supriji 024	1	1	1	1	1	1	1	1	1	9
25	Supriji 025	1	1	1	0	1	1	1	1	1	8
26	Supriji 026	1	1	1	1	1	1	1	0	1	8
Amount		19	22	22	22	21	22	21	22	22	84%

To obtain data on the success or failure of the learning improvements carried out in Cycle I, meeting II, a Posttest/Evaluation was held. Evaluation results which are

student learning outcomes after participating in learning are displayed in the form of Category Value tables, as follows.

List of Values of Cycle I Meeting II Social Studies Learning with the Demonstration Method Grade VI students at State Elementary School 014 Rambah Hilir

Cycle II Meeting I

Observation results for student activities implementing Cycle II Meeting I

NO	CODE	1	2	3	4	5	6	7	8	9	SCORE
1	Supriji 001	1	1	1	1	1	1	1	1	0	8
2	Supriji 002	0	1	1	1	0	1	1	1	1	7
3	Supriji 003	1	0	1	1	1	0	1	1	1	7
4	Supriji 004	1	1	1	1	1	1	1	1	1	9
5	Supriji 005	1	1	1	1	1	1	0	1	1	8
6	Supriji 006	1	1	1	0	1	1	1	1	1	8
7	Supriji 007	1	1	1	1	0	1	1	1	1	8
8	Supriji 008	1	0	1	1	1	1	1	1	1	8
9	Supriji 009	1	1	1	1	1	0	1	1	0	7
10	Supriji 010	1	1	1	1	0	1	1	1	1	8
11	Supriji 011	1	1	1	0	1	1	1	1	1	8
12	Supriji 012	1	1	1	1	1	1	1	1	1	9
13	Supriji 013	1	1	1	1	1	1	1	1	0	8
14	Supriji 014	1	1	1	1	1	1	0	1	1	8
15	Supriji 015	1	0	1	1	1	1	1	1	1	8
16	Supriji 016	1	1	1	1	1	1	1	1	1	9
17	Supriji 017	1	1	1	1	1	1	1	1	1	9
18	Supriji 018	0	1	1	1	0	1	1	1	1	7
19	Superji 019	1	1	1	1	1	1	1	0	1	8
20	Support 020	1	1	1	1	1	1	1	1	0	8
21	Supriji 021	1	1	0	1	1	1	1	1	1	8
22	Supriji 022	1	1	1	1	1	1	1	1	0	8
23	Supriji 023	1	1	1	1	1	0	1	1	1	8
24	Supriji 024	1	1	1	1	1	1	1	1	1	9
25	Supriji 025	1	0	1	1	1	1	1	1	1	8
26	Supriji 026										
		23	21	24	23	21	22	23	24	20	88%

Evaluation results which are student learning outcomes after participating in learning are displayed in the form of a category value table, as follows:

NO	Code	The number of questions postes										Mark	Category
		1	2	3	4	5	6	7	8	9	10		
1	Alfad Zidan .I	√	√	√	X	√	√	√	X	√	√	80	complete
2	Alfi Ansyah	√	√	√	√	√	√	√	√	√	√	100	complete
3	Anisa Fitriani	√	√	√	√	√	√	√	√	√	X	90	complete
4	Anja Fadlianta	√	√	√	√	√	√	√	√	√	√	100	complete
5	Aris Syahputra	√	√	√	√	√	√	√	√	√	√	100	complete
6	Atiqah Dea Pratiwi	√	√	√	√	√	√	√	√	√	√	100	complete
7	Azmi Arbiansyah	√	√	√	√	√	√	√	√	√	√	100	complete
8	Burhan Wahyu. S	√	√	√	√	X	X	√	X	√	√	70	complete
9	Chatrine Dwi.S	√	√	√	X	√	√	√	X	√	√	80	complete
10	Danu Apriansyah	√	√	√	√	√	√	√	X	√	√	90	complete
11	Dewi Rizki Azizah	√	√	√	√	√	√	√	√	√	√	100	complete
12	Fahri Afandi	√	√	√	√	√	√	√	√	√	√	100	complete
13	Falisha Hapsari.G	√	√	√	√	√	√	√	X	√	X	80	complete
14	Fariz Parvin . A	√	√	√	√	√	√	X	√	√	X	80	complete
15	Keysa Romauli Br.M	√	√	√	√	√	√	√	√	√	√	100	complete
16	Leo Fandhika	√	√	√	√	√	√	√	√	√	√	100	complete
17	Lufvia Azkianisa	√	√	√	√	√	√	X	X	√	√	80	complete
18	Maulana Septianto	√	√	√	√	√	√	√	√	√	√	100	complete
19	Maulidia Febriana. B	√	√	√	√	√	√	√	√	√	√	100	complete
20	Melinda Siska .S	√	X	√	√	X	√	X	√	√	√	70	complete
21	Muhammad Azzagi	√	√	√	√	√	√	√	√	√	√	100	complete
22	Novita Maslimatul	√	X	√	√	√	√	X	√	√	√	80	complete

23	Nur Wahid	√	√	√	√	√	√	√	√	√	√	100	complete
24	Rafki Ardan. F	√	√	√	√	√	√	√	√	√	√	100	complete
25	Raziq Shaifullah	√	√	√	√	√	√	√	√	√	√	100	complete
26	Rozy Abdillah	√	X	√	√	√	√	X	√	√	X	70	complete
		26	**23**	**26**	**24**	**24**	**25**	**21**	**19**	**26**	**22**	**2300**	
													92

After carrying out cycle II meeting I, it is illustrated that the evaluation of student work shows a significant increase, namely the average result is above the KKM, but even so to strengthen the method used by the author, the writer will carry out the 4th meeting or cycle II meeting II. All deficiencies in the implementation of learning in the second cycle of the first meeting were used as a reference for making improvements in the implementation of the second cycle of the second meeting

Cycle II Meeting II

To get input on the deficiencies in the learning that has been done in Cycle II Meeting II, the writer always asks for the willingness of colleagues as observers to make teacher observations. As for the results of the teacher's observations, the results were obtained as in the following table below

Table 10. Observation Results for Student Activities Cycle II Meeting II

NO	CODE	1	2	3	4	5	6	7	8	9	SCORE
1	Supriji 001	1	1	1	1	1	1	1	1	0	8
2	Supriji 002	0	1	1	1	0	1	1	1	1	7
3	Supriji 003	1	1	1	1	1	0	1	1	1	8
4	Supriji 004	1	1	1	1	1	1	1	1	1	9
5	Supriji 005	1	1	1	1	1	1	0	1	1	8
6	Supriji 006	1	1	1	0	1	1	1	1	1	8
7	Supriji 007	1	1	1	1	1	1	1	1	1	9
8	Supriji 008	1	0	1	1	1	1	1	1	1	8
9	Supriji 009	1	1	1	1	1	1	1	1	1	9
10	Supriji 010	1	1	1	1	0	1	1	1	1	8
11	Supriji 011	1	1	1	0	1	1	1	1	1	8
12	Supriji 012	1	1	1	1	1	1	1	1	1	9
13	Supriji 013	1	1	1	1	1	1	1	1	0	8
14	Supriji 014	1	1	1	1	1	1	0	1	1	8

15	Supriji 015	1	0	1	1	1	1	1	1	1	8
16	Supriji 016	1	1	1	1	1	1	1	1	1	9
17	Supriji 017	1	1	1	1	1	1	1	1	1	9
18	Supriji 018	1	1	1	1	0	1	1	1	1	8
19	Superji 019	1	1	1	1	1	1	1	0	1	8
20	Support 020	1	1	1	1	1	1	1	1	1	9
21	Supriji 021	1	1	0	1	1	1	1	1	1	8
22	Supriji 022	1	1	1	1	1	1	1	1	1	9
23	Supriji 023	1	1	1	1	1	0	1	1	1	8
24	Supriji 024	1	1	1	1	1	1	1	1	1	9
25	Supriji 025	1	0	1	1	1	1	1	1	1	8
26	Supriji 026	0	1	1	1	0	1	1	1	1	7
			22	24	23	22	23	23	24	23	92%

Evaluation results which are student learning outcomes after participating in learning are displayed in the form of category value tables, as follows

Table 11 List of Cycle II Meeting II Values on Social Studies Learning

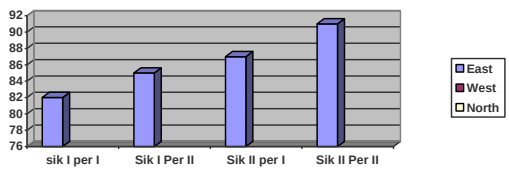
No –	Code	The number of questions postes										Mark	ri category
		1	2	3	4	5	6	7	8	9	10		
1	Alfad Zidan .I	√	√	X	√	√	√	√	√	√	√	90	complete
2	Alfi Ansyah	√	√	√	√	√	√	√	√	√	√	100	complete
3	Anisa Fitriani	X	√	√	√	√	√	√	√	√	√	90	complete
4	Anja Fadlianta	√	√	√	√	√	√	√	√	√	√	100	complete
5	Aris Syahputra	√	√	√	√	√	√	√	√	√	√	100	complete
6	Atiqah Dea Pratiwi	√	√	√	√	√	√	√	√	√	√	100	complete
7	Azmi Arbiansyah	√	√	√	√	√	√	√	√	√	√	100	complete
8	Burhan Wahyu. S	√	√	√	√	√	X	√	X	√	√	80	complete
9	Chatrine Dwi.S	X	√	√	√	√	√	√	√	√	X	80	complete
10	Danu Apriansyah	√	√	X	√	√	√	√	√	√	√	90	complete
11	Dewi Rizki Azizah	√	√	√	√	√	√	√	√	√	√	100	complete

12	Fahri Afandi	√	√	√	√	√	√	√	√	√	√	100	Done
13	Falisha Hapsari.G	√	√	√	X	√	√	√	√	√	√	90	Done
14	Fariz Parvin. A	√	X	X	√	√	√	√	√	√	√	80	complete
15	Keysa Romauli Br.M	√	√	√	√	√	√	√	X	√	√	90	complete
16	Leo Fandhika	√	√	√	√	√	√	√	√	√	√	100	complete
17	Lufvia Azkianisa	X	√	√	√	√	√	√	√	√	√	90	complete
18	Maulana Septianto	√	√	√	√	√	√	√	√	√	√	100	complete
19	Maulidia Febriana. B	√	√	√	√	√	√	√	√	√	√	100	complete
20	Melinda Siska .S	√	√	√	√	√	√	√	√	√	√	100	complete
21	Muhammad Azzagi	√	√	√	√	√	√	√	√	√	√	100	complete
22	Novita Maslimatul	X	X	√	√	√	√	√	√	√	√	80	complete
23	Nur Wahid	√	√	√	√	√	√	√	√	√	√	100	complete
24	Rafki Ardan. F	√	√	√	√	√	√	√	√	√	√	100	complete
25	Raziq Shaifullah	√	√	√	√	√	√	√	√	√	√	100	complete
26	Rozy Abdillah	√	√	√	√	√	X	√	X	√	√	80	complete
	Amount	**22**	**24**	**23**	**25**	**26**	**24**	**26**	**24**	**26**	**25**	**2350**	
	Average												**94**

After the learning process from cycle I, meeting I to cycle II, meeting II, it is necessary to analyze the results of the process of teaching and learning activities. In this learning, there is a change in the activities of both the teacher successively, while the results can be described in the diagram below:

Diagram. 1

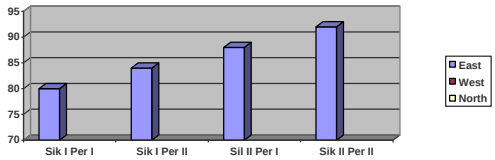
Teacher Observation Result Diagram



The results of student observations also increased from cycle I meeting I to Cycle II meeting II respectively which can be described in the diagram below:

Diagram. 2

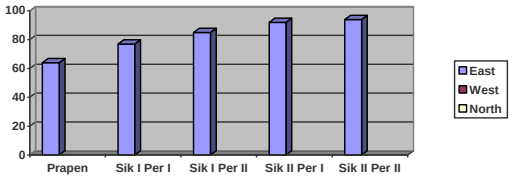
Student Observation Result Diagram



While the learning outcomes **of students** also experienced an increase in value from cycle I meeting I to Cycle II meeting II respectively and can be described in the diagram below:

Diagram. 3

Student Learning Outcomes / Student Evaluation Results



IV. CONCLUSION

The Demonstration Method can be used to improve the social science learning abilities of class VI students at State Elementary School 014 Rambah Hilir, Rambah Hilir District, Rokan Hulu Regency. This can be seen from the average value of the initial data, namely 64 to 77.85 .92 and to 94 in cycle II meeting II. Thus the minimum completeness criteria can be achieved in cycle II meeting II, using the demonstration method

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