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PISCES**Proceeding of Integrative Science Education Seminar**Journal homepage: <https://prosiding.iainponorogo.ac.id/index.php/pisces>**Article****Development of Googlesites-Based Learning Media on Halal Haram Food and Drink Material to Improve Student Discipline in Choosing Halal Food at MTs Satu Atap Tanjungsari Ngawi**Sanita Nur Hidayanti¹, Nur Kolis²^{1,2}Institut Agama Islam Negeri (IAIN) Ponorogo, Ponorogo*Corresponding Address: sanita.nur.hidayanti@iainponorogo.ac.id**Article Info**

3rd AVES
Annual Virtual Conference of
Education and Science 2023

Keywords:

*Development, Googlesites,
student discipline*

ABSTRACT

This research is motivated by technological developments in the demands of the 4.0 era generation in the world of education. This is closely related to innovations realized in efficient learning to create quality human resources. One way is by using Googlesites web-based fiqh learning media which can improve the quality of student learning by being able to apply it in everyday life. The aim of this research is to determine the effectiveness of developing Islamic jurisprudence learning media for class VIII, sub-chapter, halal and haram food and drinks. The method used in this research is R&D (Research and Development) with the ADDIE model stages for developing fiqh learning sub-chapter of halal and haram food and drinks based on the Googlesites web. The subjects in this research were class VIII students at MTs Satu Atap Tanjungsari Ngawi, totaling 25 students. The results of this research include: 1) The validation test of this product received an interval score of 88.8 reaching the very good category; 2) The practicality test of this product is included in the practical category because it gets an interval value of 76.71; and 3) The results of this product analysis are proven to be effective in improving students' ability to choose halal and haram food and drinks with a significance value of P.Value 0.000.

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INTRODUCTION

The era of industrial revolution 4.0 or what is usually called the era of disruption is marked by the rapid development of science and technology. Developments in the field of technology will give rise to new technologies making it easier to communicate. (T. Ningsih 2019) Improved technology also has an impact on life, because it can provide many benefits and make it easier to carry out work. Due to technology developing more rapidly, it is possible that new innovations will emerge that will have an impact on many sectors, one of which is the education sector. (Hasibuan 2018)

The world of education cannot be separated from the development of innovations using application media that present interesting learning offers and can help the role of teachers in imparting knowledge.(Asyrofi and Pransiska 2021) Education itself is a conscious effort that aims to improve human quality by using certain methods in order to make positive changes in themselves. From the definition above, it can be concluded that education is a conscious effort to change the attitudes and behavior of a person or group through certain efforts to mature and improve human quality.(Yuberti 2013) To create good education, of course there must be a reference, namely the curriculum. The curriculum provides an overview of the learning that must be carried out in each educational unit, including at the Junior High School (SMP) level. SMP is one of the educational institutions that carries out the duties of the government as an education provider. In the implementation of education at the high school level in the 2013 curriculum up to the independent curriculum, there have been many changes and improvements to the learning process.(Noor and Fitriyah 2021)

As the learning process improves, the teacher's job is no longer just to teach in class, but also to know complete information about each student. This aims to provide the best learning for students.(Rosada 2018) One way to provide the best learning to students is to utilize various learning resources. The presence of learning resources facilitates the learning process to achieve learning goals. Learning resources are information provided in various types of media that help improve student learning outcomes. The material is part of a series of learning resources. Material plays an important role in helping students achieve their learning goals.(Sutikno 2021) With this material, teachers can easily carry out learning and support students to facilitate learning. Learning materials developed in various variations make learning activities more interesting. One way to create interesting teaching materials is to use web teaching materials. Web-based material is considered interesting if students feel comfortable studying it. Web materials are not only interesting but also contain a lot of content in the form of text, images, audio, animation, video, etc., making it easier for students to access various materials.

Each student has advantages and disadvantages in understanding the subject matter. An individual is a unit, each of which has its own unique characteristics, and no two people are the same. Everyone is different. Some people learn slowly, others learn quickly.(Ole and Dipan 2023) There are also differences in individual learning styles. There are people who suit certain learning styles, there are also those who do not suit certain learning styles. The explanation above means that students have different abilities and learning styles. The method used to learn is also called learning style. Learning style is the way students absorb information during learning activities.(Mufidah, Agustina, and Ekapti 2023) The ability to absorb lesson content varies, of course some are fast, some are intermediate, and some are very slow. Therefore, we need to use different methods to understand it. Of course, preparing teaching materials that suit students' learning styles will improve learning outcomes. Learning styles are related to student learning outcomes.(Tanjung 2018)

Based on initial assessments at the One Roof Madrasah Tsanawiyah (MTs) Tanjungsari Ngawi Regency, there are still many teachers who in the classroom learning process use the lecture method and students only act as listeners. This means that the learning process is still being implemented and there is still a lack of developing learning media. In this Madrasah there are still a minimum of teachers who are aware of the importance of learning media in the teaching and learning process. This results in students in the class being less enthusiastic because the learning process is monotonous and uninteresting.

Regarding the various problems identified in the background above, researchers hope to be able to develop web-based teaching materials based on students' learning styles in fiqh subjects, especially on halal and haram food and drink. The importance of teaching materials that suit students' learning styles so they can study calmly. Comfortable learning will

definitely speed up the process of understanding the topics studied. Assessment of students' learning styles is carried out using an approach that will later be given to students regarding the product being developed. After understanding the results of student learning styles, the product directs students to study related material. The product being developed is expected to improve student learning outcomes in fiqh subjects. The web-based halal and haram food and drink material developed is based on the diversity of student learning styles. It is also hoped that this teaching material can help students understand halal and haram food and drink material more independently and can instill an attitude of discipline and caution in choosing food and drink. Facilitating independent learning certainly has a positive impact on the development of students' knowledge. Curriculum requirements also require students to actively seek out available sources of information and materials, both print and non-print, available on the internet.

Therefore, educators are required to be able to present learning media that is in accordance with the Merdeka curriculum by utilizing technology and applying it in everyday life.(Cahyadi 2019) Educators are required to be able to apply learning materials using internet media. Using internet-based learning media will make the learning process easier. Internet-based learning can be done using Google Meet, Google Classroom, Zoom, Google Sites, and so on. One simple and easy way to present learning material via the internet is to use Google Sites.(Ratnawati et al. 2021) Google Sites is an online application launched by Google for creating class, school or other websites. By using Google Sites, educators can present several pieces of information in one container such as text, audio, video, attachments, presentations, etc. and can distribute it as needed. Using Google sites is free of charge and can be accessed by users who have a Google account. Therefore, it is necessary to develop learning media by utilizing technology using Google Sites as one of the media. This explanation made the researcher want to research further about "Development of Google Sites Learning Media on Halal Haram Food and Drink Material on students' discipline and careful attitude in choosing food at One Roof MTs Tanjungsari Ngawi. Google sites were chosen as learning media because they are free, easy to create, allow users to collaborate in using them, provide 100 MB of free online storage, can be searched using the Google search engine and can be conceptualized according to needs, and can be accessed at any time so as to maximize the learning process at One Roof MTs Tanjungsari Ngawi.

METHODS

This type of research is research and development (R&D). The orientation of this research and development is fiqh teaching materials with web-based halal and haram food and drink sub-chapters. The web-based fiqh teaching material developed is a learning resource that supports the learning process which focuses on discussing halal and haram food and drinks at MTs Satu AtapTanjungsari Ngawi. The stages in the model developed according to the Addie model procedure consist of five stages, including analysis, design, development and implementation and evaluation.(Tegeh, Jampel, and Pudjaman 2014)

The product analysis technique carried out in this research is using a questionnaire that is validated by a validator. Then add up the total data obtained and then take the highest score and multiply it by 100%. In the analysis of product validity testing, the percentage validator assessment (PPV) formula is used.

$$PPV = \frac{\sum JTV}{\sum ST} \times 100$$

The percentage of design and feature validation assessment intervals is as follows:

Table 1. Percentage of product validation assessment intervals

Interval Value	Reality Criterion
84-100	Very High
76-83	High
60-75	Medium
45-59	Low
< 45	Very Low

Meanwhile, determining the practicality of the product was carried out by involving 1 Fiqh teacher and 16 students. Meanwhile, in determining the practicality test results, the interval percentages are used as follows:

Table 2. Percentage Interval for Product Practicality Assessment

Interval Value	Reality Criterion
84-100	Very Practical
76-83	Practical
60-75	Less Practical
45-59	Impractical
< 45	Very Impractical

Evaluate learning outcomes in this research by giving pretest questions before the treatment is delivered and then posttest questions that are the same as the previous test. Analysis of the data results in this study used a pretest posttest design in the form of a t-test, to test the average difference between pretest and posttest scores. Analysis of the data results in this study used a pretest posttest design in the form of a t-test, to test the average difference between pretest and posttest scores. Students are given a pretest to measure the extent of the student's initial abilities before being given treatment and after treatment they will be given a posttest. Where the test instrument has been tested and validated first (Sugiyono 2015). The following is a pretest posttest design research design table:

Table 3. Pretest posttest design research design

Class	Pretest	Treatment	Posttest
VIII	O ₁	X	O ₂

Keterangan:

- O₁ : Class VIII pretest results
- O₂ : Class VIII posttest results
- X : The treatment carried out in class VIII is the delivery of food and drink material using Google Sites learning media

RESULTS AND DISCUSSION

Result

This research was carried out from 23 September 2023 to 6 October 2023 through the discovery of problems that arise in the world of education and learning experienced by various schools, especially at the SMP/MTs level in the Ngawi district area. The data collection process is also needed in creating Googlesites-based teaching materials such as curriculum, lesson materials, video scripts, videos and games to increase students' interest in learning. In this research, the Googlesites created contained learning material for class VIII MTs fiqh, namely halal and haram food and drinks.

The development of research on teaching materials has gone through 5 stages. Based on Addie's research procedures, the research stages carried out include:

- a. The analysis stage was carried out by adjusting the scope of the research with indicators of halal and haram food and drink material as well as identifying the characteristics of students at MTs Satu AtapTanjungsari Ngawi which were carried out during the learning process and who were deemed to be lacking in implementing the teaching material in everyday life. So efforts are needed to develop teaching materials for halal and haram food and drinks so that students are more motivated to learn and can have a broad overview of the material they have studied.
- b. The planning stage is carried out after the analysis step, namely collecting teaching materials and then creating the structure of a web-based fiqh teaching materials development program in the form of compiling a Googlesites design. The development stage is carried out by creating a website for storing Islamic jurisprudence teaching materials and preparing text, video, audio, images and animations that will be used as content. The content to be uploaded is prepared in the form of doc, pdf, video and animation files.
- c. The implementation stage is carried out after product development is based on assessment, criticism and suggestions for improvement. At this stage, learning of Islamic jurisprudence teaching materials is carried out on a web basis by providing students with a Googlesites link to study the material that has been prepared for the lesson.
- d. The evaluation stage is carried out in a formative and summative manner which is carried out by testing the effectiveness of web-based fiqh teaching materials used in learning at MTs Satu AtapTanjungsari

This research tested Googlesites-based halal and haram food and drink teaching materials for class VIII students at MTs Satu AtapTanjungsari in Ngawi district by distributing the Googlesites link. The following are the results of students' pretest and posttest assessment of halal and haram food and drink teaching materials based on Google site.

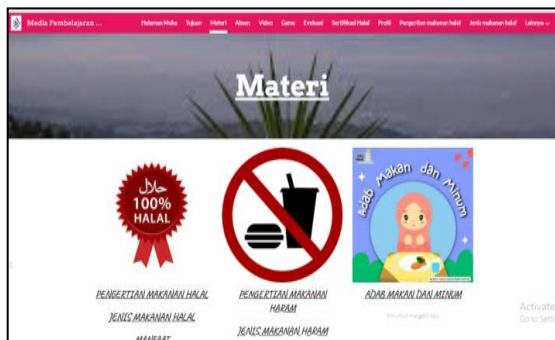


Figure 1. Learning Material Menu



Figure 2. Learning Objectives Menu



Figure 4. Absence Menu

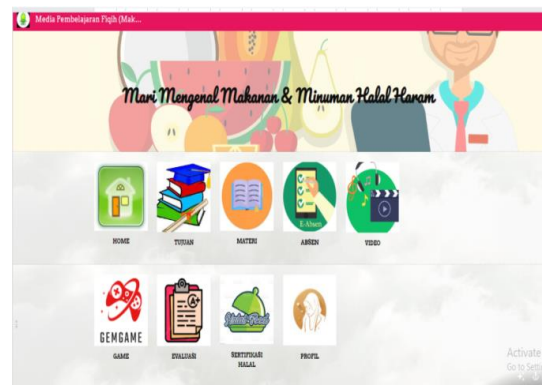


Figure 3. Lesson Menu

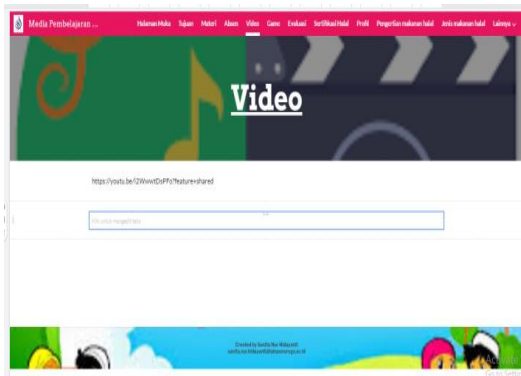


Figure 5. Learning Video Menu

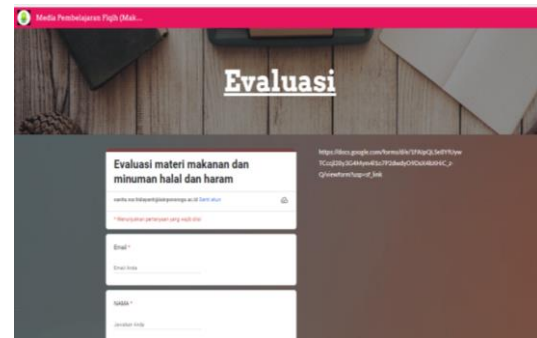


Figure 6. Learning Evaluation Menu

The image above is a display of web-googlesites-based learning media products with material about haram food and drinks. It can be seen that this learning media has a comprehensive menu for learning with videos and games that can attract students' attention. Apart from that, the delivery of material and videos in this media uses language that is easy to understand and students will find it easy to understand the material presented. This is supported by the response of students who can easily apply web-based learning media-googlesites by including the reason that "I am more interested in learning to use a cellphone with this website because there are lots of pictures and attractive colors".

Discussion

Based on the stages that have been implemented in the learning process regarding halal and haram food and drink teaching materials, the discussion in this article is at the evaluation stage by testing the effectiveness of learning media to increase students' level of discipline in choosing halal and haram food and drinks..

a. Level of Feasibility of Learning Media Based on Google Sites

The initial stage was carried out by an expert validation test, namely design and feature validation on Googlesites-based learning media. After the product has been successfully developed, a feasibility test is carried out with three expert validators. Validation of the product design and features involved three expert validators including a lecturer on PAI learning technology development at the IAIN Ponorogo postgraduate course, a fiqh subject teacher at MTs Satu AtapTanjungsari Ngawi and one of the research colleagues. The following is the design of the learning Googlesites home page.

Product trial results are obtained using product trial result data.(Saputro 2017) Expert trial/expert validation data was carried out to assess the validity of Googlesites-based teaching materials based on student learning styles for the resulting fiqh subjects, as well as asking for input and criticism from several experts. The data obtained is in the form of quantitative data, namely expert assessment scores and qualitative data in the form of suggestions or input that will be used to improve the product. In the feature and design validation testing, there are seven indicators that are used as assessments, namely the choice of font size on slides, the choice of type/font of letters, image display on slides, systematic presentation, video display on slides, safety in use, and linguistics. Then, in the program trial, a pretest and posttest were carried out with multiple choice questions to determine the ability or learning outcomes of static fluid material using web-based teaching materials.

Table 4. Design validation test results and product features

No.	Indicator	Score				Σ
		1	2	3	4	
A. Fiqh Web Design and Features						
1.	The design and features in website media attract attention			2	1	10
B. Selection of font type and size						
1.	The size of the fonts and images used on the website are attractive and appropriate			2	1	10
C. Displaying Images and Videos on the Fiqh Web						
1.	The images and videos presented are clear and interesting			1	2	11
D. Systematics of Fiqh Web Presentation						
1.	Systematic menu displayed according to needs			1	2	11
E. Ease of use						
1.	The menus presented on the website can be accessed and used			1	2	11
F. Language						
1.	The language used in the material is clear and easy to understand			1	2	11
Number of Validator Answers (ΣJTV)				8	10	64
Highest Total Score That Can Be Obtained (ΣST) (Number of Validators x Highest Score x Number of Questions)						72
Validator Rating Percentage (PPV) (%)						88.88
$PPV = \frac{\Sigma JTV}{\Sigma ST} \times 100$						(Very High)

Based on the results of product validity tests that have been made, there are six indicators that are taken into consideration regarding the validity or suitability of the product for use as a learning medium. After carrying out calculations and data processing, the results of the validator analysis with three experts found that the validation results for the six indicators were 88.8. This shows that the validity of the product is very high because the score falls into the interpretation score range of 84-100. The validation test results show that the design quality and features of website-based learning media products are in the very valid category and suitable for use in the next stage.

Apart from testing the validity of the product, the next step taken by the researchers was to test the practicality of the product involving 1 Fiqh teacher and 16 students. They were asked to open the Googlesites link to assess the practicality of each menu in the application. After carrying out trials, the assessment team gave a good response after opening the product link with their respective Androids. The material presented on Googlesites is considered relevant to the needs of students and the material in textbooks. The following are the results of practicality tests carried out by fiqh teachers and students

Table 5. Product practicality test results

No.	Indicator	Score				Σ
		1	2	3	4	
A. Efficiency						
1.	Media can be used efficiently	1	1	13	2	50
2.	Media can be efficient in using each menu	1	1	10	5	53
3.	The media can efficiently present material	1	1	12	3	51
B. Pembelajaran						
1.	The material presented on the web is in accordance with the material in the book		4	7	6	53
2.	Material on the web can improve understanding		5	9	3	49
3.	Material on the website can improve students' ability to	2		5	10	57

No.	Indicator	Score				Σ
		1	2	3	4	
	choose halal food and drinks					
	Number of Validator Answers (ΣJTV)	5	12	56	29	313
	Highest Total Score That Can Be Obtained (ΣST) (Number of Validators x Highest Score x Number of Questions)					408
	Validator Rating Percentage (PPV) (%) $PPV = \frac{\Sigma JTV}{\Sigma ST} \times 100$					76,71 (Praktis)

Based on the results of the product practicality test that has been made, there are six questions from two indicators that take into consideration the practicality of the product for use as a learning medium. After carrying out calculations and data processing, the results of the practicality test analysis with 1 Fiqh teacher and 16 students found a practicality result of 76.71. This shows that the product reaches the practical category because the score falls into the interpretation score range of 76-83. The results of the practicality test show that the quality of website-based learning media is in the practical category and is suitable for use as learning media.

b. Analysis data

This research used an experimental sample of 25 class VIII students at MTs Satu AtapTanjungsari.

Descriptive Statistics: pretest, posttest

Variable	Mean	SE Mean	StDev	Minimum	Median	Maximum	Mode	N for Mode
pretest	79.96	1.68	8.40	60.00	80.00	90.00	87	5
posttest	93.20	1.45	7.27	77.00	93.00	100.00	100	9

Based on the calculated analysis of students' pretest and posttest results, it was found that the average student pretest score was 79.96 and the average student posttest score was 93.20. After finding the pretest and posttest evaluation results, a data analysis test was carried out using a homogeneity test, the sample t test was used to test the average differences between paired sample groups..

Table 6. Homogeneity test

Null hypothesis	$H_0: \sigma_1 / \sigma_2 = 1$			
Alternative hypothesis	$H_1: \sigma_1 / \sigma_2 \neq 1$			
Significance level	$\alpha = 0,05$			
Test Method	D	D	P-Value	
	Statistic	F1	F2	
Bonett	0,42	1	4	0,514
Levene	0,92	1	8	0,343

Based on the homogeneity test with the help of Minitab-19, it provides a hypothesis that if the p-Value Lavene Test value is < 0.05 then the data variance is not homogeneous. On the other hand, if the p-Value Lavene Test value is > 0.05 then homogeneous data variance is fulfilled. The results obtained in the Lavene homogeneity test found a significance value of

0.343 > 5% significance level. This shows that the Ho hypothesis is accepted, so the test results conclude that the assumption of homogeneous data is met.

After carrying out the declared data as homogeneous, the normality of a data distribution is determined using the Liliefors and Kolmogorov-Smirnov tests.

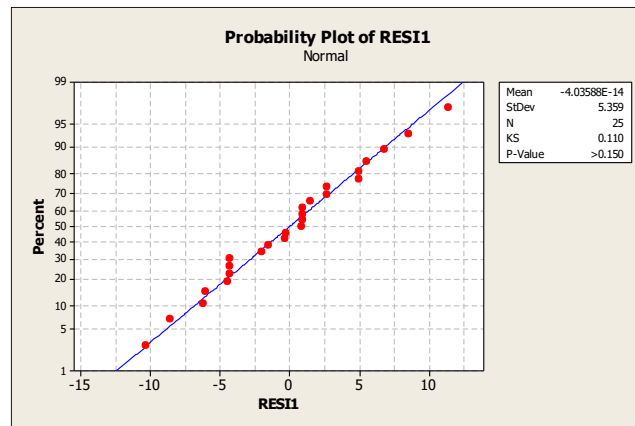


Figure 7. Data normality test

The hypothesis in normality data analysis is that if the significance value is >0.05 then the data is normal and the significance value is < 0.05 then the data is not normal. Based on the analysis test, it can be seen that the significance value in the Test of Normality output was found to be P. Value of >150. The data significance level is 5%. The pretest and posttest data have results greater than α (0.05), so it can be concluded that the research data is normally distributed based on the results of Kolmogorov Smirnov's normality calculations.

Table 7. Simple T test analysis test

Estimation for Difference

Difference	95% CI for Difference
-13,24	(-17,71; -8,77)

Test

Null hypothesis	$H_0: \mu_1 - \mu_2 = 0$
Alternative hypothesis	$H_1: \mu_1 - \mu_2 \neq 0$
T-Value	C F
-5,96	4
	P-Value
	0,000

Based on the results of data analysis, the hypothesis $H_1: \mu_1 - \mu_2 \neq 0$ was found, indicating that there is a significant influence on Googlesites-based fiqh learning media on students' discipline in choosing halal food and drinks. This is shown by the analysis test assisted by Minitab-19, which found a significant result of 0.000 with a significance level of 5%. The resulting P. Value is smaller than α ($0.000 < 0.05$). Thus Reject Ho. From the results of this hypothesis test, it can be concluded that learning with halal and haram food and drink materials through the development of Google Sites media in the posttest results showed a

significant increase compared to the pretest scores, namely before the treatment (development of Google Sites media) in class VIII MTs students. One Roof Tanjungsari Ngawi district. The results of the analysis of the use of Googlesites-based learning media can help teachers improve students' abilities in improving learning outcomes so that they can be implemented in everyday life.(S. Ningsih and Imam Farisi 2023) Judging from the validator's response in assessing this product makes it easy for teachers to carry out the learning process with media innovation. This is because if learning is carried out using the classic lecture method it will hinder the development of teachers and students.(Rahayu, Nuryani, and Riyadi 2019) As it is known, the creative use of multimedia can improve learning efficiency so that learning objectives can be achieved. But the use of multimedia as a medium. Mul- timedia should be viewed as a complement to teaching, not as a substitute for a role.(Kurnia et al. 2020)

CONCLUSION

Based on the results and discussion, it can be concluded that the effectiveness of learning using Googlesites-based teaching materials through the ADDIE model stage process in the form of assessing student responses regarding media use during learning shows a good category. The level of validity of the design and features of the Googlesites learning media received a result of 88.8 from expert validators, obtaining a very valid category. The level of media practicality has a result of 76.71 indicating that learning media is included in the practical category. The results of the analysis calculations on media effectiveness produced a percentage figure of 81.13% for the experimental class and was included in the effective category. The results of the calculation of media effectiveness produce a value smaller than α ($0.000 < 0.05$). Thus Reject H_0 . This shows that learning with halal and haram food and drink material through the development of Google Sites media in the posttest results showed a significant increase compared to the pretest scores, namely before the treatment (development of Google Sites media) in class VIII MTs Satu AtapTanjungsari, Ngawi Regency.

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